

**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 7:00 P.M. on June 18, 2007, at Don Stroh Administrative Center 5606 South 147th Street Omaha, NE 68137


Dated this 18th day of June, 2007.



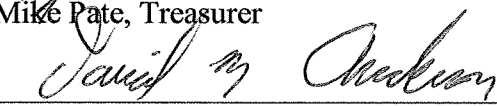
Brad Burwell, President

Jean Stothert, Vice President

Mike Kennedy, Secretary



Mike Pate, Treasurer



David M. Anderson



Linda Poole

BOARD OF EDUCATION MEETING - JUNE 18, 2007

NAME:

REPRESENTING:

Candra Zuenthe	Life Skills
Julie Williams	Life Skills
Dannelle McGlynn	UND class
Sheryl Mosler	Life Skills
Gene Adams	und class
Jean Dewoy	Life Skills
Karel Brady	Life Skills
John Faulkner	visitor
Doni Horrover	visitor
Chris Horrover	visitor
Rowan Lang	Food Service
Julie Kep	MNHS
Brenda Ridder	Ezra Millard
Briana Larsen	visitor
Quel Stahr	Life skills
PHIL HALLEK	VISITOR
B. Walker	MEP

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

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on **Monday, June 18, 2007** at 5606 South 147th Street, Omaha, Nebraska.

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

MIKE KENNEDY,
Secretary

6-15-07

**THE DAILY RECORD
OF OMAHA**

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

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

J. BOYD

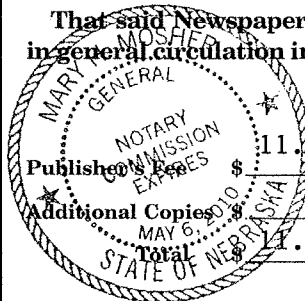
being duly sworn, deposes and says that she is

LEGAL EDITOR

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

June 15, 2007

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



Published's Fee \$ 11.90
Additional Copies \$ 0.00
Total \$ 11.90

Subscribed in my presence and sworn to before me this 15th day of June 2007

Notary Public in and for Douglas County, State of Nebraska



BOARD OF EDUCATION
MEETING



JUNE 18, 2007

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

2

REGULAR MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
JUNE 18, 2007

AGENDA

A. Call to Order

The Public Meeting Act is posted on the Wall and Available for Public Inspection

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items – This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.

E. Routine Matters

1. *Approval of Board of Education Minutes – June 4, 2007
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File
4. Summary of Committee of the Whole Meeting – June 11, 2007

F. Information Items

1. Superintendent's Comments
2. Board Comments/Announcements

G. Unfinished Business:

H. New Business

1. Approval of High School Calendars for 2007-2008
2. First Reading of Policy 1415 – Community Relations – Cooperation Between Schools and Welfare Agencies
3. First Reading of Policy 1420 – Community Relations – Cooperation With Other Educational Organizations
4. First Reading of Policy 1425 – Community Relations – Cooperation With Non-Profit Agencies
5. First Reading of Policy 1430 – Community Relations – Cooperation With Commercial Agencies
6. First Reading of Policy 3150 - Support Services Fundraising Activities by the Schools
7. First Reading of Policy 3718 – Support Services – Food Service – Program – Beverages
8. Approval of Salaries for Food Service Staff for 2007-2008
9. Approval of Salaries for Professional Technical Staff for 2007-2008
10. Enter into Collective Bargaining with Service Employees International, Local 226
11. Administrator for Hire
12. Approval of Personnel Actions: Amendment to Continuing Contracts, Leave(s) of Absence, Resignation(s), and New Hires

I. Reports

1. Bond Construction Report
2. Educational Services Year-End Report
3. Multicultural Report
4. Pre-K-12 Life Skills Report
5. Online Course Pilot Report
6. College Board Advanced Placement Audit Report
7. Site Plan Reports

J. Future Agenda Items/Board Calendar

1. Board of Education Meeting on Monday, July 9, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. New Teacher Breakfast on Thursday, August 2, 2007 at Millard North High School 7:30 a.m.
3. Board of Education Meeting on Monday, August 6, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Fall Kick-Off Celebration on Tuesday, August 7, 2007 at Qwest Center at 8:30 a.m.
5. Committee of the Whole Meeting on Monday, August 13, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Board of Education Meeting on Monday, August 20, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Board of Education Meeting on Tuesday, September 4, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Committee of the Whole Meeting on Monday, September 10, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
9. Board of Education Meeting on Monday, September 17, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

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
JUNE 18, 2007

ADMINISTRATIVE MEMORANDUM

A. Call to Order

The Public Meeting Act is posted on the Wall and Available for Public Inspection

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 – June 4, 2007. (See enclosure.)
- *E.2. Motion by _____, seconded by _____, to approve the bills. (See enclosures.)
- *E.3. Motion by _____, seconded by _____, to receive the Treasurer’s Report and Place on File. (See enclosure.)
- E.4. Summary of Board Committee of the Whole Meeting – June 11, 2007
- F.1. Superintendent’s Comments
- F.2. Board Comments/Announcements
- H.1. Motion by _____, seconded by _____, to approve the High School Calendars for 2007-2008. (See enclosure.)
- H.2. First Reading of Policy 1415 – Community Relations – Cooperation Between Schools and Welfare Agencies (See enclosure.)
- H.3. First Reading of Policy 1420 – Community Relations – Cooperation With Other Educational Organizations (See enclosure.)
- H.4. First Reading of Policy 1425 – Community Relations – Cooperation with Non-Profit Agencies (See enclosure.)
- H.5. First Reading of Policy 1430 – Community Relations – Cooperation with Commercial Agencies (See enclosure.)
- H.6. First Reading of Policy 3150 – Support Services – Fundraising Activities by the Schools (See enclosure.)
- H.7. First Reading of Policy 3718 – Support Services – Food Service – Program - Beverages (See enclosure.)
- H.8. Motion by _____, seconded by _____, to approve Food Service Staff Salaries for 2007-2008. (See enclosure.)

June 18, 2007

Page 2

- H.9. Motion by _____, seconded by _____, to approve Professional Technical Staff Salaries for 2007-2008. (See enclosure.)
- H.10. Motion by _____, seconded by _____, to enter into collective bargaining with SEIU, Local 226 for the 2007-08 school year and appointment of Steve Moore, Ken Fossen, and Duncan Young to represent the district in the collective bargaining sessions. (See enclosure.)
- H.11. Motion by _____, seconded by _____, to approve Administrator for Hire. (See enclosure.)
- H.12. Motion by _____, seconded by _____, to approve Personnel Actions: Amendments to Continuing Contracts, Leave(s) of Absence, Resignation(s), and New Hire(s). (See enclosure.)

I. Reports:

1. Bond Construction Report
2. Educational Services Year-End Report
3. Multicultural Report
4. Pre-K-12 Life Skills Report
5. Online Course Pilot Report
6. College Board Advanced Placement Audit Report
7. Site Plan Reports

J. Future Agenda Items/Board Calendar

1. Board of Education Meeting on Monday, July 9, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. New Teacher Breakfast on Thursday, August 2, 2007 at Millard North High School 7:30 a.m.
3. Board of Education Meeting on Monday, August 6, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Fall Kick-Off Celebration on Tuesday, August 7, 2007 at Qwest Center at 8:30 a.m.
5. Committee of the Whole Meeting on Monday, August 13, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Board of Education Meeting on Monday, August 20, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Board of Education Meeting on Tuesday, September 4, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Committee of the Whole Meeting on Monday, September 10, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
9. Board of Education Meeting on Monday, September 17, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

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, June 4, 2007, at the Don Stroh Administration Center, 5606 South 147th Street.

PRESENT: Brad Burwell, Jean Stothert, Linda Poole, Dave Anderson, Mike Pate, and Mike Kennedy

Notice of this meeting was given in advance thereof by publication in the Daily Record on, June 1, 2007; 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 5:30 p.m. the board met in Executive Session to discuss the Superintendent's evaluation.

At 6:55 p.m. Brad Burwell opened the public hearing on Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access. There were no questions on the policy.

Motion by Mike Kennedy, seconded by Linda Poole, to adjourn the public hearing. Upon roll call vote, all members voted aye. Motion carried.

At 7:00 p.m. Brad Burwell called the meeting to order and announced that the public meeting act is posted on the wall and available for public inspection. Mr. Burwell asked everyone to say the Pledge of Allegiance.

Roll call was taken and all members were present.

Motion by Linda Poole, seconded by Jean Stothert, to approve the Board of Education Minutes from May 21, 2007, to approve bills, and to receive the treasurer's report and place on file. Upon roll call vote, all members voted aye. Motion carried.

Showcase highlighted state winners boys and girl's soccer, baseball, journalism, track, Gatorade Players of the Year, Stock Market Game, National Language Arts League, WordMasters, and the Olive Garden Pasta Tales national winner.

Superintendent's Report:

1. School is out, and summer vacation begins.

Board Comments:

Mike Kennedy reported that he will not be at the Board meeting on June 18, 2007, because he will be out of town.

Board of Education Minutes
June 4, 2007
Page 2

Jean Stothert will not be at the Board meeting on June 18, 2007, because she will be out of town, also. Mrs. Stothert said the Metropolitan Area Boards of Education will be meeting on Wednesday, June 6, 2007 and she will be attending that meeting.

Linda Poole said she will be leaving on Wednesday, June 6, 2007 to go to Washington, D.C. for her second National School Boards Association meeting, and she will bring a report back to the board.

Mrs. Poole said she will be at the Nebraska Association of School Boards meeting the following weekend.

Brad Burwell said he will not be at the Committee of the Whole meeting on Monday, June 11, 2007, because he will be out of town.

Mike Kennedy provided the final reading of Policy 4165 – Human Resources – Resignation/Separation. Motion by Mike Kennedy, seconded by Dave Anderson, to approve Policy 4165 – Human Resources – Resignation/Separation. Upon roll call vote, all members voted aye. Motion carried.

Dave Anderson provided the final reading of Policy 6320 - Curriculum, Instruction, and Assessment – Students’ Graduation/Separation. Motion by Dave Anderson, seconded by Linda Poole, to approve Policy 6320 – Curriculum, Instruction, and Assessment – Students’ Graduation/Separation. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Mike Kennedy, to approve the Collective Bargaining Agreement with the Millard Education Association – Teachers for 2007-2008 and 2008-2009. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, to approve the Collective Bargaining Agreement with the Educational Paraprofessional Association of Millard (EPAM) for 2007-2008. Upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Jean Stothert, to approve the Collective Bargaining Agreement with the Millard Education Association – Nurses - 2007-2008 and 2008-2009. Upon roll call vote, all members voted aye. Motion carried.

The Administrative Salary program for 2007-2008 was delayed to the end of the agenda after Executive Session.

Motion by Jean Stothert, seconded by Dave Anderson, to approve the Substitute Teacher Pay Rate for 2007-2008. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, to approve Rule 4165.1 – Human Resources – Non-Certificated Staff Resignation/Separation. Upon roll call vote, all members voted aye. Motion carried

Board of Education Minutes
June 4, 2007
Page 3

Motion by Jean Stothert, seconded by Linda Poole, to approve Rule 4165.2 – Human Resources – Certificated Staff – Resignation/Separation. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve Rule 6320.1 – Curriculum, Instruction, and Assessment – Students’ Requirements for Senior High School Graduation. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Dave Anderson, to approve Rule 6320.2 – Curriculum, Instruction, and Assessment – Students’ Requirements for Senior High School Graduation: International Baccalaureate. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, to reaffirm Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access, Rule 6800.1 – Curriculum, Instruction, and Assessment – Parental Access, and Policy 6301 – Curriculum, Instruction, and Assessment – Assessed Curriculum – Accountability for Assessments. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Dave Anderson, to approve Rule 6301.1 – Curriculum, Instruction, and Assessment – Assessed Curriculum – Accountability for Assessments. Upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Jean Stothert, to approve Rule 6301.2 – Curriculum, Instruction, and Assessment – Assessed Curriculum – Accountability for Assessments. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, to reaffirm Policy 6315 – Curriculum, Instruction, and Assessment – Use of Assessment Data. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Mike Kennedy, to approve Rule 6315.1 – Curriculum, Instruction, and Assessment – Use of Assessment Data. Upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Jean Stothert, to approve Personnel Actions: Amendment to Continuing Contracts: Maya Caldwell, Sallye Vanderplas-Lee, Kimberly Skretta, Debra Ashmore, and Tricia Freeman; Resignations: Deborah Polles, Nicole Friedrichsen, and Beth Ingram; Local Option Substitute for Hire: Patricia A. Selzle; and New Hires: Beau Heiss, Edwin Thamer, Angela Halloran, Robert Boscardin, Arthur Beckman, Susan Goldsberry, Ann McConaughy, Sara Wiese, Victoria Palmisano, Justin Curtis, Jennifer Vest, Philip Zadina, and Kathleen Kuzminski. Upon roll call vote, all members voted aye. Motion carried.

Negotiation was delayed to the end of the meeting for Executive Session.

Reports: Legislative Report, Enrollment Report, Updated Enrollment Projections, Staff Development Report: May 31 Middle Level Staff Development, Staff Development Report: June 5, 2007 MPS Summer Academy, Elementary School Additions.

Board of Education Minutes
June 4, 2007
Page 4

Future Agenda Items/Board Calendar: A Committee of the Whole Meeting will be held on Monday, June 11, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, June 18, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, July 9, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The New Teacher Breakfast will be held on Thursday, August 2, 2007 at Millard North High School 7:30 a.m. A Board of Education Meeting will be held on Monday, August 6, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The Fall Kick-Off Celebration on Tuesday, August 7, 2007 at Qwest Center at 8:30 a.m. A Committee of the Whole Meeting will be held on Monday, August 13, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, August 20, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Tuesday, September 4, 2007 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, September 10, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, September 17, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Comments from the Public: Two parents talked to the board about the lack of decorum at the graduation ceremony for Millard North High School.

At 8:49 p.m. Mike Kennedy moved, seconded by Jean Stothert, to go into Executive Session for negotiation. Upon roll call vote, all members voted aye. Motion carried.

Brad Burwell announced that the Board will be going into Executive Session for the purpose of negotiation.

Mike Kennedy moved, seconded by Jean Stothert, to come out of Executive Session. Upon roll call vote, all members voted aye. Motion carried

Motion by Mike Kennedy, seconded by Jean Stothert, to approved the Administrative Salary Program for 2007-2008, the Associate Superintendents, and the Superintendent's salary program for 2007-2008. Upon roll call vote, all members voted aye. Motion carried.

Brad Burwell adjourned the meeting.



SECRETARY

Millard Public Schools
June 18, 2007

Millard Public Schools

Check Register

11

Prepared for the Board Meeting of June 18, 2007

Check No	Vend No	Vendor Name	Amount
280269	011651	AMERICAN EXPRESS	9,695.06
280270	134670	EDUCATIONAL TESTING SERVICE	350.00
280271	135843	MERCEDITAS BETANCUR	175.58
280272	107454	CHRISTOPHER COLLING	125.00
280275	109021	PATRICIA A CRUM	54.56
280277	068839	UNIVERSITY OF NEBRASKA KEARNEY	0.00
280278	136179	DIGITAL EXPRESS INC	3,530.00
280279	132281	JULIE A ELVERS	27.96
280284	107732	BRIAN L NELSON	300.00
280285	050042	ANNE M OETH	234.94
280286	136184	PRESBYTERIAN OUTREACH-DO NOT USE	500.00
280289	136178	GREGORY SMITH	126.90
280290	107354	STEPHEN W. VENTEICHER	260.00
280293	068839	UNIVERSITY OF NEBRASKA KEARNEY	1,500.00
280296	010421	DEBORAH A ADY	29.95
280303	019111	BISHOP BUSINESS EQUIPMENT	16,842.82
280304	134176	LINDA S BRABLEC	50.00
280305	107595	STEPHANIE A BURDIC	649.19
280306	106110	BRAD BURWELL	56.18
280308	136183	BRANDY B CHRISTENSEN	20.45
280311	108281	CHERYL CURTIS	159.02
280312	135906	ERIN E DAHL	35.72
280314	133009	ROBERTA E DEREMER	35.49
280315	136181	MARY C DICKERSON	45.84
280317	038025	MARY L EHLERS	94.80
280318	133823	REBECCA S EHRHORN	34.10
280320	135994	RHONDA J FIELDER-LONG	19.22
280322	041543	AMY J FRIEDMAN	53.19
280326	047853	HAPPY CAB COMPANY INC	34,992.20
280329	054159	JACQUELINE K JACOX	63.01
280330	132676	DENNIS F KIMBERLIN	752.50
280331	057683	JANET F KRUGER	78.94
280332	136142	KRISTEN L LARSON	37.92
280333	058875	KELLY A LATIMER-BRIGGS	110.00
280334	133643	JODY C LINDQUIST	48.40
280336	131922	DANYA A LINNEMAN	136.17
280338	108172	LISA A MASID SCHEPPERS	24.18
280340	065709	SHARRON A MILLSAP	262.50
280341	066510	DANIEL M MURPHY	51.41
280343	069099	CAROL C NEWTON	39.89
280344	109843	NEXTEL PARTNERS INC	14,591.74
280346	050042	ANNE M OETH	136.10
280347	072382	SHEILA M PHELPS	20.09
280348	134720	CARMEN E PLESKAC	50.42
280350	135690	DEIDRE REEH	40.00
280355	082395	CLAUDIA K SCHULTE	60.77

Date: 6/13/07

Millard Public Schools

Check Register

12

Prepared for the Board Meeting of June 18, 2007

Check No	Vend No	Vendor Name	Amount
280357	130851	SEARCH INSTITUTE	67.60
280359	082920	MARTI K SEIBERLING	8.41
280360	083149	SHERRYL K SHANNON	465.00
280361	106743	DONNA K SLOSSON	77.37
280363	084959	JAMES V SUTFIN	69.20
280365	136180	SHARON C VANWINKLE	54.19
280367	092936	BARBARA A WAGNER	81.25
280371	135419	JEANNE M WILSON	118.95
280391	109079	ALLTEL CORPORATION	184.49
280393	102958	INTERSTATE ALL BATTERY CENTER	95.52
280394	060153	KEITH W LUTZ	48.00
280395	136189	JOHN MAGUIRE	78.84
280396	107732	BRIAN L NELSON	80.00
280397	081630	SAM'S CLUB DIRECT	1,160.24
280398	098765	SECURITY BENEFIT LIFE INS CO	5,077.50
280399	090630	US POSTMASTER	214.16
280400	107354	STEPHEN W. VENTEICHER	70.00
280401	134670	EDUCATIONAL TESTING SERVICE	36,930.00
280402	134670	EDUCATIONAL TESTING SERVICE	39,500.00
280403	134670	EDUCATIONAL TESTING SERVICE	43,214.00
280404	106773	FIRST NATIONAL BANK VISA	14,210.20
280405	130729	ACCONTEMPS	756.00
280406	108394	MARJORIE E ALFIERI	74.96
280408	135217	NANCY C ANDERSON	35.02
280409	130469	SUSAN J ANGLEMYER	469.39
280410	010083	ATS MOBILE TELEPHONE CO INC	132.73
280411	132405	BAG 'N SAVE	643.62
280412	107363	JUDY A BAHENSKY-VOGEL	27.82
280416	130461	KATHLEEN M BEITING	268.45
280417	133731	DAVID R BRANDT	10.80
280420	065420	CENTRAL MIDDLE SCHOOL	2,409.65
280421	134049	DAWN M CHIZEK	75.00
280423	131715	BONEY CORP	1,285.92
280424	133818	CONNECTIVITY SOLUTIONS MFG INC	1,296.12
280425	108436	COX COMMUNICATIONS INC	42,577.53
280426	106893	CULLIGAN WATER CONDITIONING	65.63
280428	037525	EDUCATIONAL SERVICE UNIT #3	32,047.51
280429	040450	FEDERAL EXPRESS	1,433.80
280430	041543	AMY J FRIEDMAN	25.00
280432	136192	DIANE K GOSE	97.20
280433	135016	CANDRA R GUENTHER	20.24
280434	056820	HARRY A KOCH COMPANY	2,469.00
280435	133285	HUMAN RESOURCE ASSOC OF MIDLANDS	75.00
280436	133397	HY-VEE FOOD STORE (WELCH PLAZA)	1,414.48
280437	049850	HY-VEE FOOD STORE (OAKVIEW DR)	1,806.08
280438	134166	I BELIEVE IN ME RANCH INC	5,864.40

Date: 6/13/07

Millard Public Schools

Check Register

13

Prepared for the Board Meeting of June 18, 2007

Check No	Vend No	Vendor Name	Amount
280439	051573	IDEAL PURE WATER	25.00
280440	135912	IT'S YOURS INC	132.00
280443	056285	KENS FLOWER SHOP & GREENHOUSE INC	327.95
280444	132676	DENNIS F KIMBERLIN	612.50
280446	058755	LIDLAW TRANSIT INC	501.64
280448	135493	JOHN MARTINEZ	75.00
280449	063239	MCCLELLAN AUDIO SERVICE	900.00
280450	106393	WALTER B MERTZ	32.27
280451	133403	AMERICAN NATIONAL BANK	903.60
280453	136190	LILIANA J MIRANDA-ROBLES	182.43
280454	132296	DANNA G MOSSER	135.13
280457	134985	DOREEN K NELSON	159.90
280458	136002	CHRISTOPHER H NEVISON	150.00
280464	134744	R & F HOBBIES INC	522.48
280469	131723	EDWARD V ROCKWELL	41.41
280471	081725	KIMBERLEY K SAUM-MILLS	54.01
280473	135655	SCHOOL TRADITIONS LLC	2,503.95
280474	135023	DONALD R SHIRLEY	225.00
280475	133575	SIGN SOLUTIONS INC	3,842.00
280477	107093	CHARLENE S SNYDER	165.73
280478	136187	STAR TRIBUNE	3,805.00
280479	084959	JAMES V SUTFIN	55.79
280481	131446	TOSHIBA AMERICA INFO SYS INC	96.00
280482	131446	TOSHIBA AMERICA INFO SYS INC	12,450.69
280483	090242	UNITED PARCEL SERVICE	329.26
280485	091040	VALENTINOS INC	89.06
280487	134884	JULIE K WARNEMUNDE	302.06
280489	096200	YOUNG & WHITE	9,329.41
Total for GENERAL FUND			361,637.75
20515	032872	DENNIS SUPPLY COMPANY	199.08
20516	102958	INTERSTATE ALL BATTERY CENTER	2.14
20517	100944	MCDONALD & ASSOCIATES INC	43.50
20518	064950	MIDWEST METAL WORKS INC	122.50
20519	100013	OFFICE DEPOT BUS. SVCS. DIV.	344.95
20520	109843	NEXTEL PARTNERS INC	297.41
20521	134892	JOHN CHARLES ADAIR	20.25
20522	131267	JUSTIN H. BAINBRIDGE	114.75
20523	010047	JANICE K BEUKENHORST	46.36
20524	135972	RYAN G BISHOP	50.63
20525	135736	AUSTIN BURDEN	33.75
20526	131619	C E SUNDBERG CO	15.40
20527	106893	CULLIGAN WATER CONDITIONING	19.87
20528	134033	LOGAN DAVIS	70.88
20529	135667	MARK DJUBEK	18.56
20530	010178	LINDA M DOYLE	31.53
20531	038100	ELECTRIC FIXTURE & SUPPLY	1.76

Date: 6/13/07

Millard Public Schools

Check Register

14

Prepared for the Board Meeting of June 18, 2007

Check No	Vend No	Vendor Name	Amount
20532	132024	HOLLY ANNE FECH	60.75
20533	135983	ENCORE ONE LLC	553.69
20534	010670	GOODWIN TUCKER GROUP	1,017.89
20535	134024	GRACE GREENWOOD	13.50
20536	135233	DANIEL A GRESHAM	70.88
20537	049844	HYDRONIC ENERGY INC	13.02
20538	054630	JOHNSTONE SUPPLY	116.78
20539	054768	JUDAH CASTER COMPANY	82.80
20540	135668	NICHOLAS T KING	121.50
20541	135669	SHANE R KOHL	30.38
20542	010375	DONNA R KOSIBA	54.42
20543	135813	TROY P KOSTAL	20.25
20544	135670	EDWARD T KRASKA	20.25
20545	102229	ROWAN W LANG	145.50
20546	100082	MCCORMACK DISTRIBUTING COMPANY	100.45
20547	133180	CHRISTOPHER MCEVOY	81.00
20548	135671	MICHAEL J MCGREGOR	20.25
20549	134222	JAKE A MCWAIN-CALLAHAN	27.00
20550	133115	JUSTIN D MCWILLIAMS	113.06
20551	131475	VINCENTE MENDOZA	108.00
20552	135672	ZACHARY J METZGER	192.38
20553	107993	MILLARD PUBLIC SCHOOLS SUMMER	1,906.57
20554	135737	CASSANDRA M MUNSON	20.25
20555	134890	SAMUEL W MUNZESHEIMER	6.75
20556	134025	RONALD A NEWTON JR	33.75
20557	131594	CONNIE J NOVACEK	5.34
20558	102445	EDRIE K PEARCE	433.30
20559	134002	JESSE ROBERT PENTON	20.25
20560	135738	PATRICK D PESTELLO	40.50
20561	134150	DAVID ALEXANDER PETERSON	70.88
20562	131238	DONNA M PICKERING	14.07
20563	130874	ELAN M PIGULA	8.44
20564	099907	ELAINE A RUST	30.40
20565	135673	JERUS J SIME	20.25
20566	135057	KATHERINE L SIX	33.32
20567	135054	MICHELLE E SMITH	62.44
20568	102320	JUDY K STAHLNECKER	2.43
20569	135739	ELIJAH TYNES	27.00
20570	090214	UNITED ELECTRIC SUPPLY CO INC	46.93
20571	132028	ELIZABETH VANCANTI	60.75
20572	135674	BRIAN A VICARS	20.25
20573	099729	EARLENE WAKEFIELD	27.16
20574	134894	SADIE J WOLFE	20.25
20575	135675	ALEXANDER G WULFF	30.38
Total for FOOD SERVICE			7,338.73
280294	010040	A & D TECHNICAL SUPPLY CO INC	1,716.57

Date: 6/13/07

Millard Public Schools

Check Register

15

Prepared for the Board Meeting of June 18, 2007

Check No	Vend No	Vendor Name	Amount
280299	102430	AMI GROUP INC	2,506.25
280302	133480	BERINGER CIACCIO DENNELL MABREY	1,593.00
280309	025689	COMPUTER CABLE CONNECTION INC	468.10
280313	131003	DAILY RECORD	62.10
280316	107232	DLR GROUP INC	23,896.00
280344	109843	NEXTEL PARTNERS INC	2,089.50
280345	106326	NILA J NIELSEN	345.71
280353	134824	ROOFING SOLUTIONS INC	1,000.00
280354	081880	SCHEMMER ASSOCATES INC	24,053.00
280414	135245	BAHR VERMEER HAECKER ARCHITECTS	3,087.30
280424	133818	CONNECTIVITY SOLUTIONS MFG INC	13,306.47
280468	106416	RIFE CONSTRUCTION INC	33,608.00
280480	134550	THOMPSON DRESSEN & DORNER INC	85.00
Total for SPECIAL BUILDING			107,817.00
280291	105619	WESTERN TRAILER LEASING INC	135.00
280297	132882	PPE INC	1,998.00
280298	011051	ALL MAKES OFFICE EQUIPMENT	11,894.65
280299	102430	AMI GROUP INC	3,445.00
280300	012989	APPLE COMPUTER, INC.	270,558.90
280307	054237	PIONEER LOCK CO INC	37.40
280310	108436	COX COMMUNICATIONS INC	458.12
280316	107232	DLR GROUP INC	16,285.00
280319	130045	FARRIS ENGINEERING	880.00
280323	044950	GRAINGER INDUSTRIAL SUPPLY	955.47
280324	135427	GREAT PLAINS ASBESTOS CONTROL INC	8,939.00
280327	108348	INDEPENDENT SYSTEMS INC	512.00
280328	135502	INDOFF, INC.	9,928.00
280335	131472	LINES OF COMMUNICATION	8,482.00
280337	106392	MARKING REFRIGERATION INC	4,115.00
280339	065400	MILLARD LUMBER INC	89.65
280342	068445	NEBRASKA FURNITURE MART INC	412.00
280349	134877	PROCHASKA & ASSOCIATES INC	8,496.27
280354	081880	SCHEMMER ASSOCATES INC	5,010.17
280358	082910	SECURITY EQUIPMENT INC	5,526.67
280364	135716	AARON M JOHNSON LLC	723.00
280366	092323	VIRCO MANUFACTURING CORP	4,582.12
280368	094245	WESTLAKE ACE HARDWARE INC	25.95
280407	102430	AMI GROUP INC	3,195.00
280418	133503	BUILDING COMMISSIONING LLC	1,500.00
280419	099431	BUSINESS MEDIA INC	750.00
280425	108436	COX COMMUNICATIONS INC	218.69
280447	131472	LINES OF COMMUNICATION	30,927.21
280452	102870	MIDLAND COMPUTER INC	961.00
280456	068445	NEBRASKA FURNITURE MART INC	952.00
280459	134798	NEW VISION COMUNICATIONS INC	12,058.21
280460	069689	AMSAN LLC	697.16

Date: 6/13/07

Millard Public Schools

Check Register

16

Prepared for the Board Meeting of June 18, 2007

Check No	Vend No	Vendor Name	Amount
280461	100013	OFFICE DEPOT BUS. SVCS. DIV.	431.94
280462	071760	PATTON EQUIPMENT COMPANY INC	2,466.93
280463	102047	PAYLESS OFFICE PRODUCTS INC	12,783.76
280465	132713	PROTEX CENTRAL INC	16,000.00
280472	082350	SCHOOL SPECIALTY INC	41,510.40
280484	090900	UNIVERSITY PUB, INC.	28,422.90
280486	092323	VIRCO MANUFACTURING CORP	80,225.97
280488	105619	WESTERN TRAILER LEASING INC	135.00
Total for CONSTRUCTION			596,725.54
280269	011651	AMERICAN EXPRESS	479.55
280273	106184	CONCORDIA UNIVERSITY	660.00
280274	106184	CONCORDIA UNIVERSITY	660.00
280276	135662	KATHRYN ANN DAVIS	152.00
280280	054710	JOSLYN ART MUSEUM	246.00
280281	134603	LU ANN KNOBBE	60.00
280282	058755	LIDLAW TRANSIT INC	304.20
280283	131695	PATTI L LONG	660.00
280287	135462	GRACE A REAGAN	244.80
280288	134858	JENNIFER L REID	317.87
280295	136182	DOROTHY M ADDISON	91.68
280301	135852	COLLEEN D BALLARD	49.02
280321	134223	TERESA J FRIDRICH	37.79
280351	134858	JENNIFER L REID	648.15
280352	133305	LISA G RICHARDSON	42.73
280356	135960	COLETTE J SCHWEERS	119.93
280362	135979	ALEXIS B SORIANO	13.80
280367	092936	BARBARA A WAGNER	260.00
280369	134027	DAN A WHIPKEY	169.27
280370	108481	DEBORAH A WILLIAMS	46.99
280413	017609	MARY L BAHNEY	334.58
280415	131881	KIM D. BAINBRIDGE	100.00
280422	135634	NICHOLE R CHRISTIE	119.58
280427	135662	KATHRYN ANN DAVIS	96.00
280441	054710	JOSLYN ART MUSEUM	48.00
280442	135164	KATHLEEN A JUREK	800.00
280445	134225	KELLY A KRAMBECK	64.78
280446	058755	LIDLAW TRANSIT INC	263.56
280467	135462	GRACE A REAGAN	139.08
280470	131882	DEBORAH SALOMON	100.00
280476	133023	JANELL SIME	100.00
Total for GRANT FUND			7,429.36
280455	099045	MUTUAL OF OMAHA COMPANIES	188,404.60
Total for			188,404.60
280344	109843	NEXTEL PARTNERS INC	149.99
280392	135506	KAREN DUFFY	833.33

Date: 6/13/07

Millard Public Schools

Check Register

17

Prepared for the Board Meeting of June 18, 2007

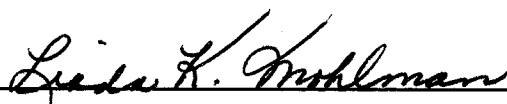
Check No	Vend No	Vendor Name	Amount
Total for DEPRECIATION			983.32
280428	037525	EDUCATIONAL SERVICE UNIT #3	280.44
Total for INTERLOCAL FUND			280.44
280292	095441	JERRY WORTMAN	47.50
280425	108436	COX COMMUNICATIONS INC	419.44
280431	134902	TOM GERKING	208.94
280466	078420	RAWSON & SONS ROOFING, INC.	250.00
Total for ACTIVITY FUND			925.88
Report Total			1,271,542.62

Current Cash Balance Report

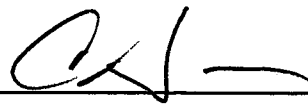
Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 General	80,308.35	61.54	493.18	0.00	79,876.71
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	416.89	36.00	245.92	0.00	206.97
180 Interest Earned - Checking	13,051.91	399.93	0.00	0.00	13,451.84
190 Interest on Savings	32,523.75	0.00	0.00	0.00	32,523.75
A General Funds Totals:	126,300.90	497.47	739.10	0.00	126,059.27
B Administrative Custody Accts					
200 Staff Development	0.00	0.00	0.00	0.00	0.00
209 MPS Activities Calendar	10,650.00	0.00	0.00	0.00	10,650.00
210 Activity Express	81,266.19	4,250.00	2,180.70	0.00	83,335.49
211 Logo Sales	3,404.40	0.00	0.00	0.00	3,404.40
213 Student Showcase	60.00	0.00	0.00	0.00	60.00
215 HAL Field Trips/Preschool	-1,641.08	0.00	144.87	0.00	-1,785.95
220 WF Student Donation	3,920.04	0.00	0.00	0.00	3,920.04
230 Hospitality	0.05	0.00	0.00	0.00	0.05
235 Educational Services Hospitality	59.84	0.00	36.95	0.00	22.89
240 No Longer Used	0.00	0.00	0.00	0.00	0.00
245 Paybac	0.00	0.00	0.00	0.00	0.00
B Administrative Custody Accts Totals:	97,719.44	4,250.00	2,362.52	0.00	99,606.92
C School Custody Accts					
300 Instrument Rental	76,643.87	0.00	0.00	0.00	76,643.87
310 South Swim Lessons	12,125.00	30.00	0.00	0.00	12,155.00
320 North Swim Lessons	11,630.00	0.00	0.00	0.00	11,630.00
325 West Swim Lessons	20,790.00	0.00	0.00	0.00	20,790.00
330 North Open Swim	0.00	0.00	0.00	0.00	0.00
335 West Open Swim	0.00	0.00	0.00	0.00	0.00
340 South Open Swim	0.00	0.00	0.00	0.00	0.00
350 Maintenance Vending	2,751.89	0.00	0.00	0.00	2,751.89
355 Tech Vending	1,043.06	0.00	0.00	0.00	1,043.06
360 Facility Use Rental Fee	179,036.42	4,529.78	0.00	0.00	183,566.20
365 Facility Use Building Access	62,521.11	42,835.50	0.00	0.00	105,356.61
366 Facility Use Staffing	14,835.50	5,003.00	0.00	0.00	19,838.50
370 No Longer Used	0.00	0.00	0.00	0.00	0.00
400 Check Collection	42.65	274.25	274.25	0.00	42.65
500 District Wide Coca-Cola	7,926.50	0.00	0.00	0.00	7,926.50
C School Custody Accts Totals:	389,346.00	52,672.53	274.25	0.00	441,744.28
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	1,941.69	1,072.25	10.00	0.00	3,003.94
1030 Parent Pay PreSchool	0.00	0.00	0.00	0.00	0.00
Q Extra-Curriculars Totals:	1,941.69	1,072.25	10.00	0.00	3,003.94
Report Totals:	469,576.77	58,492.25	3,385.87	0.00	524,683.15



Linda K. Mohlman, DSAC
Executive Secretary



Chris Hughes, DSAC
Accounting Manager

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

 Arranged by:
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,908.39	0.00	9.57	0.00	1,898.82
110 GENERAL FUND	30,352.49	83.00	675.03	0.00	29,760.46
111 INTEREST EARNED CHECKING	1,264.48	34.20	0.00	0.00	1,298.68
A ACTIVITY GENERAL FUND Totals:	33,525.36	117.20	684.60	0.00	32,957.96
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	273.51	163.50	47.94	0.00	389.07
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	135.12	0.00	0.00	0.00	135.12
D CLUBS AND ORGANIZATIONS Totals:	427.50	163.50	47.94	0.00	543.06
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	3,046.76	500.00	259.00	0.00	3,287.76
615 FIELD TRIPS	-68.92	0.00	644.14	0.00	-713.06
619 World Language	-217.95	0.00	0.00	0.00	-217.95
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:	3,255.94	500.00	903.14	0.00	2,852.80
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	417.00	0.00	0.00	0.00	417.00
1010 1st Grade Field Trips	220.75	0.00	0.00	0.00	220.75
1020 2nd Grade Field Trips	97.00	0.00	0.00	0.00	97.00
1030 3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 4th Grade Field Trips	193.50	0.00	0.00	0.00	193.50
1050 5th Grade Field Trips	619.58	98.00	0.00	0.00	717.58
1060 Spanish Class	2,029.68	0.00	0.00	0.00	2,029.68
Q Extra Curricular Activities Totals:	3,577.51	98.00	0.00	0.00	3,675.51
R Other Activities					
2000 Leadership Academy	-291.82	0.00	0.00	0.00	-291.82
2010 Saturday Recreation	740.00	0.00	0.00	0.00	740.00
R Other Activities Totals:	448.18	0.00	0.00	0.00	448.18
Report Totals:	41,234.49	878.70	1,635.68	0.00	40,477.51

Cynthia Rulien
 Secretary

Erik Clausse
 Principal

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

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	378.64	0.00	0.00	0.00	378.64
110 GENERAL FUND	4,668.36	0.00	551.83	0.00	4,116.53
115 INTEREST EARNED CHECKING	275.24	17.44	0.00	0.00	292.68
A ACTIVITY GENERAL FUND Totals:	5,322.24	17.44	551.83	0.00	4,787.85
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	482.50	0.00	0.00	0.00	482.50
515 Art Club	111.78	0.00	0.00	0.00	111.78
520 yearbook	479.71	0.00	0.00	0.00	479.71
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	40.25	0.00	0.00	0.00	40.25
540 Field Day	1.00	0.00	0.00	0.00	1.00
D CLUBS AND ORGANIZATIONS Totals:	2,342.38	0.00	0.00	0.00	2,342.38
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SOCIAL	801.92	0.00	359.09	0.00	442.83
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 D.A.R.E.	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	6,389.95	0.00	719.52	0.00	5,670.43
615 FIELD TRIP	-5,216.28	0.00	454.50	0.00	-5,670.78
620 Art K-5	3,533.11	0.00	0.00	0.00	3,533.11
625 BIRTHDAY BOOK CLUB	409.44	0.00	0.00	0.00	409.44
630 Fundraiser	788.84	0.00	93.75	0.00	695.09
635 Powers Fund	132.26	0.00	0.00	0.00	132.26
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	6,839.24	0.00	1,626.86	0.00	5,212.38
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	728.00	0.00	0.00	0.00	728.00
1010 First Grade Field Trip	481.35	0.00	0.00	0.00	481.35
1020 Second Grade Field Trip	1,452.75	0.00	0.00	0.00	1,452.75
1030 Third Grade Field Trip	1,196.10	920.80	0.00	72.75	2,189.65
1040 Fourth Grade Field Trip	972.80	200.00	0.00	0.00	1,172.80
1050 Fifth Grade Field Trip	757.50	143.75	0.00	0.00	901.25
1070 Sped Field Trip	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	5,588.50	1,264.55	0.00	72.75	6,925.80
Report Totals:	20,092.36	1,281.99	2,178.69	72.75	19,268.41

Michael Madson 5/15/07
 Martha Keller 5/15/07

ALL Data

Current Cash Balance Report

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL	7,528.66	1,054.27	625.97	0.00	7,956.96
110 VENDING	0.00	0.00	0.00	0.00	0.00
125 Interest Earned	339.42	19.21	0.00	0.00	358.63
A ACTIVITY GENERAL FUND Totals:	7,868.08	1,073.48	625.97	0.00	8,315.59
B Mini-Classes					
800 Beginning Spanish (K-2)	0.00	0.00	0.00	0.00	0.00
801 Beginning Spanish (3-5)	0.00	0.00	0.00	0.00	0.00
802 Sign Language :ASL (K-2)	130.00	0.00	0.00	0.00	130.00
803 Sign Language:ASL (3-5)	130.00	0.00	0.00	0.00	130.00
804 Intro to Photography (3-5)	0.00	0.00	0.00	0.00	0.00
805 Hip-Hop Dance (K-2)	0.00	0.00	0.00	0.00	0.00
806 Hip- Hop Dance (3-5)	0.00	0.00	0.00	0.00	0.00
807 Beginning Karate (K-2)	0.00	0.00	0.00	0.00	0.00
1100 2-5 Crafts	0.00	0.00	0.00	0.00	0.00
1200 Scrapbooking	0.00	0.00	0.00	0.00	0.00
1300 Crafts K-2	0.00	0.00	0.00	0.00	0.00
1350 Crafts 3-5	0.00	0.00	0.00	0.00	0.00
1400 Knitting	0.00	0.00	0.00	0.00	0.00
1500 Hip-Hop Dance	0.00	0.00	0.00	0.00	0.00
1600 Stamping	0.00	0.00	0.00	0.00	0.00
1700 K-5 Board Games	0.00	0.00	0.00	0.00	0.00
1800 2-3 Spanish	0.00	0.00	0.00	0.00	0.00
1900 4-5 Spanish	0.00	0.00	0.00	0.00	0.00
B Mini-Classes Totals:	260.00	0.00	0.00	0.00	260.00
C SCHOOL CUSTODIAL ACCT.					
101 Reading connections	0.00	0.00	0.00	0.00	0.00
200 OUTDOOR CLASSROOM	109.97	0.00	0.00	0.00	109.97
300 ART SUPPLIES	5,992.36	0.00	0.00	0.00	5,992.36
400 Technology	963.10	0.00	0.00	0.00	963.10
401 "Read a thon" for Winnebago	319.49	80.00	0.00	0.00	399.49
C SCHOOL CUSTODIAL ACCT. Totals:	7,384.92	80.00	0.00	0.00	7,464.92
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	933.87	0.00	478.49	0.00	455.38
605 Destination Imagination	1,515.21	0.00	0.00	0.00	1,515.21
607 Choir /T shirts	-1,075.80	0.00	0.00	0.00	-1,075.80
D CLUBS AND ORGANIZATIONS Totals:	1,373.28	0.00	478.49	0.00	894.79
E ADMINISTRATIVE CUSTODIAL					
300 ART-do not use	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	36.00	0.00	0.00	0.00	36.00
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 MEDIA	3,213.19	0.00	0.00	0.00	3,213.19
611 Birthday Book club	1,333.52	0.00	0.00	0.00	1,333.52
615 FIELD TRIPS	-4,012.21	0.00	757.64	0.00	-4,769.85
725 Fundraising	1,432.77	0.00	0.00	0.00	1,432.77
E ADMINISTRATIVE CUSTODIAL Totals:	2,003.27	0.00	757.64	0.00	1,245.63
Q Fee Fund Account					
1001 Kdg. Field Trip	1,059.25	0.00	0.00	0.00	1,059.25
1101 First Grade Field Trip	649.75	162.00	0.00	0.00	811.75
1201 Second Grade Field Trp	239.80	0.00	0.00	0.00	239.80
1202 Choir Shirts	1,084.50	0.00	0.00	0.00	1,084.50
1301 Third Grade Field Trip	462.50	0.00	0.00	0.00	462.50

Current Cash Balance Report

ALL Data

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1401 Fourth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1501 Fifth Grade Field Trip	197.50	0.00	0.00	0.00	197.50
Q Fee Fund Account Totals:	3,693.30	162.00	0.00	0.00	3,855.30
U Do Not Use					
211 do not use	0.00	0.00	0.00	0.00	0.00
700 Do Not Use	0.00	0.00	0.00	0.00	0.00
720 Do Not Use	0.00	0.00	0.00	0.00	0.00
U Do Not Use Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	22,582.85	1,315.48	1,862.10	0.00	22,036.23

Kevin J. Chick 5-14-07
Karen Bodman


ALL Data

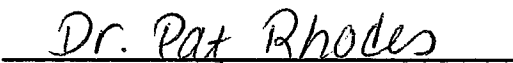
Current Cash Balance Report

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING/ADULT	-367.60	0.00	0.00	0.00	-367.60
105 VENDING/STUDENT	100.82	84.75	82.64	0.00	102.93
110 GENERAL FUND	7,565.41	159.20	378.05	0.00	7,346.56
115 BUILDING FUNDRAISER	-3,919.39	0.00	0.00	0.00	-3,919.39
200 CHECKING INTEREST	524.55	12.50	0.00	0.00	537.05
A ACTIVITY GENERAL FUND Totals:	3,903.79	256.45	460.69	0.00	3,699.55
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,187.88	0.00	1,430.72	0.00	757.16
550 ART CLUB	-471.56	0.00	0.00	0.00	-471.56
D CLUBS AND ORGANIZATIONS Totals:	1,716.32	0.00	1,430.72	0.00	285.60
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 MEDIA CENTER	7,066.09	13.00	0.00	0.00	7,079.09
615 FIELD TRIPS	-1,386.71	7.50	405.76	0.00	-1,784.97
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	5,679.38	20.50	405.76	0.00	5,294.12
F DISTRICT CUSTODIAL					
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 DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITIES					
1000 KINDERGARTEN FIELD TRIPS	757.50	465.00	0.00	0.00	1,222.50
1010 FIRST GRADE FIELD TRIPS	250.75	0.00	0.00	0.00	250.75
1020 SECOND GRADE FIELD TRIPS	542.45	0.00	0.00	0.00	542.45
1030 THIRD GRADE FIELD TRIPS	321.12	0.00	0.00	0.00	321.12
1040 FOURTH GRADE FIELD TRIPS	564.50	0.00	0.00	0.00	564.50
1050 FIFTH GRADE FIELD TRIPS	674.48	0.00	0.00	0.00	674.48
Q EXTRA CURRICULAR ACTIVITIES Totals:	3,110.80	465.00	0.00	0.00	3,575.80
R CLUBS					
2000 ART CLUB	332.91	0.00	0.00	0.00	332.91
R CLUBS Totals:	332.91	0.00	0.00	0.00	332.91
Report Totals:	14,743.20	741.95	2,297.17	0.00	13,187.98


Linda K. Mohlman, DSAC
Executive Secretary


Dr. Pat Rhodes, Bryan
Principal

ALL Data

Current Cash Balance Report

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	2,970.54	0.00	65.05	0.00	2,905.49
110 GENERAL	11,054.40	100.00	793.77	0.00	10,360.63
130 HOSPITALITY	377.67	0.00	162.04	0.00	215.63
140 INTEREST EARNED CHECKING	1,154.33	21.81	0.00	0.00	1,176.14
A ACTIVITY GENERAL FUND Totals:	15,556.94	121.81	1,020.86	0.00	14,657.89
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	3,317.96	0.00	406.17	0.00	2,911.79
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
D CLUBS AND ORGANIZATIONS Totals:	3,395.19	0.00	406.17	0.00	2,989.02
E ADMINISTRATIVE CUSTODIAL ACCT					
601 FIELD TRIPS	-222.25	-73.50	392.80	0.00	-688.55
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	6,344.97	1,030.95	222.10	0.00	7,153.82
615 PAYBAC	0.00	0.00	0.00	0.00	0.00
625 BOWLING	14.95	0.00	0.00	0.00	14.95
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	6,137.67	957.45	614.90	0.00	6,480.22
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	316.75	0.00	0.00	0.00	316.75
1010 1ST GRADE FIELD TRIPS	0.00	1,131.00	0.00	0.00	1,131.00
1020 2ND GRADE FIELD TRIPS	207.00	0.00	0.00	0.00	207.00
1030 3RD GRADE FIELD TRIPS	333.00	0.00	0.00	0.00	333.00
1040 4TH GRADE FIELD TRIPS	93.00	73.50	0.00	0.00	166.50
1050 5TH GRADE FIELD TRIPS	355.75	146.00	0.00	0.00	501.75
Q EXTRA -CURRICULAR ACTIVITIES Totals:	1,305.50	1,350.50	0.00	0.00	2,656.00
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	0.00	0.00	0.00	0.00	0.00
Z INACTIVE Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	26,395.30	2,429.76	2,041.93	0.00	26,783.13

Dr. Nela Nelsen
 Cather Elementary

C. Johnson 5-907

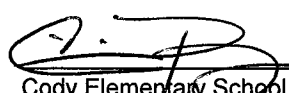
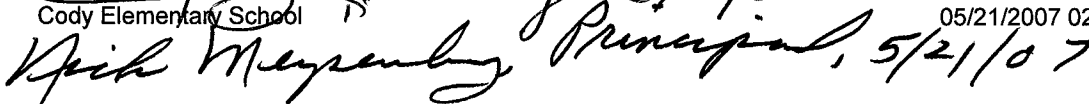
Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	729.41	0.00	119.86	0.00	609.55
110 GENERAL	6,742.30	329.06	206.00	0.00	6,865.36
120 TECHNOLOGY FUND	606.57	0.00	0.00	0.00	606.57
130 COFFEE	23.48	0.00	15.94	0.00	7.54
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	136.51	17.02	0.00	0.00	153.53
180 PTA DISCRETIONARY	380.91	0.00	45.00	0.00	335.91
190 ASSIGNMENT NOTEBOOKS	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	8,635.10	346.08	386.80	0.00	8,594.38
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	3,572.42	193.90	41.20	0.00	3,725.12
502 CODY APPAREL	978.96	11.00	36.50	0.00	953.46
520 STUDENT CLUBS	260.10	0.00	234.88	0.00	25.22
530 LOVE AND LOGIC	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	4,811.48	204.90	312.58	0.00	4,703.80
E ADMINISTRATIVE CUSTODIAL FUND					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	255.53	48.00	198.96	0.00	104.57
610 MEDIA	4,868.06	62.79	182.50	0.00	4,748.35
611 MEDIA - DONATIONS	157.71	0.00	0.00	0.00	157.71
615 FIELD TRIP	-821.20	0.00	127.20	0.00	-948.40
620 Instrument Rental	225.00	0.00	0.00	0.00	225.00
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	1,308.45	0.00	0.00	0.00	1,308.45
E ADMINISTRATIVE CUSTODIAL FUND Totals:	5,995.30	110.79	508.66	0.00	5,597.43
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	267.25	0.00	0.00	0.00	267.25
1010 First Grade Field Trips	260.50	0.00	0.00	0.00	260.50
1020 Second Grade Field Trips	136.00	122.50	0.00	0.00	258.50
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	184.50	0.00	0.00	0.00	184.50
Q Extra-Curricular Activities Totals:	848.25	122.50	0.00	0.00	970.75
R Clubs					
2000 Clubs	0.00	199.00	0.00	0.00	199.00
2010 Choir	-5.00	0.00	0.00	0.00	-5.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
R Clubs Totals:	-5.00	199.00	0.00	0.00	194.00
Report Totals:	20,285.13	983.27	1,208.04	0.00	20,060.36

 Secretary 5/21/07
 Principal, 5/21/07

Cody Elementary School
05/21/2007 02:40:37 PM
Page 1

Current Cash Balance Report

ALL Data

26 Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,088.17	0.00	65.34	0.00	1,022.83
110 GENERAL FUND	4,701.46	0.00	125.88	0.00	4,575.58
112 WESTERN BOWL	0.00	0.00	0.00	0.00	0.00
200 CANDY MACHINE VENDING	0.00	0.00	0.00	0.00	0.00
500 MILLARD FOUNDATION REIMB.	8,199.28	0.00	0.00	0.00	8,199.28
600 Interest earned	709.11	13.80	0.00	0.00	722.91
A ACTIVITY GENERAL FUND Totals:	14,698.02	13.80	191.22	0.00	14,520.60
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	189.49	0.00	127.16	0.00	62.33
D CLUBS AND ORGANIZATIONS Totals:	189.49	0.00	127.16	0.00	62.33
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	652.69	0.00	0.00	0.00	652.69
615 FIELD TRIPS	-279.89	0.00	782.38	0.00	-1,062.27
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	146.57	0.00	0.00	0.00	146.57
650 GRANT MONEY	-68.84	0.00	0.00	0.00	-68.84
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	641.53	0.00	782.38	0.00	-140.85
F DISTRICT CUSTODIAL					
700 REINBURSEMENTS	962.44	0.00	0.00	0.00	962.44
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	962.44	0.00	0.00	0.00	962.44
Q FEE FUNDED ACCTS					
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	422.09	0.00	0.00	0.00	422.09
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:	422.09	0.00	0.00	0.00	422.09
Report Totals:	16,913.57	13.80	1,100.76	0.00	15,826.61

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	3,765.93	79.47	360.00	0.00	3,485.40
110 GENERAL FUND	5,814.41	258.65	919.58	0.00	5,153.48
200 INTEREST EARNED CHECKING	895.62	11.18	0.00	0.00	906.80
A ACTIVITY GENERAL FUND Totals:	10,475.96	349.30	1,279.58	0.00	9,545.68
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	761.37	100.50	0.00	0.00	861.87
D CLUBS AND ORGANIZATIONS Totals:	761.37	100.50	0.00	0.00	861.87
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	868.55	0.00	233.00	0.00	635.55
610 LIBRARY	48.38	12.72	8.23	0.00	52.87
615 FIELD TRIPS	-379.71	0.00	571.97	0.00	-951.68
620 FIELD TRIPS/PTO FUND	-645.96	0.00	85.00	0.00	-730.96
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-108.74	12.72	898.20	0.00	-994.22
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	315.00	0.00	0.00	0.00	315.00
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	105.00	0.00	0.00	0.00	105.00
1014 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1015 Fifth Grade Field Trips	129.50	0.00	0.00	0.00	129.50
1016 K-5 SPED Field Trips	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	549.50	0.00	0.00	0.00	549.50
Report Totals:	13,566.81	462.52	2,177.78	0.00	11,851.55

Reesa Laprentz 5/16/07
M/ab Schuyler 5/16/07

ALL Data

Current Cash Balance Report

Date: 09/01/2006 thru 04/30/2007

Arranged by:
28
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	0.00	733.01	973.27	0.00	-240.26
110 GENERAL FUND	16,953.15	3,001.91	8,389.31	0.00	11,565.75
120 Interest on checking	660.00	134.52	0.00	0.00	794.52
A ACTIVITY GENERAL FUND Totals:	17,613.15	3,869.44	9,362.58	0.00	12,120.01
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	169.97	0.00	0.00	0.00	169.97
510 Art Projects	0.00	0.00	0.00	0.00	0.00
520 T-shirts	0.00	1,015.00	716.50	0.00	298.50
550 Pencils	530.50	456.75	624.72	0.00	362.53
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:	771.53	1,471.75	1,341.22	0.00	902.06
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	14.47	1,320.00	466.17	0.00	868.30
606 MAGAZINES	0.00	68.00	0.00	0.00	68.00
610 LIBRARY	1,355.85	677.45	155.42	0.00	1,877.88
615 FIELD TRIPS	0.00	0.00	1,860.97	0.00	-1,860.97
620 PTO	0.00	0.00	0.00	0.00	0.00
625 MUSIC DEPT.	0.00	0.00	0.00	0.00	0.00
630 PICTURES	0.00	1,385.00	29.92	0.00	1,355.08
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,370.32	3,450.45	2,512.48	0.00	2,308.29
Q					
1000 Kindergarten field trips	0.00	795.35	0.00	0.00	795.35
1010 1st grade field trips	0.00	737.00	0.00	0.00	737.00
1020 2nd grade field trips	0.00	347.00	0.00	0.00	347.00
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	311.50	0.00	0.00	311.50
1060 Sped field trips	0.00	0.00	0.00	0.00	0.00
Q Totals:	0.00	2,190.85	0.00	0.00	2,190.85
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:	19,755.00	10,982.49	13,216.28	0.00	17,521.21

*Drake Beverly, Sec.
Carol Beatty, Principal*

ALL Data

Current Cash Balance Report

29 Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-1,921.01	0.00	12.53	0.00	-1,933.54
110 GENERAL FUND	11,050.70	0.00	350.00	0.00	10,700.70
115 Interest Earned Checking	814.81	25.93	0.00	-12.56	828.18
A ACTIVITY GENERAL FUND Totals:	9,944.50	25.93	362.53	-12.56	9,595.34
D CLUBS AND ORGANIZATIONS					
510 STUDENT COUNCIL	517.82	685.25	695.95	0.00	507.12
1060 Choir/Strings/Band	420.75	0.00	0.00	0.00	420.75
1070 HAL	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	938.57	685.25	695.95	0.00	927.87
E ADMINISTRATIVE CUSTODIAL ACCT					
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	350.12	0.00	0.00	0.00	350.12
615 FIELD TRIPS	638.97	0.00	333.50	0.00	305.47
620 HOSPITALITY FUND	-11.34	0.00	0.00	0.00	-11.34
630 FUND RAISER	1,178.38	0.00	0.00	0.00	1,178.38
635 SAFETY PATROL	114.50	0.00	0.00	0.00	114.50
640 ART	1,849.62	0.00	0.00	0.00	1,849.62
650 5th Grade Art	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,120.25	0.00	333.50	0.00	3,786.75
F DISTRICT CUSTODIAL					
710 RUSWICK GRANT	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 Kindergarten Field Trips	514.80	0.00	0.00	0.00	514.80
1010 First Grade Field Trips	92.25	0.00	0.00	0.00	92.25
1020 Second Grade Field Trips	46.00	0.00	0.00	0.00	46.00
1030 Third Grade Field Trips	265.15	0.00	0.00	0.00	265.15
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	44.00	0.00	0.00	0.00	44.00
Q Fee Fund Totals:	962.20	0.00	0.00	0.00	962.20
Report Totals:	15,965.52	711.18	1,391.98	-12.56	15,272.16

Cheryl Gerace

5-14-07

Roberta Wermer

5-14-07

ALL Data

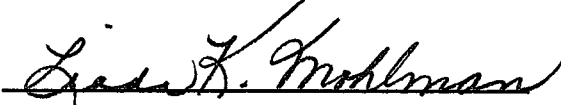
Current Cash Balance Report


Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	967.60	0.00	27.97	58.13	997.76
110 General	7,520.43	164.00	164.00	0.00	7,520.43
112 Bank Charges and Interest	296.88	16.34	0.00	0.00	313.22
615 Tile Contingency	150.00	0.00	0.00	0.00	150.00
A ACTIVITY GENERAL FUND Totals:	8,934.91	180.34	191.97	58.13	8,981.41
D CLUBS AND ORGANIZATIONS					
501 Student Council	489.84	0.00	0.00	0.00	489.84
502 YEARBOOK-N/A	0.00	0.00	0.00	0.00	0.00
611 Hitchcock Clothing	56.62	0.00	0.00	0.00	56.62
616 CREATIVE CUBS	254.42	0.00	0.00	0.00	254.42
2001 WALKING CLUB	258.25	0.00	0.00	0.00	258.25
D CLUBS AND ORGANIZATIONS Totals:	1,059.13	0.00	0.00	0.00	1,059.13
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base	0.00	0.00	0.00	0.00	0.00
602 Landscaping	37.00	0.00	0.00	0.00	37.00
603 Field Trip	-777.75	0.00	81.95	0.00	-859.70
604 Classroom Supplies	16.00	0.00	0.00	0.00	16.00
605 READ	1,100.07	0.00	21.18	0.00	1,078.89
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	2,033.77	10.00	499.95	-58.13	1,485.69
612 HOSPITALITY	382.41	0.00	140.93	0.00	241.48
613 Art Fund	3,707.80	0.00	0.00	0.00	3,707.80
614 Hitchcock Mini Classes	0.00	0.00	0.00	0.00	0.00
650 Fundraiser	1,822.00	0.00	0.00	0.00	1,822.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	8,321.30	10.00	744.01	-58.13	7,529.16
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	356.00	0.00	0.00	0.00	356.00
1010 1st grade field trips	109.50	0.00	0.00	0.00	109.50
1020 2nd grade field trips	191.00	0.00	0.00	0.00	191.00
1030 3rd grade field trips	0.00	85.00	0.00	0.00	85.00
1040 4th grade field trips	277.00	0.00	0.00	0.00	277.00
1050 5th grade field trips	294.00	82.50	0.00	0.00	376.50
1060 SPED Field Trips	114.50	0.00	0.00	0.00	114.50
Q Extra Curricular Activities Totals:	1,342.00	167.50	0.00	0.00	1,509.50
R Clubs					
2000 Art Club	40.00	0.00	0.00	0.00	40.00
R Clubs Totals:	40.00	0.00	0.00	0.00	40.00
Report Totals:	19,697.34	357.84	935.98	0.00	19,119.20


 Linda K. Mohlman, DSAC
 Executive Secretary


 Mandy Johnson, Hitchcock
 Principal

ALL Data

Current Cash Balance Report

Date: 04/01/2007 thru 04/30/2007

31 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	3,720.27	0.00	0.00	0.00	3,720.27
110 GENERAL FUND	12,393.78	0.00	218.07	0.00	12,175.71
200 INTEREST EARNED CHECKING	860.48	20.77	0.00	0.00	881.25
A ACTIVITY GENERAL FUND Totals:	16,974.53	20.77	218.07	0.00	16,777.23
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,880.24	0.00	0.00	0.00	2,880.24
D CLUBS AND ORGANIZATIONS Totals:	2,880.24	0.00	0.00	0.00	2,880.24
E ADMINISTRATIVE CUSTODIAL ACCT					
601 PTA/TEACHER	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,713.22	79.00	1,462.79	0.00	2,329.43
615 FIELD TRIPS	-14.72	0.00	325.14	0.00	-339.86
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,698.50	79.00	1,787.93	0.00	1,989.57
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	421.75	0.00	0.00	0.00	421.75
1020 SECOND GRADE	0.00	0.00	0.00	0.00	0.00
1030 THIRD GRADE	471.25	14.00	0.00	0.00	485.25
1040 FOURTH GRADE	298.25	14.00	0.00	0.00	312.25
1050 FIFTH GRADE	0.00	0.00	0.00	0.00	0.00
Q EXTRA-CURRICULAR ACTIVITIES Totals:	1,191.25	28.00	0.00	0.00	1,219.25
Report Totals:	24,744.52	127.77	2,006.00	0.00	22,866.29

SUBMITTED BY: Mary Bobka

POSITION: Secretary

APPROVED: 

Current Cash Balance Report

ALL Data

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	488.42	0.00	439.17	0.00	49.25
110 GENERAL	3,822.82	688.50	619.50	0.00	3,891.82
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	97.73	14.60	0.00	0.00	112.33
A ACTIVITY GENERAL FUND Totals:	4,408.97	703.10	1,058.67	0.00	4,053.40
C CLUBS AND ORGANIZATIONS					
501 ST. COUNCIL	567.32	71.00	80.67	0.00	557.65
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
C CLUBS AND ORGANIZATIONS Totals:	569.16	71.00	80.67	0.00	559.49
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	383.18	250.45	350.87	0.00	282.76
604 ART	1,619.42	0.00	23.40	-0.00	1,596.02
606 MINI CLASSES	-2,417.10	0.00	0.00	0.00	-2,417.10
607 PE/MUSIC	1,044.34	0.00	0.00	0.00	1,044.34
610 LIBRARY	3,889.59	15.00	0.00	0.00	3,904.59
615 FIELD TRIPS	-7,053.14	0.00	2,419.64	0.00	-9,472.78
620 MONTESSORI PRESCHOOL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-2,533.71	265.45	2,793.91	0.00	-5,062.17
Q FIELD TRIPS					
1000 KINDERGARTEN	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE	312.50	0.00	0.00	0.00	312.50
1020 SECOND GRADE	298.75	0.00	0.00	0.00	298.75
1030 THIRD GRADE	0.00	360.25	0.00	0.00	360.25
1040 FOURTH GRADE	437.35	0.00	0.00	0.00	437.35
1050 FIFTH GRADE	220.50	0.00	0.00	0.00	220.50
1060 PREPRIMARY MONTESSORI	2,982.30	505.00	0.00	0.00	3,487.30
1070 PRIMARY MONTESSORI	1,310.50	9.00	0.00	0.00	1,319.50
1080 INTERMEDIATE MONTESSORI	2,988.50	0.00	0.00	0.00	2,988.50
1090 PRESCHOOL	606.50	0.00	0.00	0.00	606.50
Q FIELD TRIPS Totals:	9,156.90	874.25	0.00	0.00	10,031.15
R CLUBS					
2020 SWING CHOIR	527.00	0.00	0.00	0.00	527.00
R CLUBS Totals:	527.00	0.00	0.00	0.00	527.00
S MINI-CLASSES					
3000 MINI-CLASSES	5,303.00	0.00	0.00	0.00	5,303.00
3010 LEADERSHIP CLASSES	0.00	0.00	0.00	0.00	0.00
S MINI-CLASSES Totals:	5,303.00	0.00	0.00	0.00	5,303.00
Report Totals:	17,431.32	1,913.80	3,933.25	0.00	15,411.87

Current Cash Balance Report

Date: 04/01/2007 thru 04/30/2007

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,721.44	2.00	48.51	0.00	1,674.93
110 GENERAL FUND	5,011.81	1.00	238.35	0.00	4,774.46
115 INTEREST EARNED CHECKING	323.73	14.61	0.00	0.00	338.34
A ACTIVITY GENERAL FUND Totals:	7,056.98	17.61	286.86	0.00	6,787.73
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,371.12	415.00	19.29	0.00	2,766.83
510 BOOK CLUB	0.00	0.00	0.00	0.00	0.00
511 CONFLICT MANAGERS	0.00	0.00	0.00	0.00	0.00
615 SAFETY PATROL	0.00	0.00	0.00	0.00	0.00
635 M.A.D.	1.55	0.00	0.00	0.00	1.55
D CLUBS AND ORGANIZATIONS Totals:	2,372.67	415.00	19.29	0.00	2,768.38
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	938.78	0.00	0.00	0.00	938.78
603 FIELD TRIPS	-3,449.19	131.97	1,135.70	0.00	-4,452.92
605 READ	39.65	0.00	0.00	0.00	39.65
610 LIBRARY	3,698.59	0.00	11.59	0.00	3,687.00
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	2,286.84	111.30	119.24	0.00	2,278.90
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:	4,654.93	243.27	1,266.53	0.00	3,631.67
Q EXTRA CURRICULAR ACTIVITES					
1005 Kindergarten Field Trips	574.50	0.00	0.00	0.00	574.50
1010 First Grade Field Trips	392.95	0.00	0.00	0.00	392.95
1020 Second Grade Field Trips	538.30	11.00	0.00	0.00	549.30
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	126.90	0.00	0.00	0.00	126.90
1050 Fifth Grade Field Trips	1,491.90	0.00	0.00	0.00	1,491.90
Q EXTRA CURRICULAR ACTIVITES Totals:	3,124.55	11.00	0.00	0.00	3,135.55
Report Totals:	17,209.13	686.88	1,572.68	0.00	16,323.33

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,368.66	0.00	0.00	0.00	1,368.66
110 GENERAL	8,280.68	367.78	96.00	0.00	8,552.46
125 INTEREST EARNED	263.53	13.52	0.00	0.00	277.05
130 MAGNET ART	367.72	0.00	353.84	0.00	13.88
A ACTIVITY GENERAL FUND Totals:	10,280.59	381.30	449.84	0.00	10,212.05
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	374.56	1,083.26	0.00	0.00	1,457.82
505 CHOIR	0.00	0.00	0.00	0.00	0.00
510 SAFETY PATROL	79.69	0.00	0.00	0.00	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:	2,554.66	1,083.26	0.00	0.00	3,637.92
E ADMINISTRATIVE CUSTODIAL ACCT					
602 STAFF HOSPITALITY	0.00	0.00	0.00	0.00	0.00
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,622.59	80.01	106.46	0.00	2,596.14
615 FIELD TRIPS	-5,178.34	0.00	1,435.20	0.00	-6,613.54
620 SITE IMPROVEMENT	0.00	0.00	0.00	0.00	0.00
625 READING INCENTIVE	-56.48	10.00	0.00	0.00	-46.48
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-2,612.23	90.01	1,541.66	0.00	-4,063.88
Q FEE FUNDED ACCOUNTS					
1000 Kindergarten Field Trips	1,023.37	0.00	0.00	0.00	1,023.37
1010 First Grade Field Trips	1,152.10	0.00	0.00	0.00	1,152.10
1020 Second Grade Field Trips	720.75	0.00	0.00	0.00	720.75
1030 Third Grade Field Trips	644.60	258.00	0.00	0.00	902.60
1040 Fourth Grade Field Trips	346.50	295.00	0.00	0.00	641.50
1050 Fifth Grade Field Trips	1,017.45	139.25	0.00	0.00	1,156.70
Q FEE FUNDED ACCOUNTS Totals:	4,904.77	692.25	0.00	0.00	5,597.02
Report Totals:	15,127.79	2,246.82	1,991.50	0.00	15,383.11

*Deb Bowb
6-4-07*

*Colleen Beckman
6-4-07*

ALL Data

Current Cash Balance Report

35

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	1,634.07	0.00	168.60	149.60	1,615.07
110 General	5,599.08	338.00	354.00	0.00	5,583.08
120 Interest Earned Checking	504.72	19.64	0.00	0.00	524.36
A ACTIVITY GENERAL FUND Totals:	7,737.87	357.64	522.60	149.60	7,722.51
D CLUBS AND ORGANIZATIONS					
501 Student Council	2,671.44	0.00	0.00	0.00	2,671.44
502 Drug Free Club	226.33	0.00	55.72	0.00	170.61
503 5th Grade Club	561.17	0.00	0.00	0.00	561.17
D CLUBS AND ORGANIZATIONS Totals:	3,458.94	0.00	55.72	0.00	3,403.22
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base Plan Annual Updates	1,190.87	0.00	0.00	-149.60	1,041.27
602 Staff Hospitality	190.32	0.00	0.00	0.00	190.32
603 Field Trips	-5,587.57	0.00	1,573.45	0.00	-7,161.02
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	1,064.52	0.00	0.00	0.00	1,064.52
611 Fine Arts	1,635.60	0.00	841.00	0.00	794.60
612 Safety Patrol	0.00	0.00	0.00	0.00	0.00
614 Montessori Projects	994.52	0.00	0.00	0.00	994.52
615 PayBac	573.35	99.00	506.46	0.00	165.89
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	521.24	0.00	0.00	0.00	521.24
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:	6,471.65	99.00	2,920.91	-149.60	3,500.14
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	682.00	0.00	0.00	0.00	682.00
1010 First Grade Field Trips	216.50	0.00	0.00	0.00	216.50
1020 Second Grade Field Trips	123.75	0.00	0.00	0.00	123.75
1030 Third Grade Field Trips	491.00	0.00	0.00	0.00	491.00
1040 Fourth Grade Field Trips	235.75	0.00	0.00	0.00	235.75
1050 Fifth Grade Field Trips	331.00	0.00	0.00	0.00	331.00
1060 Montessori Field Trips	4,079.00	209.55	0.00	0.00	4,288.55
1070 Special Education Field Trips	0.00	0.00	0.00	0.00	0.00
Q Fee Fund Totals:	6,159.00	209.55	0.00	0.00	6,368.55
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:	23,868.68	666.19	3,499.23	0.00	21,035.64

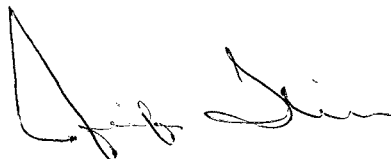

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL					
100 GENERAL	5,195.27	0.00	202.73	0.00	4,992.54
110 VENDING	37.07	0.00	51.97	0.00	-14.90
115 INTEREST EARNED CHECKING	72.19	9.55	0.00	0.00	81.74
A ACTIVITY GENERAL Totals:	5,304.53	9.55	254.70	0.00	5,059.38
D CLUBS AND ORGANIZATION					
501 STUDENT COUNCIL	949.89	0.00	230.64	0.00	719.25
D CLUBS AND ORGANIZATION Totals:	949.89	0.00	230.64	0.00	719.25
E ADMINISTRATIVE CUSTODIAL ACCT					
600 SOCIAL	1,014.75	0.00	410.09	0.00	604.66
601 FIELD TRIPS	-7,327.62	0.00	951.00	0.00	-8,278.62
602 READ	0.00	0.00	0.00	0.00	0.00
603 LIBRARY	1,521.40	56.03	62.67	0.00	1,514.76
604 PAYBAC	1,373.39	1,408.80	0.00	0.00	2,782.19
605 5TH GRADE BLDG. FUNDRAISER	18.00	0.00	0.00	0.00	18.00
606 PLAYGROUND FUND	0.00	0.00	0.00	0.00	0.00
607 GRANTS	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-3,400.08	1,464.83	1,423.76	0.00	-3,359.01
Q FEE FUND					
1005 KINDERGARTEN	1,596.82	0.00	0.00	0.00	1,596.82
1010 FIRST GRADE	1,849.25	0.00	0.00	0.00	1,849.25
1020 SECOND GRADE	1,856.67	0.00	0.00	0.00	1,856.67
1030 THIRD GRADE	228.25	404.00	0.00	0.00	632.25
1040 FOURTH GRADE	801.00	351.85	0.00	0.00	1,152.85
1050 FIFTH GRADE	1,463.50	762.00	0.00	0.00	2,225.50
1060 MUSIC	-138.09	0.00	0.00	0.00	-138.09
1070 PE	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	7,657.40	1,517.85	0.00	0.00	9,175.25
Report Totals:	10,511.74	2,992.23	1,909.10	0.00	11,594.87


5-8-07

5-8-07

ALL Data

Current Cash Balance Report

Date: 04/01/2007 thru 04/30/2007

Arranged by:
37
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	2,319.18	0.00	169.78	0.00	2,149.40
110 GENERAL FUND	11,624.80	0.00	424.82	0.00	11,199.98
125 interest earned checking	1,716.46	30.77	0.00	0.00	1,747.23
A ACTIVITY GENERAL FUND Totals:	15,660.44	30.77	594.60	0.00	15,096.61
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,338.20	181.50	0.00	0.00	1,519.70
505 GRADE 5 ACTIVITY	0.00	0.00	0.00	0.00	0.00
510 STANDD CLUB	173.78	0.00	14.04	0.00	159.74
515 K-KIDS CLUB	232.90	0.00	0.00	0.00	232.90
520 ENVIRONMENTAL CLUB	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	1,744.88	181.50	14.04	0.00	1,912.34
E ADMINISTRATIVE CUSTODIAL					
602 HOSPITALITY	542.67	0.00	21.45	0.00	521.22
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	5,379.83	-46.45	728.00	0.00	4,605.38
615 FIELD TRIPS	-2,042.82	0.00	560.36	0.00	-2,603.18
620 PAYBACK PARTNER	1,494.10	160.41	0.00	0.00	1,654.51
625 CORPORATE DONATIONS	2,186.41	215.73	0.00	0.00	2,402.14
630 SPELL-A-THON	3,891.70	0.00	320.70	0.00	3,571.00
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	942.60	0.00	0.00	0.00	942.60
E ADMINISTRATIVE CUSTODIAL Totals:	13,469.06	329.69	1,630.51	0.00	12,168.24
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	989.00	0.00	0.00	0.00	989.00
1010 1ST GR. FIELD TRIPS	708.00	0.00	0.00	0.00	708.00
1020 2ND GR. FIELD TRIPS	767.90	112.50	0.00	0.00	880.40
1030 3RD GR. FIELD TRIPS	471.40	0.00	0.00	0.00	471.40
1040 4TH GR. FIELD TRIPS	1,602.60	0.00	0.00	0.00	1,602.60
1050 5TH GR. FIELD TRIPS	455.65	0.00	0.00	0.00	455.65
Q EXTRA CURRICULAR ACTIVITIES Totals:	4,994.55	112.50	0.00	0.00	5,107.05
Report Totals:	36,555.43	654.46	2,239.15	0.00	34,970.74

PRINCIPAL

Jenni W. Wesley

SECRETARY

Mary Ann Roy

ALL Data

Current Cash Balance Report

Date: 04/01/2007 thru 04/30/2007

38 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	10,863.41	0.00	123.66	0.00	10,739.75
110 VENDING	798.34	0.00	60.00	0.00	738.34
120 INTEREST EARNED CHECKING	666.51	16.01	0.00	0.00	682.52
A ACTIVITY GENERAL FUND Totals:	12,328.26	16.01	183.66	0.00	12,160.61
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	758.02	0.00	0.00	0.00	758.02
211 SAFETY PATROL	25.00	0.00	0.00	0.00	25.00
B CLUBS AND ORGANIZATIONS Totals:	783.02	0.00	0.00	0.00	783.02
C ADMINISTRATIVE CUSTODIAL ACCT					
301 MEDIA	-597.76	0.00	0.00	0.00	-597.76
305 FIELD TRIPS	-4,879.79	0.00	722.00	0.00	-5,601.79
310 HOSPITALITY	1,431.95	0.00	102.27	0.00	1,329.68
320 BIRTHDAY BOOK CLUB	1,091.51	0.00	0.00	0.00	1,091.51
330 GRANTS	0.00	0.00	0.00	0.00	0.00
340 PTO	0.00	0.00	0.00	0.00	0.00
350 BEAUTIFICATION	5,000.00	0.00	0.00	0.00	5,000.00
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,045.91	0.00	824.27	0.00	1,221.64
Q FEE FUND					
1000 Kindergarten	795.00	0.00	0.00	0.00	795.00
1001 1st Grade	1,351.75	0.00	0.00	0.00	1,351.75
1002 2nd Grade	226.00	0.00	0.00	0.00	226.00
1003 3rd Grade	325.00	0.00	0.00	0.00	325.00
1004 4th Grade	269.50	0.00	0.00	0.00	269.50
1005 5th Grade	1,169.25	0.00	0.00	0.00	1,169.25
1010 Self-Contained	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	4,136.50	0.00	0.00	0.00	4,136.50
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:	19,293.69	16.01	1,007.93	0.00	18,301.77

*Brad Sullivan
5-8-07*

ALL Data

Current Cash Balance Report

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number ³⁹

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Fund					
100 Vending	-679.95	0.00	0.00	0.00	-679.95
110 General Fund	6,698.86	0.00	494.53	0.00	6,204.33
120 PRINCIPAL'S ADMIN. FUND	0.00	0.00	0.00	0.00	0.00
130 Interest Earned Checking	167.43	9.57	0.00	0.00	177.00
140 WEDNESDAY CLASSES/MI	0.00	0.00	0.00	0.00	0.00
A General Fund Totals:	<u>6,186.34</u>	<u>9.57</u>	<u>494.53</u>	<u>0.00</u>	<u>5,701.38</u>
B Clubs & Organizations					
501 Student Council	1,318.39	1,050.00	0.00	0.00	2,368.39
B Clubs & Organizations Totals:	<u>1,318.39</u>	<u>1,050.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,368.39</u>
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	1,971.16	273.44	498.44	0.00	1,746.16
611 2nd Classroom Activity	0.00	0.00	0.00	0.00	0.00
615 Field Trips	-1,296.67	200.00	632.94	0.00	-1,729.61
616 3rd Classroom Activity	0.00	0.00	0.00	0.00	0.00
620 Ceiling Tiles	782.92	10.00	0.00	0.00	792.92
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	671.47	0.00	319.67	0.00	351.80
628 Health Room	269.00	0.00	0.00	0.00	269.00
C Administrative Custodial Totals:	<u>2,450.20</u>	<u>483.44</u>	<u>1,451.05</u>	<u>0.00</u>	<u>1,482.59</u>
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:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Q Fee Funded Account					
1000 Kindergarten field trips	211.00	0.00	0.00	0.00	211.00
1010 First grade field trips	324.50	0.00	0.00	0.00	324.50
1020 Second grade field trips	421.00	0.00	0.00	0.00	421.00
1030 Third grade field trips	344.50	0.00	0.00	0.00	344.50
1040 Forth grade field trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth grade field trips	111.00	0.00	0.00	0.00	111.00
1060 ELL field trips	0.00	0.00	0.00	0.00	0.00
Q Fee Funded Account Totals:	<u>1,412.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,412.00</u>
Report Totals:	<u>11,366.93</u>	<u>1,543.01</u>	<u>1,945.58</u>	<u>0.00</u>	<u>10,964.36</u>

Kym Perrone

Susan Angley

ALL Data

Current Cash Balance Report

Date: 04/01/2007 thru 04/30/2007

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	17,175.37	706.48	696.73	0.00	17,185.12
110 VENDING	37.77	0.00	0.00	0.00	37.77
120 INTEREST EARNED CHECKING	500.85	23.59	0.00	0.00	524.44
A ACTIVITY GENERAL FUND Totals:	17,713.99	730.07	696.73	0.00	17,747.33
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	591.85	0.00	0.00	0.00	591.85
B CLUBS AND ORGANIZATIONS Totals:	591.85	0.00	0.00	0.00	591.85
C ADMINISTRATIVE CUSTODIAL ACCT					
301 Hospitality	1,203.10	0.00	365.57	0.00	837.53
310 MEDIA	4,039.18	1,025.05	137.52	0.00	4,926.71
315 FIELD TRIPS	-4,534.85	45.00	519.68	0.00	-5,009.53
320 BIRTHDAY BOOK CLUB	2,404.52	0.00	0.00	0.00	2,404.52
330 DONATIONS	2,003.22	0.00	0.00	0.00	2,003.22
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	5,115.17	1,070.05	1,022.77	0.00	5,162.45
Q EXTRA CURRICULAR ACTIVITIES					
1000 KINDGARTEN FIELD TRIPS	1,030.00	0.00	0.00	0.00	1,030.00
1001 FIRST GRADE FIELD TRIPS	1,201.00	0.00	0.00	0.00	1,201.00
1002 SECOND GRADE FIELD TRIPS	244.50	0.00	0.00	0.00	244.50
1003 THIRD GRADE FIELD TRIPS	1,252.74	0.00	0.00	0.00	1,252.74
1004 FOURTH GRADE FIELD TRIPS	704.75	0.00	0.00	0.00	704.75
1005 FIFTH GRADE FIELD TRIPS	240.00	0.00	0.00	0.00	240.00
Q EXTRA CURRICULAR ACTIVITIES Totals:	4,672.99	0.00	0.00	0.00	4,672.99
Report Totals:	28,094.00	1,800.12	1,719.50	0.00	28,174.62

Carla Sullivan
5-24-07

Andi H. O'Shea
5-25-07

ALL Data

Current Cash Balance Report

Jessy 50
Cindy Barron 41 Arranged by:
 Group ID and Activity Number

Date: 04/01/2007 thru 04/30/2007

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 VENDING MACHINES	5,233.55	0.00	743.19	0.00	4,490.36
110 OTHER GENERAL	8,969.06	0.00	61.47	0.00	8,907.59
112	0.00	0.00	0.00	0.00	0.00
115 FINES	6,555.80	24.00	0.00	0.00	6,579.80
120 FUND RAISING ACCOUNT	18,614.02	296.01	292.00	0.00	18,618.03
125 VOLUNTEER	-73.68	0.00	0.00	0.00	-73.68
130 INTEREST EARNED - CHECKING	3,108.77	64.14	0.00	0.00	3,172.91
A General Funds Totals:	42,407.52	384.15	1,096.66	0.00	41,695.01
B Athletics					
205 ATHLETIC DEPARTMENT	-3,080.29	357.50	312.26	0.00	-3,035.05
210 ATHLETIC FUND	0.00	0.00	0.00	0.00	0.00
B Athletics Totals:	-3,080.29	357.50	312.26	0.00	-3,035.05
C Academic Clubs					
300 SCIENCE CLUB	376.12	0.00	0.00	0.00	376.12
310 YEARBOOK	7,644.63	160.00	0.00	0.00	7,804.63
320 YOUTH TO YOUTH	-4,724.08	74.50	3,687.23	0.00	-8,336.81
330 KIDS HELPING KIDS	3,645.21	0.00	188.32	0.00	3,456.89
340 RENAISSANCE PROGRAM	2,064.24	0.00	111.00	0.00	1,953.24
350 HAL	-701.06	0.00	470.00	0.00	-1,171.06
C Academic Clubs Totals:	8,305.06	234.50	4,456.55	0.00	4,083.01
D Clubs and Organizations					
400 STUDENT COUNCIL	1,189.33	184.00	87.71	0.00	1,285.62
410 VOLLEYBALL CLUB	685.33	0.00	0.00	0.00	685.33
420 LEADERSHIP	977.55	0.00	622.88	0.00	354.67
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	-139.55	0.00	0.00	0.00	-139.55
450 ARTS & CRAFTS CLUB	39.09	0.00	0.00	0.00	39.09
460 PHOTOGRAPHY CLUB	79.58	0.00	0.00	0.00	79.58
470 SPIRIT CLUB	0.00	0.00	0.00	0.00	0.00
480 DRAMA CLUB	38.32	0.00	0.00	0.00	38.32
D Clubs and Organizations Totals:	3,437.09	184.00	710.59	0.00	2,910.50
E School Custodial Accounts					
500 MUSIC	-1,823.74	8.40	70.00	0.00	-1,885.34
501 BAND	2,929.16	0.00	0.00	0.00	2,929.16
505 ART CLASS	8.31	0.00	0.00	0.00	8.31
509 8TH GRADE FAREWELL	-693.33	35.00	0.00	0.00	-658.33
510 TRANSPORTATION	-554.73	0.00	0.00	0.00	-554.73
511 SPECIAL EVENTS	3,127.06	0.00	302.45	0.00	2,824.61
512 HELP FUND	-4,182.10	0.00	0.00	0.00	-4,182.10
515 FACULTY VENDING FUND	1,303.77	0.00	239.50	0.00	1,064.27
520 TEACHERS HOSPITALITY FUND	795.47	15.00	0.00	0.00	810.47
525 AMS T-SHIRT SALES	761.40	504.85	0.00	0.00	1,266.25
528 A.P.E. T-SHIRTS	-81.60	90.00	0.00	0.00	8.40
530 OUTDOOR CLASSROOM	1,614.91	244.39	82.26	0.00	1,777.04
535 SCIENCE BREAKAGE	0.99	0.00	0.00	0.00	0.99
540 INDUSTRIAL ARTS	2,928.06	0.00	330.48	0.00	2,597.58
542 FAMILY CONSUMER SCIENCE	1,842.06	20.00	592.92	0.00	1,269.14
544	0.00	0.00	0.00	0.00	0.00
545 LIBRARY	3,545.06	0.00	247.83	0.00	3,297.23
550	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
555 FITNESS ROOM	995.36	0.00	0.00	0.00	995.36
570 FIELD TRIPS-SPECIAL AREA	0.00	0.00	0.00	0.00	0.00
576 FIELD TRIPS-6 GR.	-736.25	0.00	0.00	0.00	-736.25
577 FIELD TRIPS-7 GR.	0.00	0.00	0.00	0.00	0.00
578 FIELD TRIPS-8 GR.	0.00	0.00	0.00	0.00	0.00
580 OTHER SCHOOL CUSTODIAL	282.89	270.00	409.94	0.00	142.95
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	170.72	0.00	0.00	0.00	170.72
591 TEAM 6B	188.41	0.00	66.71	0.00	121.70
592 TEAM 6C	120.11	0.00	0.00	0.00	120.11
593 TEAM 7A	270.09	0.00	0.00	0.00	270.09
594 TEAM 7B	750.89	0.00	0.00	0.00	750.89
595 TEAM 7C	281.56	0.00	0.00	0.00	281.56
596 TEAM 8A	275.28	0.00	0.00	0.00	275.28
597 TEAM 8B	206.75	0.00	0.00	0.00	206.75
598 TEAM 8C	0.00	0.00	0.00	0.00	0.00
E School Custodial Accounts Totals:	14,326.56	1,187.64	2,342.09	0.00	13,172.11
G Investments					
700 SAVINGS	-9,471.12	0.00	0.00	0.00	-9,471.12
710 INTEREST ON SAVINGS	4,471.12	0.00	0.00	0.00	4,471.12
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	476.00	310.00	0.00	0.00	786.00
1570 FIELD TRIPS-SPECIAL AREA	0.00	0.00	0.00	0.00	0.00
1576 FIELD TRIPS-6 GR.	613.75	0.00	0.00	0.00	613.75
1577 FIELD TRIPS-7 GR.	0.00	0.00	0.00	0.00	0.00
1578 FIELD TRIPS-8 GR.	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	1,089.75	310.00	0.00	0.00	1,399.75
R CLUB FEES					
2300 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
2320 YOUTH TO YOUTH	4,965.00	3,859.00	0.00	0.00	8,824.00
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	140.00	0.00	0.00	0.00	140.00
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	1,331.96	0.00	0.00	0.00	1,331.96
2501 BAND CLUB	240.00	0.00	0.00	0.00	240.00
R CLUB FEES Totals:	6,676.96	3,859.00	0.00	0.00	10,535.96
S ATHLETIC FEES					
3205 ATHLETICS	7,759.00	1,319.00	0.00	0.00	9,078.00
S ATHLETIC FEES Totals:	7,759.00	1,319.00	0.00	0.00	9,078.00
Report Totals:	75,921.65	7,835.79	8,918.15	0.00	74,839.29

Current Cash Balance Report

ALL Data

Date: 09/01/2006 thru 04/30/2007

Arranged by:

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUND					
100 General Fund	2,577.46	6,043.21	5,296.76	0.00	3,323.91
110 Student Vending	2,027.29	2,920.00	3,575.19	-75.00	1,297.10
115 Staff Vending	653.83	284.09	1,206.46	0.00	-268.54
A GENERAL FUND Totals:	<u>5,258.58</u>	<u>9,247.30</u>	<u>10,078.41</u>	<u>-75.00</u>	<u>4,352.47</u>
D SCHOOL CUSTODIAL ACCOUNTS					
400 Library	377.30	2,678.99	2,181.99	0.00	874.30
405 FCS - Family Consumer Science	41.99	1,985.00	1,834.62	0.00	192.37
410 Field Trips	246.32	-18.00	2,810.73	0.00	-2,582.41
415 Hospitality	444.40	940.00	634.79	0.00	749.61
420 IT LAB - Industrial Technology	2,356.09	3,901.00	2,650.75	0.00	3,606.34
425 Art	5.00	0.00	0.00	0.00	5.00
430 Spirit Wear	-407.90	6,381.50	4,094.49	0.00	1,879.11
435 Book Fines	2,631.33	7.00	32.65	0.00	2,605.68
440 Bleacher Fund	2,388.44	3,042.75	1,840.00	0.00	3,591.19
445 Book Store	0.00	0.00	0.00	0.00	0.00
450 PE Shirts	-1,549.10	2,407.00	0.00	0.00	857.90
455 Jump Start Camp	640.00	0.00	640.00	0.00	0.00
D SCHOOL CUSTODIAL ACCOUNTS Totals:	<u>7,173.87</u>	<u>21,325.24</u>	<u>16,720.02</u>	<u>0.00</u>	<u>11,779.09</u>
E PROGRAMS					
500 B.A.S.E.	0.00	0.00	38.18	0.00	-38.18
E PROGRAMS Totals:	<u>0.00</u>	<u>0.00</u>	<u>38.18</u>	<u>0.00</u>	<u>-38.18</u>
F ATHLETICS and ACTIVITIES					
600 Athletics Program	4,151.69	1,199.95	8,649.74	0.00	-3,298.10
605 Clubs and Activities	22.20	0.00	0.00	0.00	22.20
610 Student Council	1,805.69	1,519.87	1,916.46	0.00	1,409.10
615 Youth to Youth	150.38	269.00	1,610.13	-40.00	-1,230.75
620 Emissary / Peer Mediation / Tutor	9.13	200.00	228.00	0.00	-18.87
625 FCS Club	63.48	55.00	31.25	-55.00	32.23
630 Swing Choir Club	148.69	1,010.00	1,289.39	75.00	-55.70
635 Environmental Club	450.91	0.00	0.00	0.00	450.91
640 Yearbook	9,204.83	4,415.00	8,988.00	0.00	4,631.83
645 Art Club	28.43	0.00	0.00	0.00	28.43
650 HAL	34.86	1,618.00	2,146.00	0.00	-493.14
655 Dance Club	45.43	0.00	0.00	0.00	45.43
660 Jazz Band	74.87	225.00	267.12	0.00	32.75
665 Drama Club	-15.86	0.00	0.00	0.00	-15.86
670 Cross Country Club	3.73	147.63	140.60	0.00	10.76
675 Solo and Ensemble Contest	197.85	2,428.75	662.20	0.00	1,964.40
680 Future Educators Club	47.69	0.00	31.02	0.00	16.67
685 Debate Club	0.00	236.39	236.49	0.00	-0.10
F ATHLETICS and ACTIVITIES Totals:	<u>16,424.00</u>	<u>13,324.59</u>	<u>26,196.40</u>	<u>-20.00</u>	<u>3,532.19</u>
G INVESTMENTS					
700 Savings	0.00	0.00	0.00	0.00	0.00
705 Checking Interest	513.42	276.13	0.00	0.00	789.55
710 Interest on Savings	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	<u>513.42</u>	<u>276.13</u>	<u>0.00</u>	<u>0.00</u>	<u>789.55</u>
Q FIELD TRIP FEES					
1000 Field Trips	494.00	2,841.36	0.00	0.00	3,335.36
Q FIELD TRIP FEES Totals:	<u>494.00</u>	<u>2,841.36</u>	<u>0.00</u>	<u>0.00</u>	<u>3,335.36</u>

Nancy Johnston 5-9-07

Rhonda Heider 5/8/07

ALL Data

Current Cash Balance Report

Arranged by:

Date: 09/01/2006 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
R CLUB FEES					
2455 Jump Start Camp	0.00	0.00	0.00	0.00	0.00
2610 Student Council	0.00	0.00	0.00	0.00	0.00
2615 Youth-to-Youth	0.00	1,397.00	0.00	0.00	1,397.00
2625 FCS Club	0.00	55.00	0.00	55.00	110.00
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
2650 HAL	0.00	518.00	0.00	0.00	518.00
2655 Dance Club	0.00	0.00	0.00	0.00	0.00
2665 Drama Club	0.00	0.00	0.00	0.00	0.00
2670 Cross Country Club	0.00	0.00	0.00	0.00	0.00
R CLUB FEES Totals:	<u>93.31</u>	<u>1,970.00</u>	<u>0.00</u>	<u>55.00</u>	<u>2,118.31</u>
S ATHLETIC FEES					
3000 Athletics	431.87	14,480.00	0.00	0.00	14,911.87
S ATHLETIC FEES Totals:	<u>431.87</u>	<u>14,480.00</u>	<u>0.00</u>	<u>0.00</u>	<u>14,911.87</u>
T PROGRAM FEES					
4500 B.A.S.E. FEES	0.00	1,348.00	0.00	0.00	1,348.00
T PROGRAM FEES Totals:	<u>0.00</u>	<u>1,348.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,348.00</u>
Report Totals:	<u>30,389.05</u>	<u>64,812.62</u>	<u>53,033.01</u>	<u>-40.00</u>	<u>42,128.66</u>

Current Cash Balance Report

ALL Data

45
Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING MACHINES	2,789.36	0.00	0.00	0.00	2,789.36
105 STAFF VENDING MACHINES	454.18	0.00	76.96	0.00	377.22
110 GENERAL	-3,330.84	1,561.80	2,794.66	-397.40	-4,961.10
120 PENCIL FUND (SCHOOL IMPROV.)	389.35	160.00	0.00	0.00	549.35
150 INTEREST EARNED CHECKING	2,438.17	0.00	0.00	0.00	2,438.17
170 INTEREST EARNED SAVINGS	11,524.23	0.00	0.00	0.00	11,524.23
180 BUILDING IMPROVEMENTS FUND	0.00	0.00	0.00	0.00	0.00
190 PAYBAC FUND	239.04	0.00	0.00	-103.51	135.53
A GENERAL FUNDS Totals:	14,503.49	1,721.80	2,871.62	-500.91	12,852.76
B ATHLETICS					
200 ATHLETICS PROGRAM	-7,872.97	0.00	115.32	264.00	-7,724.29
B ATHLETICS Totals:	-7,872.97	0.00	115.32	264.00	-7,724.29
C ACADEMIC CLUBS					
305 ART CLUB	-85.03	0.00	0.00	0.00	-85.03
310 YEARBOOKS	1,362.26	837.50	0.00	30.00	2,229.76
315 BOWLING CLUB	-1,217.94	0.00	0.00	0.00	-1,217.94
320 FAMILY CONSUMER SCIENCE CLUB	-103.07	0.00	0.00	0.00	-103.07
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	-2,266.00	0.00	0.00	0.00	-2,266.00
C ACADEMIC CLUBS Totals:	-2,217.95	837.50	0.00	30.00	-1,350.45
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	912.48	1,043.80	1,285.68	0.00	670.60
425 YOUTH TO YOUTH	-1,621.92	75.79	68.33	0.00	-1,614.46
D CLUBS AND ORGANIZATIONS Totals:	-709.44	1,119.59	1,354.01	0.00	-943.86
E SCHOOL CUSTODIAL ACCOUNTS					
500 BAND	307.10	0.18	333.65	0.00	-26.37
501 SITE BASE	0.00	0.00	0.00	0.00	0.00
502 HOSPITALITY	600.27	0.00	182.36	0.00	417.91
503 TREE FUND	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	3,419.85	48.00	0.00	0.00	3,467.85
506 MONTESSORI (6TH)	100.00	0.00	0.00	0.00	100.00
507 TEAMMATES	0.00	0.00	0.00	0.00	0.00
508 MONTESSORI 7/8	-3,105.22	100.00	0.00	0.00	-3,005.22
509 FUNDRAISER '02-'03 (SCHOLARSHIPS,	0.00	0.00	0.00	0.00	0.00
510 FIELD TRIPS	-183.54	0.00	0.00	0.00	-183.54
511 NEW TEACHER FUND	338.49	242.36	0.00	0.00	580.85
512 KIDS HELPING KIDS FUND	88.40	0.00	0.00	0.00	88.40
513 MONTESSORI SUPPORT FUND	3,407.76	3,683.02	0.00	0.00	7,090.78
514 LACEY LEGACY FUND	91.44	0.00	0.00	0.00	91.44
515 ASSIGNMENT NOTEBOOKS	842.65	0.00	0.00	0.00	842.65
516 6A SUPPORT FUND	372.12	0.00	0.00	0.00	372.12
517 6B SUPPORT FUND	498.20	0.00	42.90	0.00	455.30
518 7A SUPPORT FUND	440.62	0.00	269.06	0.00	171.56
519 7B SUPPORT FUND	557.54	0.00	20.00	0.00	537.54
520 LIBRARY	1,385.51	47.13	200.00	0.00	1,232.64
521 7C SUPPORT FUND	187.75	0.00	0.00	0.00	187.75
522 8A SUPPORT FUND	1,215.71	0.00	141.41	51.76	1,126.06
523 8B SUPPORT FUND	1,318.98	0.00	141.41	51.75	1,229.32

Current Cash Balance Report

Date: 04/01/2007 thru 04/30/2007

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	484.16	0.00	29.97	90.00	544.19
526 FUNDRAISER '03-'04 (SCHOLARSHIPS,	1,852.46	0.00	0.00	0.00	1,852.46
527 FUNDRAISER '05-'06	0.00	0.00	0.00	0.00	0.00
528 H.A.L. TRIPS	-404.13	0.00	266.66	0.00	-670.79
530 FUNDRAISER '06-'07	5,576.79	107.25	101.86	0.00	5,582.18
535 VOCAL MUSIC	-395.69	0.32	352.00	0.00	-747.37
540 FUNDRAISER 98-99, LIBRARY	39.12	0.00	0.00	0.00	39.12
545 ORCHESTRA	-1,584.14	128.00	1,442.00	418.00	-2,480.14
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 CYCLONE PARENT DONATIONS	500.00	0.00	0.00	0.00	500.00
575 ART FEES	270.61	0.00	0.00	0.00	270.61
580 SEWING (HAAN CRAFT KITS)	111.84	297.35	0.00	11.90	421.09
585 ENVIRONMENTAL EDUCATION	26.25	768.00	768.00	0.00	26.25
586 7TH GR. ENRICHMENT	0.00	0.00	0.00	0.00	0.00
587 CARTRIDGES FOR KIDS	143.50	0.00	0.00	0.00	143.50
590 TECHNOLOGY EDUCATION	1,134.57	89.00	0.00	1.50	1,225.07
595 FUNDRAISER '01-'02 (COMMONS, CAMPUS, SIGN,	0.00	0.00	0.00	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	20,121.53	5,510.61	4,291.28	624.91	21,965.77
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	-37,398.19	0.00	0.00	0.00	-37,398.19
710 INTEREST ON SAVINGS	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	-37,398.19	0.00	0.00	0.00	-37,398.19
Q FIELD TRIP FEES					
1005 6A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1010 6B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
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	30.00	0.00	0.00	0.00	30.00
1085 SPANISH FIELD TRIPS	429.00	0.00	0.00	0.00	429.00
1506 MONTESSORI (6) FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1508 MONTESSORI (7,8) FIELD TRIPS	3,540.00	0.00	0.00	0.00	3,540.00
1525 MSAP FIELD TRIPS	205.00	30.00	0.00	0.00	235.00
1528 H.A.L. FIELD TRIPS	461.00	590.00	0.00	0.00	1,051.00
Q FIELD TRIP FEES Totals:	4,665.00	620.00	0.00	0.00	5,285.00

ALL Data

Current Cash Balance Report

47 Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
R CLUB FEES					
2305 ART CLUB	230.00	0.00	0.00	0.00	230.00
2315 BOWLING CLUB	1,990.00	0.00	0.00	0.00	1,990.00
2320 FAMILY CONSUMER SCIENCE CLUB	144.00	0.00	0.00	0.00	144.00
2330 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
2340 TENNIS CLUB	0.00	0.00	0.00	0.00	0.00
2350 SKI CLUB	2,249.00	0.00	0.00	0.00	2,249.00
2425 YOUTH TO YOUTH CLUB	1,490.00	36.00	0.00	0.00	1,526.00
2500 BAND	130.00	99.00	0.00	0.00	229.00
2535 VOCAL MUSIC	463.00	170.50	0.00	0.00	633.50
2545 ORCHESTRA	1,650.00	1,264.00	0.00	-418.00	2,496.00
2550 PEER MEDIATORS/KIDS HELPING KIDS	134.75	0.00	0.00	0.00	134.75
2600 MUSIC SHIRTS	1,676.75	0.00	0.00	0.00	1,676.75
R CLUB FEES Totals:	10,157.50	1,569.50	0.00	-418.00	11,309.00
S ATHLETICS FEES					
3200 ATHLETICS	9,661.00	2,440.00	0.00	0.00	12,101.00
S ATHLETICS FEES Totals:	9,661.00	2,440.00	0.00	0.00	12,101.00
Report Totals:	11,938.90	13,819.00	8,632.23	0.00	17,125.67

Submitted by *Jane M. Christ* Bookkeeper

Approved by *John Baller* Date 5-22-07

ALL Data

Current Cash Balance Report

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING	11,816.11	98.75	362.75	0.00	11,552.11
105 STAFF VENDING	2,111.01	0.00	0.00	0.00	2,111.01
110 GENERAL FUND	2,381.59	25.00	53.04	0.00	2,353.55
112 PAYBAC	3,783.70	697.38	0.00	0.00	4,481.08
115 KIEWIT T-SHIRT-SALES/PROJECTS	14,289.40	49.00	0.00	0.00	14,338.40
116 CLASS/ACTIVITY T-SHIRTS	-53.50	0.00	0.00	0.00	-53.50
117 BOOK ORDERS	20.00	7.00	0.00	0.00	27.00
119 SITE IMPROVEMENT	47,898.86	612.08	427.75	0.00	48,083.19
120 SCHOOL IMPROVEMENT TEAM	2,316.00	0.00	0.00	0.00	2,316.00
125 FUNDRAISER	608.95	0.00	0.00	0.00	608.95
130 BUS	4,962.48	0.00	75.00	0.00	4,887.48
140 RETIREMENT	1,102.02	0.00	32.47	0.00	1,069.55
150 PARENT/TEACHER RESOURCE LIB	775.53	0.00	0.00	0.00	775.53
155 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
165 ROTARY	621.91	0.00	0.00	0.00	621.91
167 KCC FUNDRAISER	7,000.00	0.00	0.00	0.00	7,000.00
170 SCHOLARSHIP	5,636.06	0.00	0.00	0.00	5,636.06
180 SPECIAL PROJECTS	4,239.97	0.00	102.00	0.00	4,137.97
185 LEARNING CENTER	930.13	0.00	0.00	0.00	930.13
190 STAFF DEVELOPMENT	4,524.23	0.00	0.00	0.00	4,524.23
195 STUDENT ACTIVITIES	3,356.94	0.00	0.00	0.00	3,356.94
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	110.53	0.00	0.00	0.00	110.53
A GENERAL FUNDS Totals:	119,131.92	1,489.21	1,053.01	0.00	119,568.12
B ATHLETICS					
200 ATHLETICS	1,022.35	26.52	2,937.16	0.00	-1,888.29
205 SUMMER BB CAMP	-12.50	0.00	0.00	0.00	-12.50
210 MULTI-PURPOSE PROJECT	0.00	0.00	0.00	0.00	0.00
B ATHLETICS Totals:	1,009.85	26.52	2,937.16	0.00	-1,900.79
C ACADEMIC CLUBS					
300 INTERNATIONAL CLUB	0.00	0.00	0.00	0.00	0.00
305 VOLUNTEER CLUB	3,889.90	964.00	609.28	0.00	4,244.62
310 YEARBOOK	30,005.07	6.00	0.00	0.00	30,011.07
315 DRAMA CLUB	1,463.37	100.00	162.19	0.00	1,401.18
320 YOUTH-TO-YOUTH	1,665.36	0.00	0.00	0.00	1,665.36
325 STUDENT COUNCIL	2,241.88	0.00	0.00	0.00	2,241.88
330 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
335 ART CLUB	-55.13	0.00	34.07	0.00	-89.20
355 SPEECH CLUB	0.00	0.00	116.00	0.00	-116.00
360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
C ACADEMIC CLUBS Totals:	39,210.45	1,070.00	921.54	0.00	39,358.91
D CLUBS AND ORGANIZATIONS					
420 SNACK AND STITCH	-68.47	0.00	0.00	0.00	-68.47
D CLUBS AND ORGANIZATIONS Totals:	-68.47	0.00	0.00	0.00	-68.47
E SCHOOL CUSTODIAL ACCOUNTS					
520 SOCIAL/HOSPITALITY	2,074.24	220.00	232.00	0.00	2,062.24
530 PE/LOCK	2,664.52	32.00	0.00	0.00	2,696.52
540 HOME ARTS	294.46	0.00	0.00	0.00	294.46
550 INDUSTRIAL ARTS	8,234.27	192.50	0.00	0.00	8,426.77

Current Cash Balance Report

ALL Data

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
560 ART CLASS	0.00	0.00	0.00	0.00	0.00
580 LIBRARY	4,116.83	11.98	20.46	0.00	4,108.35
581 6A FIELD TRIP	-1,025.00	0.00	1,447.29	0.00	-2,472.29
582 6B FIELD TRIP	-892.00	0.00	1,472.03	0.00	-2,364.03
583 6C FIELD TRIP	-542.00	0.00	840.18	0.00	-1,382.18
584 7A FIELD TRIP	-538.25	0.00	0.00	0.00	-538.25
585 7B FIELD TRIP	-538.50	0.00	0.00	0.00	-538.50
586 7C FIELD TRIP	0.00	0.00	0.00	0.00	0.00
587 8A FIELD TRIP	-940.00	0.00	0.00	0.00	-940.00
588 8B FIELD TRIP	-908.75	0.00	0.00	0.00	-908.75
589 8C FIELD TRIP	-371.03	0.00	0.00	0.00	-371.03
590 FRENCH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
591 GERMAN FIELD TRIP	0.00	0.00	0.00	0.00	0.00
592 SPANISH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
593 HAL FIELD TRIPS	-973.23	0.00	176.80	0.00	-1,150.03
594 AFTER SCHOOL PROGRAM	-7,255.56	0.00	243.18	0.00	-7,498.74
595 SUMMER SCHOOL PROGRAM	23.72	0.00	0.00	0.00	23.72
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:	3,423.72	456.48	4,431.94	0.00	-551.74
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	970.00	760.50	0.00	0.00	1,730.50
1582 6B FIELD TRIPS	912.00	773.50	0.00	0.00	1,685.50
1583 6C FIELD TRIPS	560.00	442.00	0.00	0.00	1,002.00
1584 7A FIELD TRIPS	563.25	0.00	0.00	0.00	563.25
1585 7B FIELD TRIPS	563.50	0.00	0.00	0.00	563.50
1586 7C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1587 8A FIELD TRIPS	960.00	365.00	0.00	0.00	1,325.00
1588 8B FIELD TRIPS	936.00	357.00	0.00	0.00	1,293.00
1589 8C FIELD TRIPS	392.00	327.00	0.00	0.00	719.00
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	952.89	192.10	0.00	0.00	1,144.99
1596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	6,809.64	3,217.10	0.00	0.00	10,026.74
R CLUB FEES					
2320 YOUTH TO YOUTH CLUB	0.00	0.00	0.00	0.00	0.00
2335 ART CLUB	115.00	0.00	0.00	0.00	115.00
2350 CHESS CLUB	0.00	0.00	0.00	0.00	0.00
2355 SPEECH CLUB	0.00	116.00	0.00	0.00	116.00
2360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
2420 SNACK AND STITCH CLUB	144.00	0.00	0.00	0.00	144.00
R CLUB FEES Totals:	259.00	116.00	0.00	0.00	375.00

ALL Data

Current Cash Balance Report

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S ATHLETIC FEES					
3200 ATHLETICS	20,044.00	484.00	0.00	0.00	20,528.00
3205 SUMMER BB CAMP	0.00	0.00	0.00	0.00	0.00
S ATHLETIC FEES Totals:	<u>20,044.00</u>	<u>484.00</u>	<u>0.00</u>	<u>0.00</u>	<u>20,528.00</u>
T AFTER SCHOOL PROGRAM FEES					
6594 AFTER SCHOOL PROGRAM	18,716.00	1,004.00	0.00	0.00	19,720.00
6595 AFTER SCHOOL/SUMMER SCHOOL	0.00	960.00	0.00	0.00	960.00
T AFTER SCHOOL PROGRAM FEES Totals:	<u>18,716.00</u>	<u>1,964.00</u>	<u>0.00</u>	<u>0.00</u>	<u>20,680.00</u>
Report Totals:	<u>184,134.11</u>	<u>8,823.31</u>	<u>9,343.65</u>	<u>0.00</u>	<u>183,613.77</u>

Jenna Schuetz
Lori Jan

5/22/07

5-22-07

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING (STUDENT)	5,314.97	0.00	0.00	0.00	5,314.97
101 VENDING (PENS & PENCILS)	121.11	66.75	0.00	0.00	187.86
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)	541.30	0.00	152.92	0.00	388.38
110 GENERAL	187.53	702.89	2,017.31	0.00	-1,126.89
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
127 BUNNELL BOOK ORDERS	0.00	35.70	35.70	0.00	0.00
128 BUTLER BOOK ORDERS	0.00	35.60	35.60	0.00	0.00
130 MEF SCHOLARSHIP	30.33	0.00	0.00	0.00	30.33
135 HOSPITALITY FUND	496.36	0.00	74.21	0.00	422.15
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:	6,691.60	840.94	2,315.74	0.00	5,216.80
B ATHLETICS					
200 ATHLETICS	0.00	0.00	0.00	0.00	0.00
210 FOOTBALL	-7,737.83	0.00	0.00	0.00	-7,737.83
220 BASKETBALL	-3,740.43	0.00	0.00	0.00	-3,740.43
230 VOLLEYBALL	-3,525.02	0.00	0.00	0.00	-3,525.02
240 WRESTLING	-3,052.43	0.00	0.00	0.00	-3,052.43
250 CROSS COUNTRY	-252.25	0.00	0.00	0.00	-252.25
260 TRACK & FIELD	-4,251.46	22.00	177.36	0.00	-4,406.82
B ATHLETICS Totals:	-22,559.42	22.00	177.36	0.00	-22,714.78
C ACADEMIC CLUBS					
300 ANNUAL	4,602.60	38.00	0.00	0.00	4,640.60
305 ART CLUB	402.83	0.00	0.00	0.00	402.83
306 CHESS	0.00	0.00	0.00	0.00	0.00
310 DRAMA CLUB	-6,407.69	1,750.00	111.29	0.00	-4,768.98
313 WALKING CLUB	-16.08	0.00	0.00	0.00	-16.08
315 YOUTH TO YOUTH	140.52	0.00	0.00	0.00	140.52
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	-91.78	0.00	0.00	0.00	-91.78
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	0.00	0.00	0.00	0.00	0.00
345 NOT USED	0.00	0.00	0.00	0.00	0.00
350 FORENSICS	3.00	0.00	103.00	0.00	-100.00
C ACADEMIC CLUBS Totals:	-1,292.48	1,788.00	214.29	0.00	281.23
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	1,530.58	0.00	485.85	0.00	1,044.73
450 MUSTANG SCHOLAR RETREAT	-4,550.78	0.00	4,141.07	0.00	-8,691.85
D CLUBS AND ORGANIZATIONS Totals:	-3,020.20	0.00	4,626.92	0.00	-7,647.12

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E SCHOOL CUSTODIAL ACCOUNTS					
500 ART PROJECTS	846.45	24.00	0.00	0.00	870.45
501 BAND CONTEST/CLINIC	-119.25	0.00	0.00	0.00	-119.25
502 SWING CHOIR	-472.01	0.00	0.00	0.00	-472.01
503 HONOR CHOIR	-38.55	0.00	0.00	0.00	-38.55
504 JAZZ BAND	0.00	0.00	0.00	0.00	0.00
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	-3.50	0.00	389.72	0.00	-393.22
509 7B FIELD TRIPS	-268.60	0.00	0.00	0.00	-268.60
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 FOREIGN LANGUAGE TRIP	-30.00	0.00	0.00	0.00	-30.00
515 FUND RAISING	38,798.02	0.00	0.00	0.00	38,798.02
520 GYM SUITS	29.30	0.00	0.00	0.00	29.30
525 HOME EC PROJECTS	-55.92	14.00	0.00	0.00	-41.92
526 HONORS BAND	-105.00	19.65	98.24	0.00	-183.59
527 HAL TRIPS	-419.54	0.00	0.00	0.00	-419.54
530 INDUSTRIAL ARTS PROJECTS	6,041.41	0.00	0.00	0.00	6,041.41
535 INSTRUMENT RENTAL	-865.00	0.00	0.00	0.00	-865.00
545 LIBRARY	1,815.17	272.48	32.94	0.00	2,054.71
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	-11,156.60	0.00	1,300.00	0.00	-12,456.60
560 SITE BASE PLAN	0.00	0.00	0.00	0.00	0.00
570 JUMP START	0.00	0.00	0.00	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	34,041.38	330.13	1,820.90	0.00	32,550.61
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	458.50	0.00	0.00	0.00	458.50
1509 7B FIELD TRIP	224.00	0.00	0.00	0.00	224.00
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
1512 FOREIGN LANGUAGE TRIP	30.00	0.00	0.00	0.00	30.00
1527 HAL FIELD TRIP	426.75	0.00	0.00	0.00	426.75
1555 OUTDOOR ED	9,900.00	0.00	0.00	0.00	9,900.00
1570 JUMP START	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	11,039.25	0.00	0.00	0.00	11,039.25

ALL Data

Current Cash Balance Report

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
R CLUB FEES					
2305 ART CLUB	485.00	0.00	0.00	0.00	485.00
2306 CHESS CLUB	0.00	0.00	0.00	0.00	0.00
2310 DRAMA CLUB	7,030.00	0.00	0.00	0.00	7,030.00
2313 WALKING CLUB	70.00	0.00	0.00	0.00	70.00
2315 YOUTH TO YOUTH	312.00	0.00	0.00	0.00	312.00
2321 SCRAPBOOK CLUB	145.00	0.00	0.00	0.00	145.00
2330 CROSS COUNTRY CLUB	0.00	0.00	0.00	0.00	0.00
2350 FORENSICS	100.00	130.00	0.00	0.00	230.00
2504 JAZZ BAND	0.00	0.00	0.00	0.00	0.00
2513 FIDDLE FEST	0.00	0.00	0.00	0.00	0.00
2526 HONORS BAND	105.00	0.00	0.00	0.00	105.00
2535 INSTRUMENT RENTAL	900.00	0.00	0.00	0.00	900.00
R CLUB FEES Totals:	9,147.00	130.00	0.00	0.00	9,277.00
S ATHLETIC FEES					
3010 FOOTBALL	1,920.00	0.00	0.00	0.00	1,920.00
3020 BASKETBALL	3,851.00	0.00	0.00	0.00	3,851.00
3030 VOLLEYBALL	1,848.00	0.00	0.00	0.00	1,848.00
3040 WRESTLING	704.00	0.00	0.00	0.00	704.00
3060 TRACK & FIELD	2,731.50	0.00	0.00	0.00	2,731.50
S ATHLETIC FEES Totals:	11,054.50	0.00	0.00	0.00	11,054.50
T AFTER SCHOOL PROGRAM FEES					
4500 MUSTANG SCHOLAR RETREAT	17,025.00	1,480.00	0.00	0.00	18,505.00
T AFTER SCHOOL PROGRAM FEES Totals:	17,025.00	1,480.00	0.00	0.00	18,505.00
Report Totals:	33,319.37	4,591.07	9,155.21	0.00	28,755.23

Des O'Neil

*Julie Bartholomew
Bookkeeper*

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending - Student	2,572.76	40.00	686.58	0.00	1,926.18
101 Coffee & Water Machines	-919.75	10.00	83.95	0.00	-993.70
102 Building Beautification	2,457.22	0.00	0.00	0.00	2,457.22
103 Vending machines-staff	1,239.77	0.00	0.00	0.00	1,239.77
110 General	44.41	562.35	659.53	1,000.00	947.23
150 Sweatshirt Sales	872.17	0.00	25.00	0.00	847.17
A ACTIVITY GENERAL FUND Totals:	6,266.58	612.35	1,455.06	1,000.00	6,423.87
B ATHLETICS/ACTIVITIES					
201 Athletics	-13,287.81	4,997.50	716.20	0.00	-9,006.51
202 Athletics Assistance from Rotary	578.50	0.00	0.00	0.00	578.50
B ATHLETICS/ACTIVITIES Totals:	-12,709.31	4,997.50	716.20	0.00	-8,428.01
C ACADEMIC CLUBS					
301 Yearbook	10,040.47	970.00	0.00	0.00	11,010.47
302 Swing/Girls' Choir	0.00	0.00	0.00	0.00	0.00
303 Jazz Band	0.00	0.00	0.00	0.00	0.00
C ACADEMIC CLUBS Totals:	10,040.47	970.00	0.00	0.00	11,010.47
D CLUBS AND ORGANIZATIONS					
401 Art Club	81.87	0.00	0.00	0.00	81.87
402 Chess 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 Craft Club	-10.40	0.00	0.00	-7.50	-17.90
410 Student Council	2,432.78	48.10	413.35	0.00	2,067.53
411 Youth to Youth	1,535.01	0.00	0.00	0.00	1,535.01
413 Wits Clash/Knowledge Masters	-66.98	0.00	0.00	100.00	33.02
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
420 Japanese Club	48.22	0.00	0.00	0.00	48.22
501 TASC	-1,621.02	0.00	457.49	0.00	-2,078.51
D CLUBS AND ORGANIZATIONS Totals:	2,399.48	48.10	870.84	92.50	1,669.24
E ADMIN CUSTODIAL ACCOUNTS					
601 Employee Hospitality	496.46	0.00	124.18	0.00	372.28
603 Gym Fees	204.97	0.00	0.00	0.00	204.97
604 Art	136.46	0.00	0.00	0.00	136.46
605 Book Fines	9,075.77	79.40	58.42	0.00	9,096.75
606 Library	787.22	23.32	0.00	0.00	810.54
610 8th Grade Farewell	1,629.99	0.00	0.00	0.00	1,629.99
612 Peer Tutor/Learning Center	0.00	0.00	0.00	0.00	0.00
618 Counseling	127.91	387.00	18.99	0.00	495.92
E ADMIN CUSTODIAL ACCOUNTS Totals:	12,458.78	489.72	201.59	0.00	12,746.91
F ACADEMIC CUSTODIAL ACCOUNTS					
701 HAL	479.66	0.00	0.00	0.00	479.66
702 Industrial Technology	-766.01	318.50	0.00	0.00	-447.51
703 Home Economics	658.08	0.00	0.00	0.00	658.08
704 TEAM 6A	185.35	0.00	0.00	0.00	185.35
705 TEAM 6B	276.00	0.00	0.00	0.00	276.00
706 TEAM 7A	240.37	0.00	0.00	0.00	240.37
707 TEAM 7B	227.73	0.00	0.00	0.00	227.73
708 TEAM 8A	176.03	0.00	0.00	0.00	176.03
709 TEAM 8B	309.33	0.00	0.00	0.00	309.33

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
710 TEAM 7C	124.20	0.00	0.00	0.00	124.20
711 TEAM 6C	196.92	0.00	0.00	0.00	196.92
712 TEAM 8C	67.33	0.00	0.00	0.00	67.33
713 Field Trips - balance from prior years	1,457.73	0.00	0.00	0.00	1,457.73
714 6th grade field trips/team days	-2,433.34	0.00	0.00	0.00	-2,433.34
715 7th grade field trips/team days	-1,295.86	0.00	1,569.00	0.00	-2,864.86
716 8th grade field trips/team days	-4,318.19	0.00	233.82	0.00	-4,552.01
717 Exploratory Teams	55.31	0.00	0.00	0.00	55.31
719 Music	634.24	261.00	855.00	0.00	40.24
720 Orchestra	-129.48	0.00	0.00	150.00	20.52
721 Band	-50.00	0.00	0.00	50.00	0.00
722 Music field trips	-324.00	0.00	0.00	0.00	-324.00
723 Orchestra field trips	0.00	0.00	0.00	0.00	0.00
724 Band field trips	105.00	0.00	0.00	-105.00	0.00
725 HAL Field trips	-406.50	0.00	50.00	-31.00	-487.50
726 Foreign Language Field Trips	-105.00	0.00	0.00	0.00	-105.00
727 Youth to Youth Field Trips	-938.50	0.00	0.00	0.00	-938.50
728 Jump Start Program	0.00	0.00	0.00	0.00	0.00
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	-5,573.60	579.50	2,707.82	64.00	-7,637.92
H INVESTMENTS					
905 Interest on checking	1,404.74	69.25	0.00	0.00	1,473.99
H INVESTMENTS Totals:	1,404.74	69.25	0.00	0.00	1,473.99
I FUNDRAISERS					
1002 MAGAZINE SALES	15,392.06	0.00	1,022.49	-1,300.00	13,069.57
1003 Entertainment Books	16,627.91	0.00	0.00	0.00	16,627.91
1004 J.C. Penney	426.08	0.00	0.00	0.00	426.08
1005 Target donation	0.00	831.96	0.00	0.00	831.96
1006 Donations	6,371.95	1,103.92	0.00	0.00	7,475.87
I FUNDRAISERS Totals:	38,818.00	1,935.88	1,022.49	-1,300.00	38,431.39
Q Field Trip Fees					
1205 6A field trips/team days	873.00	0.00	0.00	0.00	873.00
1210 6B Field trips/team day	640.25	0.00	0.00	0.00	640.25
1211 6C field trips/team days	829.50	539.00	0.00	0.00	1,368.50
1215 7A Field trips/team day	504.00	0.00	0.00	0.00	504.00
1220 7B Field trips/team day	486.00	520.00	0.00	0.00	1,006.00
1225 7C Field trips/team days	200.75	225.00	0.00	0.00	425.75
1230 8A Field trips/team days	2,060.75	505.00	0.00	0.00	2,565.75
1235 8B Field trip/team days	1,351.25	783.00	0.00	0.00	2,134.25
1240 8C Field trips/team days	1,018.25	0.00	0.00	0.00	1,018.25
1245 Foreign Language Field Trips	0.00	0.00	0.00	105.00	105.00
1250 Vocal Music Field Trips	325.00	0.00	0.00	0.00	325.00
1255 Orchestra Field Trips	0.00	118.50	0.00	0.00	118.50
1260 HAL Field Trips	454.50	50.00	0.00	31.00	535.50
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
1280 Jump Start	0.00	410.00	0.00	0.00	410.00
1281 Youth to Youth Field Trips	938.50	0.00	0.00	0.00	938.50
Q Field Trip Fees Totals:	9,681.75	3,150.50	0.00	136.00	12,968.25

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
R Clubs/Activities					
2401 Art Club	0.00	0.00	0.00	0.00	0.00
2402 Chess Club	0.00	0.00	0.00	0.00	0.00
2409 Craft Club Fees	0.00	0.00	0.00	7.50	7.50
2420 Japanese Club	0.00	0.00	0.00	0.00	0.00
R Clubs/Activities Totals:	0.00	0.00	0.00	7.50	7.50
S Athletic Fees					
3201 Athletics	7,985.91	22.00	0.00	0.00	8,007.91
S Athletic Fees Totals:	7,985.91	22.00	0.00	0.00	8,007.91
T After School Program Fees					
2501 TASC	6,765.00	525.00	0.00	0.00	7,290.00
T After School Program Fees Totals:	6,765.00	525.00	0.00	0.00	7,290.00
Z UNUSED ACCOUNTS					
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
149 Discretionary Spending	0.00	0.00	0.00	0.00	0.00
203 Concert Supervision	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
414 Ski Club	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
421 Dulcimer Club	0.00	0.00	0.00	0.00	0.00
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
611 Directory Advertisements	0.00	0.00	0.00	0.00	0.00
718 Packtime	0.00	0.00	0.00	0.00	0.00
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
1001 Auction	0.00	0.00	0.00	0.00	0.00
1007 Commercial Federal Donation	0.00	0.00	0.00	0.00	0.00
1008 Bemis Art Project	0.00	0.00	0.00	0.00	0.00
1009 Russell Night at Moe's	0.00	0.00	0.00	0.00	0.00
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
Z UNUSED ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	77,537.80	13,399.80	6,974.00	0.00	83,963.60

Principal signature Brian Befroy Date 5.14.07
 Administrative Assistant signature Sherry Seidl

Current Cash Balance Report

Date: 04/01/2007 thru 04/30/2007

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	116,982.73	0.00	1,367.38	0.00	115,615.35
101 NOT IN USE 9/05	0.00	0.00	0.00	0.00	0.00
102 NOT IN USE 9/05	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	3,017.62	0.00	53.89	0.00	2,963.73
110 GENERAL	15,791.33	0.00	0.00	0.00	15,791.33
115 PLC	552.32	0.00	0.00	0.00	552.32
120 ACTIVITIES SUPPORT	45,000.00	0.00	0.00	0.00	45,000.00
146 COKE/FOOD SERVICE	54,552.22	0.00	0.00	0.00	54,552.22
170 INTEREST OF CD'S	76,370.60	0.00	0.00	0.00	76,370.60
180 INTEREST ON NOW ACCOUNT	14,548.45	0.00	0.00	0.00	14,548.45
185 INTEREST ON EAGLE FUND	20,571.37	0.00	0.00	0.00	20,571.37
190 MN SITE IMPROVEMENTS	3,573.01	0.00	0.00	0.00	3,573.01
195 FUTURE TROPHY CASES	0.00	0.00	0.00	0.00	0.00
225 MIGHTY MASCOT	44.67	0.00	0.00	0.00	44.67
A ACTIVITY GENERAL FUND Totals:	351,004.32	0.00	1,421.27	0.00	349,583.05
B ATHLETICS/ACTIVITIES					
200 ACTIVITIES TRANSPORTATION	-30,342.33	0.00	3,683.32	0.00	-34,025.65
201 CONCESSIONS	4,759.66	0.00	0.00	0.00	4,759.66
202 ATHLETICS	185,112.75	3,395.65	9,601.03	0.00	178,907.37
203 SPORT FEES**	-35,223.27	0.00	0.00	0.00	-35,223.27
204 ACTIVITY TICKETS	23,645.00	0.00	0.00	0.00	23,645.00
205 ATHLETIC CLOTHING	6,438.39	0.00	0.00	0.00	6,438.39
210 NHS PHYSICAL SCREENING	0.00	0.00	0.00	0.00	0.00
215 TEMPORARY HELP/ACT/ATHLETICS	0.00	0.00	0.00	0.00	0.00
220 ENTRY FEES	-4,471.00	0.00	1,385.00	0.00	-5,856.00
230 OFFICIALS	-26,098.28	0.00	3,050.00	0.00	-29,148.28
235 DEBATE TRANSPORTATION**	-2,110.50	0.00	0.00	0.00	-2,110.50
240 FORENSIC TRANSPORTATION**	-5,969.89	0.00	1,170.00	0.00	-7,139.89
250 BAND/ORCHESTRA TACT **	-9,523.53	0.00	0.00	0.00	-9,523.53
260 CHORAL TRANSPORTATION**	-1,651.45	0.00	0.00	0.00	-1,651.45
B ATHLETICS/ACTIVITIES Totals:	104,565.55	3,395.65	18,889.35	0.00	89,071.85
C ACADEMIC CLUBS					
301 DECA**	-23,984.67	0.00	843.21	0.00	-24,827.88
302 FRENCH CLUB	1,367.65	0.00	0.00	0.00	1,367.65
303 LATIN CLUB	187.34	0.00	0.00	0.00	187.34
304 NOT IN USE 09/05	0.00	0.00	0.00	0.00	0.00
305 SPANISH CLUB	586.47	0.00	264.57	0.00	321.90
307 GERMAN CLUB	208.22	0.00	289.60	0.00	-81.38
308 YEARBOOK/STAMPEDE	16,563.42	45.00	35.00	0.00	16,573.42
309 NEWSPAPER/HOOFBEAT	7,887.07	450.00	1,523.87	0.00	6,813.20
311 ASTRONOMY CLUB	15.00	0.00	0.00	0.00	15.00
312 NOT IN USE 9/06	0.00	0.00	0.00	0.00	0.00
314 HISTORY CLUB**	-10,753.42	0.00	108.93	0.00	-10,862.35
315 SPIRIT SHOP	13,370.90	102.00	0.00	0.00	13,472.90
316 FCCLA**	4,026.01	0.00	198.00	0.00	3,828.01
317 MATH CLUB	74.62	0.00	0.00	0.00	74.62
320 NOT IN USE 9/05	0.00	0.00	0.00	0.00	0.00
325 VIA	319.52	0.00	116.73	0.00	202.79
524 MULTI-CAT	536.08	0.00	0.00	0.00	536.08

Current Cash Balance Report

ALL Data

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
614 BROADCAST CLUB	43.91	0.00	0.00	0.00	43.91
615 VICA**	3,630.55	339.44	1,876.05	0.00	2,093.94
C ACADEMIC CLUBS Totals:	14,078.67	936.44	5,255.96	0.00	9,759.15
D CLUBS AND ORGANIZATIONS					
310 VARSITY CHEER FUNDRAISER	85.02	0.00	0.00	0.00	85.02
400 JV CHEER FUNDRAISER	-25.98	0.00	0.00	0.00	-25.98
401 CANCER FUND	0.00	0.00	0.00	0.00	0.00
402 CHEER-UNIFORMS**	2,256.89	21,733.00	0.00	0.00	23,989.89
403 NOT IN USE 9/06	0.00	0.00	0.00	0.00	0.00
404 CHEER-FUNDRAISER	0.00	0.00	0.00	0.00	0.00
405 NOT IN USE 9/06	0.00	0.00	0.00	0.00	0.00
406 DANCE TEAM FUNDRAISER	189.32	0.00	0.00	0.00	189.32
407 BASEBALL	456.38	0.00	0.00	0.00	456.38
408 THESPIAN/DRAMA CLUB	-5,473.48	508.00	518.00	0.00	-5,483.48
409 CHESS CLUB	187.39	0.00	0.00	0.00	187.39
410 CROSS COUNTRY FR	168.31	0.00	0.00	0.00	168.31
411 FOOTBALL FR	2,082.41	0.00	699.75	0.00	1,382.66
412 BOYS TRACK FR	101.49	0.00	0.00	0.00	101.49
413 VOLLEYBALL CONCESSIONS	0.00	0.00	0.00	0.00	0.00
414 GIRLS GOLF F/R	951.33	0.00	0.00	0.00	951.33
415 NOT IN USE 9/06	0.00	0.00	0.00	0.00	0.00
416 MUSTANG SCRAMBLE	1,046.53	0.00	615.00	0.00	431.53
417 BOYS SOCCER FR	289.55	0.00	0.00	0.00	289.55
419 SOFTBALL FR	204.34	0.00	0.00	0.00	204.34
420 SWIM FR	643.45	0.00	0.00	0.00	643.45
421 TENNIS FR	-95.00	0.00	0.00	0.00	-95.00
422 GIRLS TRACK FR	5,655.16	290.00	1,784.27	0.00	4,160.89
423 VOLLEYBALL FUNDRAISER	527.38	0.00	0.00	0.00	527.38
425 LITERARY MAGAZINE	2,299.08	0.00	0.00	0.00	2,299.08
426 BAND**	4,395.96	0.00	699.14	0.00	3,696.82
427 FLAGS	1,716.05	0.00	0.00	0.00	1,716.05
428 NOT IN USE 9/06	0.00	0.00	0.00	0.00	0.00
429 AMNESTY INTERNATIONAL	242.85	30.08	0.00	0.00	272.93
430 CHORAL**	1,774.81	324.48	238.23	0.00	1,861.06
431 ORCHESTRA**	-44,933.49	207.24	115.67	0.00	-44,841.92
432 STUDENT COUNCIL	22,976.28	0.00	0.00	0.00	22,976.28
433 NOT IN USE	0.00	0.00	0.00	0.00	0.00
434 JUNIOR CLASS	10,901.83	9,625.00	17,332.88	0.00	3,193.95
435 SENIOR CLASS	6,043.04	333.40	80.92	0.00	6,295.52
436 NOT IN USE 9/06	0.00	0.00	0.00	0.00	0.00
437 NATIONAL HONOR SOCIETY**	4,479.92	943.61	1,005.25	0.00	4,418.28
438 NOT IN USE 09/05	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**	-751.07	0.00	0.00	0.00	-751.07
456 BOYS GOLF F/R	821.47	0.00	0.00	0.00	821.47
459 BOYS BASKETBALL CAMP	715.83	0.00	19.44	0.00	696.39
460 MN/RITZ BB BOOSTER	0.00	0.00	0.00	0.00	0.00
466 WRESTLING FUNDRAISER	1,139.62	0.00	0.00	0.00	1,139.62
470 MN/BAHE BB BOOSTERS	0.00	0.00	0.00	0.00	0.00
477 MILLARD BASKETBALL/OC	40.98	0.00	0.00	0.00	40.98
480 BAND TRIP/FR	-5,428.60	0.00	15.70	0.00	-5,444.30
500 NFL ACCOUNT	4,534.08	473.10	841.42	0.00	4,165.76

ALL Data

Current Cash Balance Report

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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	-1.35	0.00	0.00	0.00	-1.35
520 GIRLS BASKETBALL CAMP	543.57	0.00	0.00	0.00	543.57
525 MN GIRLS JV BASKETBALL LEAGUE	0.00	0.00	0.00	0.00	0.00
526 DISASTER RELIEF	0.00	0.00	0.00	0.00	0.00
600 GIRLS SOCCER F/R	220.21	0.00	40.00	0.00	180.21
D CLUBS AND ORGANIZATIONS Totals:	21,416.24	34,467.91	24,005.67	0.00	31,878.48
E ADMIN CUSTODIAL ACCOUNTS					
601 COURTESY	2,064.79	0.00	0.00	0.00	2,064.79
602 CAREER DEVELOPMENT	1,587.16	0.00	0.00	0.00	1,587.16
603 PARKING STICKERS	57,731.92	0.00	35.00	0.00	57,696.92
604 PARKING FINES	0.00	0.00	0.00	0.00	0.00
605 FIELDTRIPS**	-858.69	0.00	54.36	0.00	-913.05
606 AFTER PROM	0.00	0.00	0.00	0.00	0.00
607 ART	2,762.21	0.00	44.90	0.00	2,717.31
608 GYM FEES	8,661.26	0.00	0.00	0.00	8,661.26
609 ART/SCHIMENTI	272.50	0.00	0.00	0.00	272.50
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	20,186.51	148.10	0.00	0.00	20,334.61
611 INDUSTRIAL TECH	3,083.50	145.00	0.00	0.00	3,228.50
612 STAFF LOUNGE	-1,443.15	0.00	0.00	0.00	-1,443.15
613 LIBRARY	259.20	0.00	0.00	0.00	259.20
616 TRANSCRIPT FEES	4,527.77	15.00	160.00	0.00	4,382.77
617 POOL	9,971.54	0.00	0.00	0.00	9,971.54
618 EUROPEAN BOOKS	291.16	0.00	0.00	0.00	291.16
619 AP FRENCH WORKBOOKS	14.00	0.00	0.00	0.00	14.00
621 PE FIELDTRIPS	-801.76	0.00	184.18	0.00	-985.94
623 AP LATIN	0.00	0.00	0.00	0.00	0.00
624 AP SPANISH	137.01	0.00	0.00	0.00	137.01
625 AP EXAMS**	1,962.57	0.00	0.00	0.00	1,962.57
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	233.45	0.00	0.00	345.45
629 IB **	-18,437.05	0.00	0.00	0.00	-18,437.05
670 MARQUEE	391.98	0.00	0.00	0.00	391.98
675 SALBERG FIELDTRIPS	-1,361.16	0.00	0.00	0.00	-1,361.16
680 OTT FIELDTRIPS	-757.91	0.00	240.96	0.00	-998.87
E ADMIN CUSTODIAL ACCOUNTS Totals:	90,357.36	541.55	719.40	0.00	90,179.51
F ACADEMIC CUSTODIAL ACCOUNTS					
300 DEBATE	751.74	0.00	552.74	0.00	199.00
321 DRAMA	9,640.66	17.00	6,062.06	0.00	3,595.60
622 SPEECH	654.68	3,650.95	9,146.70	0.00	-4,841.07
701 MANTARO/GRANT	5.85	0.00	0.00	0.00	5.85
750 FCS	445.96	28.00	0.00	0.00	473.96
755 SENIOR CLASS ACTIVITIES	13,062.39	0.00	0.00	0.00	13,062.39
760 NOT IN USE	0.00	0.00	0.00	0.00	0.00
770 ADVERTISING	10,717.04	750.00	0.00	0.00	11,467.04
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	35,278.32	4,445.95	15,761.50	0.00	23,962.77
G DISTRICT CUSTODIAL ACCOUNTS					
803 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
805 OTHER	3.00	0.00	0.00	0.00	3.00
827 PHYSICS	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
872 LEADERS SCHOLARSHIP	500.00	0.00	0.00	0.00	500.00
G DISTRICT CUSTODIAL ACCOUNTS Totals:	503.00	0.00	0.00	0.00	503.00
Q EXTRACURRICULAR					
1000 FIELDTRIPS	1,258.84	1,168.50	0.00	0.00	2,427.34
1002 PE FIELDTRIPS	889.00	265.00	0.00	0.00	1,154.00
1005 BAND TRIP	11,453.55	951.17	0.00	0.00	12,404.72
1010 DC TRIP	6,240.00	0.00	0.00	0.00	6,240.00
1200 SCIENCE FIELDTRIP	2,335.00	45.00	569.00	0.00	1,811.00
1300 DEBATE NATIONALS	0.00	0.00	0.00	0.00	0.00
1301 DECA	16,651.00	0.00	0.00	0.00	16,651.00
1302 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
1303 LATIN CLUB	0.00	0.00	0.00	0.00	0.00
1305 SPANISH CLUB	150.00	0.00	0.00	0.00	150.00
1307 GERMAN CLUB	0.00	0.00	0.00	0.00	0.00
1314 HISTORY CLUB TRIP	6,303.00	1,800.00	0.00	0.00	8,103.00
1316 FCCLA	1,979.39	0.00	0.00	0.00	1,979.39
1408 THESPIAN/DRAMA CLUB	4,659.00	0.00	0.00	0.00	4,659.00
1430 CHORAL TRIP	0.00	266.62	0.00	0.00	266.62
1431 ORCHESTRA TRIP	45,369.08	0.00	0.00	0.00	45,369.08
1450 INTRAMURALS	621.00	0.00	0.00	0.00	621.00
1515 JAPANESE CLUB	0.00	0.00	0.00	0.00	0.00
1615 VICA	1,897.00	0.00	0.00	0.00	1,897.00
1622 FORENSIC NATIONALS	5,192.00	4,861.50	0.00	0.00	10,053.50
1675 SALBERG FIELDTRIPS	1,687.00	556.00	0.00	0.00	2,243.00
1680 OTT FIELDTRIPS	1,109.49	230.00	0.00	0.00	1,339.49
2000 MUSIC ALLSTATE FEES	1,524.00	0.00	0.00	0.00	1,524.00
2005 CHEER/DANCE CAMP	0.00	0.00	0.00	0.00	0.00
4230 SUBS FOR FIELDTRIPS	1,134.52	0.00	0.00	0.00	1,134.52
5000 SPORTS PARTICIPATION FEE	48,305.00	0.00	0.00	0.00	48,305.00
5230 ONE ACT PARTICIPATION FEE	580.00	0.00	0.00	0.00	580.00
5235 DEBATE PARTICIPATION FEE	695.00	0.00	0.00	0.00	695.00
5240 FORENSIC PARTICIPATION FEE	3,215.00	0.00	0.00	0.00	3,215.00
5260 CHORAL PARTICIPATION FEE	1,030.00	0.00	0.00	0.00	1,030.00
Q EXTRACURRICULAR Totals:	164,277.87	10,143.79	569.00	0.00	173,852.66
R POST SECONDARY EDUCATION					
6625 AP EXAM FEES	1,826.00	0.00	0.00	0.00	1,826.00
6629 IB EXAM FEES	18,678.00	0.00	0.00	0.00	18,678.00
R POST SECONDARY EDUCATION Totals:	20,504.00	0.00	0.00	0.00	20,504.00
S BANKING					
999 STARTING CASH	-1,500.00	0.00	0.00	0.00	-1,500.00
1700 EUROPEAN FIELDTRIP	336.00	0.00	0.00	0.00	336.00
S BANKING Totals:	-1,164.00	0.00	0.00	0.00	-1,164.00
Z INVESTMENTS					
900 CERTIFICATES OF DEPOSITS	-407,761.72	0.00	0.00	0.00	-407,761.72
905 MM EAGLE FUND	-20,571.37	0.00	0.00	0.00	-20,571.37
Z INVESTMENTS Totals:	-428,333.09	0.00	0.00	0.00	-428,333.09
Report Totals:	372,488.24	53,931.29	66,622.15	0.00	359,797.38

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

61 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL ACCOUNT EXPENSES					
103 Pop Refund	-300.00	0.00	0.00	0.00	-300.00
109 Public Relations	-1,242.74	0.00	69.00	0.00	-1,311.74
115 General Account	-4,980.35	315.00	0.00	0.00	-4,665.35
117 Damage and Loss Property	-92.00	0.00	0.00	0.00	-92.00
120 Extracurr Transportation	-19,248.43	0.00	1,432.49	-543.85	-21,224.77
121 Athletic Transportation	-24,332.12	0.00	1,960.90	0.00	-26,293.02
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	-440.00	0.00	55.00	0.00	-495.00
144 Pride Time	-516.63	0.00	0.00	0.00	-516.63
145 Community Counselor Support	0.00	0.00	0.00	0.00	0.00
146 Academic Awards	119.68	0.00	0.00	0.00	119.68
147 Activity Support/Projects	-7,056.86	0.00	1,143.80	704.00	-7,496.66
148 Teachers Grants/Awards	0.00	0.00	0.00	0.00	0.00
149 Discretionary Spending	0.00	0.00	0.00	0.00	0.00
150 Convention	0.00	0.00	0.00	0.00	0.00
151 Personnel Support	-2,733.49	0.00	726.69	0.00	-3,460.18
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 Wellness	423.66	0.00	0.00	0.00	423.66
199 Miscellaneous Bank Charges	0.00	0.00	0.00	0.00	0.00
A GENERAL ACCOUNT EXPENSES Totals:	-60,399.28	315.00	5,387.88	160.15	-65,312.01
B GENERAL ACCOUNT REVENUE					
100 Vending Machines-Coca-Cola	45,917.78	0.00	0.00	0.00	45,917.78
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	1,251.75	0.00	0.00	0.00	1,251.75
105 Sanitary Machines	13.50	9.00	0.00	0.00	22.50
110 Replacement Fund	0.00	0.00	0.00	0.00	0.00
152 Other Revenue	10,494.65	0.00	0.00	0.00	10,494.65
153 Graduation Revenue	0.00	0.00	0.00	0.00	0.00
155 PAYBAC Partners	322.76	80.00	0.00	0.00	402.76
156 Scholarships	0.00	0.00	0.00	0.00	0.00
158 Capital Outlay	7,984.66	0.00	4,250.00	0.00	3,734.66
159 Patriot Pride	184.00	0.00	0.00	0.00	184.00
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	0.00	0.00	0.00
190 Misc. Bank Credit Adjusments	0.00	0.00	0.00	0.00	0.00
901 Interest on Bus MM	2,783.61	343.26	0.00	0.00	3,126.87
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:	68,952.71	432.26	4,250.00	0.00	65,134.97
C ATHLETICS					
201 Concessions	31,494.26	803.00	1,674.95	-60.00	30,562.31
202 Athletics	-7,160.45	25,362.50	2,996.90	0.00	15,205.15
204 Athletic Clothing	0.00	42.60	42.60	0.00	0.00
205 Letter Jackets	0.00	0.00	0.00	0.00	0.00
206 Athletic Tickets	13,285.00	0.00	0.00	0.00	13,285.00

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

62 Arranged by:
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	168,925.38	1,386.00	0.00	0.00	170,311.38
211 Activities	0.00	0.00	0.00	0.00	0.00
212 Athletic Fundraisers	6,655.00	0.00	0.00	0.00	6,655.00
213 Summer Clinics	0.00	0.00	0.00	0.00	0.00
214 Little Dribblers	3.21	0.00	0.00	0.00	3.21
220 Football	40,587.07	0.00	1,078.43	0.00	39,508.64
221 Volleyball	-2,902.64	0.00	0.00	0.00	-2,902.64
222 Softball	503.76	0.00	0.00	0.00	503.76
223 Tennis (Boys)	-651.72	0.00	0.00	0.00	-651.72
224 Tennis (Girls)	-648.76	0.00	40.00	0.00	-688.76
225 Golf (Boys)	-1,703.18	480.00	1,620.24	0.00	-2,843.42
226 Golf (Girls)	-1,192.74	0.00	0.00	0.00	-1,192.74
227 Wrestling	-1,887.78	0.00	636.97	0.00	-2,524.75
228 Soccer (Boys)	-1,155.37	4,830.00	2,331.00	0.00	1,343.63
229 Soccer (Girls)	-443.65	3,782.00	1,388.00	0.00	1,950.35
230 Baseball	-5,148.00	5,222.87	4,020.22	0.00	-3,945.35
231 Cross Country (B&G)	-1,281.92	0.00	0.00	0.00	-1,281.92
232 Basketball (B&G)	-965.76	261.25	0.00	0.00	-704.51
233 Track (B&G)	-6,829.23	3,454.75	4,027.16	0.00	-7,401.64
234 Swimming (B&G)	-1,653.98	0.00	0.00	0.00	-1,653.98
240 Athletic Training	-3,662.64	0.00	0.00	0.00	-3,662.64
250 Athletic Transfers	0.00	0.00	0.00	0.00	0.00
280 Golf Tournament	0.00	0.00	0.00	0.00	0.00
915 Interest-Athletic Activity MM	2,783.42	343.24	0.00	0.00	3,126.66
2200 Summer Football	652.17	0.00	0.00	0.00	652.17
2220 Summer Volleyball	3,193.87	0.00	0.00	0.00	3,193.87
2222 Summer Softball	1,466.52	0.00	0.00	0.00	1,466.52
2228 Summer Boys Soccer	43.87	0.00	0.00	0.00	43.87
2229 Summer Girls Soccer	183.98	429.50	0.00	0.00	613.48
2230 Summer Baseball	2,764.62	0.00	1,949.00	0.00	815.62
2231 Summer Girls Basketball	2,204.25	0.00	332.71	0.00	1,871.54
2232 Summer Boys Basketball	0.58	0.00	0.00	0.00	0.58
C ATHLETICS Totals:	237,459.14	46,397.71	22,138.18	-60.00	261,658.67
D ORGANIZATIONS AND CLUBS					
301 DECA	-62,087.19	6,993.31	17,285.34	2,754.00	-69,625.22
302 French Club	3,175.27	0.00	11.99	0.00	3,163.28
303 LEO Club	735.55	0.00	0.00	0.00	735.55
305 Spanish Club	15.51	0.00	47.43	0.00	-31.92
307 German Club	1,034.46	0.00	130.56	0.00	903.90
310 National Forensics League	90.90	2,076.50	1,270.00	60.00	957.40
311 Environmental Club	380.56	0.00	0.00	0.00	380.56
312 Forensics Club	278.61	90.00	0.00	0.00	368.61
314 Newspaper	4,010.82	690.00	369.31	0.00	4,331.51
315 Debate Club	-1,314.02	0.00	733.00	224.34	-1,822.68
316 Art Club	239.02	0.00	0.00	0.00	239.02
317 Play Production	11,263.50	1,160.00	12,587.14	0.00	-163.64
318 Thespians	-1,954.00	0.00	0.00	0.00	-1,954.00
319 Athletic Trainers	808.65	0.00	0.00	0.00	808.65
385 Culinary Competition	63.23	0.00	0.00	0.00	63.23
395 Fashion Merchandising	5.08	0.00	0.00	0.00	5.08
399 Auditorium Manager	-7,290.27	0.00	878.24	0.00	-8,168.51

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number ⁶³

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
409 Band Dept Trips	-65,869.51	0.00	0.00	0.00	-65,869.51
410 Band	4,756.75	80.00	1,126.40	0.00	3,710.35
411 Choir	-1,065.60	0.00	2,669.83	0.00	-3,735.43
412 Orchestra	283.71	150.00	19.90	0.00	413.81
413 Entertainment Books	14,561.50	0.00	0.00	0.00	14,561.50
414 Band Fundraising	9,479.50	0.00	0.00	0.00	9,479.50
415 Choir Fundraising	16,335.88	0.00	405.00	0.00	15,930.88
416 Orchestra Fundraising	5,850.03	0.00	0.00	0.00	5,850.03
417 Music Trip (NY)	0.00	0.00	0.00	0.00	0.00
481 Senior Class	972.04	0.00	90.75	0.00	881.29
482 Junior Class	-149.04	15,545.50	14,881.71	0.00	514.75
484 Post Prom Security	0.00	0.00	0.00	0.00	0.00
499 VICA-Skills USA	270.21	75.00	0.00	319.51	664.72
500 STARS	90.50	300.00	0.00	0.00	390.50
501 Student Council	4,921.06	0.00	0.00	0.00	4,921.06
502 National Honor Society	5,425.22	40.00	109.00	0.00	5,356.22
503 Drama Club	404.37	0.00	0.00	0.00	404.37
504 Literary Magazine	355.97	0.00	117.54	0.00	238.43
505 GoMadd	336.92	0.00	0.00	0.00	336.92
506 Chess Club	73.10	0.00	0.00	0.00	73.10
515 Dance Team	2,288.54	81.29	130.03	0.00	2,239.80
516 Cheerleading-Varsity	1,348.72	0.00	224.58	0.00	1,124.14
517 Cheerleading-JV	50.28	0.00	0.00	0.00	50.28
518 Cheerleading-Freshman	13.73	0.00	0.00	0.00	13.73
519 Cheerleading Uniforms/Summer Camp	-363.97	9,100.00	0.00	0.00	8,736.03
525 Prior Yrs Yearbook	1,280.21	0.00	0.00	0.00	1,280.21
527 Yearbook 05-06	4,195.44	0.00	0.00	0.00	4,195.44
528 Yearbook 06-07	4,849.21	84.00	290.94	0.00	4,642.27
555 FCCLA	-577.20	240.00	0.00	0.00	-337.20
556 Future Educators of America	-3.32	0.00	0.00	0.00	-3.32
560 Patriot Post	28,569.70	927.73	0.00	-2,754.00	26,743.43
590 Diversity Club	0.00	0.00	0.00	0.00	0.00
D ORGANIZATIONS AND CLUBS Totals:	-11,860.37	37,633.33	53,378.69	603.85	-27,001.88
E ADMINISTRATIVE CUSTODIAL					
599 Intramurals	-11.49	0.00	407.11	0.00	-418.60
601 Staff Courtesy Fund	1,097.99	0.00	95.00	0.00	1,002.99
602 Parking	11,849.49	1,370.00	584.54	0.00	12,634.95
603 Field Trips	-1,817.95	0.00	114.80	0.00	-1,932.75
604 Physical Education Fund	0.00	0.00	0.00	0.00	0.00
605 Pool Maintenance	2,543.92	555.49	1,187.57	0.00	1,911.84
607 Book Fines	5,342.06	72.95	8.00	0.00	5,407.01
610 Information Center	93.38	0.00	0.00	0.00	93.38
611 Advanced Placement	1,071.93	0.00	0.00	0.00	1,071.93
614 Transcript and Test Fees	1,268.72	0.00	0.00	0.00	1,268.72
616 Clearing Account	0.00	0.00	0.00	0.00	0.00
617 Shop Fees	0.00	0.00	0.00	0.00	0.00
618 Musical Production	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	1,214.33	203.58	0.00	0.00	1,417.91
623 Manufacturing Tech	685.14	63.72	0.00	0.00	748.86
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

Date: 04/01/2007 thru 04/30/2007

64 Arranged by:
Group ID and Activity Number

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	426.38	10.00	0.00	0.00	436.38
635 Library Book Fines	198.37	55.99	0.00	0.00	254.36
636 Freshman Transition Day	0.00	0.00	0.00	0.00	0.00
640 Student ID Card Fee	1,652.00	195.00	774.75	0.00	1,072.25
642 Parenting Support	0.00	0.00	0.00	0.00	0.00
645 Family Consumer Science	0.00	0.00	0.00	0.00	0.00
648 MOBA Playhouse	1,090.34	0.00	0.00	0.00	1,090.34
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	162.88	0.00	0.00	0.00	162.88
679 New Frontier Book Fines	50.47	0.00	0.00	0.00	50.47
680 New Frontier (Grants/Donations)	12.03	0.00	0.00	0.00	12.03
681 New Frontier Chuck Wagon	93.30	0.00	0.00	0.00	93.30
682 New Frontier Activity	-181.42	46.93	0.00	0.00	-134.49
683 Graduation Expense	0.00	0.00	0.00	0.00	0.00
684 Post-Prom	0.00	0.00	0.00	-704.00	-704.00
685 Alumni	0.00	0.00	0.00	0.00	0.00
686 Contributions/Gifts	326.52	0.00	0.00	0.00	326.52
687 Next Frontier	-100.78	0.00	0.00	0.00	-100.78
688 New Addition	0.00	0.00	0.00	0.00	0.00
689 SpEd Activity	460.00	20.00	200.00	0.00	280.00
699 Parking Security Camera	0.00	0.00	0.00	0.00	0.00
F ADMINISTRATIVE CUSTODIAL Totals:	29,557.56	2,593.66	3,371.77	-704.00	28,075.45
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 (D) 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

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number ⁶⁵

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
510 Yearbook 1998-99	0.00	0.00	0.00	0.00	0.00
511 Cheerleading - Varsity	0.00	0.00	0.00	0.00	0.00
512 Cheerleading - Junior Varsity	0.00	0.00	0.00	0.00	0.00
513 Cheerleading - Freshman	0.00	0.00	0.00	0.00	0.00
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
526 Yearbook 04-05	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
606 Art Fees	-25.00	0.00	0.00	0.00	-25.00
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:	-25.00	0.00	0.00	0.00	-25.00
Q Extracurricular Activities					
1000 Field Trips	1,946.63	2,357.60	0.00	0.00	4,304.23
2301 DECA	43,001.00	19,453.24	245.80	0.00	62,208.44
2302 French Club	81.00	0.00	0.00	0.00	81.00
2303 LEO Club	1,680.00	0.00	0.00	0.00	1,680.00
2305 Spanish Club	184.00	0.00	0.00	0.00	184.00
2307 German Club	65.00	0.00	0.00	0.00	65.00
2310 National Forensics League	270.00	90.00	0.00	0.00	360.00
2312 Forensics	0.00	0.00	0.00	0.00	0.00
2314 Journalism Trip	3,204.00	0.00	0.00	0.00	3,204.00
2315 Debate Club	1,870.00	0.00	0.00	0.00	1,870.00
2317 Play Fees	3,132.00	975.00	0.00	0.00	4,107.00
2318 Thespian Club	1,793.00	0.00	0.00	0.00	1,793.00
2319 Athletic Trainers Trip	0.00	0.00	0.00	0.00	0.00
2395 Fashion Merchandising	0.00	0.00	0.00	0.00	0.00
2409 Band Trip	56,413.44	567.53	0.00	0.00	56,980.97

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

66 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2411 Choir Trip	0.00	0.00	0.00	0.00	0.00
2412 Orchestra Trip	0.00	0.00	0.00	0.00	0.00
2499 VICA Trip	0.00	0.00	0.00	0.00	0.00
2501 Student Council	1,263.60	0.00	0.00	0.00	1,263.60
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	1,138.00	0.00	0.00	1,138.00
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	425.00	25.00	0.00	0.00	450.00
2556 FEA	0.00	0.00	0.00	0.00	0.00
2560 Patriot Post Trip	1,028.00	0.00	0.00	0.00	1,028.00
2599 Intramurals	771.00	0.00	0.00	0.00	771.00
2689 SpEd	0.00	0.00	0.00	0.00	0.00
5000 Sport Participating Fee	30,415.00	0.00	0.00	0.00	30,415.00
Q Extracurricular Activities Totals:	147,542.67	24,606.37	245.80	0.00	171,903.24
R Post-Secondary Education					
7010 AP Exam Fees	93.00	0.00	0.00	0.00	93.00
R Post-Secondary Education Totals:	93.00	0.00	0.00	0.00	93.00
S Banking					
999 Starting Cash	-1,350.00	1,200.00	1,200.00	0.00	-1,350.00
S Banking Totals:	-1,350.00	1,200.00	1,200.00	0.00	-1,350.00
Z INVESTMENTS					
900 Preferred Bus Money Market	-107,501.09	0.00	343.26	0.00	-107,844.35
914 Athletic Bus Money Market	-107,494.00	0.00	343.24	0.00	-107,837.24
Z INVESTMENTS Totals:	-214,995.09	0.00	686.50	0.00	-215,681.59
Report Totals:	194,975.34	113,178.33	90,658.82	0.00	217,494.85

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ADMINISTRATIVE					
100 GENERAL ACTIVITY FUND	-4,409.48	0.00	0.00	0.00	-4,409.48
105 PRINCIPALS ADMIN	9,442.88	0.00	1,192.82	0.00	8,250.06
110 BUILDING MAINTENANCE	3,104.49	42.50	72.20	0.00	3,074.79
120 AP EXAMS	9,520.97	0.00	0.00	0.00	9,520.97
122 NOT IN USE	0.00	0.00	0.00	0.00	0.00
125 ADMIN SPECIAL PROJECTS	725.87	0.00	0.00	0.00	725.87
130 COURTESY FUND	-98.83	0.00	0.00	0.00	-98.83
135 DONATIONS - SR CLASS	4,751.72	0.00	0.00	0.00	4,751.72
138 ELECTRONIC MSG BOARD	-1,069.26	0.00	0.00	0.00	-1,069.26
142 GIFTED	1,638.79	0.00	27.99	0.00	1,610.80
145 GUIDANCE	1,005.89	41.07	34.78	0.00	1,012.18
150 INFORMATION CENTER	31.96	22.95	37.81	0.00	17.10
152 NOT IN USE	0.00	0.00	0.00	0.00	0.00
157 LETTER JACKETS	911.71	0.00	0.00	0.00	911.71
160 PARKING	12,053.90	340.00	201.66	0.00	12,192.24
165 STAFF WELLNESS	145.87	0.00	0.00	0.00	145.87
170 STAFF CLOTHING	-96.58	0.00	0.00	0.00	-96.58
172 STAFF VENDING	1,674.07	0.00	133.45	0.00	1,540.62
174 TECHNOLOGY REBATES	1,533.05	0.00	0.00	0.00	1,533.05
180 VISITATION	6.47	0.00	0.00	0.00	6.47
181 NOT IN USE	0.00	0.00	0.00	0.00	0.00
182 VENDING-COKE/FOOD SERVICE	65,509.00	0.00	0.00	0.00	65,509.00
183 NOT IN USE	0.00	0.00	0.00	0.00	0.00
184 NOT IN USE	0.00	0.00	0.00	0.00	0.00
189 WATER FUND	-1,079.40	0.00	0.00	0.00	-1,079.40
A ADMINISTRATIVE Totals:	105,303.09	446.52	1,700.71	0.00	104,048.90
B ATHLETIC ADMIN					
200 ATHLETIC ADMIN	130,377.52	6,416.29	375.76	0.00	136,418.05
201 AD'S OFFICE	3,613.35	0.00	0.00	0.00	3,613.35
202 ATHLETIC EVENT ADMISSIONS	1,940.91	0.00	0.00	0.00	1,940.91
203 ATHLETIC PROJECT FUND	20,598.83	1,275.24	0.00	0.00	21,874.07
205 ATHLETIC TRAINING	1,955.02	0.00	0.00	0.00	1,955.02
208 BASEBALL FUNDRAISING	15,783.52	0.00	4,556.21	0.00	11,227.31
210 BOYS BB FUNDRAISING	-916.21	0.00	0.00	0.00	-916.21
211 BOYS BASKETBALL CAMP	-12.50	2,600.00	0.00	0.00	2,587.50
212 BOYS GOLF FUNDRAISING	2,140.38	390.31	55.17	0.00	2,475.52
213 BOYS SOCCER CAMP	298.17	0.00	20.20	0.00	277.97
214 BOYS SOCCER FUNDR	55.16	0.00	0.00	0.00	55.16
215 CROSS COUNTRY FUNDRAISING	75.89	0.00	0.00	0.00	75.89
217 COACHES CLINICS	1,534.83	0.00	0.00	0.00	1,534.83
219 CONCESSIONS	9,729.39	884.80	4,473.33	0.00	6,140.86
220 INTRAMURALS	-2,638.05	0.00	259.73	0.00	-2,897.78
222 FIT CNTR/EQUIPMENT	-2,141.07	0.00	2,275.00	0.00	-4,416.07
223 FIT CNTR/MAINTENANCE	702.54	0.00	0.00	0.00	702.54
225 FOOTBALL CAMPS	676.40	1,400.00	0.00	0.00	2,076.40
226 FOOTBALL LIFT-A-THON	1,143.49	0.00	0.00	0.00	1,143.49
230 GIRLS BASKETBALL FR	2,695.46	0.00	116.13	0.00	2,579.33
233 GIRLS SOCCER FUNDR	4,703.17	808.60	0.00	0.00	5,511.77
235 LADY CAT BB CAMPS	-575.00	2,274.88	560.00	0.00	1,139.88
240 SOCCER BLEACHERS	100.00	0.00	0.00	0.00	100.00
245 SOFTBALL FUND RAISING	2,324.63	0.00	0.00	0.00	2,324.63

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
250 ST TRAINERS (HOSA)	-2,692.77	157.80	0.00	0.00	-2,534.97
255 NOT IN USE	0.00	0.00	0.00	0.00	0.00
258 TRACK FUNDRAISING	165.31	0.00	212.00	0.00	-46.69
260 POOL MAINTENANCE	8,289.28	1,560.00	324.06	0.00	9,525.22
265 VB FUNDRAISING	7,591.95	0.00	500.00	0.00	7,091.95
270 WRESTLING MAT FUND	6,561.60	0.00	220.66	0.00	6,340.94
271 WRESTLING FNDRSR VAR	-2,839.34	300.00	350.00	0.00	-2,889.34
272 WRESTLING FNDRSR JV	0.00	0.00	0.00	0.00	0.00
273 WRESTLING FNDRSR FR	0.00	0.00	0.00	0.00	0.00
275 WRESTLING SCHOLARSHIP	3,257.25	0.00	0.00	0.00	3,257.25
285 NSAA COMPETITIONS	690.62	0.00	0.00	0.00	690.62
290 METRO	0.00	0.00	0.00	0.00	0.00
295 TOURNAMENTS	5,206.92	6,164.45	1,149.45	0.00	10,221.92
299 CORPORATE ADVERTISING	6,125.08	0.00	0.00	0.00	6,125.08
B ATHLETIC ADMIN Totals:	226,521.73	24,232.37	15,447.70	0.00	235,306.40
C ACADEMIC COURSES					
300 AP EUROPEAN TEXT	1,359.00	0.00	0.00	0.00	1,359.00
303 AP ECONOMICS TEXT	656.00	0.00	0.00	0.00	656.00
310 AP AMERICAN TEXTBOOKS	-147.06	15.00	0.00	0.00	-132.06
312 AP PSYCHOLOGY TEXT	796.44	0.00	0.00	0.00	796.44
320 ART CLASS FEES	1,619.33	50.00	0.00	0.00	1,669.33
330 BUSINESS	10.93	0.00	0.00	0.00	10.93
332 CHEMISTRY	0.00	0.00	0.00	0.00	0.00
338 FAMILY CONSUMER SCIENCE	-2,089.55	0.00	225.00	0.00	-2,314.55
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	-3,864.21	0.00	0.00	0.00	-3,864.21
360 PHYSICS	160.71	0.00	0.00	0.00	160.71
370 VOC DRAFTING	1,599.81	0.00	34.67	0.00	1,565.14
371 VOC ELECTRICITY BAKER	1,438.69	160.31	0.00	0.00	1,599.00
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	541.30	10.00	0.00	0.00	551.30
376 VOC WOODS	-467.36	1,024.67	2,167.74	0.00	-1,610.43
C ACADEMIC COURSES Totals:	1,703.15	1,259.98	2,427.41	0.00	535.72
D CLUBS/ORGANIZATIONS					
400 ART CLUB	125.44	0.00	0.00	0.00	125.44
401 AMNESTY INTERNATIONAL	71.51	0.00	0.00	0.00	71.51
402 BOOKSTORE (Scratchin Post)	2,003.35	434.00	517.43	0.00	1,919.92
403 CLASSICS CLUB	10.76	0.00	0.00	0.00	10.76
405 CULINARY COMPEITION	252.51	0.00	0.00	0.00	252.51
407 DEBATE TEAM	-8,632.71	30.00	704.70	0.00	-9,307.41
410 DECA	-34,290.00	2,294.60	1,046.25	-225.00	-33,266.65
411 DRAMA - INTL THESPIANS	704.06	0.00	0.00	0.00	704.06
412 DRAMA PRODUCTION	3,377.93	430.00	4,760.00	0.00	-952.07
413 FCCLA FAMILY CARREER	5,407.26	0.00	5.00	0.00	5,402.26
414 FORENSICS TEAM	-4,127.40	2,117.50	1,025.05	0.00	-3,034.95
415 FRENCH CLUB	-44.87	95.00	0.00	0.00	50.13
416 not in use	0.00	0.00	0.00	0.00	0.00
418 FUTURE EDUCATORS	3,647.15	100.00	0.00	0.00	3,747.15
420 GERMAN CLUB	1,418.41	61.00	42.65	0.00	1,436.76
425 JUNIOR CLASS	4,537.67	10,323.00	8,846.84	0.00	6,013.83

Current Cash Balance Report

ALL Data

69 Arranged by:

Date: 04/01/2007 thru 04/30/2007

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
430 LITERARY MAGAZINE	1,529.06	0.00	0.00	0.00	1,529.06
433 MATH CLUB	0.00	0.00	0.00	0.00	0.00
435 M CLUB - CRAZIES	1,611.86	0.00	0.00	0.00	1,611.86
440 MULTI CULTURAL CLUB	0.00	0.00	0.00	0.00	0.00
445 NATL HONOR SOCIETY	1,865.46	5,117.80	0.00	0.00	6,983.26
450 NEWSPAPER	-4,085.56	0.00	0.00	0.00	-4,085.56
452 SCIENCE CLUB	-134.00	0.00	0.00	0.00	-134.00
455 SENIOR CLASS	1,515.32	0.00	281.22	0.00	1,234.10
460 SPANISH CLUB	2,128.46	0.00	0.00	0.00	2,128.46
465 SPED BUTTON FUND	90.31	0.00	0.00	0.00	90.31
470 STUDENT COUNCIL	10,637.03	0.00	41.62	0.00	10,595.41
471 STUCO WORKSHOPS	800.50	0.00	0.00	0.00	800.50
473 VOC ENGINEERING CLUB	28.28	0.00	0.00	0.00	28.28
475 V.I.C.A.	1,255.62	959.00	1,231.02	0.00	983.60
480 YEARBOOK (PROWLER)	14,881.09	0.00	1,345.77	0.00	13,535.32
485 YEARBOOK TRIP	0.00	0.00	0.00	0.00	0.00
490 ENVIRONMENTAL CLUB	4,619.09	4,172.53	0.00	0.00	8,791.62
495 YOUTH MAKING A DIFF	19.61	0.00	0.00	0.00	19.61
D CLUBS/ORGANIZATIONS Totals:	11,223.20	26,134.43	19,847.55	-225.00	17,285.08
E ATHLETIC TEAMS					
500 BASEBALL CONTESTS	-1,351.16	0.00	2,040.00	0.00	-3,391.16
501 BASEBALL EQUIPMENT	-216.42	0.00	0.00	0.00	-216.42
505 BASKETBALL CON BOYS	-6,927.06	249.08	80.00	0.00	-6,757.98
506 BASKETBALL EQUIP - B	4,330.68	0.00	0.00	0.00	4,330.68
510 BASKETBALL CON GIRLS	-5,352.13	949.54	895.00	0.00	-5,297.59
511 BASKETBALL EQUIP G	2,513.90	0.00	0.00	0.00	2,513.90
515 CROSS COUNTRY CON	-1,933.50	0.00	0.00	0.00	-1,933.50
516 CROSS COUNTRY EQUIP	807.03	0.00	0.00	0.00	807.03
520 FOOTBALL CONTESTS	-5,130.00	0.00	0.00	0.00	-5,130.00
521 FOOTBALL EQUIPMENT	-7,244.40	6.00	1,267.90	0.00	-8,506.30
525 GOLF CONTESTS - BOYS	-1,673.64	0.00	205.00	0.00	-1,878.64
526 GOLF EQUIPMENT - BOYS	2,804.14	0.00	0.00	0.00	2,804.14
530 GOLF CONTESTS - GIRLS	-2,356.00	0.00	0.00	0.00	-2,356.00
531 GOLF EQUIPMENT - GIRLS	2,273.17	0.00	0.00	0.00	2,273.17
536 NOT IN USE	0.00	0.00	0.00	0.00	0.00
550 SOCCER CONTST BOYS	-490.00	0.00	1,257.00	0.00	-1,747.00
551 SOCCER EQUIP BOYS	5,019.12	0.00	0.00	0.00	5,019.12
555 SOCCER CONTST GIRLS	-352.00	0.00	562.00	0.00	-914.00
556 SOCCER EQUIP GIRLS	5,376.78	0.00	0.00	0.00	5,376.78
560 SOFTBALL CONTESTS	-876.00	0.00	0.00	0.00	-876.00
561 SOFTBALL EQUIPMENT	1,731.81	0.00	0.00	0.00	1,731.81
565 SWIM TEAM CONTESTS	2,022.61	0.00	0.00	0.00	2,022.61
566 SWIM TEAM EQUIPMENT	-202.92	0.00	0.00	0.00	-202.92
570 TENNIS CONTESTS - BOYS	2,174.82	0.00	0.00	0.00	2,174.82
571 TENNIS EQUIPMENT BOYS	2,416.84	0.00	214.11	0.00	2,202.73
573 TENNIS CONTESTS - GIRLS	436.23	0.00	520.53	0.00	-84.30
574 TENNIS EQUIP GIRLS	1,313.90	108.00	100.00	0.00	1,321.90
575 TRACK CONTESTS - BOYS	-312.21	0.00	768.30	0.00	-1,080.51
576 TRACK EQUIPMENT - BOYS	-1,564.54	0.00	1,474.75	0.00	-3,039.29
580 TRACK CONTESTS - GIRLS	-1,122.72	0.00	768.33	0.00	-1,891.05
581 TRACK EQUIP - GIRLS	1,255.48	0.00	0.00	0.00	1,255.48
585 VOLLEYBALL CONTESTS	-3,911.51	0.00	0.00	0.00	-3,911.51

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
586 VOLLEYBALL EQUIPMENT	2,388.01	0.00	0.00	0.00	2,388.01
590 WRESTLING CONTESTS	-4,091.39	96.07	0.00	0.00	-3,995.32
591 WRESTLING EQUIPMENT	104.45	0.00	153.00	0.00	-48.55
E ATHLETIC TEAMS Totals:	-8,138.63	1,408.69	10,305.92	0.00	-17,035.86
F CHEERLEADERS					
600 not in use	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	-33.84	0.00	28.50	0.00	-62.34
620 FRESHMAN CHEER	191.49	0.00	0.00	0.00	191.49
625 JV CHEERLEADERS	80.40	8,700.00	0.00	0.00	8,780.40
630 VARSITY CHEERLEADERS	297.05	6,410.00	39.00	0.00	6,668.05
635 NOT IN USE	0.00	0.00	0.00	0.00	0.00
F CHEERLEADERS Totals:	535.10	15,110.00	67.50	0.00	15,577.60
G MUSIC					
700 BAND	21,174.90	203.50	0.00	0.00	21,378.40
701 BAND UNIFORMS	250.61	13.00	0.00	0.00	263.61
710 CHORAL MUSIC	16,476.87	0.00	361.04	0.00	16,115.83
715 COLORGUARD	0.00	0.00	0.00	0.00	0.00
720 MUSICAL	-3,253.68	3,217.50	152.06	0.00	-188.24
725 MUSIC TECH/AUDITORIUM	3,129.46	0.00	1,615.00	0.00	1,514.46
730 ORCHESTRA	1,043.05	100.00	84.14	0.00	1,058.91
733 ORCHESTRA TRIP	-11,229.01	-125.00	0.00	0.00	-11,354.01
735 SCULPTURE	-65.78	0.00	0.00	0.00	-65.78
750 SHOW CHOIR	2,387.48	2,680.00	867.50	0.00	4,199.98
760 BAND TRIP	387.00	204.71	0.00	0.00	591.71
770 CHOIR TRIP	0.00	0.00	0.00	0.00	0.00
775 Tri-M Music Honor Society	1,121.39	25.00	0.00	0.00	1,146.39
790 MUSIC DONATIONS	1,223.18	0.00	0.00	0.00	1,223.18
G MUSIC Totals:	32,645.47	6,318.71	3,079.74	0.00	35,884.44
H TRANSPORTATION					
800 TRANSPORTATION MISC	-1,017.53	0.00	976.62	0.00	-1,994.15
810 TRANS FALL SPORTS	-15,879.02	0.00	0.00	0.00	-15,879.02
820 TRANS SPRING SPORTS	-150.00	0.00	3,885.07	0.00	-4,035.07
830 TRANS WINTER SPORTS	-16,203.96	0.00	91.34	0.00	-16,295.30
840 TRANS FIELD TRIPS	-6,832.84	0.00	616.51	-546.75	-7,996.10
845 TRANSPORTATION BAND	-10,284.26	0.00	0.00	0.00	-10,284.26
848 TRANSPORTATION SHOW CHOIR	-1,723.91	0.00	5,500.52	0.00	-7,224.43
849 TRANSPORTATION MUSIC MISC	-1,307.76	0.00	0.00	0.00	-1,307.76
850 TR DEBATE/FOR/DRAMA	-1,600.21	470.00	2,953.30	0.00	-4,083.51
H TRANSPORTATION Totals:	-54,999.49	470.00	14,023.36	-546.75	-69,099.60
I ACADEMIC COURSE FINES					
900 FINES	663.93	0.00	0.00	0.00	663.93
901 FOREIGN LANG FINES	1,092.63	5.00	0.00	0.00	1,097.63
902 ENGLISH FINES	1,796.62	147.00	0.00	0.00	1,943.62
903 MATH FINES	2,673.75	20.00	0.00	0.00	2,693.75
904 SCIENCE FINES	1,754.67	33.00	0.00	0.00	1,787.67
906 SOCIAL STUDIES FINES	1,347.14	15.00	0.00	0.00	1,362.14
907 BUSINESS FINES	0.00	44.00	0.00	0.00	44.00
I ACADEMIC COURSE FINES Totals:	9,328.74	264.00	0.00	0.00	9,592.74

Current Cash Balance Report

ALL Data

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
M BANKING (MONEY)					
910 STARTING CASH	-14,516.91	10,995.00	9,600.00	225.00	-12,896.91
915 UNASSIGNED DEPOSITS	0.00	0.00	0.00	0.00	0.00
920 CHECKING ACCCOUNT	3,115.77	163.11	0.00	0.00	3,278.88
930 MONEY MKT INTEREST	15,002.09	1,284.67	0.00	0.00	16,286.76
940 CD INTEREST	579.14	0.00	0.00	0.00	579.14
M BANKING (MONEY) Totals:	4,180.09	12,442.78	9,600.00	225.00	7,247.87
Q FEE FUND - EXTRA CURRICULAR					
1000 FIELD TRIPS FEE FUND	12,331.99	630.50	0.00	546.75	13,509.24
2220 INTRAMURAL FEE FUND	5,141.00	0.00	0.00	0.00	5,141.00
2410 DECA FEE FUND	26,781.14	3,736.30	0.00	0.00	30,517.44
2411 DRAMA 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
2612 DANCE CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2620 FR CHEER CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2625 JV CHEER CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2630 VARSITY CHEER CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2700 BAND FEE FUND	779.00	0.00	0.00	0.00	779.00
2710 CHOIR FEE FUND	1,621.00	0.00	0.00	0.00	1,621.00
2730 ORCHESTRA FEE FUND	469.00	0.00	0.00	0.00	469.00
2733 ORCHESTRA TRIP FEE FUND	12,515.83	125.00	0.00	0.00	12,640.83
2760 BAND TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
2770 CHOIR TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
5010 PARTICIPATION FEES	36,075.00	0.00	0.00	0.00	36,075.00
Q FEE FUND - EXTRA CURRICULAR Totals:	95,713.96	4,491.80	0.00	546.75	100,752.51
R FEE FUND - POST SECONDARY ED					
7120 AP TESTS	0.00	0.00	0.00	0.00	0.00
R FEE FUND - POST SECONDARY ED Totals:	0.00	0.00	0.00	0.00	0.00
Z INVESTMENTS					
950 OSB-MONEY MKT PLUS	-400,660.66	0.00	1,284.67	0.00	-401,945.33
960 OSB - JUMBO CD	0.00	0.00	0.00	0.00	0.00
Z INVESTMENTS Totals:	-400,660.66	0.00	1,284.67	0.00	-401,945.33
Report Totals:	23,355.75	92,579.28	77,784.56	0.00	38,150.47

Cynthia Hansen
5-10-07

Richard L. Kolowicki - Principal
5-11-07

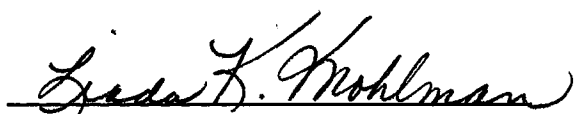
ALL Data

Current Cash Balance Report

Date: 04/01/2007 thru 04/30/2007

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A SUMMER SCHOOL ACCOUNTS					
100 Elementary Summer School	11,305.00	1,856.24	821.45	0.00	12,339.79
120 Middle School Summer School	0.00	0.00	0.00	0.00	0.00
130 Senior High Summer School	44,480.00	18,467.50	1,190.00	0.00	61,757.50
140 Special Education	810.00	140.00	0.00	0.00	950.00
145 Special Education Preschool	0.00	0.00	0.00	0.00	0.00
150 Interest	1,232.16	54.52	0.00	0.00	1,286.68
160 Food Service Refunds	156.45	0.00	0.00	0.00	156.45
170 MNHS AP	592.00	0.00	82.00	0.00	510.00
175 MNHS IB	0.00	0.00	0.00	0.00	0.00
180 MSHS AP	0.00	0.00	0.00	0.00	0.00
185 MWHS AP	-328.00	0.00	0.00	0.00	-328.00
A SUMMER SCHOOL ACCOUNTS Totals:	<u>58,247.61</u>	<u>20,518.26</u>	<u>2,093.45</u>	<u>0.00</u>	<u>76,672.42</u>
Report Totals:	58,247.61	20,518.26	2,093.45	0.00	76,672.42



Linda K. Mohlman, DSAC
Executive Secretary



Chris Hughes, DSAC
Accounting Manager

Minutes
Committee of the Whole
June 11, 2007

The members of the Board of Education met for a Budget Retreat on Monday, June 11, 2007 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The evening agenda was a review of LB 641 and discussion of the food service/soft drink policy.

PRESENT: Mike Kennedy, Mike Pate, Jean Stothert, Linda Poole, and Dave Anderson

ABSENT: Brad Burwell

Keith Lutz and Angelo Passarelli reviewed the Metro School Learning Community LB 641. They discussed and clarified the Learning Community timeline, the financial implications, the power of the local boards of education, the power of the Learning Community Coordinating Council (LCCC), and the Learning Community Achievement Council.

Ken Fossen reviewed changes in the soft drink offerings in the elementary schools, middle schools, and the high schools. This is coming about due to the agreement between the Alliance for a Healthier Generation (AHG) and the major bottling companies in the United States. These two entities have agreed to what will be sold and delivered to schools. Though, this agreement will not preclude the selling of non-compliant soft drinks at traditional evening school activities, which are open to the public.

The School Beverage Guidelines offer a broad range of lower-calorie and nutritious beverages for students to consume during the regular and extended school day. At least 50% of non-milk offerings in high schools should be bottled water and /or no or low calorie beverages. Elementary and middle schools will have bottled water and 100% juices in varying sizes depending on which grade levels.

There will be a financial impact from this agreement to the District, because at this point the food service budget helps to provide soft drink "revenue sharing" with the schools to fund student activities programs. Exactly how much of a hit this will be is not known at this time.

The first reading of this policy will be done at the next board, with final approval in July.

Jean Stothert adjourned the meeting


CHAIRMAN

AGENDA SUMMARY SHEET

AGENDA ITEM: High School Calendars

MEETING DATE: June 18, 2007

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: High School Calendars

ACTION DESIRED: APPROVAL XX DISCUSSION INFORMATION ONLY

BACKGROUND:

The attached high school calendars were derived from the district calendar previously approved by the board. These calendars reflect how each high school decided to utilize the 30 hours of flexible time that is allowed within the school calendar. If there is any deviation from these calendars, it will be according to rule 6020.2 approved on September 10, 2001, which allows the board and/or superintendent to dismiss school in emergency situations.

These calendars are published by each school and are also available on the school web site.

OPTIONS AND ALTERNATIVES CONSIDERED:

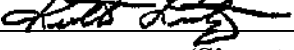
RECOMMENDATION: Approve the high school calendars for the 2007-2008 school year.

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE:

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____

(Signature)

BOARD ACTION:

2007-08 School Calendar - Millard North High School

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

SEPTEMBER				
M	T	W	Th	F
				1
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

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

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

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

JANUARY				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Aug. 2-3 Fall Orientation for all students

Aug. 13 School Begins: Grade 9 Only (No school for grades 10-12)

Aug. 14 8:00am Start for all Grades 9-12 (No "0" Hour classes)

Aug. 16 Open House 7:00 p.m.

Sept. 3 No School - Labor Day

Oct. 6 Homecoming Dance

Oct. 12 End of First Quarter

Oct. 22-26 No School for Students - Conferences/Professional Development

Oct. 22-23 Parent Teacher Conferences 4 - 8 pm

Oct. 23 Staff Development 8 - 4pm

Oct. 30 Regular classes begin at noon following testing schedule below

9th Grade start at 12:00pm./10th Grade PLAN Testing start at 8:00 a.m.

11th Grade ELO Testing start at 9:00 a.m.

12th Grade Senior meeting start at 10:00 a.m.

Nov. 22-23 No School - Thanksgiving Break

Dec. 20 Finals Exams: Periods 1, 3, 5, 7 1:10 Student Dismissal

Dec. 21 Final Exams: Periods 2, 4, 6, 0/8 Noon Dismissal

Dec 24 - Jan 4 Winter Break

Jan. 7 Second Semester Begins

Jan. 21 No School for Students - Martin Luther King, Jr. Day/Staff Dev

Jan. 24 8th Grade Orientation 7:00 p.m.

Jan. 28 8th Grade Orientation 7:00 p.m.

Jan. 29 AWA & State Writing for 10th & 11th Graders from 8:00 - 9:20

9th grade registration appointments 8:00 - 9:20 Seniors start at 9:30 a.m.

Jan. 30 AWA & State Writing for 10th & 11th Graders from 8:00 - 9:20

9th grade registration appointments 8:00 - 9:20

Seniors start at 9:30 a.m

Feb. 5 AWA Testing for 10th graders & 11th grade registration appts 8 am

9th & 12th graders report at 9:30 a.m.

Feb. 13 Parent Teacher Conferences 4 - 8 pm

Feb. 14 No School for Students - Parent Teacher Conferences 4 - 8 pm

Feb. 15 No School for Students or Staff (Teacher Comp Day)

Feb. 18 No School for Students - Presidents' Day/District Staff Dev

Feb. 21 8th Grade Registration 7 p.m.

Feb. 25 8th Grade Registration 7 p.m.

Mar. 13 End of Third Quarter

Mar. 14 No School - Teacher Work Day

Mar. 20 Terra Nova Testing for 9th & 10th Graders school dismissed at 12:30

Junior class meeting 9:00 - 11:00 a.m. Seniors No School

Mar. 21 Terra Nova Testing for 9th & 10th Graders School dismissed at Noon

Senior class meeting 9:00 - 11:00 a.m. Juniors No School

Apr. 7-11 No School - Spring Break

Apr. 16 9th & 10th ELO Testing 8:00 - 9:38 a.m.

Senior class meeting 9:00 a.m. Juniors start at 9:45 a.m.

Apr. 26 Prom at Qwest Center

May 8 Honors Night 7 p.m.


May 26 No School - Memorial Day

May 30 Commencement Rehearsal

May 31 Commencement at Omaha Civic Auditorium

Jun. 3 Last Day of School - Noon Dismissal

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

 No School for Students

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

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

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

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

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

JULY				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

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

July 31- Aug.1 New Student Registration
 Aug. 2-6 New Teacher Induction
 Aug. 2+3 Student Fall Orientation
 Aug. 7-10 All Certificated Staff – Workshops
 Aug. 13 Ninth Graders Welcome Day, full day
 Aug. 14 First day of school 9-12th graders/ Student handbook orientation
 Make-up date for student fall orientation
 Aug 14-17 Extended PRIDE Time, start of the day
 Aug. 16 Open House 6:30 PM

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

Sept. 3 Labor Day
 Sept. 4 Progress grades due
 Sept. 11 Senior College Night 7:00 PM
 Sept. 13 Last day to drop a class
 Sept. 18 Academic Letter Awards 7:00 PM
 Sept. 20 Extended PRIDE Time
 Sept. 24 Progress grades due
 Sept. 27 Fall Pep Rally
 Sept. 28 Homecoming Football Game
 Sept. 29 Homecoming Dance

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

Oct. 4 PAYBAC Interviews
 Oct. 12 End of Quarter 1
 Oct. 18 Extended PRIDE Time
 Oct. 20 PSAT
 Oct. 22-26 No school for students
 Oct. 22 Teacher Work Day/ASVAB Testing
 Oct. 22 Parent Teacher Conferences 4:00-7:45 (3:45-4:00 prep)
 Oct. 23 Staff dev 7:30-11:30
 Parent Teacher Conferences 1:00-3:00
 Parent Teacher Conferences 4:00-7:45 (3:45-4:00 prep)
 Oct. 24-25 District Staff Dev days
 Oct. 26 Comp Day/ PPD for selected teachers
 Oct. 27 ACT
 Oct. 30 PLAN Test 10th Grade 8:00 AM
 11th Science and Social Studies ELO 8:00 AM
 12th Grade Senior Workshop 10:00 AM
 11:30 AM School starts Grades 9-12

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

Nov. 6 College Prep/AP Night 7:00 PM
 Nov. 12 Progress grades due
 Nov. 22 and 23 Thanksgiving Break
 Nov. 29 Winter Pep Rally

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

Dec. 3 Progress grades due
 Dec. 6 Extended PRIDE Time
 Dec. 8 ACT
 Dec. 17-21 Finals Week
 Dec. 21 12:30 PM Student Dismissal. No lunch served.
 Dec. 24-Jan 4 Winter break

2007-2008 MSHS Calendar (Draft 5-29-07)

JANUARY				
M	T	W	Th	F
		2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Jan. 7 Second semester begins. Teachers and students return. PRIDE Time first
 Jan. 21 MLK Day. No school for students 77
 7:30-11:30 district staff dev/ 1:00-3:45 building staff dev.
 Jan. 22 Tech Mini-Magnet Information Night and Open House 7:00 PM
 Jan. 24 Vocational Career Fair 7:45-10:30 AM
 Jan. 24-25 Extended PRIDE Time for Curriculum Handbooks
 Jan. 28 Progress grades due
 Jan. 29 State Writing Assessment Grade 11 and
 ELO AWA 10th 8:00/ 9:30 school starts Grades 9-12
 Jan. 30 State Writing Assessment Grade 11 and
 ELO AWA 10th 8:00/ 9:30 school starts Grades 9-12
 Jan. 31 Eighth Grade Orientation/Activities Fair 6:30-8:30 PM

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

Feb. 5 ELO AWA 10th 8:00 / 9:30 School starts Grades 9-12
 Feb. 6-8 Extended PRIDE Time for Registration
 Feb. 8 Last Day to drop a class
 Feb. 11 PT/Advisement Conferences 4:00-7:45 (3:45-4:00 prep)
 Feb. 12 PT/Advisement Conferences 4:00-7:45 (3:45-4:00 prep)
 Feb. 14-18 No school for students
 Feb. 14 AM Building Staff Dev 7:30-11:00 AM
 PT/Advisement Conferences 1:00-3:30PM
 Feb. 15 Comp Time (No school for students or teachers)
 Feb. 18 President's Day and PPD for selected teachers
 Feb. 21 Registrations due by 3:30 PM
 Feb. 21 PAYBAC Interviews
 Feb. 25 Progress grades due

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

Mar. 13 End of Quarter 3
 Mar. 14 No School for Students/ Teacher Work Day
 Mar. 20 Terra Nova Testing 9th-10th Graders 8:00 AM
 Junior and Senior College/Career/Community Service Day
 Mar. 21 Terra Nova Testing 9th-10th Graders 8:00 AM
 Staff Development Time PM
 No School for Juniors and Seniors
 Mar. 27 Extended PRIDE Time

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

Apr. 2 Spring Pep Rally
 Apr. 7-11 Spring Break
 Apr. 12 ACT
 Apr. 14 Progress grades due
 Apr. 16 ELO Reading and Math for 9th-10th Graders 8:00-10:30 AM
 Senior Meeting 9:15. Classes start at 10:30 for all grades
 Apr. 17 Extended PRIDE Time
 Apr. 19 Prom

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

May. 5 Progress grades due
 May 5- 16 Advanced Placement Exams
 May. 15 Honors Night/ Senior Art Show 7:00 PM
 May. 26 Memorial Day
 May. 29 Seniors Last Day
 May. 30 Graduation practice
 May. 31 Graduation

June. 3 Last day for students. Four snow days.
 June. 14 ACT



2007-08 School Calendar - Millard West High School

www.mpsomaha.org/mwhs/index.htm

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

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

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

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

DECEMBER					15
M	T	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

JANUARY					18
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

Aug. 13 **First Day for Students**
 Aug. 16 Course Information Evening 7:00-8:30 p.m.
 Sept. 3 **No School - Labor Day**
 Sept. 6 Parent-Teacher Conferences 5:00-8:30 p.m.
 Sept. 10 Academic Letter Night 7:00 p.m.
 Oct. 13 Homecoming Dance 8:00-11:00 p.m.
 Oct. 22-26 **No School - Conferences/Professional development**
 Oct. 30 11th Grade-ELO Tests (Science & Social Studies) 8:00-10:30 a.m.
 10th Grade-Plan Test from 8:00-10:30 a.m.
 12th Grade-Required Senior Seminar from 9:00-10:30 a.m.
 9th Grade-Late start at 10:45 a.m.
 Nov. 22-23 **No School-Thanksgiving Break**
 Dec. 21 **Noon Dismissal-End of 2nd Semester-Winter Break Begins**
 Jan. 7 **School Resumes-3rd Semester Begins**
 Jan. 19 Winter Formal 8:00-11:00 p.m.
 Jan. 21 **No School - Martin Luther King, Jr. Day**
 Jan. 29 10th Grade - Analytical Writing Assessment 8:00-9:15 a.m.
 11th Grade - State Writing Assessment 8:00-9:15 a.m.
 12th Grade - Required Senior Seminar 8:00-9:15 a.m.
 9th Grade - Late Start at 9:30 a.m.
 Jan. 30 10th Grade - Analytical Writing Assessment 8:00-9:15 a.m.
 11th Grade - State Writing Assessment 8:00-9:15 a.m.
 9th & 12th Grade - Late Start at 9:30 a.m.
 Jan. 31 Advanced Placement Information Night 7:00-8:30 p.m.
 Feb. 5 10th Grade - Analytical Writing Assessment 8:00-9:15 a.m.
 9th, 11th, & 12th Grade - Late Start at 9:30 a.m.
 Feb. 12 Parent-Teacher Conferences 5:00-8:30 p.m.
 Feb. 13 Advisement Conferences 5:00-8:30 p.m.
 Feb. 14 **No School for Students**
 Advisement Conferences 1:00-4:00 p.m.
 Feb. 15 **No School**
 Feb. 18 **No School - President's Day**
 Feb. 19 Advisement Conferences 5:00-8:30 p.m.
 Feb. 21 Advisement Conferences 5:00-8:30 p.m.
 Feb. 22 **No School**
 Mar. 14 **No School**
 Mar. 19 9th & 10th Grade - Terra Nova Testing 8:00-2:05 p.m.
 11th & 12th Grade-Career/College Experiences 8:00-Noon
 Mar. 20 9th & 10th Grade - Terra Nova Testing 8:00-10:50 a.m.
 11th & 12th Grade - **No School**
 Apr. 7-11 **No School - Spring Break**
 Apr. 16 9th & 10th Grade - ELO Testing (Reading and Math)
 11th & 12th Grade - Late start at 10:15 a.m.
 Apr. 26 Prom 8:00-11:30 p.m.
 May 13 Honors Night for Seniors 7:00 p.m.
 May 26 **No School - Memorial Day**
 May 30 Senior Commencement practice at Civic Auditorium 11:00 a.m.
 May 31 Graduation at Omaha Civic Auditorium 4:00 p.m.
 June 3 Last Day of school - **Noon Dismissal**

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

MARCH					9,11
M	T	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

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

MAY					19,21
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

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

JULY					0
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

This calendar includes four days of school that may be used in case of inclement weather.

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 1415
Community Relations – Cooperation Between Schools and Welfare Agencies

MEETING DATE: Monday, June 18, 2007

DEPARTMENT: Superintendent's Office

TITLE AND BRIEF DESCRIPTION: First reading of Policy – Cooperation Between Schools and Welfare Agencies (Accompanying Rule is attached)

ACTION DESIRED: First reading.

BACKGROUND: The policy and rule were reviewed by the Cabinet and Legal Counsel.

OPTIONS AND ALTERNATIVES: Leave unchanged, delete, or revise.

RECOMMENDATION: Approval upon second reading.

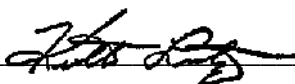
STRATEGIC PLAN REFERENCE: Parameter: We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of community support.

IMPLICATIONS OF ADOPTION/REJECTION: N/A

TIMELINE: N/A

PERSON RESPONSIBLE: Amy Friedman

SUPERINTENDENT APPROVAL:



Community Relations**Cooperation Between Schools and Welfare Agencies****1415**

Students in apparent need of welfare assistance may be referred to the proper community agency.

Related [Policies and Rules](#): 1415.1, [5620](#), 5620.1

Date of Adoption: February 17, 1975

Date of Revision: May 6, 2002, [July 9, 2007](#)

Community Relations**Cooperation Between Schools and Welfare Agencies****1415.1**

Staff members who observe students in apparent need of welfare assistance should notify the school principal. Written parental consent must be obtained for referral of a student to the proper welfare agency.

Related Policies and Rules: 1415, 5620, 5620.1

Date of Adoption: February 17, 1975

Date of Revision: May 6, 2002, July 9, 2007

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 1420
Community Relations – Cooperation With Other
Educational Organizations

MEETING DATE: Monday, June 18, 2007

DEPARTMENT: Superintendent's Office

TITLE AND BRIEF
DESCRIPTION: First reading of the Policy– Cooperation With Other
Educational Organizations (Accompanying Rule is
attached)

ACTION DESIRED: First reading.

BACKGROUND: The policy and rule were reviewed by the Cabinet and
Legal Counsel.

OPTIONS AND
ALTERNATIVES: Leave unchanged, delete, or revise.

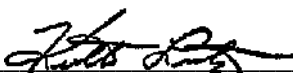
RECOMMENDATION: Approval upon second reading.

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

IMPLICATIONS OF
ADOPTION/REJECTION: N/A

TIMELINE: N/A

PERSON RESPONSIBLE: Amy Friedman

SUPERINTENDENT
APPROVAL: 

Community Relations
Cooperation and Participation With Other Educational Organizations 1420

Cooperative relationships shall be maintained with other educational organizations when it can be determined that such relationships will serve the District's mission and strategic plan and/or when mandated by law.

Related Rule: 1420.1

Date of Adoption: February 17, 1975

Date of Revision: May 6, 2002, July 9, 2007

Legal reference: LB 641

Community Relations
Cooperation and Participation With Other Educational Organizations **1420.1**

Staff members who receive requests from other educational organizations to cooperate in educational projects shall first obtain permission to participate from the Superintendent or designee.

Related Policy: 1420

Date of Adoption: February 17, 1975

Date of Revision: May 6, 2002, July 9, 2007

Legal reference: LB 641

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 1425
Community Relations – Cooperation With Non-Profit Agencies

MEETING DATE: Monday, June 18, 2007

DEPARTMENT: Superintendent's Office

TITLE AND BRIEF DESCRIPTION: First reading of the Policy – Cooperation With Non-Profit Agencies (Accompanying Rule is attached)

ACTION DESIRED: First reading.

BACKGROUND: The policy and rule were reviewed by the Cabinet and Legal Counsel.

OPTIONS AND ALTERNATIVES: Leave unchanged, delete, or revise.

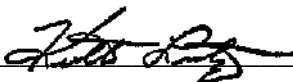
RECOMMENDATION: Approval upon second reading.

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

IMPLICATIONS OF ADOPTION/REJECTION: N/A

TIMELINE: N/A

PERSON RESPONSIBLE: Amy Friedman

SUPERINTENDENT APPROVAL:  _____

**Community Relations
Cooperation With Non-Profit Organizations**

1425

The schools may cooperate in furthering the work of non-profit community agencies, Individual schools may choose to participate in fundraising activities to benefit non-profit organizations, provided that such cooperation does not restrict or impair the educational program and is consistent with the standards, criteria, and limitations of District Rules 1115.1(I), 1340.1(II), 6700.1(II)(A)(5)(a)-(i), 6950.1, and 7305.1 (III – IV) which are incorporated herein. Permission to conduct such an activity must be obtained from the school principal.

The District does not by this policy create or establish an open or public forum and reserves the sole and absolute right to determine the acceptable non-profit activities conducted District-wide. The only authorized District-wide campaigns for solicitation of funds from employees and students of the District will be the United Way/CHAD campaign and the Millard Public Schools Foundation campaign.

Related Policy and Rules: 1115, 1115.1, 1340, 1340.1, 1420, 1425.1, 4405, 6700, 6700.1, 6950, 6950.1, 7305, 7305.1

Date of Adoption: February 17, 1975

Date of Revision: May 6, 2002, July 9, 2007

Community Relations
Cooperation With Non-Profit Organizations

1425.1

Non-Profit community agencies wishing to use school facilities for fundraising activities must obtain permission from the Superintendent or designee in compliance with Policy 1340 Use of School Facilities.

The District may distribute flyers and other promotional materials for recognized non-profit community agencies in the Activities Express newspaper, if such assistance is determined by the Superintendent or designee to be consistent with the standards, criteria, and limitations of District Rules 1115.1(I), 1340.1(II), 6700.1(II)(A)(5)(a)-(i), 6950.1, and 7305.1 (III – IV) which are incorporated herein. in the best interest of students.

Individual schools may choose to participate in fundraising activities to benefit non-profit organizations, provided that such cooperation does not restrict or impair the educational program and is consistent with the standards, criteria, and limitations of District Rules 1115.1(I), 1340.1(II), 6700.1(II)(A)(5)(a)-(i), 6950.1, and 7305.1 (III – IV) which are incorporated herein. Permission to conduct such an activity must be obtained from the school principal. Promotional materials for fundraising activities taking place in individual schools may be distributed to students by school staff members only.

Students' participation in activities sponsored by non-profit community agencies must be voluntary. Students may not use school time to participate in activities sponsored by non-profit community agencies, unless the activity is within the context of the educational program.

Related Policy and Rules: 1115, 1115.1, 1340, 1340.1, 1420, 1420.1, 1425, 4405, 6700, 6700.1, 6950, 6950.1, 7305, 7305.1

Date of Adoption: February 17, 1975

Date of Revision: May 6, 2002, July 9, 2007

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 1430
Community Relations – Cooperation With Commercial Agencies

MEETING DATE: Monday, June 18, 2007

DEPARTMENT: Superintendent's Office

TITLE AND BRIEF DESCRIPTION: First reading of the Policy – Cooperation With Commercial Agencies (accompanying Rule is attached)

ACTION DESIRED: First reading.

BACKGROUND: The policy and rule were reviewed by the Cabinet and Legal Counsel.

OPTIONS AND ALTERNATIVES: Leave unchanged, delete, or revise.

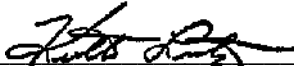
RECOMMENDATION: Approval upon second reading.

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

IMPLICATIONS OF ADOPTION/REJECTION: N/A

TIMELINE: N/A

PERSON RESPONSIBLE: Amy Friedman

SUPERINTENDENT APPROVAL: _____


Community Relations
Cooperation With Commercial Agencies

1430

Approved commercial agencies may conduct profit-making activities in ~~the~~ individual schools, provided that the educational program is not impaired, ~~and~~ the activity provides a financial benefit to the school, and the activity is consistent with the standards, criteria, and limitations of District Rules 1115.1(I), 1340.1(II), 3921.1 (I – IV), 6700.1(II)(A)(5)(a)-(i), 6950.1, and 7305.1 (III – IV) which are incorporated herein. Permission to conduct such an activity must be obtained from the school principal.

The District does not by this policy create or establish an open or public forum and reserves the sole and absolute right to determine the acceptable profit-making activities conducted within the District.

Related Policy and Rules: 1115, 1115.1, 1340, 1340.1, 1420, 1420.1, 1430.1, 3921, 3921.1, 6700, 6700.1, 6950, 6950.1, 7305, 7305.1

Date of Adoption: February 17, 1975

Date of Revision: May 6, 2002, July 9, 2007

**Community Relations
Cooperation With Commercial Agencies**

1430.1

Individual schools may choose to use commercial agencies to participate in profit-making activities to benefit the school, provided that the educational program is not impaired, the activity provides a financial benefit to the school, and the activity is consistent with the standards, criteria, and limitations of District Rules 1115.1(I), 1340.1(II), 3921.1 (I – IV), 6700.1(II)(A)(5)(a)-(i), 6950.1, and 7305.1 (III – IV) which are incorporated herein. Permission to conduct such an activity must be obtained from the school principal.

Commercial agencies wishing to use school facilities to conduct profit-making activities ~~in the schools~~ must obtain approval from the Superintendent or designee in compliance with Policy 1340 Use of School Facilities.

The profit-making activities shall not interfere with nor disrupt the operation of the schools or the educational process. Student participation cannot be required nor classroom time devoted to promotion of profit-making activities. Promotional material for profit-making activities taking place in individual schools may be distributed to students by school staff members only.

The District may distribute flyers and other promotional materials for commercial agencies in the Activities Express newspaper, if such assistance is determined by the Superintendent or designee to be in the best interest of students.

~~Building principals may grant exceptions to this rule for student fund-raising activities.~~

Related Policy and Rules: 1115, 1115.1, 1340, 1340.1, 1420, 1420.1, 1430, 3921, 3921.1, 6700, 6700.1, 6950, 6950.1, 7305, 7305.1

Date of Adoption: February 17, 1975

Date of Revision: May 6, 2002, July 9, 2007

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 3150 (New Policy) and Rule 3150.1 (New Rule)

MEETING DATE: June 18, 2007

DEPARTMENT: Activities and Athletics

TITLE AND BRIEF DESCRIPTION: Policy 3150 and Rule 3150.1. The policy and rule that accompanies the policy establishes guidelines for fundraising activities by the schools.

ACTION DESIRED: Approval X

BACKGROUND: The policy and rule establishes a foundation for fundraising that is conducted by the schools. As long as the fundraising activities of the schools do not impair the educational program and are consistent with other policies and rules that may affect the fundraising activities, the school may conduct fundraising to benefit the school, school projects, and non-profit charities. The rule addresses the advertisement of school fundraisers and established conditions under which the fundraising may occur in the schools. Two of the conditions specifically addressed are that participation by students and staff in the fundraiser is voluntary and that class time is not used for fundraising unless that fundraising activity is part of the curriculum of the class. For example, this policy and rule would not prevent jump roping during a P.E. class for American Heart Association's Jump Rope for Heart campaign if jump roping is a part of the P.E. curriculum. Two other conditions specifically addressed in the rule are that door-to-door solicitation by students is not allowed for school fundraisers and that school principals must approve school fundraising activities prior to the occurrence of the fundraising activities.

The policy and rule is not designed to address fundraising activities by non-school organizations, which may include school booster clubs and parent-teacher groups. However, some of the conditions in the policy and rule could affect how non-school groups conduct their fundraising activities. For example, non-school organizations will not be able to use the class time of students and teachers to organize their fundraising.

OPTIONS/ALTERNATIVE CONSIDERATIONS: One option is to not have a specific policy that addresses fundraising by schools, which is the current status. A second option is to formulate a different policy and rule(s) that address fundraising by schools. A third option is to develop district policy and rule(s) that would prevent schools from fundraising. Potential consequences of the third option might include the devotion of money to school programs in order to replace fundraising revenue and/or a curtailment of programs that are supported by fundraising dollars.

RECOMMENDATIONS: After review by the Board of Education, approval of the policy and rule.

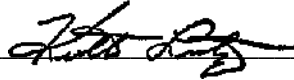
STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: If adopted, the policy and rule begin to provide guidelines to the schools regarding their fundraising activities. If rejected, the district does not specifically address the issues contained in the policy and rule. Some schools may choose to use class time for fundraising activities at the potential expense of district curriculum; some schools may choose to use door-to-door solicitation by students, whether supervised or not, as a method to fundraise; some schools may choose to exclude students from activities associated with fundraising because those students did not or could not participate in the fundraising.

TIME LINE: N/A

PERSONS RESPONSIBLE: Director of Activities, Craig Whaley
Associate Superintendent for General Administration, Ken Fossen
Director of Communications, Amy Friedman

SUPERINTENDENT'S APPROVAL: _____



Category: Support Services

Policy: Fundraising Activities by the Schools

3150

The schools may fundraise for student activities, school projects, and non-profit charitable organizations provided that such fundraising does not restrict or impair the educational program and is consistent with the standards, criteria, and limitations of District Rules 1115.1(I), 1340.1(II), 3921.1 (I)-(IV), 6700.1 (II)(A)(5)(a)-(i), 7305.1 (III) and (IV) which are incorporated herein.

The District does not by this policy create or establish an open or public forum and reserves the sole and absolute right to determine the acceptable fundraising activities conducted District-wide.

The only authorized District-wide campaigns for solicitation of funds from employees and students will be the United Way/CHAD campaign and the Millard Public Schools Foundation campaign.

Individual schools may choose to participate in fundraising activities to benefit the school, the student activities of the school, school projects, and non-profit charitable organizations, provided that such participation does not restrict or impair the educational program and is consistent with the standards, criteria, and limitations of District Rules 1115.1(I), 1340.1(II), 3921.1 (I)-(IV), 6700.1(II)(A)(5)(a)-(i), 7305.1 (III) and (IV) which are incorporated herein . Permission to conduct these fundraising activities must be approved by the school principal prior to the commencement of the fundraising activities.

Related policy: 1115. 1115.1, 1340, 1340.1, 1420, 1420.1, 1425, 1425.1, 1430, 1430.1, 3150.1, 3921, 3921.1, 7305, 7305.1

Date of Adoption: July 9, 2007

Category: Support Services

Policy: Fundraising Activities by the Schools

Rule: Fundraising Activities by the Schools

3150.1

Individual schools may choose to participate in fundraising activities to benefit the school, the student activities of the school, school projects, and non-profit charitable organizations, provided that such fundraising does not restrict or impair the educational program and is consistent with the standards, criteria, and limitations of District Rules 1115.1(I), 1340.1(II), 3921.1 (I)-(IV), 6700.1(II)(A)(5)(a)-(i), 7305.1 (III) and (IV) which are incorporated herein. Permission to conduct these fundraising activities must be approved by the school principal prior to the commencement of the fundraising activity.

The schools may advertise fundraising events in the Activities Express newspaper, if such assistance is determined by the Superintendent or designee to be consistent with the standards, criteria, and limitations of District Rules 1115.1(I), 1340.1(II), 3921.1 (I)-(IV), 6700.1(II)(A)(5)(a)-(i), 7305.1 (III) and (IV) which are incorporated herein. Promotional material for fundraising activities taking place in individual schools may be distributed to students by school staff members only. Promotional material for fundraising activities taking place in individual schools may be distributed in the individual school newsletters and newspapers.

The only authorized District-wide campaigns for solicitation of funds from employees and students will be the United Way/CHAD campaign and the Millard Public Schools Foundation campaign.

Participation in fundraising activities by students and staff must be voluntary.

Schools may not use class time to participate in fundraising activities, unless the fundraising activity is within the context of a curricular program.

Schools may not use door-to-door solicitations in their fundraising activities.

Schools may not exclude any students from attending celebratory or recognition activities that occur as a result of fundraising activities.

Related policy: 1115, 1115.1, 1340, 1340.1, 1420, 1420.1, 1425, 1425.1, 1430, 1430.1, 3150, 3921, 3921.1, 7305, 7305.1

Date of Adoption: July 9, 2007

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 3718 – Support Services – Food Service – Program – Beverages

MEETING DATE: June 18, 2007

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Policy 3718 – A policy and rule related to the standards for soft drinks sold to students in the schools.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: See the attached memo and other information. This matter was discussed by the board at its committee meeting on June 11, 2007.

OPTIONS AND ALTERNATIVES: See attached memo.

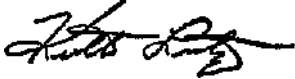
RECOMMENDATION: It is recommended that Policy 3718 be adopted as presented after its second reading on July 9, 2007.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

MEMORANDUM

To: K. Lutz
Re: Changes in Soft Drink Offerings
From: K. Fossen
Date: June 5, 2007

As you are aware, our contract with Coke is coming to an end this summer.¹ At the same time, there are some MAJOR changes coming with regard to the soft drinks being offered in our schools. The changes are coming about as a result of an agreement between the Alliance for a Healthier Generation (AHG) and the major bottling companies in the United States.

The AHG agreement was “voluntarily” entered into by the bottling companies. It should, however, be noted that one of the motivating factors for the bottling companies to enter into the Agreement was their desire to head off threatened legal action by class action attorneys. The bottling companies wanted to avoid replacing tobacco companies as the focal point for health-related litigation.

Pursuant to the AHG Agreement, the bottling companies have agreed to what will be sold and delivered to schools. It should be noted that the Agreement is binding only on the bottlers. In theory, an independent vendor could circumvent the AHG Agreement by purchasing non-compliant soft drinks from the bottling companies and then re-selling them in the schools.

On multiple occasions, the District’s Nutrition and Wellness Committee discussed the AHG Agreement and the resulting changes. A lot of the Committee discussions focused on adult issues (e.g., should arrangements be made for the faculty rooms at the elementary schools to have regular and/or diet sodas?).

After several 180 degree turns in the discussions, the final consensus of the Committee was to have all machines in the buildings comply with the AHG Agreement, BUT, to permit staff members to bring non-compliant drinks into the building if they should so choose. The proposed policy provides for this option by providing that all soft drinks “sold” on the premises would need to be in compliance with the AHG Agreement standards.

With regards to students having non-compliant soft drinks, the Committee realized that there may be security issues related to bringing outside beverages into the schools (e.g., students bringing a “spiked” coke into the schools). The Committee did not attempt to address the security issues, but rather, drafted the policy such that it would accommodate whatever security rules were in place (i.e., the proposed policy addresses what may be “sold” and not what may be “possessed” in the schools).

¹ The contract ran for 8 years. There was no increase in the purchase price over that period of time. Eight years ago, a 16 oz. can of Coke Classic cost us 18.75 cents delivered to the vending machines. Our cost for that can today is still 18.75 cents. Our profit is the difference between the selling price and the 18.75 cents!

In light of the above, if the school security rules remain as they are, students will be permitted to bring non-complying soft drinks into the buildings for their own consumption. They will, however, not be permitted to sell non-compliant soft drinks to others. If the rules should change, there is no language in the proposed policy that would contradict the security rules changes.

We anticipate a significant financial “hit” when the old prices in the Coke contract expire. We expect a second “hit” from a decrease in soft drink purchases (resulting from the limiting of selections.) These double hits will have an impact on the food service budget which provides soft drink “revenue sharing” with the schools to fund student activities programs. We really don’t have a very good estimate of what this impact will be.²

Attached please find the following: (1) proposed Policy 3718, (2) proposed Rule 3718.1, (3) a copy of the AHG agreement, and (4) a list of the Coke, Pepsi, and Cadbury soft drinks that comply with the AHG agreement.

A final note, the AHG agreement does not preclude the selling of non-compliant soft drinks at traditional evening school activities that are open to the public. Therefore, the bottling companies will sell and deliver products for use in our concession stands. Thus, there will be no impact on community members who attend athletic events (or other such activities).

If you would like additional information, let me know.

[Memo Update: On June 11th, the District was informed that teacher “lounges” or other areas that were not accessible by students may sell non-complying beverages without violating the Agreement between the bottling companies and the AHG. The proposed policy and rule have been revised accordingly.]

² As we prepare the budget for next year, I’m proposing that we keep a sufficient amount in the contingency account to assist with the “revenue sharing” that supports the activities programs for students.

Support Services – Food Service**Program – Beverages****3718**

All beverages sold in the schools of the District shall comply with the beverage policy stated in the May 3, 2006 Memorandum of Understanding agreed to by and among the Alliance for a Healthier Generation, the American Beverage Association, Cadbury Schweppes Americas Beverages, the Coca-Cola Company, and PepsiCo, Inc.

Adopted: July 9, 2007

Millard Public Schools
Omaha, NE

Support Services – Food Service

Program – Beverages

3718.1

- I. The following beverage offerings comply with the beverage policy stated in the May 3, 2007 Memorandum of Understanding agreed to by and among the Alliance for a Healthier Generation, the American Beverage Association, Cadbury Schweppes Americas Beverages, the Coca-Cola Company, and PepsiCo, Inc. and my be sold to students in the District’s schools:
- A. Elementary Schools
1. Water
 2. ≤8 oz. servings of milk and juice
 - a. Fat free or low fat milk and nutritionally equivalent (per USDA) milk alternatives
 - b. Fat free or low fat nutritionally equivalent flavored milk with ≤150 cal/8oz.
 - c. 100% juice with no added sweeteners with ≤120 cal/8oz and >10% DV for ≥3 micronutrients
- B. Middle Schools
1. Water
 2. ≤10 oz. servings of milk and juice
 - a. Fat free or low fat milk and nutritionally equivalent (per USDA) milk alternatives
 - b. Fat free or low fat nutritionally equivalent flavored milk with ≤150 cal/8oz.
 - c. 100% juice with no added sweeteners with ≤120 cal/8oz and >10% DV for ≥3 micronutrients
- C. High Schools
1. Water
 2. No or low calorie beverages with ≤10 cal/8oz (e.g., diet sodas, unsweetened or diet teas, low calorie sports drinks, fitness waters, flavored waters, and seltzers)
 3. ≤12 oz. servings of milk, light juice, juice, and sports drinks
 - a. Fat free or low fat milk and nutritionally equivalent (per USDA) milk alternatives
 - b. Fat free or low fat nutritionally equivalent flavored milk with ≤150 cal/8oz.

- c. 100% juice with no added sweeteners with ≤ 120 cal/8oz and $>10\%$ DV for >3 micronutrients
 - d. Light juices and sports drinks with ≤ 66 cal/8oz.
 - 4. $>50\%$ of the beverages offered must be water and no or low calorie options (≤ 10 cal/8oz)
- II. The above requirements apply to beverages sold on school grounds during the regular and extended school day when events are primarily under the control of the school or third parties on behalf of the school. The extended school day shall include the time before or after the official school day that includes student activities such as clubs, yearbook, band and choir practice, student government, drama, and childcare/latchkey programs.
- III. The above requirements do not apply to the following:
 - A. School-related events where parents and other adults are a significant part of an audience. This exclusion applies to the selling of beverages immediately before, during, and immediately after such school-related events.
 - B. Soft drinks that are vended in areas where students are not granted access (e.g., faculty offices or work areas).



Adopted: July 9, 2007

Millard Public Schools
Omaha, NE

The Coca-Cola Company School Beverage Catalog

The Coca-Cola Company is proud to join with the Alliance for a Healthier Generation on the implementation of new School Beverage Guidelines. These Guidelines offer a broad range of lower-calorie and nutritious beverages for students to consume during the regular and extended school day. Our bottlers are standing ready to work with you on aligning the beverages you sell to students to the Alliance School Beverage Guidelines.

The Coca-Cola Company beverages listed below fit the Alliance School Beverage Guidelines, with certain differences marked for elementary, middle, and high schools. Please note that some products may not be available in all markets. Please contact your local Coca-Cola Company bottler or food service supplier, The Coca-Cola Company headquarters at 1 800 Get Coke, or visit www.coca-cola.com for more information on these beverages. For more information on the Alliance for a Healthier Generation, visit (www.healthiergeneration.org).

Beverages	Qualify for the Alliance for a Healthier Generation's School Beverage Guidelines		
	ELEM	MIDDLE	HIGH
<p><i>Unflavored Waters</i> 20oz, 12oz, 300mL DASANI</p> 	✓	✓	✓
<p><i>100% Juices</i> (with no sweeteners added, ≤ 120 cal/ 8 oz., 10% of recommended daily value for three micronutrients. Serving sizes are ≤ 8 oz in elementary schools, ≤ 10 oz in middle schools, and ≤ 12 oz in high schools)</p> <p>10oz Minute Maid Orange, Apple, Mixed Berry, Grape, Fruit Medley</p> 		✓	✓

<p>200ml/6.75oz MM Kids Plus Orange Juice, Minute Maid Apple and Fruit Punch</p> 	✓	✓	✓
<p>No / Low Calorie Drinks (With ≤ 10 cal / 8 oz. Serving sizes are ≤ 12 oz in high schools)</p>			
<p>20oz Diet Coke, Caffeine Free Diet Coke, Diet Coke with Lime, Diet Cherry Coke, Diet Black Cherry Vanilla Coke, Diet Coke with Splenda, Diet Coke Plus, Coca-Cola Zero, Cherry Coke Zero, Sprite Zero</p>  <p>12oz Diet Coke, Caffeine Free Diet Coke, Diet Coke with Lime, Diet Cherry Coke, Diet Black Cherry Vanilla Coke, - Diet Coke Plus, Coca-Cola Zero, Cherry Coke Zero, Sprite Zero</p> 			<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

20oz Diet Barq's, Fresca Original Citrus, Fresca Black Cherry Citrus, Fresca Peach Citrus, Fanta Orange Zero, Minute Maid Light Lemonade



✓

12oz Diet Barq's, Fresca, Fresca Black Cherry Citrus, Fresca Peach Citrus, Fanta Orange Zero, Light Lemonade, Light Raspberry Passion



✓

20oz Dasani Lemon, Grape, Strawberry, Raspberry





✓

20oz Grape, Strawberry
12oz Grape, Strawberry



✓

<p>12oz and 20oz Diet Nestea, Diet Nestea Green Tea and Diet Nestea White Tea</p> 			<p>✓</p>
<p>Other Beverages (With ≤ 66 cal/ 8 oz. Serving sizes are ≤ 12 oz in high schools)</p>			
<p>12oz Mountain Blast, Fruit Punch, Lemon Lime, Orange, Grape</p> 			<p>✓</p>






Note: Under the Alliance for a Healthier Generation’s School Beverage Guidelines, at least 50% of non-milk offerings in high schools should be bottled water and/or no or low calorie beverages.

PEPSI-COLA COMPANY

Beverage Catalogue for K -12 Schools

The Pepsi-Cola Company is proud to be part of the Alliance for a Healthier Generation’s Healthy Schools Program and to support the School Beverage Guidelines that were developed as part of this broad initiative. By following these Guidelines, schools can provide their students a broad range of lower-calorie and nutritious beverages, tailored to the nutrition needs of students at different ages.







Pepsi-Cola offers a wide variety of products that fit the School Beverage Guidelines, as listed below. (Please note that some products may not be available in all markets.) To learn more about these beverages or how you can integrate them into your school offerings, please contact your local Pepsi-Cola bottler or food service supplier. For more information on the Healthy Schools Program, please contact the Alliance for a Healthier Generation (www.healthiergeneration.org).

PRODUCTS MEETING ALLIANCE FOR A HEALTHIER GENERATION GUIDLELINES FOR K-12 SCHOOLS	Qualify For:		
	Elem. School	Middle School	High School
Water			
 Aquafina (any size)	✓	✓	✓
100% Juice with no added sweeteners, at least 10% DV for at least three vitamins or minerals, and ≤ 120 calories per 8 oz; maximum sizes: 8 oz in elementary schools, 10 oz in middle schools, and 12 oz in high schools			
 6 & 8 oz Tropicana Pure Premium Orange Juice (chilled) No Pulp (6 oz), No Pulp (8 oz), Calcium & Vitamin D (8 oz), Healthy Kids (8 oz)	✓	✓	✓
 10 oz Dole Plus Juice (shelf-stable) - available Q3 2007 Apple, Orange, Mixed Berry & Fruit Punch		✓	✓
 10 oz Tropicana Pure Premium Orange Juice (chilled) No Pulp		✓	✓
 10 oz Tropicana Juices (shelf-stable) Orange		✓	✓

PEPSI-COLA COMPANY

Beverage Catalogue for K -12 Schools





106

PRODUCTS MEETING ALLIANCE FOR A HEALTHIER GENERATION GUIDELINES FOR K-12 SCHOOLS	Qualify For:		
	Elem. School	Middle School	High School
 <p>10 oz Tropicana Plus Juices (shelf-stable) - available Q3 2007 Apple, Orange & Fruit Punch</p>		✓	✓
<p>No or Low-Calorie Drinks with ≤ 10 calories per 8 oz; permitted in high schools only</p>			
 <p>Aquafina Alive (any size) Berry Pomegranate, Peach Mango, Orange Lime</p>			✓
 <p>Aquafina FlavorSplash (any size) Grape, Citrus Blend, Wild Berry & Raspberry</p>			✓
 <p>Aquafina Sparkling (any size) Berry Burst, Citrus Twist</p>			✓
 <p>Diet Carbonated Soft Drinks (any size) Diet Mountain Dew, Caffeine Free Diet Mountain Dew, Diet Mountain Dew Code Red, Diet Mug Root Beer, Diet Mug Cream Soda, Diet Pepsi, Caffeine Free Diet Pepsi, Diet Pepsi Lime, Diet Pepsi Vanilla, Diet Wild Cherry Pepsi, Diet Tropicana Twister Soda, Jazz Diet Pepsi–Black Cherry Vanilla, Jazz Diet Pepsi–Strawberries & Crème, Sierra Mist Free</p>			✓
 <p>Diet Lipton Iced Teas (any size) Diet Lipton Brisk, Diet Green Tea with Citrus, Diet Green Tea with Mixed Berry, Diet Iced Tea with Lemon, Diet Iced Tea with Peach</p>			✓

PEPSI-COLA COMPANY

Beverage Catalogue for K -12 Schools

107

PRODUCTS MEETING ALLIANCE FOR A HEALTHIER GENERATION GUIDELINES FOR K-12 SCHOOLS	Qualify For:		
	Elem. School	Middle School	High School
 <p>Propel Fitness Water (any size) Berry, Black Cherry, Grape, Kiwi Strawberry, Lemon</p>			✓
 <p>Sugar Free Tropicana Juice Drinks (any size) Sugar Free Fruit Punch, Sugar Free Lemonade, Sugar Free Orangeade</p>			✓
<p>Light Juices, Sports Drinks and other beverages with ≤ 66 calories per 8 oz maximum size: 12 oz; permitted in high schools only</p>			
 <p>12 oz Gatorade All Stars Berry, Fruit Punch, Grape, Lemon-Lime, Ice Punch, Orange, Strawberry</p>			✓
 <p>11.5 oz SoBe Synergy Fruit Punch, Grape, Kiwi Strawberry, Lemonade & Mango Orange</p>			✓
<p>Coming Soon 11.5 oz Tropicana Twister Orange Strawberry Banana, Tropical Fruit Burst</p>			✓

Note: Under the Alliance for a Healthier Generation's School Beverage Guidelines, at least 50% of offerings in high schools, other than milk, should be bottled water and/or no or low calorie beverages.



Cadbury Schweppes

AMERICAS BEVERAGES

School Beverage Catalog

For more information on any of these beverages, please contact Bob Todaro,
Director of Account Development at Robert.Todaro@cs-americas.com

Cadbury Schweppes Americas Beverages is proud to be part of the Alliance for a Healthier Generation's Healthy Schools Program, and to be doing our part through the School Beverage Guidelines. These Guidelines offer a broad range of lower-calorie and nutritious beverages for students to consume during the regular and extended school day. Cadbury Schweppes Americas Beverages, along with our bottling and distributor partners are committed to improving the health of America's children and are anxious to work with you on implementing these guidelines.

The Cadbury Schweppes beverages listed below fit the School Beverage Guidelines, with certain differences marked for elementary, middle and high schools. Please note that some products may not be available in all markets. Please contact Bob Todaro, Director of Account Development at Bob.Todaro@cs-americas.com for more information on these beverages. For more information on the Healthy Schools Program, please contact the Alliance for a Healthier Generation (www.healthiergeneration.org).

Beverages

Qualify for the Alliance for a Healthier Generation's School Beverage Guidelines

Elementary School

Middle School

High School

Still Waters



16.9oz PET

Made with still water



16.9oz and 20oz. PET

Purified drinking water



Waters

Sparkling Water



12oz cans and 20oz PET

Available Flavors

- Original Sparkling Water
- Black Cherry
- Lemon
- Lemon Lime
- Orange
- Peaches and Cream
- Pink Grapefruit
- Raspberry

No sodium, no artificial colors, flavors or preservatives



Seltzers



12oz cans and 20oz PET

Available Flavors

- No artificial flavors**
- Original Seltzer
- Cherry
- Cranberry Lime
- Peach
- Raspberry
- Strawberry
- Naturally flavored**
- Lemon Lime
- Mandarin Orange
- Pink Grapefruit
- Raspberry Lime
- Tropical

No and low sodium



Beverages

Qualify for the Alliance for a Healthier Generation's School Beverage Guidelines

Elementary School

Middle School

High School

100% Juices



Available Flavors

- Fruit Punch
- Grape
- Green Apple
- Very Berry

Excellent source of Vitamins A, C, E and Calcium

11.5oz cans



No or Low Calorie Drinks



34% juice

10oz glass and 11.5oz cans



Available Flavors

- diet CranRaspberry Juice
- diet Kiwi Strawberry Juice
- diet Lemon Tea
- diet Lemonade Iced Tea
- diet Lime Green Tea
- diet Out of the Blueberry Tea
- diet Orange Carrot Juice
- diet Snapple Apple Juice
- diet Pink Lemonade Juice
- diet Plumgranate Tea
- diet Raspberry Tea
- diet Snapple Apple Juice
- Unsweetened Iced Tea

No preservatives

12oz can and 16oz glass



Available Flavors

- diet Citrus Fusion
- diet Mixed Up Berry





Natural antioxidants

16.9oz PET bottle






Beverages	Qualify for the Alliance for a Healthier Generation's School Beverage Guidelines		
	Elementary School	Middle School	High School
 <p>Available Flavors Original Asian Pear Mango</p> <p>55mg EGCG boosts metabolism</p> <p>17.5oz glass</p>			✓
 <p>Available Flavors Light Lemonade</p> <p>Natural lemon flavor drink</p> <p>12oz can and 20oz PET</p>			✓
 <p>Good source of Vitamin C</p> <p>12oz can and 20oz PET</p>			✓
Carbonated Beverages			
 <p>Available Flavors Diet Dr Pepper* Diet Dr Pepper (Caffeine Free)* Diet Cherry Vanilla Dr Pepper Diet Berries & Cream Dr Pepper</p> <p>*Very low sodium</p> <p>12oz can and 20oz PET</p>			✓

Beverages	Qualify for the Alliance for a Healthier Generation's School Beverage Guidelines		
	Elementary School	Middle School	High School
 <p>Available Flavors diet Lemon Lime diet Cherry</p> <p>Made with 100% natural flavors</p> <p>12oz can and 20oz PET</p>			✓
 <p>Natural orange flavor</p> <p>12oz can and 20oz PET</p>			✓
 <p>Available Flavors Diet Root Beer Diet Cream Soda</p> <p>Low sodium, caffeine free Root Beer</p> <p>12oz can and 20oz PET</p>			✓
 <p>Available Flavors Diet Ginger Ale Diet Cranberry Ginger Ale</p> <p>Naturally flavored</p> <p>12oz can and 20oz PET</p>			✓

Beverages	Qualify for the Alliance for a Healthier Generation's School Beverage Guidelines		
	Elementary School	Middle School	High School
 <p>Available Flavors</p> <ul style="list-style-type: none"> Cola Black Cherry Cherry Cola Golden Peach Kiwi Strawberry Red Raspberry Tangerine White Grape <p>Zero calories, zero caffeine, zero carbs, zero sodium</p> <p>12oz can and 20oz PET</p>			✓
 <p>Sweetened with Splenda</p> <p>12oz can and 20oz PET</p>			✓
 <p>Available Flavors</p> <ul style="list-style-type: none"> Diet Ginger Ale <p>Naturally flavored</p> <p>12oz can and 20oz PET</p>			✓
 <p>Available Flavors</p> <ul style="list-style-type: none"> Diet Citrus Diet Citrus Caffeine Free <p>Naturally flavored</p> <p>12oz can and 20oz PET</p>			✓

Beverages	Qualify for the Alliance for a Healthier Generation's School Beverage Guidelines		
	Elementary School	Middle School	High School
 <p>Available Flavors Diet Grape</p> <p>Very low sodium</p> <p>12oz can and 20oz PET</p>			✓
 <p>Caffeine free</p> <p>12oz can and 20oz PET</p>			✓
 <p>Available Flavors Diet Root Beer Diet Cream Soda</p> <p>Very low sodium and caffeine free</p> <p>12oz can and 20oz PET</p>			✓
 <p>Very low sodium</p> <p>12oz can and 20oz PET</p>			✓

Beverages	Qualify for the Alliance for a Healthier Generation's School Beverage Guidelines		
	Elementary School	Middle School	High School
 <p>Available Flavors Diet Black Cherry Wishniak Diet Cream Soda Diet Orange and Cream Diet Root Beer</p> <p>Caffeine free</p> <p>12oz glass</p>			✓
 <p>Available Flavors Diet Root Beer Diet Cream Soda</p> <p>Caffeine free</p> <p>12oz glass</p>			✓
 <p>Caffeine free</p> <p>12oz can and 20oz PET</p>			✓

AGENDA SUMMARY SHEET

Agenda Item: Food Service Wages

Meeting Date: June 18, 2007

Department: Human Resources

Title & Brief Description: Food Service Wages and Benefits

Action Desired: Approval

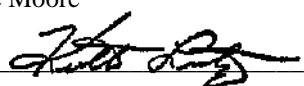
Background: Food Service employees are not represented by an employee organization. Steve Moore and Scott Rogers have reviewed pay rates for these employees in other districts, the food service budget, and rates of pay for other Millard employee groups.

Recommendation: Recommend the following changes to the Food Service wage and benefit package:

- (a) Increase each payrate by 3%. Including longevity increases, wages will increase 4.5%.
New pay rates are effective with the August 29, 2007 payroll.
- (b) Increase CCM1 from \$200 to \$250.
- (c) Wages for substitutes will increase to \$9.37.
- (d) Total package increase is 3.8% (4.3% if another work day is needed).

Implications Of Adoption/Rejection: The total package is in line with other district employee groups.

Responsible Person: Steve Moore

Approval: _____


**MILLARD PUBLIC SCHOOLS
EMPLOYMENT PROVISIONS
Food Service 2007-08**

WAGES

<u>Group</u>			<u>Hourly Rate</u>
Manager	A	high school	\$16.00
	A1	middle school	\$14.99
	A2	elementary full-prep	\$13.98
<u>Extra \$.15 per hour for managers responsible for over 8-hour programs</u>			
Dept. Head	B		\$12.37
Cook	B1		\$12.22
Baker	B2		\$12.15
Helper	C	1 st year	\$9.48
	C1	years 2-5	\$10.36
	C2	after 5 years	\$11.03

Each employee who has successfully completed the Nebraska food service certification program will receive an additional \$.10 per hour.

Each High School and Middle School Helper who is assigned specialized responsibilities will receive an additional \$.10 per hour. Qualified responsibilities will be determined by the Food Service Supervisor.

Longevity Pay: After 10 years, 10 cents per hour;
after 15 years, additional 15 cents per hour;
after 20 years, additional 20 cents per hour;
after 25 years, additional 25 cents per hour

Substitute Food Service Employees are paid the rate of \$9.37 per hour.

Uniform Allowance: 4 shirts and 1 pair of shoes.

PAID LEAVE

Each employee shall earn paid leave equal to 5% of the hours normally scheduled in the bi-weekly pay period, and further be allowed any unused and accumulated leave from the previous year to a maximum total of 336 hours of leave with pay. Paid leave will be credited at the end of each of eighteen (18) bi-weekly pay periods in Sept through May. The maximum number of hours of paid leave which may be earned by each employee during a school year is eighteen times the number of hours earned in a single bi-weekly pay period (90% of the hours normally scheduled in a normal bi-weekly pay period). Example: An employee normally scheduled for 8 hours per day (80 hours per bi-weekly pay period) shall earn 4 hours of paid leave with each bi-weekly pay period and may earn up to a maximum of 72 hours in one school year.

Paid leave may be used for personal illness, illness or death of a member of the employee's immediate family, and business and emergency leave. The rule's for use of paid and unpaid leave are established in Board Policy and Rule.

Upon termination of employment, the District shall pay to any employee covered by this agreement \$7.50 for half of the employee's unused paid leave hours in excess of 40 hours. No payment shall be made for the first 40 hours of unused paid leave.

On the first bi-weekly pay in November, each employee who is actively employed by the district and who, as of the beginning of said pay period, has unused paid leave in excess of two hundred fifty (250) hours shall be reimbursed for those hours in excess of two hundred fifty (250) hours at the rate of \$7.50/hr. The employee's leave accumulation shall then be reduced to 250 hours at the beginning of this first bi-weekly pay period in November.

The first bi-weekly pay record shall reflect a leave balance equal to 250 hours plus any leave earned during the pay period minus any leave used during the pay period. The procedures for payment of the reimbursement shall be established by the District.

HOLIDAYS

Each cook, baker, and helper shall be granted time off with pay for the following holidays subject to the conditions specified below:

- Labor Day
- Thanksgiving
- Friday following Thanksgiving
- One day during spring break (actual date determined annually by the Superintendent)
- Memorial Day

Each Manager shall be granted time off with pay for the following holidays subject to the conditions specified below:

- Labor Day
- Thanksgiving
- Friday following Thanksgiving
- December 25
- New Years Day
- One day during spring break (actual date determined annually by the Superintendent)
- Memorial Day

The employee will be given the same amount of time off with pay as equal to the hours scheduled to be worked had the day not been a holiday.

An employee must work twenty (20) days immediately prior to the holiday to be eligible for holiday pay; provided, however, employees shall be entitled to time off with pay for Labor Day if the employee was employed during the last twenty (20) days of the previous school year.

HOURS OF WORK

Each employee shall be paid for each hour or fraction thereof the employee works. The normal work-day shall not be more than eight (8) hours. The normal work-week for a full-time employee shall not be more than forty (40) hours. Each employee required to work more than forty (40) hours in one week shall be compensated for such additional time at the rate of one and one-half his or her normal hourly rate. Hours worked per week shall include paid holidays, and approved paid vacation. Each employee is to work those hours as requested by his or her supervisor as approved by the Personnel Office. Hours worked are to be recorded accurately on time cards issued by the payroll office.

A lunch period without pay of at least one-half (0.5) hour will be given to each employee working 5 or more hours per day and the employee shall be free to leave the premises during such period.

Each employee will receive one (1) fifteen (15) minute break per four (4) hours worked as scheduled by the employee's direct supervisor. Breaks may not be taken within one (1) hour of the beginning or end of the shift but may be used to extend the lunch period.

RETIREMENT SYSTEM

Each school employee who works 516 or more hours between July 1 and June 30 (approximately 3 hours per day for an employee who is employed during an entire school year) in a position other than on-call substitute is required to be a member of the Nebraska School Employees Retirement System. Members of the NSERS automatically make a contribution (approximately 7.3%) to their retirement account from each paycheck. Information booklets are available from the District Personnel Office or the Nebraska School Retirement System, 301 Centennial Mall South, P.O. Box 94816, Lincoln, NE 68509 (1-800-245-5712).

INSURANCE

Each employee is covered by the district's liability insurance.

Each food service employee who is employed at least 17.5 hours per week or more shall be eligible to participate in the Health, Dental, and Life insurance plans provided by the District subject to the following conditions: the District shall pay 60% of the premium for single health coverage or 60% the premium for family health coverage, provided the eligible employee elects participation and agrees to pay, and does pay, the remaining premium for the elected single or family coverage. The District shall contribute 60% of the single premium towards either single or family dental coverage, provided the eligible employee elects participation and agrees to pay, and does pay, the remaining premium for the elected single or family coverage. The District will pay the full premium for basic \$50,000 term life coverage.

RESIGNATION

An employee who is resigning should submit a two-week notice to the Personnel Office (see policy 4165, 4165.1, and 4165.2). A notice of resignation form is available from the supervisor, building secretary or the personnel office secretary.

SUBSTITUTES and ABSENCE REPORTING

Substitutes **will** be placed as needed by the Food Service Managers. Each Employee is to notify his or her manager of his or her impending absence as soon as possible. An employee is not to arrange for his or her own substitute.

DRESS AND GROOMING

The Millard School employees are major role models for our students. Employees are expected to present a positive image to students. Employees may be required to wear a designated uniform.

EVALUATION

Each employee is to be evaluated in accordance with Board Policy and state law. The evaluation will be reviewed with the employee prior to the end of the school year. Appropriate evaluation forms are available for supervisors to use.

AGENDA SUMMARY SHEET

Agenda Item: Approval of Professional/Technical Salary Schedule

Meeting Date: June 18, 2007

Department: Human Resources

**Title & Brief
Description:**

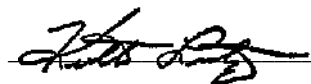
The Professional/Technical Salary Schedule applies to a wide variety of positions and approximately 200 employees of the Millard Schools. This group of employees is due for a wage/salary increase for the 2007-08 school year.

- 1- Each qualified employee, employed during the 2006-07 school year, will be given a 4.25% wage increase.
- 2- The salary ranges for each position will increase. The minimum rate increases 2.5%; the maximum rate increases 6%.
- 3- Wage increases are effective with the first payroll in September (the 12th for bi-weekly and the 10th for monthly).
- 4- The number of work days will increase by 1 for most positions. Those increasing to 231 days will be 12 month (with holidays and vacations).
- 5- We will continue to provide additional increases for eligible employees who satisfactorily complete training programs specifically prescribed for each individual's position and pay level.
- 6- CCM1 will increase from \$200 to \$250.
- 7- The rate of reimbursement for sick leave buyback will increase from \$60/day to \$75/day for exempt employees and from \$7.50/hr to \$9.35/hr for non-exempt employees.

Action Desired: Approval of 2007-08 Professional/Technical Salary Schedule wage & benefit package equivalent to the raises given to other groups of Millard employees.

Responsible Person: Steve Moore

Approval:

 _____

**Professional/Technical Wage Scale
Non-Exempt Employees**

Level	Position Non-Exempt Hourly	Benefit Schedule	Days	2007-08 Hourly	
				Minimum	Maximum
A	Swim Instructors	A	189	\$10.68	\$14.52
B	TAP Intern	A	95	\$11.51	\$15.69
	Van Driver Student Transportation	B	189	\$11.51	\$15.69
	Warehouse Assistant (part-time)	B	261	\$11.51	\$15.69
	High School Security Guard	B	189	\$11.51	\$15.69
	Census Specialist	B	215	\$11.51	\$15.69
	Research Assistant	A	261	\$11.51	\$15.69
	Support Services Ten-Month Secretary	B	210	\$11.51	\$15.69
	Middle School Ten-Month Secretary	B	210	\$11.51	\$15.69
	High School Ten-Month Secretary	B	215	\$11.51	\$15.69
C	Elementary Principal's Secretary	B	221	\$11.98	\$16.46
D	Accompanist	A	189	\$12.67	\$17.24
	Cataloger	D	261	\$12.67	\$17.24
	High School Accounting Clerk	D	261	\$12.67	\$17.24
	Payroll Assistant	D	261	\$12.67	\$17.24
	Accounts Payable Assistant	D	261	\$12.67	\$17.24
	Research Assistant Twelve-Month	D	261	\$12.67	\$17.24
	Middle School Twelve-Month Secretary	D	261	\$12.67	\$17.24
	High School Twelve-Month Secretary	D	261	\$12.67	\$17.24
	Program Secretary	D	261	\$12.67	\$17.24
	Coordinator's Secretary	D	261	\$12.67	\$17.24
	District Receptionist	D	261	\$12.67	\$17.24
	District Duplication Clerk	D	261	\$12.67	\$17.24
E	Tech Support Help Desk	D	261	\$13.70	\$18.96
	Employee Relations/Benefits Specialist	D	261	\$13.70	\$18.96
	HR Specialist for Classified Staff	D	261	\$13.70	\$18.96
	Executive Secretary to Associate Superintendent	D	261	\$13.70	\$18.96
	Director's & Executive Director's Secretary	D	261	\$13.70	\$18.96
	Payroll Specialist	D	261	\$13.70	\$18.96
	District Accounting Specialist	D	261	\$13.70	\$18.96
	Secretary to Exec Dir for Research	D	261	\$13.70	\$18.96
	HR Specialist for Certified Staff	D	261	\$13.70	\$18.96
	HR Specialist for Substitute Teachers	D	261	\$13.70	\$18.96
F	Executive Secretary to the Superintendent	D	261	\$15.34	\$20.87

**Professional/Technical Salary Schedule
Exempt Employees**

Level	Position Exempt - Salaried	Benefit Schedule	Days	2007-08	
				Minimum	Maximum
G	Grant & Volunteer Coordinator	D	261	\$30,751	\$41,849
	Technology Specialist	C	221	\$27,006	\$36,733
H	Food Service Supervisor	D	261	\$38,720	\$52,682
	Warehouse Manager	D	261	\$38,720	\$52,682
I	Human Resource Recruiter	D	261	\$42,605	\$57,936
	Purchasing Agent	D	261	\$42,605	\$57,936
J	Network Support Specialist	D	261	\$46,829	\$63,739
	Telecommunications Specialist	D	261	\$46,829	\$63,739
	Transportation Manager	D	261	\$46,829	\$63,739
K	School Technology Facilitator 1	C	221	\$43,060	\$58,607
L	Occupational/Physical Therapist (BS & MS)	C	193	\$41,065	\$55,884
	Community Counselor	C	210	\$44,759	\$60,910
	School Social Worker	C	210	\$44,759	\$60,910
	School Technology Facilitator 2	C	221	\$47,365	\$64,459
	Internal Auditor/Special Projects	D	261	\$49,537	\$66,670
	District Accountant	D	261	\$49,537	\$66,670
M	Occupational/Physical Therapist (OTD/DPT)	C	193	\$45,176	\$61,481
	Project Manager (SSC)	D	261	\$62,384	\$84,903
N	Research Associate	D	261	\$59,914	\$81,532
O	District Systems Analyst	D	261	\$75,443	\$102,689
	General Manager for Support Services	D	261	\$75,443	\$102,689
	Accounting Manager	D	261	\$75,443	\$102,689

Benefit schedules listed below for full-time employees employed 40 hrs/week or more.

1- Employees employed less than 17.5 hrs/wk are not eligible for insurance benefits.

2- Paid Leave: may be used for personal illness, family illness, business & emergency leave, and family death. The rules and limitations on these leaves are defined in Board Policy. Unused leave may be accumulated up to the specified maximum. Employees who reach the maximum accumulation are eligible for annual leave buy back. An eligible employee who quits or retires after 20 years of service, or after 10 years of service if the employee is at least age 55, is eligible for buyback of unused paid leave at the rate specified. Leave that has been bought back is no longer available for use.

3- Holiday Pay: A new employee must work 20 days prior to being eligible for paid holidays. Part-time employees employed less than 40 hours/week are eligible to receive leave and holiday pay at a rate proportionate to their full-time equivalence.

4- Paid Vacation: is earned based upon the employee's vacation eligibility anniversary date. Usage of paid vacation is subject to supervisory approval and must normally be used in full-day increments. With supervisory approval, vacation may be used by hourly employees in full-hour increments. The maximum amount of paid vacation which may be accrued is equal to the amount earned during the previous 12 months. Once the maximum is accrued, additional vacation cannot be earned until the employee uses vacation causing the accrued balance to fall below the maximum. Upon leaving the employment of the District, employees shall be paid for the accrued vacation balance at the employees rate of pay.

	Full-time Employees		Part-time Employees	
	Paid by District	Paid by Employee	Paid by District	Paid by Employee
Benefit Schedule A Paid leave (1 day per month, accumulated to 92 days maximum) Annual buyback for unused accumulated paid leave over the max @ \$60/day (7.50/hr) 6 paid holidays for hourly employees				
Benefit Schedule B Paid leave (1 day per month, accumulated to 92 days maximum) Single Health Insurance (no cash option) Family Health Insurance (no cash option) Dental Insurance Long-term disability insurance \$50,000 term life insurance Annual buyback of unused accumulated paid leave over the max @ \$60/day (7.50/hr) Buyback of all unused accumulated paid leave at retirement @ \$60/day (7.50/hr) 7 paid holidays for hourly employees	100%	0%	60%	40%
	60%	40%	60%	40%
	100% SGL	remainder	60% SGL	remainder
	100%	0%	100%	0%
	100%	0%	100%	0%
Benefit Schedule C Paid leave (1 day per month, accumulated to a maximum of 92 days) Single Health Insurance Family Health Insurance (no cash option) Dental Insurance (per month) Long-term disability insurance \$50,000 term life insurance Cash-option Health Insurance for those continuously eligible since July 1, 1997 Annual buyback of unused accumulated paid leave over the max @ \$75/day (9.35/hr) Buyback of all unused accumulated paid leave at retirement @ \$75/day (9.35/hr) 7 paid holidays for hourly employees	100%	0%	60%	40%
	100%	0%	60%	40%
	100% SGL	remainder	60% SGL	remainder
	100%	0%	100%	0%
	100%	0%	100%	0%
Benefit Schedule D Paid leave (1 day or 8 hours per month, accumulated to a maximum of 92 days or 736 hours) Single Health Insurance Family Health Insurance (no cash option) Dental Insurance (per month) Long-term disability insurance \$50,000 term life insurance Cash-option Health Insurance for those continuously eligible since July 1, 1997 10 (ten) paid holidays Annual buyback of unused accumulated paid leave over the max @ \$75/day (9.35/hr) Buyback of all unused accumulated paid leave at retirement @ \$75/day (9.35/hr) Paid Vacation Schedule (rate earned) First 4 years: 0.83 days/month or 3.33 hrs bi-weekly (accrued to a maximum of 10 days or 80 hours) Fifth through ninth year: 1.25 days/month or 5 hrs bi-weekly (accrued to a maximum of 15 days or 120 hrs) Tenth and subsequent years: 1.67 days/month or 6.67 hrs bi-weekly (accrued to a maximum of 20 days or 160 hrs)	100%	0%	60%	40%
	100%	0%	60%	40%
	100% SGL	remainder	60% SGL	remainder
	100%	0%	100%	0%
	100%	0%	100%	0%

AGENDA SUMMARY SHEET

Agenda Item: Collective Bargaining with Service Employees International, Local 226

Meeting Date: June 18, 2007

Department: Human Resources

Title & Brief Description: Service Employees International, Local 226 has written to request to enter into collective bargaining for the 2007-08 school year. The current bargaining agreement expires August 31, 2007. Local 226 represents full-time and part-time custodial & maintenance personnel.

Action Desired: Approval to enter into collective bargaining with SEIU, Local 226 for the 2007-08 school year and appointment of Steve Moore, Ken Fossen, and Duncan Young to represent the district in the collective bargaining sessions.

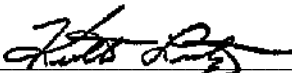
Background: Under Nebraska statutes, school employees have the right to organize and engage in collective bargaining with the school district on certain matters related to their employment. Local 226 represents custodial and maintenance employees of the district.

Collective bargaining formally commences when either the union or the school district submits written notice to the other party.

Previously, Steve Moore, Ken Fossen, and Duncan Young represented the district in collective bargaining with SEIU, Local 226.

Options And Alternatives:

Responsible Person: Steve Moore

Superintendent's Approval:  _____

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: June 18, 2007

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Executive Director of Technology, Don Stroh Administration Center

ACTION DESIRED: Approval

BACKGROUND: The position was advertised in the Omaha World Herald, Careerlink, and in Millard's job postings. Twenty-nine applications were received (twenty-six from outside the district and three from within the district). The applications were reviewed by Dr. Kirby Eltiste, Dr. Mark Feldhausen, and Dr. Keith Lutz. Three applicants from outside the district and one from within the district were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Dr. Keith Lutz, Dr. Ken Fossen, Jon Lopez, Angelo Passarelli, Dr. Jim Sutfin, Dr. Curtis Case, Dave Bruce, Heather Phipps, John Southworth, Amanda Kunes, Dale Clausen, and Denny Hanley. I am recommending the following individual for the position.

Victoria Hoskovec Recommended for Executive Director of Technology, Don Stroh Administration Center. She is currently the Development Manager, System Architect for the Educational Service Unit #3. Prior to this position she was the Database Programmer for Millard Public Schools from April 1995 to May of 2000; Claims System Administrator for PayFlex Systems USA, Inc from November 1993 to January 1995; Programmer for Mammel, Schropp, Swartzbaugh, Engler and Jones, Inc. from August 1992 to November 1993; and with Richman Gordman from April 1985 to August 1992 as Sales Associate, Management Information Systems Intern and Information Center Specialist

Education: BS in Business Administration with a double major in Management Information Systems and Decision Sciences.

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Kirby Eltiste

SUPERINTENDENT APPROVAL:

AGENDA SUMMARY SHEET

MEETING DATE: June 18, 2007

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) Hires; (2) Contract Amendment; and (3) Resignations; and (4) Leave of Absence

OPTIONS & ALTERNATIVES: NA


RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL:  _____

June 18, 2007

AMENDMENT TO CONTINUING CONTRACTS

Recommend: amendment to the following contracts:

1. Valerie Wentworth – Science Teacher at West High School. Amend contract from 50% to 66%.
2. Heather Mead – Vocal Music Teacher at Black Elk Elementary (25%) and Andersen Middle School (40%). Amend contract from 50% to 65%.
3. Rhonda Chomos – Business Teacher at West High School. Amend contract from 50% to 66%.
4. Andrea Olson – Speech Pathologist at Willowdale Elementary School. Amend contract from 70% to 100%.
5. Carmen Pleskac – Family Consumer Science Teacher at West High School. Amend contract from 50% to 66%.

June 18, 2007

LEAVE OF ABSENCE REQUESTS

Recommend: the following extended leave without pay requests be approved:

1. Cali Watton – Grade 2 teacher (50% Job Share) at Disney Elementary School. She is requesting a Leave of Absence for the 2007/08 school year for family reasons.

June 18, 2007

RESIGNATIONS

Recommend: the following resignation be accepted:

1. Kim Wagner – Vocal Music Teacher at Montclair Elementary School (50%). Resigning at the end of the 2006/2007 school year for family reasons.
2. James Lovely – Social Studies Teacher at Central Middle School. Hired for the 2007/2008 school year and resigning due to relocation.
3. Camella McCoy – Language Arts Teacher at North High School. Resigning at the end of the 2006/2007 school year for family reasons.

June 18, 2007

TEACHERS RECOMMENDED FOR HIRE**Recommend: the following teachers be hired:**

1. Jennifer Healy – BA – Northwest Missouri University. Kindergarten teacher at Rockwell Elementary School for the 2007/2008 school year.
2. Heather Barry – BA – University of Nebraska at Lincoln. Grade 3 teacher at Cottonwood Elementary School for the 2007/2008 school year. Previous Exp: St. Pius, Lincoln, NE (1993/2007).
3. Mary Jo Lane – MA+3 – Iowa State University. Counselor at Abbott Elementary School (60%) and Counselor at Aldrich Elementary School (40%) for the 2007/2008 school year. Previous Exp: Rimrock, AZ (2004/2007); Ames, IA (1999/2003); Menlo, IA (1996/1999); Jefferson, IA (1994/1996); Ocala, FL (1989/1993); Ash Fork, AZ (1987/1989).
4. Lane A. Bruce – BA – Arkansas. Grade 1 teacher at Cody Elementary School for the 2007/2008 school year. Previous Exp: Mayflower, AR (2006); Huntsville, AR (2003/2005).
5. Ann Carmoney – BA – University of Nebraska at Lincoln. Special Ed Resource teacher at West High School for the 2007/2008 school year.
6. Ashley Tegenkamp – BA – Missouri State University. Grade 4 teacher at Abbott Elementary School for the 2007/2008 school year.
7. Jennifer Hudson – BA – Northern Arizona. Special Ed Resource teacher at Sandoz Elementary (50%) and 50% TBD for the 2007/2008 school year. Previous Exp: Kirksville, MO (2005/2007); Austin, TX (2003/2005).
8. Tana Wallace – BA – Southern Illinois University. Art teacher at Aldrich Elementary School (50%) for the 2007/2008 school year. House Springs, MO (2005/2007).
9. Chera Bartels – MA – University of Nebraska at Lincoln. Special Ed Preschool teacher at Montclair Elementary School for the 2007/2008 school year. Previous Exp: Elkhorn, NE (2005/2007); ESU #3 (2002/2005); Millard Public Schools (2001/2002); LaVista, NE (1998/2001).
10. Jessica Zavadil – BA – University of Nebraska at Lincoln. Special Ed Resource teacher at Holling Heights Elementary School (50%) and Special Ed Resource teacher at Rockwell Elementary School (50%) for the 2007/2008 school year. Previous Exp: Omaha, NE (2005/2007); Lincoln, NE (1999/2005).

11. Judy Pavlik – BA+16 – University of Nebraska at Lincoln. Kindergarten teacher at Rockwell Elementary School for the 2007/2008 school year. Previous Exp: Lincoln Public Schools (1991/2007).
12. Marsha Vodehnal-Edquist – MA – University of Nebraska at Kearney. Grade 4 teacher at Aldrich Elementary School for the 2007/2008 school year. Previous Exp: Denver, CO (1998/2007); Loup City, NE (1996/198); Humphrey, NE (1990/1996).
13. Susan Holmes – BA – College of St. Mary – Special Ed Resource teacher at Cottonwood Elementary School for the 2007/2008 school year. Previous Exp: Gardner, KS (2004/2007); Kansas City, KS (2001/2004); Omaha, NE (1998/2001).

AGENDA SUMMARY SHEET

AGENDA ITEM: Construction Report

MEETING DATE: June 18, 2007

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. (MRI) to act as the construction manager for the District’s construction/renovation projects related to the 2005 bond issue.

Don Mohlman (MRI) will be present at the meeting to present the construction update (see attached) and to answer questions.

OPTIONS AND ALTERNATIVES: n/a

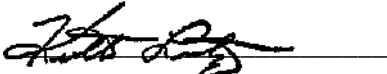
RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Don Mohlman (MRI) and Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT’S APPROVAL: 



MILLARD PUBLIC SCHOOLS



CONSTRUCTION PROGRESS REPORT

June 2007
Vol. 25





***Millard Public Schools
Construction Progress Report No. 25
June 2007***

Index

I.	Executive Summary	Page 1
	<ul style="list-style-type: none">• Administrative Overview	
II.	Project Status Report	Page 2 - 8
	<ul style="list-style-type: none">• South High School• North High School• West High School• Buell Stadium• Non-traditional High School• Beadle Middle School• Reagan Elementary #24• Upchurch Elementary #25• Ackerman Elementary	
III.	Master Control Budget	Page 9 – 10
	<ul style="list-style-type: none">• Control Budget Summary• Detailed Project Summary	
IV.	Master Control Schedule	Page 11
	<ul style="list-style-type: none">• Project Milestone Schedule	



*Millard Public Schools
Construction Progress Report No. 25
June 2007*

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. Weekly Owner-Architect-Contractor meetings are taking place at all active projects.
- Current projects under construction include North HS, South HS, West HS, Beadle MS, Reagan Elementary #24, and Upchurch Elementary #25. Ackerman Elementary is ready for summer work to re-commence. Final Programming and Schematic Design for the Non-traditional High School is pending a budget approval prior to continuation.
- Millard West HS (Classroom Addition) and Beadle MS (same General Contractor) are now substantially complete. All pending schedule issues will be reviewed by the District prior to Project close-out for both projects.
- The current bond contingency is approximately \$3.3m (including all known potential change orders).



***Millard Public Schools
Construction Progress Report No. 25
June 2007***

Project Status Report

HIGH SCHOOLS

- ***South High School – DLR Group / Lueder Construction***
 - Fitness / Locker addition complete
 - Exterior landscape at addition complete
 - Previous weight room completed
 - Summer '07 interior renovations started in 300 wing second floor and at stairway replacement



South High School – 300 wing renovations (June 4, 2007)



South High School – Stair renovation area (June 4, 2007)

- **North High School – Schemmer Associates / W. Boyd Jones Construction**
 - Cafeteria / Classroom addition, Science classrooms and Auditorium renovation completed
 - Continued construction of restroom renovations
 - Exterior paving work in progress
 - Interior classroom & locker room renovations started



North High School – West side paving (June 6, 2007)



North High School – Classroom Renovations (June 6, 2007)

- **West High School – Prochaska Associates / Mecco-Henne Construction**
 - Classroom addition substantially complete
 - Exterior work at West classroom addition continues
 - Band Room addition interior work in progress
 - Counseling and Music renovations started



West High School – Classroom Addition South Landscape Area (June 6, 2007)



West High School –Classroom Addition Lower Level Commons (June 6, 2007)



West High School – Band Room Addition (June 6, 2007)

- ***Non-Traditional High School - BCDM***
 - Schematic Design in progress
 - Platting process commenced

MIDDLE SCHOOL

- ***Beadle Middle School – BCDM / Meco-Henne Construction***
 - Interior finishes substantially complete
 - Exterior Sod & Seed work in final stage
 - Classroom furniture placement started



Beadle Middle School – West wing exterior sod work (June 4, 2007)



Beadle Middle School – Classroom addition interior (June 6, 2007)

ELEMENTARY SCHOOLS

- **Ackerman Elementary – Schemmer Associates / Lueder Construction**
 - Weekly Owner/Architect/Contractor meetings re-commenced
 - Phase II work started; Demolition underway



Ackerman Elementary – Interior Renovation (June 5, 2007)

- ***Upchurch Elementary #25 – DLR Group / Upland Construction***
 - Bi-weekly Owner/Architect/Contractor meetings
 - Earthwork operations nearing completion.
 - Foundation & masonry installation work started




Upchurch Elementary #25 Foundation/ Masonry work started (June 6, 2007)

- ***Reagan Elementary #24 – Schemmer Associates / ConStruct, Inc.***
 - Building & Site work nearing final completion



Ronald Wilson Reagan Elementary (June 6, 2007)

		Millard Public Schools June 18, 2007		
	Original Budget	With Addit'l Funding	Current Budget	Total Variance
2005 Bond Issue Funding				
Land				
Land Cost	3,750,270	3,750,270	3,870,440	(120,170)
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	42,862,726	1,494,565
Hazardous Material	472,500	472,500	442,500	30,000
District Procured				
Metal drs and frms			27,916	(27,916)
Casework			69,340	(69,340)
RTU			54,623	(54,623)
Buell Timing System			73,180	(73,180)
Buell Field Grading			36,349	(36,349)
Consultant				
Project Mgr	854,146	886,646	973,600	(86,954)
Architect	3,276,173	3,398,477	3,204,634	193,843
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			(74,218)	
Constructware			(85,000)	
Reimbursable			(10,000)	
Land Development - Elem #24			(120,170)	
Buell				
Award		74,471	253,899	
Addit'l Funding			74,471	74,471
Equipment			(25,000)	
Timing System			(73,180)	
Field Grading			(35,920)	
Buried sprinkler head			(429)	
Prev Change Orders			(72,420)	
South HS: Ph1				
Prev Change Orders			(168)	
South HS: Ph2				
Award			213,002	
Prev Change Orders			(133,633)	
Reagan Elem 24				
Award			113,247	
Prev Change Orders			(61,235)	
North HS				
Award			1,336,595	
Prev Change Orders			(466,129)	
West HS				
Award			767,075	
Prev Change Orders			(215,943)	
Ackerman Elem				
Award			6,254	
Prev Change Orders			(31,691)	
Beadle				
Award			92,965	
Prev Change Orders			(16,132)	
Upchurch Elem 25				
Award			(443,000)	
Prev Change Orders				
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	1,174,347
			In-process Change Orders	(12,417)
Additional Funding			Original Cont'g'y	2,328,588
Buell Stadium Grants	74,471	(Cont'g'y)	Current Cont'g'y	3,490,518
HVAC at South High School	1,802,804	(Constr - 1,650,000)	Change Orders	(198,520)
				3,291,998
	79,877,275			



										<u>June</u>	<u>July</u>	<u>Aug</u>
Bond Committee Meetings Board Committee of the Whole Meetings Board Meetings										11		13
										18	9	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			
<i>Elem Schools</i>												
Ackerman	3-Aug-05	16-Nov-05	12-Jan-06	16-Jan-06	23-Feb-06	20-Mar-06	18-Apr-06	20-Apr-06	01-May-06	<i>29-Jul-07</i>		
Reagan Elem #24												
Overlot Grading					08-Sep-05	12-Sep-05	14-Sep-05	15-Sep-05	19-Sep-05	15-Feb-06		
Public Improv.					08-Sep-05	12-Sep-05	25-Oct-05	27-Oct-05	07-Nov-05	08-Jun-06		
Building					08-Sep-05	12-Sep-05	25-Oct-05	27-Oct-05	07-Nov-05	30-May-07		
Upchruch Elem #25	19-Aug-05	17-Nov-05	15-Dec-05	16-Jan-06	23-Mar-06	03-Apr-06	09-Jan-07	11-Jan-07	22-Jan-07	<i>02-Jun-08</i>		
<i>Middle Schools</i>												
Beadle MS	12-Dec-05		09-Mar-06	06-Mar-06	06-Apr-06	17-Apr-06	23-May-06	25-May-06	05-Jun-06	<i>04-Jun-07</i>		
<i>High Schools</i>												
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	20-Mar-06	<i>01-Aug-07</i>		
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	<i>31-Aug-07</i>		
West HS		11-Aug-05	06-Oct-05	17-Oct-05	29-Dec-05	16-Jan-06	02-Mar-06	09-Mar-06	20-Mar-06	<i>01-Aug-07</i>		
Non-traditional HS	<i>22-Jan-07</i>	<i>18-Jun-07</i>								<i>01-Jun-09</i>		
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: Educational Services End of Year Report

MEETING DATE: June 18, 2007

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: This information summarizes the work of Educational Services in the following areas: early childhood programs, special education programs, elementary programs, secondary programs, staff development programs, English Language Learners program, information/technology department, volunteer efforts, and grant activities.

ACTION DESIRED: APPROVAL DISCUSSION INFORMATION ONLY

BACKGROUND: The Educational Services Department annually presents a written summary of work.

OPTIONS AND ALTERNATIVES CONSIDERED: None.

RECOMMENDATIONS: Accept the report.

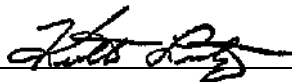
STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION: None.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Martha Bruckner, Judy Porter, Carol Newton, Charlene Snyder, Kim Saum-Mills, Jennifer Reid, Donna Helvering, Susan McAdam, and others.

SUPERINTENDENT'S APPROVAL: _____



BOARD ACTION:

EDUCATIONAL SERVICES DIVISION

END OF YEAR REPORTS

JUNE 18, 2007

Submitted by:

**Dr. Martha Bruckner
Associate Superintendent for
Educational Services**

Educational Services End of Year Report, 2006-2007

June 18, 2007

This booklet summarizes the work of the educators in the Educational Services Division as we continually strive to support the efforts of the principals and teachers in our schools. We are proud of the work that we do and we remain dedicated to guiding the development and delivery of a meaningful curriculum – in a safe learning environment.

We see that our work mirrors the mission of the Millard Schools as we make efforts to ensure that all students learn the academic and life skills necessary for personal success and responsible living. We encourage a partnership of students, home, staff, and community. We work to provide diverse opportunities and effective teaching to challenge each of our students. We consistently work to implement clearly defined and measured standards for students and staff.

This report includes details about:

- Career and Technical Curriculum and Instruction
- Community/School Volunteers
- Curriculum Cycle
- Early Childhood Services
- English Language Learners Program
- Grants Report
- High Ability Learner Program
- Information Technology
- Millard Public Schools Foundation Classroom Grants
- Special Education
- Staff Development

I have been energized this year by the opportunity to work with the following persons, who created these reports:

Dr. Carol Newton, Director of Early Childhood and Elementary Education

Dr. Judy Porter, Director of Secondary Education

Dr. Kim Saum-Mills, Director of Staff Development

Ms. Charlene Snyder, Director of Special Education

Ms. Donna Helvering, Department Head, Information Center

Ms. Susan McAdam, Coordinator of Grants and Volunteers

Ms Deb Ady, Coordinator of Special Projects.

Ms. Jennifer Reid, Department Head, English Language Learners Program

We look forward to continuing our efforts throughout the summer and into the next school year.

Martha Bruckner, Ph. D.

Associate Superintendent for Educational Services

Table of Contents

<u>Report</u>	<u>Page</u>
Career & Technical Education Report.....	2
Community and School Volunteer Report	9
Curriculum Cycle.....	11
Early Childhood	27
English Language Learner Program	31
Grants Report	40
High Ability Learner Final Report	43
Information Technology	47
Millard Public Schools Foundation Classroom Grants	52
Special Education Yearly Status	64
Staff Development	71

Career & Technical Education Report 2006-2007

Career and Technical Education in the Millard Public Schools continues to be a strong, student-centered program grounded in the offerings of the Industrial Technology, Business & Marketing Education, Family & Consumer Sciences departments and Technology Mini-magnet. These programs are supported by the MEP process, Carl Perkins funds, articulation agreements with Metropolitan Community College, School-to-Career opportunities, and the district strategic plan. Each discipline provides the opportunity for students to participate in a Career & Technical Education Student Organization (CTSO). The CTSOs, such as DECA, VICA and FCCLA provide extensions to classroom curriculum, and opportunities to apply life skills and develop leadership skills. Students from each high school participated in district and state competitive events. Career and Technical Education teachers have studied the Nebraska Career Fields to identify curriculum alignment with potential academy programs for the new high school. Activities of note during the 2006-07 academic year include:

Millard Educational Program (MEP) Curriculum Support: During the 2006-07 school year Industrial Technology, Business & Marketing and the Technology Mini-magnet were in Phase IV (Monitor and Adjust) of the MEP Curriculum Cycle. Family & Consumer Science was in Phase III (Implementation) of the MEP Curriculum Cycle.

Carl Perkins Funding: During the 2007 fiscal year Millard received \$121,804 in Perkins' funds. Plans for Perkins funds were made in collaboration with Educational Services and the Technology Division to capitalize on support provided by technology bond funds. Grant funds were used to support upgrades of software and equipment for Industrial Technology at all three high schools laptops and carts for South & West Business departments, and career development resources for the high school counseling departments. In addition, funds were used to support staff development in the form of attending special conferences (e.g., Nebraska Career Conference, formerly Invest), to provide training related to work-based learning, to support training on new equipment/software and to develop potential career field alignment for the new high school. The district has not been notified of the amount of funding for Fiscal Year 2008. The new year will be funded under new legislation and a reduced grant amount is anticipated.

School-to-Career Opportunities: The Millard Public Schools continues partner with Metropolitan Community College to provide the following technical academies:

Metropolitan Community College Technical Academy Offerings and Enrollment

		2002-03				2003-04				2004-2005				2005-2006				2006-2007				2007-2008			
		N	S	W	Total	N	S	W	Total	N	S	W	Total	N	S	W	Total	N	S	W	Total	N	S	W	Total
835	Theater Tech		6		6		1		1	2	4		6	2	2	0	4		3	3	6		1	3	4
836	Air Conditioning, Refrigeration & Heating Technology		4		4	1			1	2	6		8				0				0		2		2
837	Auto Collision Technology										11	3	14		1	1	2		3	2	5		1	2	3
838	Automotive Technology										8	3	11	2	1	0	3		3	4	7	3	1	1	5
841	Horticulture and Landscaping															0		1	1	2					0
842	Criminal Justice														1	1	2		1	1	2	2	2	0	4
843	Electrical Technology														1		1				0		1		1
844	Legal Assistant															0					0				0
842	Diesel Service Technology																				0	1			1
846	Microcomputer Information Technology																				0	1			1
847	Small Engines/Machining Year 1																				0				0
848	Small Engines/Machine Year 2																				0				0
849	Graphic Communication Arts																				0				0
852	Welding I																				0				0
853	Welding Technology																		1	1	2				0
854	Filmmaking/video media arts																			1	1	2			2
855	Call Center Specialist																								0
856	Certified Nursing Assistant																					1			1
857	Database Administration																								0
858	Emergency Management Technician																								0
859	Human Services/Social Work																								0
861	Medical Office Technology																								0
862	Network Security																								0
863	Plumbing Technology																								0
864	Writing for the Screen and Stage																								0
	Total		10		10	1	1	0	2	2	25	6	39	4	6	2	12	0	13	12	25	7	9	7	23
	*shaded area represents when each academy was available for Millard students.																								

The district continues to seek appropriate school-to-career programs that will enhance the school and work-based learning opportunities available for students.

Metropolitan Community College & Tech-Prep Programs: The Career & Technical Educational departments continue to establish and/or revise articulation agreements with Metropolitan Community College (MCC) that allow students to earn advanced status college placement or dual credit for 46 high school programs. Students who complete a two-year program of study at MCC can transfer the degree to most area four-year institutions. In addition to the identified courses, we are pursuing dual credit opportunities in multiple disciplines.

Advanced Standing Credit

Millard Public Schools and Metropolitan Community College (MCC) maintain an articulation agreement for the following courses. Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

- Obtain a grade of 1 or 2 in the course(s) to be considered for advanced standing.
- Complete the Advanced Standing Application and enroll at MCC within two years of high school graduation.

When the Advanced Standing Application is approved by MCC, a notation will be made on the MCC transcript and the student will then register for the next course in the program of study.

The transfer credit does not articulate to other colleges or universities. In most cases, if a student completes an MCC degree program, the degree does transfer.

Millard Courses	Metropolitan Community College
504 Computer Keyboarding	INFO 1005 Keyboarding
505 Computer Word Processing	INFO 1013 Keyboarding Skill building
506 Computer Technology Applications	INFO 1001 Microcomputer Fundamentals
983 A+ Hardware, Software Troubleshooting	ELEC 1100 PC Troubleshooting
502 Accounting I	ACCT 1050 Bookkeeping
503 Accounting II	ACCT 1050 Bookkeeping and/or ACCT 1100 Accounting I
512 Marketing I/513 Marketing II	BSAD 1100 Principles of Marketing
527 Child Development	ECED 1150 Introduction to Early Childhood Education
981 CISCO Networking Academy I – Semester 1	ELEC 1200 CISCO Networking Fundamentals
981 CISCO Networking Academy I – Semester 2	ELEC 1210 CISCO Routing Fundamentals
982 CISCO Networking Academy II – Semester 1	ELEC 2220 CISCO Switching and LAN Design
982 CISCO Networking Academy II – Semester 2	ELEC 2230 CISCO Wide Area Networking
525 Culinary Skills	CHRM 1000 CHRM Orientation CHRM 1110 Vegetables & Starch Basics
601 Construction Technology	CNST 1050 Introduction to Carpentry
622 Welding/623 Advanced Welding	WELD 1300 Oxyacetylene Welding (OAW)
640 Engineering Drafting & Design	ARCH 1100 Beginning AutoCAD
641 Residential Architectural Drafting & Design	ARCH 1110 Intermediate AutoCAD or ARCH 1200 Wood frame Architecture
651 Foundations of Computer Graphics	GCAD 1010 Creativity: Concept Development
655 Foundations of Visual Graphics/ 656 Advanced Visual Graphics	PHOT 1110 Basic Photography

Dual Credit

Students may earn college credit by completing an MCC Academy. Students who meet the following conditions are eligible to participate in an academy: Must

- Be a high school junior or senior
- Be 16 years old
- Have transportation to and from classes and internship/apprenticeship site
- Complete an application and be selected to participate. (See counselor for application)
- Pay MCC tuition, (current tuition is one half the MCC full time student rate).

835 Theater Technology Apprenticeship Program I	RDLS 1400 Employability Skills THEA 1110 Theater Technology I THEA 2010 Script Analysis THEA 1120 Theater Technology II THEA 1130 Theater Technology III THEA 2982 Coop Study I THEA 2982 Coop Study II
835 Theater Technology Apprenticeship Program II	RDLS 1400 Employability Skills THEA 2110 Theater History I THEA 2120 Theater History II THEA 2160 Principles of Stage Lighting THEA 2150 Stage Rigging THEA 2983 Cooperative Study III THEA 2984 Cooperative Study IV THEA 2985 Cooperative Study V
836 HVAC Program I	RDLS 1400 Employability Skills HVAC 1000 Refrigeration Electrical Theory & Application HVAC 1010 Refrigeration Service Principles & Basic Automatic Controls HVAC 1020 Refrigeration Shop Practices HVAC 1210 Gas Heat RDLS Entrepreneurship
837 Auto Collision Technology – Year 1	RDLS 1400 Employability Skills AUTB 1000 Automotive Welding AUTB 1200 Non-Structural Repair I AUTB 1010 Automotive Welding II AUTB 0981 Technical Academy Internship RDLS Entrepreneurship
838 Automotive Technology – Year 1	RDLS 1400 Employability Skills AUTT 1000 Automotive Welding AUTT 1010 Intro to Auto Service & Minor Repair AUTT 1510 Brakes System RDLS Entrepreneurship
838 Automotive Technology – Year 2	AUTT 0981 Internship AUTT 2310 Suspension Systems AUTT 1210 Automotive Electricity and Electronics
841 Career Based Horticulture and Landscaping -	RDLS 1400 Employability Skills HORT 1100 Introduction to Horticulture HORT 1211 Evergreen & Groundcovers: Culture & Identification HORT 1215 Interiorscaping & Houseplants HORT 1112 Annuals: Culture & Identification HORT 1113 Turf Grass Management RDLS Entrepreneurship
842 Criminal Justice	RDLS 1400 Employability Skills CRIM 1010 Introduction to Criminal Justice CRIM 2000 Criminal Law CRIM 2030 Police and Society RDLS Entrepreneurship

842 Criminal Justice	RDLS 1400 Employability Skills CRIM 1010 Introduction to Criminal Justice CRIM 2000 Criminal Law CRIM 2030 Police and Society RDLS Entrepreneurship
843 Electrical Technology	RDLS 1400 Employability Skills ELTR 1200 Basic Electricity ELTR 1210 Residential Wiring I ELTR 2220 Residential Wiring II ELTR 1230 Low Voltage Wiring ELTR 1220 Commercial Wiring RDLS Entrepreneurship
844 Legal Assistant	RDLS 1400 Employability Skills LAWS 1100 Legal Assistant LAWS 1101 Introduction to Law POLS 2060 The Constitution RDLS Entrepreneurship
845 Diesel Service Technology	DESL 0100 Introduction to Diesel Mechanics RDLS 1400 Employability Skills DESL 1100 Diesel Engine Fundamentals DESL 1000 Introduction to Service DESL 2100 Fundamentals of Diesel Transmissions & Torque Converters RDLS Entrepreneurship
846 Microcomputer Information Technology	RDLS 1400 Employability Skills INFO 1002 Intro to Information Technology INFO 1311 HTML/XHTML INFO 1321 Preparing Web Graphics and Multi-media INFO 1316 Dreamweaver I RDLS Entrepreneurship
847 Small Engines/Machining - Year I	RDLS 1400 Employability INCT 1400 Intro to Precision Machine Technology INCT 1304 Small Engine Repair INCT 1410 Precision Lay-Out and Finishing INCT 1420 Basic Engine Lathe INCT 1421 Basic Milling Machine RDLS Entrepreneurship
848 Small Engines/Machining - Year II	RDLS 1400 Employability INCT 1422 Basic Grinding and Machine Setup INCT 2420 Intermediate Lathing INCT 2422 Intermediate Grinding Machines INCT 2421 Intermediate Milling Machines INCT 2410 C.N.C. Milling INCT 2440 Advanced Machining Process RDLS Entrepreneurship
849 Graphic Communication Arts	RDLS 1400 Employability Skills ARTS 1010 Drawing and 2-D Design GCAD 1010 Creativity: Concept Development GCAD 1020 Intro to Computer Methods RDLS Entrepreneurship
852 Welding Technology – Year I	RDLS 1400 Employability Skills WELD 1010 Print Reading & Layout for Welders I WELD 1200 GMAW (MIG) Steel I WELD 2200 GMAW (MIG) Steel II DRAF 110a AutoCAD Fundamentals I WELD 2240 Flux-cored Arc Welding RDLS Entrepreneurship-
853 Welding Technology-Year II	WELD 2241 Flux-cored Arc Welding II WELD 1020 Print Reading & Layout for Welders II WELD 2220 GMAW (MIG) Stainless WELD 2230 GMAW (MIG) Aluminum DRAF 110b AutoCAD Fundamentals II WELD 1700 Introductory Fabrication

854 Digital Cinema/Filmmaking	RDLS 140A Employability PHOT 1500 Moving Image Lab PHOT 1710 Intro to Scriptwriting PHOT 1510 Video I PHOT 1620 Audio I
855 Call Center Specialist	RDLS 1230 Career Planning INFO 1008 Business Office Communication INFO 1010 Customer Service Skills INFO 1216 Call Center Operations I INFO 1226 Call Center Operations II
856 Certified Nursing Assistant	HIMS 1110 Health Management HLTH 1000 Cardiopulmonary Resuscitation HLTH 1200 Long Term Care/Certified Nursing Assistant HIMS 1150 Medical Law & Ethics
857 Database Administration	RDLS 1230 Career Planning INFO 1003 Intro to Computer Programming INFO 1620 Database Design, Implementation & Management INFO 2630 Structured Query Language INFO 2640 Oracle PL/SQL Programming
858 Emergency Management Technician (EMT)	HLTH 1000 Cardiopulmonary Resuscitation HIMS 1120 Medical Terminology I HIMS 1310 Introduction to Anatomy and Physiology HLTH 1100 EMT Basic
859 Human Services/Social Work	HMSV 1010 Introduction to Human Services SOC1 1010 Introduction to Sociology HMSV 1110 Interpersonal Communication Skills PSYC 1010 Introduction to Psychology HMSV 1120 Helping Skills/Techniques HMSV 1150 Introduction to Community Resources
861 Medical Office Technology	RDLS 1230 Career Planning HIMS 1110 Introduction to Health Management HIMS 1150 Introduction to Medical Law & Ethics HIMS 1120 Medical Terminology I HIMS 1130 Medical Terminology II RDLS 1230 Career Planning
862 Network Security	INFO 2805 Network & Information Security Basics INFO 2806 Network Attacks, Intrusions and Penetration Testing INFO 2807 Web & Server Applications Security INFO 2810 Security Planning: Assessment, Analysis and Implementation
863 Plumbing Technology	RDLS 1230 Career Planning INCT 1303 Basic Plumbing INCT Residential Plumbing INCT Commercial Plumbing
864 Writing for the Screen and Stage	ENGL 1320 Creative Writing THEA 2010 Script Analysis THEA 2020 Fundamentals of Acting I THEA XXXX Intro to Playwriting THEA XXXX Playwriting Adaptations THEA 2900 Great Plains Theatre Conference

Community and School Volunteer Report 2006-2007

Student Volunteerism

In Millard, all Government & Economics students are required to complete a minimum of 10 hours of community service by working with one or more non-profit organizations with a 501(c)(3) status from the federal government, government agencies, or schools. They are encouraged to find experiences that reflect their personal interests or use the opportunity to explore career options.

Of the 1,104 students who completed the course, 87% performed the required 10 hours of community service. The 152 students who did not fulfill the requirement had their grade lowered by one level. Of those whose grade was lowered, eight (5%) failed the course as a direct result.

While most students performed only the minimum number of required hours, teachers reported that some of their students volunteered many more hours than required for the class. They volunteered in various Millard schools, a variety of non-profit organizations with 501(c)(3) non-profit status, and a few government entities.

Volunteer Recognition

Five students and two staff members at Millard West High School were nominated for United Way of the Midlands volunteer awards. Student nominees who received awards were Alex Law, Jeffrey Mehl, Alex Middendorf, and Michaela Schenkelberg. Millard West High School staff nominees who received awards were Harry Grimminger and Mark Klein. Also nominated for awards were Kelsey Weigle of Millard West High School and Pam Frede, a volunteer at Ackerman Elementary School.

Adult Programs

An estimated 3,900 individuals volunteered to work one or more hours this year in the schools. Most were parents who volunteered at the school their child attends. Some volunteered on an ongoing basis and others on a one-time-only basis for a specific project or field trip or in a specific classroom.

**Millard Educational Program
Seven Year Curriculum/Program Cycle - PreK-12**

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
Language Arts	K-5: Phase III 6-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-5: Phase III 6-12: Phase III-R	K-5: Phase IV 6-12: Phase IV-R 6-12: Phase III-E
Math (Proposed)	K-5: Phase I 6-12: Phase IV	K-5: Phase II 6-12: Phase IV	K-5: Phase II 6-12: Phase I/II	K-12: Phase III-R 9-12: Phase II-E	K-12: Phase IV-R 9-12: Phase III-E	K-12: Phase IV	K-12: Phase IV
Science	K-5: Phase I 6-12: Phase III-M Phase II-H	K-5: Phase II 6-8: Phase IV 9-12: Phase III	K-5: Phase III 6-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I
Social Studies	K-5: Phase IV 6-12: Phase III-E Phase II-R	K-5: Phase IV 6-12: Phase IV-E Phase-III-R	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III 9-12: Phase III -E
Art	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III
Music – (4-12) Instrumental	Phase IV	Phase IV	Phase IV	Phase IV	Phase I/II	Phase III	Phase IV
Music – Vocal	K-5: Phase II 6-12: Phase III	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase I/II	K-12: Phase III	K-12: Phase IV
Industrial Technology (6-12)	6-12: Phase III/IV	6-12: Phase IV	6-12: Phase IV	6-8: Phase IV	6-8: Phase IV 9-12: Depends on New High School	6-8: Phase I	6-8: Phase II
Family Consumer Science	6-12: Phase I	6-12: Phase II	6-12: Phase III	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV
Business	6-12: Phase II	6-12: Phase III	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase I
World Language	6-12: Phase I	6-12: Phase II	K-5: Phase I 6-12: Phase III	K-5: Phase I/II 6-12: Phase IV	K-5: Phase III 6-12: Phase IV	K-5: Phase IV 6-12: Phase IV	K-12: Phase IV
Physical Education	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I/II	K-12: Phase II	K-12: Phase III
Health	6-12: Phase IV	6-12: Phase IV	K-12: Phase I/II	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV
Computer Science (9-12)	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I
Computer Applications (6-8)	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I
Counseling (K-12)	Phase IV	Phase IV	Phase I	Phase II	Phase III	Phase IV	Phase IV
Life Skills (K-12)	NA	Phase I	Phase I/II	Phase III	Phase IV	Phase IV	Phase IV
ELL (K-12)	Phase I	Phase I/II	Phase II/III	Phase III/IV	Phase IV	Phase IV	Phase IV
HAL			Phase I/II	Phase II/III	Phase IV	Phase IV	Phase IV
Information Literacy Media		Phase I/II	Phase II/III	Phase IV	Phase IV	Phase IV	Phase IV

2011-12
9-12:
Phase III
- R

2011-12
6-8:
Phase III

E = Elective R = Required

MILLARD PUBLIC SCHOOLS CURRICULUM MODEL

PHASE I - PREPARATION AND RESEARCH

1. Determine composition of core committees and subcommittees
2. Develop leadership training for members of committees and subcommittees and plan for communication with all constituencies
3. Review the district Strategic Plan, Essential Learner Outcomes, and the Millard Educational Program and the K-12 Content Frameworks
4. Research and synthesize trends regarding curriculum/instruction/assessment, subject area trends, state and international standards, state law and Nebraska Department of Education guidelines.
5. Preview resources available that may support outcomes and enabling objectives
6. Use data collected in the needs analysis conducted in Phase IV
7. Develop K-5, 6-8, 9-12 Philosophy (Mission) Statement and Belief Statements

PHASE II – DESIGN AND DEVELOPMENT

Utilize Philosophy, Beliefs, Best Practices Information, and Needs Analysis to:

1. Develop scope and sequence of K-12 level and course outcomes
2. Develop scope and sequence of K-12 enablers for each level/course.
3. Develop assessments for level/course outcomes
4. Identify instructional materials and resources
5. Conduct necessary field tests or pilots
6. Conduct cost-benefit analysis to establish program budgets
7. Make appropriate resource decisions
7. Obtain approval of Curriculum Frameworks by Board of Education
8. Develop curriculum guides
9. Devise implementation plans, including staff development as needed
10. Share newly adopted curriculum with appropriate constituents

PHASE III - IMPLEMENTATION

1. Allocate district resources
2. Provide district staff development including best practices and most effective strategies
3. Implement program utilizing new curriculum guides and Frameworks
4. Review and revise curriculum guides as needed
5. Develop Essential Learner Outcomes and/or benchmark assessments

PHASE IV – MANAGEMENT

1. Monitor alignment between/among outcomes, enabling objectives, and assessments
2. Collect student and program assessment data to determine additional or alternate program needs
3. Provide resources and staff development as needed to refine program
4. Conduct cost-benefit analysis to maintain program budgets

Language Arts

K-5

Phase IV

- Continue support for the Harcourt Trophies Program
- Principals provided additional training on analysis and use of program assessments
- Score grades 1 & 2 AWA papers within the district
- Educational Service Unit provided scores for the grades 3-4-5 AWA scoring
- READ teacher were provided the opportunity to attend the Regional Reading Conference in the fall of 2006.
- Implement new grades 3-5 keyboarding software
- Research new phonics software for buildings that will have dual-core processing computers
- Compiled detailed lists of Language Arts assignments to be loaded into district elementary gradebook grades 2-5
- Quarterly newsletter for elementary staff
- Developed podcasts for Harcourt Online Assessment and Harcourt Trophies
- Connection to Gaggle
- Development of K-1 Progress Report
- Facilitation of kindergarten literacy staff development
- Preparation for K-1 Literacy Coach training and 07-08 staff development
- Facilitation of DIBELS assessments in March & May at the district level

READ

- Developed draft gradebook assignments and facilitate pilot gradebook/portal use
- Quarterly staff development
- Begin staff develop related to Response to Intervention

Title I

- Developed draft gradebook assignments and facilitate pilot gradebook/portal use
- Quarterly staff development
- Begin staff develop related to Response to Intervention

ELI

- Developed draft gradebook assignments and facilitate pilot gradebook/portal use
- Monthly staff development
- Quarterly visitations to monitor program implementation

K-5

Phase I

- Identified tasks for PreK-12 Language Arts Core Committee for 07-08
- Identified Core Committee members for 07-08
- Begin research review for Core Committee

6-12

Phase IV

English

- Training in 6 traits for teachers new to Language Arts
- STAR grant training in 6-Traits for non Language Arts teachers new to MPS
- 6-Trait training provided for Language Arts teachers new to MPS
- Three new prompts developed for Grade 7 AWA, which included teacher review panels, prepilots, pilots, and standard setting
- Established inter-rater reliability and cut score of r HS speaking assessment

- Established inter-rater reliability for middle school speaking assessment
- Vertical Team 6-12 implemented
- Research in preparation for Phase I

Reading

- Grade 7 Reading ELO test revised, which included teacher review panels, prepilots, pilots, and standard setting
- Began review of alignment of 6-11 reading curriculum
- Implemented Field Studies of reading programs at CMS

Math

K-5

Phase II

Training for Field Study participants

- In-depth training for Real Math teachers
- Training for Harcourt Think Math and Scott Foresman Investigations
- Technology training day for Real Math

Follow Up Day for Think Math

Selection of program

- February 2007
- Scott Foresman Addison Wesley Mathematics 2008 & Investigations 2008
- Framework was approved by BOE
- Materials ordered for fall 2007
- Curriculum Guides revised
- May meetings for teachers to review program and receive teacher manuals
- Staff development planned for 07-08 school year
- Hired and began training math coaches for 07-08
- Identification of Investigation unit to implement in 07-08
- Collection of old program materials

K-5

Phase IV

- ELO Assessments:: 2nd and 4th given
- Analysis of results math assessment data and Terra Nova grades 3 & 4
- Inservice on guided math in select buildings
- Compiled detailed lists of e Math assignments to be loaded into district elementary gradebook grades 2-5
- Quarterly newsletter for elementary staff
- Developed podcasts for SuccessTracker and Scott Foresman technology
- Development of K-1 Progress Report

6-12

Phase I/II

- Completed Phase I/II.
- Established a Math Core Committee who wrote our mission and beliefs.
- Established a Community Focus Group to ensure support of the Math Framework.
- Worked with the Pre-K – 5 Math Facilitator to ensure alignment Math PreK-12
- Wrote and received Board Approval on the Math Pre-K-12 Framework
- Completed Textbook selection for middle school courses and College Prep Math.
- Coordinated financial support of Educational Services, Technology Division, and the Business Office for adoption of new materials
- Received AP Course Audit approval for AP Calculus AB/BC and AP Statistics.
- Established a district standard and began installation of the interactive whiteboards
- Developed an 8 hour summer staff training for interactive whiteboards.
- Will create drafts of all middle level course outcome assessment guides and curriculum guides in Summer, 2007.
- Will continue technology training and text support training in fall workshop.

Science

K-5 (includes Health)

Phase II

- Pre-K-12 CORE Committee met to review existing Health curriculum, national trends and best practices for Pre-K Health
- Pre-K-12 Writing Groups met to develop grade/level/course framework to include outcomes, objectives and assessment plans
- 5th Grade teacher team previewed media materials for the 5th Grade Human Growth and Development unit
- The Pre-K-12 Health Education Framework went to the Board for approval on April 2, 2007. The Board approved it unanimously.
- Identification of curriculum materials for PreK-5 Health

Phase III

- Scott Foresman Science was implemented for grades K-5
- Fall Workshop presentation by Science Coaches
- Each quarter one unit of science was presented through staff development for staff to implement that quarter.
- 5th Grade ELO Assessment team learned how to write test questions, wrote the 5th grade science test, pilot of test, final test development
- All science coaches were provided an opportunity to attend the Regional Science Conference in Omaha during October Conferences.
- Hired and begin training science coaches for 07-08
- Revised curriculum guides for science for 07-08.

Phase IV

- Analysis of results science Terra Nova grades 3 & 4
- ELO Assessment 5th grade, analysis of results
- Collaboration meetings with state and metro science facilitators
- Alignment between elementary and middle school science outcomes
- Assisted with the development of the PYP planners and support of the inquiry process
- Compiled detailed lists of e Math assignments to be loaded into district elementary gradebook grades 2-5
- Quarterly newsletter for elementary staff
- Developed podcasts for SuccessTracker and Scott Foresman technology
- Facilitation of NSTA Webcasts to assist teachers in gaining science content knowledge
- *Aligned Harcourt reading with science content
- Provided support for NSTA Regional Conference in Omaha in October
- Development of K-1 Progress Report

Science *(continued)***6-12****Phase IV**

- Science safety training was provided for all secondary science teachers during fall workshop.
- A new eighth grade science ELO assessment was piloted in early fall and implemented in October. Standard setting was held in November.
- A draft Table of Specifications was created for a new eleventh grade science ELO assessment. A team of teachers will write items this spring and summer so the new ELO assessment can be piloted in September.
- Reviewed and clarified the eleventh grade science ELO reteaching and demonstration of proficiency materials. Explained these materials and the process to high school assistant principals (C&Is).
- Middle school science teachers met to discuss instructional strategies. The fall session focused on the use of Vernier probeware. The spring session introduced teachers to NSTA's Science Objects, an online teacher resource.
- Completed purchase of adopted materials for high school science.
- Reviewed curriculum guides and course assessments.
- Facilitated the development of the AP Biology, AP Chemistry and AP Physics syllabi that were submitted to the AP Audit. At this time all AP Chemistry and AP Physics teachers have been authorized. The AP Biology teachers are resubmitting their syllabi this week.
- The AP Science Vertical Team met in December and April.
- Twenty-nine secondary science teachers attended the NSTA regional conference held in Omaha in October.

Social Studies

K-5

Phase IV

- Analysis of results social studies assessment data and Terra Nova grades 3 & 4
- ELO Assessment 5th grade and analysis of data
- New teacher meetings
- Teacher participation in TAHG
- Teacher participation in Social Studies Alive workshops
- Compiled detailed lists of social studies assignments to be loaded into district elementary gradebook grades 2-5
- Quarterly newsletter for elementary staff
- Developed podcasts for technology
- Development of K-1 Progress Report

6-12

Phase IV

- All 6-12 course/level revised curriculum guides were implemented.
- The 5-12 AP Vertical Teams for United States History met in October and April. The Skills/Concepts/Grade Level Indicator Chart was revised.
- The collaboration between UNO and our AP Dual Enrollment Social Studies courses continued to expand. As part of this collaboration, the UNO History Department provided funds for enrichment experiences for teacher and their students.
- Staff development focused on best practices on diversity and global issues
- The Millard/MOEC Teaching American History Grant's third year focus was Manufacturing and Technology. 25 of the 42 participants were 5-12 SS MPS staff. The grant provided funds to support teaching, instruction, enrichment and curriculum for 5-12 staff that have a teaching focus on American History.
- We had 10 secondary staff members participate in the International Forum at Kearney in November.
- We had one staff member selected for a Kenneth Morrison Scholarship. He will travel to Thailand and the Orient for three weeks this summer. The scholarship was based on involvement in the International Forum and focus/involvement in global issues/awareness.

Technology

Technology

K-5

Phase II/III/IV

- Scott Foresman Math was reviewed and was part of the math field study.
- Elementary gradebook trainers trained and PowerPoint presentations developed by Technology MEPs.
- Elementary began training teachers in using the gradebook within Infinite Campus.
- Each content area identified assignments to be preloaded in gradebook.
- Elementary report card was built inside Infinite Campus.
- Redesign of grade K & 1 report card for use in IC
- Willowdale Gr 1-5 and Abbott Gr 4-5 opened the Parent Portal within the IC gradebook 4th quarter.
- SPED, READ, Title I, and ELI began working on maintaining student assignments and communication with parents through the IC Gradebook
- Type to Learn 3 was implemented
- *Successtracker for science
- Harcourt online assessment reviewed with principals
- Continue updating and adding to intranet
- Monthly MEP and Technology MEP meetings
- Trained kindergarten teachers in use of iShare as means of completing required newsletters

Computer Applications

6-8

Phase IV

- Middle level computer applications are in Phase IV of the MEP cycle.
- Adjustments were made to accommodate the new 6-week courses.
- Computer Applications teachers in partnership with Medial Specialists provided support for expanded use of Gagle e-mail features and the integration of technology in middle level classrooms in the district.

Computer Science

9-12

Phase IV

- Continued Phase IV
- Established regular monthly PLC meetings
- Updated text used in AP Computer Science to reflect Java upgrade.
- Worked on AP Course Audit approval
- Provided staff development for Visual Basic

Industrial Technology

6-12

Phase IV

- Staff development was provided on updated technology and software and best practices.
- Course assessments and grading criteria were reviewed
- PLC's were developed for 6-8 IT staff.
- School to career programs and connections were expanded with community members.

Physical Education

K-12

Phase IV

- All K-12 staff was trained on updated Fitnessgram 8.0 health-related PE technology and software with on-going support throughout the school year.
- All 6-8 staff participated in level PLC groups
- K-5 staff began work on a monthly PE PLC
- K-5 PE staff all developed iShare accounts to better communicate with parents/community
- K-12 staff continued to develop and upload developmentally appropriate lessons plans to the MPS PE Website
- All 4-12 students enrolled in PE classes received printed and individualized Fitnessgram 8.0 assessments. Copies were sent to parents.
- Those students receiving Adaptive Physical Education services took the Brockport Fitness Assessment.
- Collaborations with UNO Health, Physical Education, and Recreation department were expanded for pre-service and PE majors at all three levels.

Business Education

9-12

Phase IV

- Business, Technology and Marketing education is in Phase IV of the MEP cycle.
- Teachers participated in software training and contextual learning experiences with Mutual of Omaha.

Music

K-5

Phase IV

- All music teachers attend the National Orff Convention in Omaha in October.
- PLC teams met monthly on first Wed of each month.
- PLC teams worked on development of common assessments.
- Studied music teacher use of gradebook in IC
- Team decided to develop a monthly newsletter to be published using iShare on a monthly basis would replace the IC gradebook. Teacher would still use the IC report card.
- All music teachers attended the Regional Orff Conference in November.
- Continued technology staff development related to garageband.

4-12

Phase IV

- Provided staff development for curriculum applications of adopted music technology, software, and district initiatives.
- Continued discussion on Middle level scheduling of hexters.
- Reviewed decisions made last year in regards to curriculum and hexters, determined minor changes needed for next year.
- Revised and submitted AP Music Theory syllabus, currently under review.
- Worked in Professional Learning Communities with course, summative, and formative assessments to improve music instruction.

Art

K-12

Phase IV

- The revised 6-8 hexter curriculum was implemented in middle level art classes.
- All 6-8 art teachers participated in a Singleton PLC group.
- All middle school and high school art departments displayed student art work at DSAC.
- Elementary art and classroom teachers sent work to the district art facilitator for a DSAC display.
- Secondary art teachers participated in various city, state, and national art competitions and shows.
- New art display panels were purchased for the 3 high school art departments
- Art Elements/Principles posters and DVD's were purchased for each of the middle school art departments.
- The Art Facilitator and the Elementary MEP's met to make changes on the Art Smart web site (curriculum connections).

ELL

K-12

Phase II-III

- The first K-12 ELL Family night was held at CMS in September.
- Continued to direct tasks to needs and recommendations made in Strategic Planning Action Teams
- Developed leadership training for department, building administrators and non-ELL classroom/content teachers
- Ell was represented and participated on the District K-12 Math and Health Core Committees
- Developed a rubric/checklist for monitoring progress
- Finalized a process for completing Program Exit Requirements
- Revised process for identifying new students to be tested for the ELL program
- Aligned K-5 instructional materials to the ELL program goals and outcomes
- Planned for communication with all constituents. Several evening enrichment opportunities were held for ELL students and their families.
- K-5 and 6-12 PLC's were developed and met on an on-going basis
- Implemented the scope and sequence of K-12 goals and outcomes and enablers
- Implemented instructional materials and resources
- Updated records/ELL database
- Continued to review and revise processes (i.e. intake and exit), including forms for documentation
- The role of the bilingual liaison expanded
- Arranged for staff development opportunities for ELL and mainstream staff
- Assisted with implementation of new intake testing procedures
- Continued the scoring of quarterly writing samples (K-12)
- Continued to monitor students who have waived services and completed program requirements
- Reviewed requirements for assessing ELL students and reporting scores to STARS and AYP
- Met with Special Education personnel to review procedures for ELL students who are also identified SPED
- Provided support to mainstream teachers at all levels, and discussed various needs for staff development
- Reviewed and revised procedure for sending Parent Notification form through TransAct
- Practiced ongoing review of research on best practices for teaching LEP students
- Began collecting and analyzing data pertaining to the achievement of LEP students
- Met regularly with Planning and Evaluation to coordinate activities
- Supported the implementation of MIM through ELL
- Coordinated the use of Immigrant Education Grant funds

Family & Consumer Science

6-12

Phase III

- 6-12 Family and consumer science completed Phase III, the Implementation Phase, of the MEP cycle.
- New materials were purchased for the 2006-2007 school year.
- The new Framework and courses accommodated the middle level 6-week courses.

Health

Pre-K-12 Health

Phase II

- Pre-K-12 CORE Committee met to review existing Health curriculum, national trends and best practices for Pre-K Health
- Pre-K-12 Writing Groups met to develop grade/level/course framework to include outcomes, objectives and assessment plans
- 5th Grade teacher team previewed media materials for the 5th Grade Human Growth and Development unit
- The Pre-K-12 Health Education Framework went to the Board for on April 2, 2007 and was approved unanimously.
- Preparations are made for implementation of the 6-12 portion of the framework during 2007-2008.
- Six-twelve course outcome assessments, unit plans and resource selections will be complete for implementation in the fall of 2007.
- Middle level health courses were revised to accommodate the middle level 6-week courses this year.
- Middle Level Human Growth and Development parent meetings were held at the same time as fall open house at every middle level building.

World Language

K-5

Investigation

August

- Dr. Newton has a preliminary meeting with Dr. Porter, Ryan Saunders, and Clara Hoover about the plan for the year and possible directions of the program and impact on the Secondary level
- Research begins on possible options available to Millard Public Schools.

September

- Dr. Newton and Ryan Saunders meet with elementary principals. Principals were asked to provide input regarding the development of the program.
- Survey is developed based on the National World Language Standards.
- World Language Conference @ ESU 3. Vicki Scow shares information regarding Rule 10 and state requirements.
- Tentative World Language Program Scenarios Developed around the National World Language Standards and based on ongoing research.
- World Language Survey is mailed to 50 Paybac partners- 25 surveys completed and returned.
- World Language survey is mailed to 700 elementary families- 188 surveys completed and returned.
- Zoomerang survey delivered to 23 building Principals – 17 surveys completed, elementary teachers – 267 surveys completed. secondary world language teachers – 38 surveys completed
- Dr. Bruckner's Cabinet reviewed World Language research, data, and recommendations.
- Dr. Lutz's Cabinet will reviewed World Language research, data, and recommendations.
- BOE Committee Meeting to share report with Board and receive their input

6-12

Phase III

- World language resources were implemented in the fall. Additional resources were identified and purchased throughout the year.
- Curriculum guides for most world language courses have been developed and posted on the Intranet. The remaining will be completed and posted before the end of June. All course assessments will be posted before the end of June.
- All course assessments and curriculum guides will be reviewed during the 2007-2008 school year.
- Middle school world language teachers met three times to discuss instructional strategies.
- Facilitated the development of a placement tool/process to be used to determine the next course for those students completing level I language. This tool was implemented in January, reviewed in the spring and will be revised early in the 2007-2008 school year.
- Facilitated the development of the AP French, AP German, AP Japanese, AP Latin and AP Spanish syllabi that were submitted to the AP Audit. At this time all of these teachers have been authorized except the AP Japanese teacher, who has resubmitted his syllabus.
- Provided teachers and administrators with information about the various national language exams.
- Met with teachers, department heads and administrators to discuss potential changes in the world language program. These include the possibility of offering a fifth year language class, especially Spanish, for students who want to continue their language in twelfth grade but do not want to take the Advanced Placement course. Discussion has also begun regarding how to best accommodate students who have taken Spanish in elementary school.

Counseling

PreK-12

Phase I

- Counseling is in Phase I of the MEP cycle.
- K-12 Counselors participated in training on accountability and program evaluation.
- The core committee began an internal audit of district counseling practices and prescribed additional research and preparation for Phase II of the MEP cycle. Much of this work will occur during the summer of 2007.
- The career planning domain will be revised this summer to implement the new Nebraska Career Connections resource.
- Counselors also participated in development of a Life Skills Framework and implementation of 40 Developmental Assets in buildings.

Life Skills

K-12

Phase I-II

- Elementary teachers were included in the Core Committee and an elementary component was added to the 6-12 Life Skills Framework.
- An elementary component was added to the 6-12 Life Skills Framework.
- The core Committee met, reviewed, and edited the Pre-K—12 Life Skills Framework.
- High school committees (composed of administrators and teachers from each of the 3 high schools) met to discuss and problem solve Life Skills issues.
- Elementary, middle school, and high school groups met to develop new assessments and other related documents that support the Life Skills.
- Work is continuing on developing documents and procedures for implementing the Pre-K—12 Framework.

EARLY CHILDHOOD REPORT 2006/07 SCHOOL YEAR

FAMILY RESOURCE CENTER

The Millard Family Resource Center is located in one of the cottages at Echo Hills. The center is funded by Title I Funding. The center provides materials for family with children between the ages of birth to age 8 years. The materials include a toy lending library, parent education library, children's library, and materials for childcare homes or home school activities. The center is staffed by a family specialist who is available to assist families in selecting materials and information on child development. The center is open an average of 15 hours per week, including three hours twice monthly on Saturday mornings.

The center currently has 280 active members. Membership fee is \$15.00 for six month. Scholarships are available for those families who qualify for free or reduced lunches and at the recommendation of Early Childhood Special Education staff. Families can check out three toys, one puzzle, five children's books and one parent education resource at each visit for two weeks. The membership fees support the center for replacement and day to day items. The family specialist is a certified teacher with an early childhood endorsement, who also supports the Partners With Providers Program.

PARTNER WITH PROVIDERS

This is the sixth year of operation for this program and is funded by the below age 5 Early Childhood Special Education flex funds. Partner With Providers is the childcare component of Parents as Teacher Program out of Missouri. There are two early childhood specialists that serve 1.5 FTE as certified Parents as Teacher instructor who provide literacy and language information to be used by the providers and parents to prepare the children to be ready for a successful school experience. The childcare homes are visited at least once monthly. The teacher models literacy/language skills for the provider while working with the children in the home. The group of children is analyzed by the teacher as to needs and interests and she develops plans based on those needs. The plans are to improve the skills of the provider and they can receive up to nine in-service hours for state certification as a licensed childcare home based on these visits. Educational toys, books, and other materials are rotated in and out at each visit. Thirty-one home childcare providers and 230 children were served this year. Thirteen children were identified to be tested by Early Childhood Special Education. An additional .5 FTE was added to the program this year.

PRESCHOOL PROGRAMS

A goal for the preschool programs this year was alignment with Nebraska Department of Education Rule 11 and Special Education Results Matters criteria. In response to these requirements, the Creative Curriculum framework was implemented throughout our preschool programs. Preschool teachers and paraprofessionals participated in monthly staff development and preschool principals met regularly throughout the year to support curriculum implementation. A comprehensive assessment program is also in place utilizing the Creative Curriculum Developmental Continuum, along with external program quality evaluations from NDE. MPS has received notice that our preschool programs continue to meet requirements set forth in Rule 11. Our two grant funded preschool programs (Cody Earlystart and Sandoz ELL programs) will now receive state aid in lieu of grant funds for operating costs. Our remaining preschool programs (Title I, ECSE, Montessori) are in compliance for year two of three, and will be eligible to receive state aid in 2008-2009 as set forth by LB 577.

Title I/Parent Pay Preschools are located at Bryan, Disney, Holling Heights, Neihardt, Norris, and Rockwell Elementary Schools. The program serves 4-year olds who will enter kindergarten the following year. There were 180 students enrolled this year. The partnership with the Millard Public Schools Foundation allows the parent-pay portion to operate through the Foundation and not impact the general fund budget.

Montessori Preschool Day Care Program is located at Montclair and Norris Elementary Schools. This program serves 3- and 4-year olds as part of the Montessori age 3-6 program. The Montclair program continues to be self-supporting with 54 children and Norris with 30 children. The majority of these students continue in the school-age Montessori Program. The before and after school program is now operated by the Millard Public Schools Foundation. The school day parent-program flows through the Millard Public Schools Foundation.

The Early Start Preschool Program is located at Cody Elementary. It continues to be a successful program for Head Start eligible students. This program operates five days a week from 9:00 a.m. to 2:15 p.m. The students are provided breakfast and lunch each day. The program follows the same format as the parent pay program, but has been operated by a Nebraska Department of Education Early Childhood Grant which allows students to attend the program for free. The grant amount was reduced to \$40,000 per year by the State Department of Education and the additional funds needed to operate the program came from Title I and Early Childhood Special Education (ECSE) since a portion of the students served in the program are ECSE students. The NDE recently notified MPS that this program met Rule 11 qualifications for three consecutive years and will be eligible for state aid for 2007-2008, rather than operating as a grant funded program.

English Language Learner (ELL) Preschool Program is located at Sandoz Elementary and has been funded by a second Nebraska Department of Education Early Childhood Grant. This program serves 18 children of which 90% are ELL. Children attend from 8:45 a.m. to 3:15 p.m. During the 2007-2008 school year, having met qualifications set forth in Rule 11, MPS will receive state aid for this program rather than operating as a grant funded program. The program incorporates a parent education program. Parents attend two preschool sessions per month. During these sessions parents learn about the Millard Public Schools education system and are also informed about services in the community/Metro. These sessions also give parents an opportunity to observe their children in the classroom, attend field trips, and learn about activities that they can do at home to support their children so they will be successful in school. An outgrowth of the parent component is the offering of Metro Community College non-credit ELL Adult program in the district. The Metro program operates out of Millard South High School.

TRANSITION TO KINDERGARTEN

Strategy 6 of the District Strategic Plan contains three action plans related to transition to kindergarten. These action plans were implemented during the 2006-07 school year. They included providing two parent sessions and one community provider session in November of 2006 for potential kindergarteners for the 2007-08 school year. Information was also mailed to all families and community providers that included suggested activities to help children transition to kindergarten.

Parent Information Nights: Over 1200 families with children that will be eligible for kindergarten in 2007-2008 received information about MPS Kindergarten programs along with notification about parent information sessions. Two parent sessions were held in October, 2006

with over 250 families in attendance. Parent sessions, conducted by a team of kindergarten teachers and a Family Resource Specialist, focused on providing families with information regarding Kindergarten expectations along with strategies for parents to help support their children at home.

Community Preschool and Daycare Home Information Nights: A team of kindergarten teachers and a Family Resource Specialist provided area day care and preschool providers with information about Millard's Kindergarten curriculum and expectations during an evening session held in October, 2006. A focus on early literacy provided participants with strategies to support the young children in their day care/preschool settings. Approximately 50 providers attended the session.

District Early Childhood Communication to Elementary Staff: During grade level meetings, and principal curriculum meetings, Kindergarten teachers and building principals received an overview and a transition packet prepared by the Strategy 6 action team. This packet provides a timeline for building and district transition activities. Buildings received guidelines for spring Kindergarten parent meetings, and handouts for parents to provide consistency in communicating details regarding readiness, Kindergarten expectations, and the Kindergarten curriculum. Buildings also received a parent information questionnaire to share with parents to facilitate the transition process.

Early Entrance to Kindergarten: The majority of children being tested are October birthdays. Seven children were tested this spring, with one student qualifying for early entrance. There will be one more testing date in July for interested parents. The assessments and cutscores are an extension of the district Acceleration Procedures used for grade acceleration at the elementary level. Four kindergarten teachers have been trained as testers.

English Language Learner Program 2006-2007

The English Language Learner (ELL) Program has continued to grow and establish itself as an integral part of the Millard Public Schools. In an effort to be in compliance with No Child Left Behind and the Office of Civil Rights, we have worked diligently to identify methods, strategies and materials that promote student achievement as well as update processes, procedures and forms to facilitate the program. Much of the data collected this year will serve as a baseline for measurement of improvement in years to come.

Student Achievement

Our number one priority is student achievement. It is commendable that 50 ELL students have met the requirements of the ELL Program during the course of this school year. Students must meet two of three objective criteria to be eligible to exit the program, which include testing proficient on a standardized language assessment, performing well on quarterly writing samples, and passing ELOs.

Typically, students in ELL Levels 3 through 5 participate in ELO assessments. Sometimes, a student in ELL Levels 1 or 2 may participate. On May 18, the data available in Infinite Campus showed that 61 students met the cut score on the AWA and 39 students met the cut score on the Reading ELO. Some reading data had not yet been uploaded to Infinite Campus at the time of this report.

ELO	Below	Barely	Prof	Beyond
AWA01	9	8	9	2
AWA02	6	5	4	2
AWA03	5	9	4	0
AWA04	7	7	3	1
AWA05	5	4	2	0
AWA07	0	1	0	0
AWA10	15	6	0	0
Reading03	6	7	3	0
Reading04	2	9	6	0
Reading05	8	2	2	1
Reading09	19	8	1	0

Demographics

Languages spoken other than English: 22

Arabic, Bengali, Bosnian, Chinese, Chuukese, French, Gujarati, Hmong, Khmer, Korean, Nepali, Nuer, Persian, Pohnpeian, Pushto, Russian, Somali, Spanish, Tagalog, Telugu, Turkish, Vietnamese

Languages spoken by percentage:

Spanish	64%
Vietnamese	6%
French	5%
Chinese	4%
Nuer	4%
Other	17%

ELL Program Sites

Holling Heights Elementary School
 Montclair Elementary School
 Sandoz Elementary School
 Willowdale Elementary School
 Central Middle School
 Andersen Middle School
 Millard North High School (first semester only)
 Millard South High School

Students Receiving Services

School	Total No. of Students Served
Sandoz Elementary	57
Montclair Elementary	47
Willowdale Elementary	46
Holling Heights Elementary	39
Millard Central MS	32
Millard Central MS	1*
Andersen MS	7
Millard North HS	3
Millard South HS	58
Hitchcock Elementary	2*
Beadle MS	1*
Cody Elementary	3*
Total	296**

*consultative services only

**some students attended more than one building

Total number of limited English proficient (LEP) students enrolled in MPS: 342

Total number of LEP students who actively participated in the ELL Program: 289

Total number of LEP students not receiving any ELL services: 83

Total number LEP students receiving only consultative ELL services: 7

Total number of LEP students who waived ELL services: 9

Total number of students whose parents declined testing: 0

Total number of students tested who did not initially qualify for services: 31

Special Education

Total number of LEP students also verified with a disability: 49

Total number of ELL students actively participating in the program also verified with a disability: 33

Total number of LEP students not actively participating in the program also verified with a disability: 16

Total number of LEP students dismissed from the ELL Program to receive only Special Education services: 6

Accomplishments

- Began collecting and analyzing data pertaining to the achievement of LEP students
- Developed a rubric/checklist for monitoring progress
- Began tracking student progress in Infinite Campus
- Finalized a process for completing program exit requirements
- Implemented the scope and sequence of K-12 goals and outcomes

- Implemented ELL PLCs and began using data to drive instruction
- Participated in professional development activities
- Continued supporting mainstream teachers in learning to work with ELLs
- Held the first ELL Family Night
- ELL was represented and participated on the District K-12 Math and Health Core Committees
- Revised process for identifying new students to be tested for the ELL program
- Aligned K-5 instructional materials to the ELL program goals and outcomes
- Several evening enrichment opportunities were held for ELL students and their families funded by the Immigrant Education Grant
- Continued to review and revise processes (i.e. intake and exit), including forms for documentation
- Revised process for monitoring students who have waived services and completed program requirements
- Reviewed requirements for assessing ELL students and reporting scores to STARS and AYP
- Met with Special Education personnel to review procedures for ELL students who are also identified SPED
- Reviewed and revised procedure for sending Parent Notification form through TransAct
- Practiced ongoing review of research on best practices for teaching LEP students
- Met regularly with Planning and Evaluation to coordinate activities
- Supported the implementation of MIM through ELL

Goals

- Continue to collect and analyze data pertaining to student achievement
- Continue to assess student progress in writing by administering, scoring and analyzing quarterly writing samples
- Implement use of rubric/checklist to monitor student progress
- Revise alternate assessments to meet STARS and AYP requirements
- Establish means for students with verified disabilities to meet ELL Program requirements
- Continue to monitor and promote growth among LEP students who do not actively participate in ELL Program
- Continue to support the implementation of MIM
- Produce written program action plan to meet requirement of the Office of Civil Rights
- Provide activities for immigrant and ELL students through Immigrant Education Grant
- Utilize Infinite Campus grade book program for storing student progress data
- Increase meaningfulness of work done through PLCs
- Implement guided reading instruction during ELL instructional time
- Increase use of technology in ELL classroom
- Implement Sheltered Instruction Observation Protocol (SIOP) for mainstream teachers
- Begin to develop content-area placement tests
- Improve collection and storage of data for reporting on ELDA
- Look for ways to connect with assessments already being done in each grade level
- Improve methods for identifying LEP students for HAL

Professional Development

Activity	Name	Date(s)
Harcourt/Hampton Brown/Great Source Training	Suzy Heffron	8/9/2006
Harcourt/Hampton Brown/Great Source Training	Shannon Cooley	8/9/2006
Harcourt/Hampton Brown/Great Source Training	Lisa Engel	8/9/2006
Harcourt/Hampton Brown/Great Source Training	Doreen Nelson	8/9/2006
Harcourt/Hampton Brown/Great Source Training	Lorene Larsen	8/9/2006
Harcourt/Hampton Brown/Great Source Training	Cindy Wallace	8/9/2006
Harcourt/Hampton Brown/Great Source Training	Lisa Engel	8/9/2006
Harcourt/Hampton Brown/Great Source Training	Maria Hicks	8/9/2006
Harcourt/Hampton Brown/Great Source Training	Deanna Townsend	8/9/2006
Harcourt/Hampton Brown/Great Source Training	Judy Johnson	8/9/2006
Presentations That Transform and Teach - Sue Presler	Jennifer Reid	8/29/2006
MIT Training	Lori Overmyer	9/21/2006
MIT Training	Shannon Cooley	9/21/2006
MIT Training	Judy Johnson	9/21/2006
MIT Training	Deanna Townsend	9/21/2006
MIT Training	Mariela Chavoya	9/21/2006
MIT Training	Jennifer Reid	9/21/2006
Hispanic/Latino Summit	Mariela Chavoya	9/27/2006
Hispanic/Latino Summit	Jennifer Reid	9/27/2006
International Reading Association Regional Conference	Pam Erixon	10/5/2006
OPS ESL Fall Conference	Doreen Nelson	10/14/2006
OPS ESL Fall Conference	Jennifer Reid	10/14/2006
OPS ESL Fall Conference	Lisa Engel	10/14/2006
OPS ESL Fall Conference	Shannon Cooley	10/14/2006
PPD	Judy Johnson	10/19/2006
PPD	Deanna Townsend	10/19/2006
PPD	Maria Hicks	10/19/2006
PPD	Lori Overmyer	10/19/2006
PPD	Doreen Nelson	10/19/2006
PPD	Suzy Heffron	10/19/2006
PPD	Shannon Cooley	10/19/2006
PPD	Lisa Engel	10/19/2006
PPD	Jennifer Reid	10/19/2006
Lincoln Public Schools Visit	Judy Johnson	11/9/2006
Lincoln Public Schools Visit	Deanna Townsend	11/9/2006
Lincoln Public Schools Visit	Lorene Larsen	11/9/2006
Lincoln Public Schools Visit	Maria Hicks	11/9/2006
Lincoln Public Schools Visit	Lisa Engel	11/9/2006
Lincoln Public Schools Visit	Cindy Wallace	11/9/2006
Lincoln Public Schools Visit	Jennifer Reid	11/9/2006
MIT Training - Follow up	Shannon Cooley	11/15/2006
MIT Training - Follow up	Jennifer Reid	11/16/2006
MIT Training - Follow up	Deanna Townsend	11/16/2006
When the Kids Who Can, WON'T - UNL	Shannon Cooley	11/17/2006
Looking at Language Development in Content Areas: Focus on Science	Pam Erixon	12/6/2006
Looking at Language Development in Content Areas: Focus on Science	Maria Hicks	12/6/2006

Mentor Training, Day 3	Jennifer Reid	1/16/2007
Teaching Vocabulary: Is It a Waste of Time?	Maria Hicks	1/30/2007
Teaching Vocabulary: Is It a Waste of Time?	Lisa Engel	1/30/2007
Teaching Vocabulary: Is It a Waste of Time?	Jennifer Reid	1/30/2007
Teaching Vocabulary: Is It a Waste of Time?	Suzy Heffron	1/30/2007
Jo Gusman Workshop	Doreen Nelson	4/18/2007
Jo Gusman Workshop	Pam Erixon	4/18/2007
Jo Gusman Workshop	Judy Johnson	4/18/2007
Jo Gusman Workshop	Deanna Townsend	4/18/2007
Jo Gusman Workshop	Shannon Cooley-Lovett	4/18/2007
Jo Gusman Workshop	Suzy Heffron	4/18/2007
Jo Gusman Workshop	Maria Hicks	4/18/2007
Jo Gusman Workshop	Lisa Engel	4/18/2007
Jo Gusman Workshop	Cindy Wallace	4/18/2007
Jo Gusman Workshop	Rose Barta	4/18/2007
Jo Gusman Workshop	Jennifer Reid	4/18/2007
Conference for Inclusive Communities	Doreen Nelson	4/24/2007
Whatever It Takes - DuFours	Lori Overmyer	10-30 to 10-31
Whatever It Takes - DuFours	Jennifer Reid	10-30 to 10-31
Heartland Latino Leadership Conference	Mariela Chavoya	11-16 to 11-17
TESOL Annual Conference	Lisa Engel	3-21 to 3-23
TESOL Annual Conference	Doreen Nelson	3-21 to 3-23
TESOL Annual Conference	Rose Barta	3-21 to 3-23
TESOL Annual Conference	Jennifer Reid	3-21 to 3-23
Gifted Seminar	Pam Erixon	3-9 to 3-10
SIOP Institute	Jennifer Reid	4-26 to 4-28

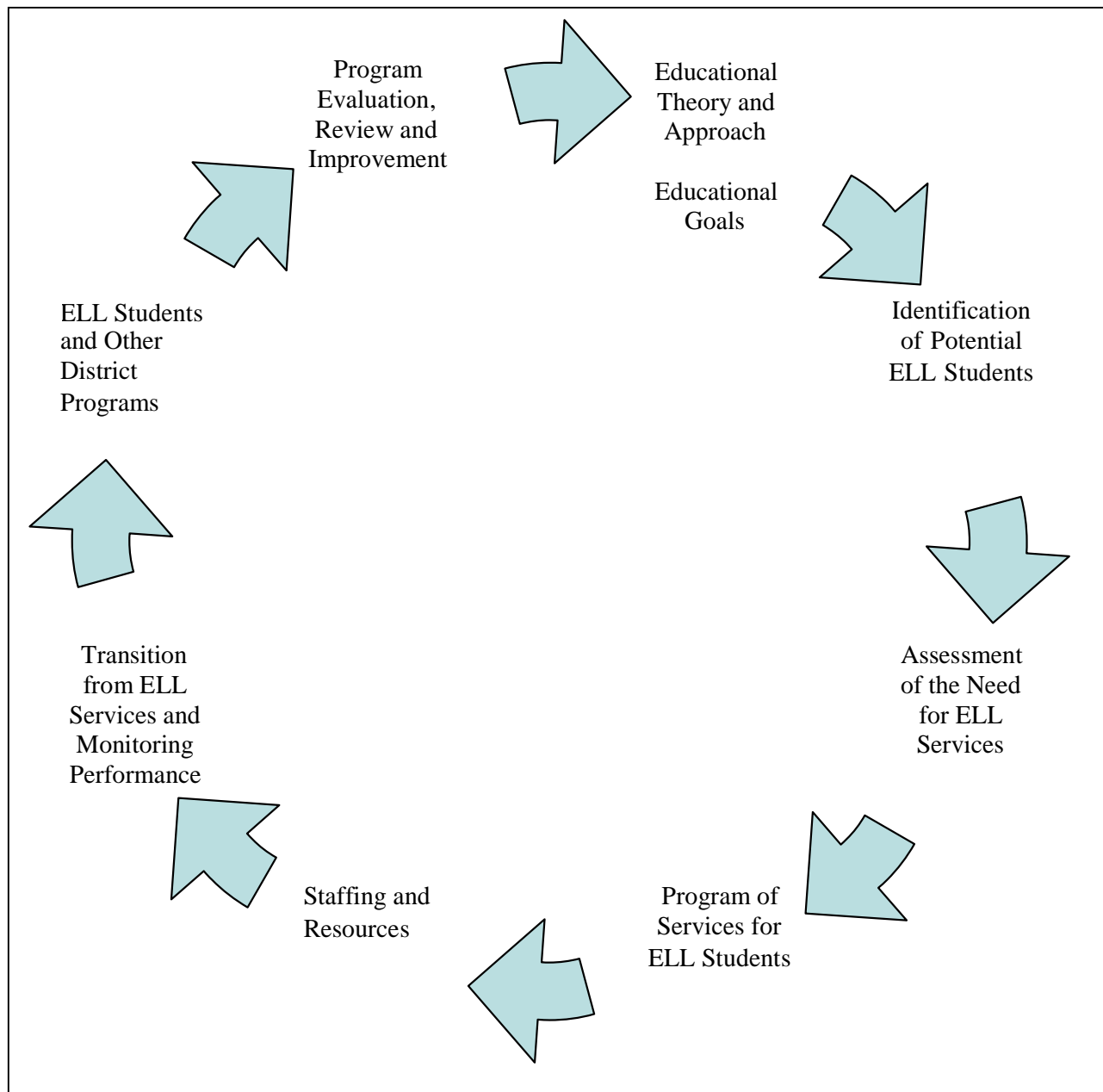
Commitments and Committees

Activity	Location	Name
Action Team member	Holling Heights	Pam Erixon
Chess Team sponsor	Holling Heights	Pam Erixon
Coursework: Current Issues and Trends	UNO	Shannon Cooley-Lovett
Coursework: ESL Practicum	UNO	Shannon Cooley-Lovett
Coursework: International Communication	Doane	Pam Erixon
Coursework: Theories and Processes of Reading	UNO	Lorene Larsen
ELL Advisor	Sandoz	Lisa Engel
ELL Advisor	Willowdale	Cindy Wallace
ELL Advisor	Holling Heights	Judy Johnson
ELL Parent Night Planning Committee		Maria Hicks
ELL Parent Night Planning Committee		Doreen Nelson
ELL Parent Night Planning Committee		Mariela Chavoya
First grade PLC	Sandoz	Maria Hicks
Grade book Design meeting	CSMI	Lorene Larsen
Grade book Design meeting	CSMI	Jennifer Reid
HAL district committee member	Holling Heights	Pam Erixon
International Goal Committee	Sandoz	Maria Hicks
K-12 Health Core Committee		Jennifer Reid
K-12 Math Core Committee		Jennifer Reid

Kindergarten PLC	Willowdale	Lorene Larsen
Kindergarten PLC	Willowdale	Cindy Wallace
Literacy Team	Holling Heights	Judy Johnson
Literacy Team	Holling Heights	Pam Erixon
Mentor	Holling Heights	Pam Erixon
MIT Leader	Holling Heights	Pam Erixon
Peer Coaching	CMS	Doreen Nelson
Russian translation	Sandoz	Maria Hicks
Safety, Pride and Communications Committee	Montclair	Deanna Townsend
School Improvement Team	Willowdale	Cindy Wallace
Spanish translation	Sandoz	Maria Hicks
Staff Development presentation	Willowdale	Cindy Wallace
Staff Development presentation	Willowdale	Lorene Larsen
Staff Development presentation	MSHS	Shannon Cooley-Lovett
Staff Development presentation	MSHS	Jennifer Reid
Student one-on-one tutoring	Holling Heights	Pam Erixon

English Language Learner Program
Millard Public Schools

Program Development
Office for Civil Rights



English Language Learner Program Millard Public Schools

Where Have We Been?

2005-2006

- Participated in the MEP curriculum cycle as a “real” content area for the first time
- Updated the ELL mission statement
- Reviewed research on ELL programs and made decisions for the program of services we will provide in Millard
- Wrote our own goals and outcomes document
 - Previewed and made decisions on new curriculum materials to be purchased
 - Worked to improve process for identifying and assessing students
 - Implemented quarterly writing samples to monitor student growth
 - Revised the criteria for completing the requirements of the program
 - Provided learning opportunities, information and resources for mainstream staff
 - Hired a bilingual liaison to better communicate with families

2006-2007

- Received training on using newly adopted materials and scoring writing samples
- Implemented ELL PLCs and began using data to drive instruction
- Began tracking student progress in Infinite Campus
- Participated in professional development activities
- Continued supporting mainstream teachers in learning to work with ELLs
- Held the first ELL Family Night
- ELL was represented and participated on the District K-12 Math and Health Core Committees
- Developed a rubric/checklist for monitoring progress
- Finalized a process for completing program exit requirements
- Revised process for identifying new students to be tested for the ELL program
 - Aligned K-5 instructional materials to the ELL program goals and outcomes
 - Several evening enrichment opportunities were held for ELL students and their families funded by the Immigrant Education Grant
 - Implemented the scope and sequence of K-12 goals and outcomes and enablers
 - Continued to review and revise processes (i.e. intake and exit), including forms for documentation
 - Revised process for monitoring students who have waived services and completed program requirements
 - Reviewed requirements for assessing ELL students and reporting scores to STARS and AYP
 - Met with Special Education personnel to review procedures for ELL students who are also identified SPED
 - Reviewed and revised procedure for sending Parent Notification form through TransAct
 - Practiced ongoing review of research on best practices for teaching LEP students
 - Began collecting and analyzing data pertaining to the achievement of LEP students
 - Met regularly with Planning and Evaluation to coordinate activities
 - Supported the implementation of MIM through ELL

Where Are We Going?

2007-2008

- Continue to collect and analyze data pertaining to student achievement
- Continue to assess student progress in writing by administering, scoring and analyzing quarterly writing samples
- Implement use of rubric/checklist to monitor student progress
- Revise alternate assessments to meet STARS and AYP requirements
- Establish means for students with verified disabilities to meet ELL Program requirements
- Continue to monitor and promote growth among LEP students who do not actively participate in ELL Program
 - Continue to support the implementation of MIM
 - Produce written program action plan to meet requirement of the Office of Civil Rights
 - Provide activities for immigrant and ELL students through Immigrant Education Grant
 - Utilize Infinite Campus grade book program for storing student progress data
 - Increase meaningfulness of work done through PLCs
 - Implement guided reading instruction during ELL instructional time
 - Increase use of technology in ELL classroom
 - Implement Sheltered Instruction Observation Protocol (SIOP) for mainstream teachers
 - Begin to develop content-area placement tests
 - Improve collection and storage of data for reporting on ELDA

Grants Report 2006-2007

Grant Funding

Proposal writing focused on supporting the District's strategic plan and individual building plans. Teachers and administrators working independently or in consortium with one another and/or the grants office generated the grant proposals. Most were for 2006—2007 programs or projects, while others are for programs or projects in the upcoming school year. All grant awards fall outside the spending lid.

The chart below reflects larger grant awards for 2006—2007, including applicable carry over funds from the previous year. Dollar amounts are taken from award notifications issued by funding sources and carry over from the accounting system.

Grant & Description	Award
Assessment Reporting and Management Systems (ARMS)	104,551
Career Compensation Model	190,000
Early Childhood Development (Cody & Sandoz Early Start Programs)	90,000
Education Quest (South High college access program)	25,000
High Ability Learner/ Rule 3 (Gifted Program)	154,889
I-NELL (Montclair & Sandoz world language programs)	19,000
MPS Foundation Site Plan Grants (multiple awards to schools)	282,000
MPS Foundation Preschools	318,000
MPS Foundation Study Centers	323,000
Perkins Grant (Vocational & Applied Technology Education Grant)	121,804
Region 21 Interagency Planning Teams Support Grant (indirect services for children aged 3--5 with learning disabilities)	15,050
STAR (assessment writing and reporting)	100,000
Teaching American History	507,712
Textbook Loan Grant/Rule 4	19,950
Title I, NCLB (K—5 reading, writing, math)	930,702
Title II, Part A, NCLB (class size reduction, staff development)	397,463
Title II, Part D, NCLB (technology)	40,238
Title III, NCLB (Limited English Proficiency)	24,377
Title III, NCLB (Immigrant Education)	32,087
Title IV, NCLB (Safe and Drug-Free Schools and Communities)	116,210
Title V, Part A, NCLB (site planning, NCA, secondary programs)	57,470
Wiebe Foundation (Norris Early Literacy Intervention program)	15,000
Totals	\$3,884,503

In addition to these grants, teachers and administrators at various schools have received small grants (most less than \$3,000) from a variety of sources such as the Ritonya-Buscher-Poehling Memorial Scholarship Classic for Students and Teachers, Nebraska Statewide Arboretum, Sam's Club, and Nebraska Arts Council.

E-Rate Telecommunications Discounts

E-rate is not a grant program but does provide significant financial benefit to the District annually. The Telecommunications Act of 1996 enables public schools and libraries to request discounts from telecommunications providers through the Universal Services Fund administered by the Schools and Libraries Division (SLD) of the federal government. The annual discount amount for each service depends on the number of students eligible for the federal lunch program in each of the buildings receiving that particular service. Millard's discount rate for the current funding year of July 1, 2006 through June 30, 2007 is 40%.

The SLD has not yet completed its review of Millard's applications. The following chart indicates the District's maximum potential savings on telecommunications services. Due to an increase in students eligible for the National Lunch Program, the discount rate for July 1, 2007 through June 30, 2008 is 41%.

Vendor: Service	Estimated Annual Pre-discount Cost	Discount Rate	Potential District Savings	Estimated Annual Post-discount Cost
Cox: long-distance telephone service	2,249	41%	922	1,327
Cox: data lines	337,076	41%	138,201	198,875
Cox: local telephone service	166,234	41%	68,156	98,078
Dark Fiber: high speed video	51,395	41%	21,072	30,323
Nextel: cellular telephone service	107,100	41%	43,911	63,189
Totals	\$664,054	41%	\$272,262	\$391,792

High Ability Learner Report 2006 – 2007

The bulk of the high ability curriculum is delivered in the elementary schools by classroom teachers. Students identified as having high ability in math and/or in language arts study those subjects in small groups (or individually) using a curriculum chosen for high ability learners. These groups meet once or twice a week to augment the regular curricula. A few students regularly meet individually with the high ability facilitator in some schools in order to study particular subjects in more depth or at a faster pace than their classmates.

In the middle schools, units applicable to high ability learners have been developed for all three grade levels in social studies, language arts and science. Classroom teachers use these units as they differentiate for the students' needs. Middle school math placement is based largely on the results of the Orleans-Hanna test of mathematical ability that all fifth grade students take. Appropriate acceleration in math is one of the strongest aspects of our middle school program for high ability learners.

At the high school level, placement in more rigorous classes is largely by student/parent choice, with the exception of math. Accelerated math placement begins with sixth grade and continues as appropriate through high school.

A substantial portion of the funding for our High Ability Learner (HAL) program comes from grants. In 2006-07 we applied for and received \$154,889.00 from the Nebraska Department of Education and \$10,737.00 from the Millard Education Foundation. In addition, the district budget included money which each school could apply to "gifted" education. The elementary and high schools may spend this "gifted" money for services to high ability learners, or they may use it for any other purpose (not necessarily for HAL). Each middle school's allocation from the district budget was combined with the allocation from the state department of education grant to partially fund a half-time HAL facilitator for each middle school. Kiewit paid for another half and had a full-time HAL facilitator. Beadle's facilitator worked only half-time. The other middle schools assigned the other portion of the facilitator's time to other teaching or facilitating roles, with North Middle devoting only .25 FTE to high ability learners.

During the 2006 - 2007 school year, all buildings submitted plans to use monies received from the state (Rule 3) to support High Ability Learners.

- Elementary schools received a total of \$32,750.00 with individual schools receiving \$3.00 per pupil in total enrollment and \$7.00 for each identified HAL student.
- In addition, \$7,000 was allocated for K-5 HAL choral and instrumental music.
- Middle schools received a total of \$31,573 with individual building amounts ranging from \$4,379 to \$6,680. These funds were used to partially fund the six Middle School High Ability Learner Facilitator positions.
- High schools received a total of \$41,266.50 with individual building amounts ranging from \$12,651 to \$15,164.
- The Millard Learning Center received \$616.10.

Funds were distributed to the buildings using a formula that incorporated an equity factor for the number of identified high ability students and a base factor for total enrollment in the building. The monies were used for resources, activities and programs for students and teachers.

The remaining funds were used for one half of the salary and benefits for the Coordinator of Special Projects position.

Summary:

The NDE Rule 3 funds enabled schools to fund an array of activities and programs that benefited both students and teachers. The following narrative represents a summary of how the funds were spent.

Elementary Activities

Activities and programs for students included after-school clubs for music, art, drama, science, chess and reading. Students in many schools participated in contests including WordMasters, Young Producers contest, Invention Convention, the Stock Market game, Pentathlon games, Math Olympiad, Woodmen of America Speech contest, National Geography Bee, and the State Spelling Bee preliminary rounds.

Other activities included independent study projects; materials; and field trips to the Omaha Children's Museum, the Lincoln Children's Museum, the Nebraska Humane Society, the Strategic Air and Space Museum, and the Henry Doorly Zoo.

Guest presenters included an artist a storyteller, a guest director from the Rose Theater, and Deborah Bean with the Legos Robo Adventure Program.

Most of the elementary schools purchased individual subscriptions for some HAL students to the Renzulli Learning web site, which features individualized learning plans for students to work on independent projects.

Resources, activities and programs for teachers included designated teacher and facilitator attendance at the National Association for Gifted Children (NAGC) regional convention in Kansas City; staff development at ESU #3 in brain research and the characteristics of HAL students. A portion of the NCLB money was devoted to purchasing books for a book study group for facilitators.

Middle School Activities

The middle school activities were funded by the schools' budgets, by the MEF grant, and by students themselves. Most of the middle school program was accomplished through one- and two-day seminars on a variety of topics. They included seminars in art, city planning, weather, Nebraska authors, genetics, forensic science, global positioning, architecture of Omaha, and medical careers. Students participated in Celebrate Creativity at the Joslyn, Music Alive at the Holland Center for Performing Arts, and Expanding Your Horizons (careers in math and science for girls only) at Bellevue University.

Resources, activities and programs for teachers included registration for staff development activities at ESU #3, attendance at the Nebraska Association for the Gifted Conference in Lincoln and at the Iowa Association of the Gifted conference in Des Moines. Teachers were paid to write differentiated lessons for high ability learners in 8th grade social studies and all middle levels of science.

High School Activities

Resources, activities and programs for students included additional SMART Boards to be used by students and teachers in Advanced Placement (AP) and International Baccalaureate (IB) courses, purchase of curricular materials for AP classes, AP test review sessions, AP European History field trip to Joslyn Art Museum, and partial support for publishing the literary magazine at Millard South High.

Resources, activities and programs for teachers included AP Teacher registrations and stipends for the AP conference at UNO, provision of off-contract time for teachers to tutor students for AP exams, attendance by designated teachers and media specialists at conferences such as NETA.

Information Centers Year End Summary 2006-2007

Curriculum

Our Millard Information Centers provide an integrated approach to mastering information and technology skills. We believe this is one reason for the high academic achievement of our students as many formal studies across the United States have proved. Our information literacy program is focused on supporting MPS K-12 learning objectives. Providing state of the art Information Centers with both print and electronic resources forms the nucleus of student research and inquiry based learning. Educational Services provides funding for the following student databases via MPS Information Centers:

GaleNet Student Resource Center	History Resource Center
Science Resource Center	Junior Discovering Authors
World Book Online	CultureGrams Online
Grolier Multimedia	ProQuest Professional
Opposing Viewpoints	Student Health Research Center
Literature Resource Center	Biography Resource Center
Scribner's Writer Source	Twayne Author Series

The addition of Pearson's Testing & Career Reference Center was heralded as filling a void in providing student with testing and career resources. Our students practiced taking AP and college entrance exams, looked for colleges or graduate schools, and found help with scholarships. ProQuest Professional served our staff research needs. Usage of these tools topped the one million mark during first semester and continued to increase in March and April. Access is available from all Information Centers, labs, classrooms and homes.

Elementary Information Centers are the largest classrooms in our schools! They supported over 30,000 large class instruction sessions, 25,000 small groups, more than 300,000 individual reading choices and more than 6,000 staff development needs. Our emphasis on integration of information literacy standards attracted attention in national publications. This year's focus on assessments brought a flood of requests for sharing our documents, online learning tools and activities. We will continue to use data analysis to measure our success and improve our instruction to staff and students. Here is a district snapshot of integrated teaching and learning from an Information Center perspective:

- Continued progress on district-wide research initiative with focus on reading and research strategies
- Circulation increase of 9%
- Addition and promotion of online resources
- Testing of instructional streaming video
- Implementation of new web-based searching server
- New partnerships with public and university libraries

About the Collections, Services and Resources

The collection continues to expand in all formats. We now offer students and staff over 400,000 items, an increase of 29,150 items since last June. We also continue to expand our collection of audio books, especially useful to students with learning issues. We are purchasing DVDs as they become available, anticipating a shift in format and available hardware in classrooms. The growth in the collection was emphasized by a steady increase in requests for interlibrary loans. This year we reached an all-time high, lending over 12,000 items to requesting libraries around the district. Over 3500 non-fiction science titles were added at the elementary level to support our new science curriculum.

Our circulation statistics offer evidence that students are reading—that they continue to value print. Average circulation ranges between 15,000 and 18,000 books per month. The heaviest areas of use at the secondary level are American and world history, literary criticism, social issues, biography, and material about artists. In elementary schools, the most popular resources are life science and history.

Staff and Hours

Evening hours at all three high schools were expanded this year, thanks to the support of Millard Public Schools Foundation. We reached a new high in night usage with statistics for every single month surpassing use in previous school years. During these evening hours students took advantage of Honor Society tutoring, met with small groups to work on research projects and used technology resources they did not have at home. March was the month of busiest evening use with 359 students spending their evenings at the MPS libraries. Central Middle School added after school hours on Tuesday and Thursday to support their focus on reading. We hope to add all middle schools to our after school program in 2007-2008.

Our information center team is incredible and devoted to service. The library's success is, in large part, due to the efforts of its support staff. This allows our certified teacher/librarians to focus on student achievement and academic success. Our team at Support Services continually provides dedicated service to all schools, including database support and shelf ready materials. The planning and opening of Reagan Elementary Information Center has been a high priority for the last 6 months. We appreciate the level of service provided by the Technology Division. The support team has been invaluable in keeping our technology resources readily available in the classroom and information centers.

Class Visits and Usage Patterns

Demand for access was competitive for both library resources and computers, especially in December and May when major projects are due. It was not uncommon for high school information centers to host four visiting classes during a single period. During a typical period you might see students gathering information for a debate or speech, presenting documentaries and original videos, designing Web pages, engaged in historic simulations, researching authors, preparing for AP tests, or simply reading. A variety of new organizers, rubrics, online instructional units, and planning documents were created and used in English, Science, Math and Social Studies courses. Millard North High School continued the Young Adult Choice reading award and expanded the project to Millard West, Central Middle and Kiewit Middle Schools. More than 3200 titles have been read by our students with the favorite Young Adult titles selected by MPS students to be recognized at the national level.

Additional Activities

Elementary students benefited from Computer Clubs offered at many schools. Before and after school activities were well attended and gave students an extra emphasis on technology skills. Student Book Clubs read Golden Sower Award books, as well as classics. The Golden Sower Quiz Bowl hosted by Holling Heights and Ezra Millard Elementary Schools attracted over 300 students district wide. Our schools welcomed 8 award-winning authors who shared their love of writing with students in grades K-12.

The Community and Beyond

Our community outreach is best represented by opening our libraries during the summer months to all students and community members. We continue to enjoy positive support from private schools and our community at large. Our partnership with the public library system is demonstrated by monthly visits from young adult and children's librarians who offer book talks and additional programs to our students year round.

Issues

We continually struggle with competition for space, especially in our computer labs. It remains a challenge to balance the increasing costs of electronic resources with traditional print, video, and audio resources for all grades. We hope our budgets grow so that we are able to maintain and expand our current level of service. Student motivation remains an issue. While many students display rigor in their research, others merely complete assignments without intellectual curiosity. Across the board, we would like to encourage student concern for quality research, communication, and information ethics.

Millard Education Program

The department entered Phase II of the MEP curriculum cycle in August. A committee of 25 administrators, teachers, curriculum experts and information specialists met to identify critical issues and map out an improvement plan for the department. Issues such as vertical alignment, technology integration and review of the job description have been addressed. Drafting a Millard Research Model has been accomplished by subcommittees and will continue to be refined this summer. Another important goal is to work in partnership with the K-12 Language Arts Core Committee in 2007.

Standards for Multimedia Purchasing

In response to many requests by information specialists and principals, a new district standards document was released and implemented this year. Many hours of testing and research accompanied this list of standards. New teacher laptops and digital projectors brought the need of smaller, mobile carts to light. We now have a district purchasing standard for items such as speakers, headsets, DVD recorders, and carts.

Goals

Much work remains in relation to our research standards. We need to continue to insist our students practice habits of scholarship. It is clear that district and teacher expectations drive student efforts. Our staff will continue to work to help ensure consistency of expectations for thesis-based work.

During the coming year we will focus on working with teachers to further incorporate information literacy goals into more curricular units and present faculty training as needed. We will focus on such questions as: Are students merely pasting projects together with limited analysis? How can we encourage students to work on projects that utilize higher order thinking skills? What

strategies can we put in place to help students communicate their knowledge more effectively? How can we institute higher expectations for all students' work?

New Faces; New Opportunities

We welcomed 6 new Information Specialists this year. The energy and enthusiasm of this group was contagious! These new Information Specialists are master teachers who are seeking a leadership role in their buildings. Administrators are depending on this department to provide quality staff development opportunities, sound teaching experiences, technology leadership, and curriculum support. With 5 retirements this spring and opening Reagan Elementary, we will add 6 new department members this fall! Opportunities to provide the Millard students with 21st Century resources and a world class education abound @ your library!

Millard Public Schools Foundation
2006-2007 Classroom Grants

Elementary Schools

Ackerman— Lyn Pahls, Lauri Cork, Jackie Clarke

Mastering Math Nights

The project provided opportunities for students and their parents to participate in four evenings of math activities during the school year. The grade level sessions provided skill based activities for parents and students to work on together and packets of materials for further practice at home. Teachers were on hand to answer questions during the sessions, as well as to model the strategies and vocabulary used in the classroom. The grant paid for many of the materials used during Math Nights and staff salaries for preparation and assistance during the sessions. This was the third year of Math Night opportunities and the first year kindergarteners and their parents were invited to attend. Participation by families, which included grandparents, aunts, uncles, and older siblings, was very good. The attending adults and students were very positive in their surveys and expressed desire for Math Nights to continue.

Bryan—Sandy Strate, Diane Macaitis, Karissa Storrs, Kimball Vredeveld

Kindergarten Boot Camp

This program is designed to give incoming kindergarten students an opportunity to attend school before the other students come. They meet their teachers and participate in a shortened version of a school day. The students also begin to learn all classroom routines and expectations. In addition, the parents are invited to meet the principal and ask any questions or concerns they may have before school starts. The last day of the three-day program includes a picnic lunch with students, parents, teachers, and the principal. Over half of our incoming kindergarten students participated in the first year of the program. The grant paid staffing costs.

Bryan—Dr. Pat Rhodes

Jump into June and July

The *Jump into June and July* program was designed to increase student learning and help maintain skills learned during the school year. Bryan's "at-risk" students were the primary targets of the program, but all students were welcomed. Ninety-four students including incoming kindergarteners and students having just completed kindergarten, first, second, and third grades attended classes three days a week from 9:00 to 11:30. Hands-on, creative, theme-based lessons were presented to strengthen reading, math, and writing skills. Materials were sent home to encourage parent participation in the students' learning. Pre- and post-tests in each of the areas show that 91% of the students not only maintained skills, but showed improvement. Grant funds were used to pay staff and to purchase snacks for the incoming kindergarten students. On the final day of the program, students were treated to cookies donated by Sam's Club, and master storyteller, John D'Arcy, entertained students and parents. Mr. D'Arcy also donated his services.

Cody— Jim Gates, Nichol Dolezal, Sara Collins

KIDSS

This grant allowed for the continuation of a special after school study center for students in grades three through five at Cody Elementary School. The goal to provide students a structured place to complete homework with the help of certified teachers has been very beneficial to our students meeting district and state assessments. Grant funds paid for the teaching and organization of this project. This year the Cody Study Center averages 36.2 students per day.

Hitchcock—Mandy Johnson, Pam Ehly

Partnering with Parents

This project was designed to promote parent involvement in an enjoyable and engaging manner at all grade levels. Activities tied to the curriculum were held for students and their parents in each grade. The students were able to show their parents things they had learned while the parents gained an understanding of learning that takes place at that grade level. The parent participation rate was excellent. Both parents and teachers felt they were meaningful learning opportunities for all. The grant was used primarily to pay the teachers for their time.

Holling Heights – Stephanie Kastrup, Nancy Gilmore, Doty Addison

School-Wide Reading Program

The main goal of this reading program was to increase the amount of time students read when not at school. Throughout the school year, students turned in reading logs every Wednesday with the amount of time they read or were read to outside of the school day. Each week, classrooms that had 90% or more of their students turn in reading logs received a clue for a treasure. After accumulating 4 clues, the class went on a hunt to locate the treasure, which always included a class book along with some trinkets or treats. Classrooms that earned a clue were announced over the intercom each Wednesday afternoon amid clapping and cheers. The year ended with each student being able to select a book of his or her own to keep and read on the last day of school on the front lawn with the rest of the students at the school. A survey of parents showed very strong support of the program. Ninety-seven percent of the parents returning the survey said their children participated. The majority said their child spent more time reading outside of school and felt that this program helped the child become a better reader. Ninety-three percent would like to see a similar program next year. This project was overwhelmingly supported by staff, students and parents. Grant funds were used to purchase books for treasure hunts and for each child at the end of the school year, treasure treats/trinkets, and professional time for literacy nights. The Holling Heights PTA also generously supported this school-wide reading program.

Montclair—Dorothy Carrera-Harman, Kelly Krambeck, Monica Wormington

Extending Learning Opportunities through the Arts

This project is designed to support the academic needs of children by providing innovative instructional opportunities that integrate the performing and visual arts. Classes in art and theater were offered to students. Each classroom teacher integrated elements of art into regular content-area instruction and a building exhibit was created of student productions. Parents, PayBac partners, and members of the community were invited to the art exhibit. Children were also offered immersion into play production, beginning with auditions and ending with a literature-based final production. The production will integrate all areas of the visual and performing arts activities associated with this project. Educational staff from the Omaha Community Playhouse facilitated staff development and classroom workshops to support dramatic arts integration. Success was measured by student and staff participation, which increased from previous years, and all involved reported favorable responses. Classroom observations indicate an increased awareness and level of Arts integration by staff. Grant funds were used to pay the Omaha Community Playhouse, as well as staff members for off-contract time.

Montclair—Kendall Morrisey

I Can HELP (Hands Extended Linking People)

I Can HELP was a two-year service learning project. The 2006-07 component built on the service-learning program designed and implemented by last year's fourth and fifth grade Montessori students and provided a template for incorporating service-learning into the school. The project

gave children a very structured plan for learning in a new and exciting environment. Activities included weekly art lessons for students who worked with Montclair residents, a professional artist residency by Kathy Jurek who is also a Montclair parent, field trips, and an end of year picnic. The grant paid for artist fees and art supplies, the field trips, the picnic, teacher wages and benefits, and service learning resource materials. The project was highly successful. Montclair residents, Montclair and Millard staff, parents, community members, and school administrators have made supportive and favorable comments about it.

Morton—Sara Lorentzen

Kids Summer Success

Kids Summer Success gave approximately 28 students from Morton an opportunity to maintain, review and secure math skills over the summer. Small groups of one to four students were taught by three teachers and a paraprofessional for fifty-minute time slots on Tuesday and Thursday mornings. Students participating were selected by means of various criteria that demonstrated a need in the area of math. Instruction was a combination of hands-on activities to promote understanding of key concepts that needed reviewing, games to reinforce basic skills and paper/pencil activities along with nightly assigned homework. Students enthusiastically attended the sessions and loved the small group interaction. The teachers found the time enjoyable and very productive. Several students had to drop out because, due to a wiring update, the project had to be moved from Morton to another school. Money from the Millard Foundation Classroom Grant was used for teacher and paraprofessional salaries. Hands-on materials were obtained from classrooms at Morton.

Morton—Marlo Olson, Grace Reagan

*Let's Get **MOVING!** (Making Oral language Visual Integrated Natural and Guided)*

The Let's Get **MOVING!** program was designed to meet students' oral communication needs and help them grow into productive citizens while meeting Kindergarten through fifth grade special education students' intense oral language, reading, and writing needs. Included in the project were oral language community experiences focusing on Essential Learner Outcomes. Students had the opportunity to participate in direct instructional experiences reinforced by community based fieldtrips related to the quarterly theme of animals and their environment. They were exposed to literature and language concerning animals found on a ranch; in a jungle, ocean, and desert; pets; and animals and insects of the forest. Grant funds paid for all the expenses associated with fieldtrips to the River City Round-up Showcase at the Qwest Center (ranch animals), the Henry Doorly Zoo (jungle, ocean, and desert animals), the Nebraska Humane Society and Pet Co. (pets), and Mahoney State Park (forest animals and insects). Grant funds also paid for the classroom supplies that added to classroom language experiences and the digital cameras used to take the pictures the students added to their scrapbooks after each field trip. All students showed growth on Individual Education Program goals and objectives related to oral language. Many showed improvement on the analytical writing samples which directly correlate to their improvement with oral language skills. The program was a great success and will be continued next year.

Neihardt—Lisa Scheppers and Jeanne Going

Learning at Home with Math

Learning at Home with Math was designed to provide third grade students hands-on manipulative activities to reinforce essential math skills including measurement, time, numeration, operations, and money. The materials will help improve the math skills of the students and afford parents an opportunity to support their child's learning at home in upcoming years. This year the students were introduced to the math activity bags during second semester at the Intervention Block. The students

enjoyed the hands-on activities as a way to review for upcoming essential learner outcomes testing. The plan originally called for ordering the supplies in the summer and putting the bags together before school started. However, this was not done until first semester. In the future the activity bags will be introduced at the beginning of the school year during Curriculum Night. The parents will be informed of expectations and will be asked to sign a permission letter if they would like their students to check out the activity bags for review. The bags will continue to be used during Intervention Block to review for upcoming assessments. The third grade teachers, students, paras, resource teachers, and reteaching teachers reported that they enjoyed a new hands-on way to reteach and review math. The grant provided math manipulatives, cardstock, copying fees, laminating, and remuneration for two teachers organizing and setting up bags.

Norris – Jennifer Carlson, Peggy Brendel, Joyce Clark, Colleen Ballard, Karissa Reiselman
Lion Pride Nights: Magical Math Moments

Magical Math Moments was intended to provide an opportunity for students and parents to work together on math activities that support the curriculum. One event was hosted each semester, with the circus being the theme for one and the zoo as the theme for the other. Both nights were a success. Both parents and students gave lots of positive feedback. The activities were fun and meaningful. Using the materials created for this project, the program will be continued.

Rohwer – Mandy Muller, Lori Graves
Reading Rockets

Reading Rockets is a program to ignite reading at home! This year we ordered over 100 fiction and nonfiction books. The books were divided into categories and placed in take home book bags. Each bag contained a book for parents to read aloud and one fiction and one nonfiction book for the student to read. Along with books, the bags contained a helpful activity chart for the child and a parent to complete together. Kindergarten students held a reading showcase for the 2007-2008 kindergarten class. They also sponsored a school-wide read-a-thon. The book bags will continue to be used with future kindergarten classes.

Sandoz—Lisa Unger, Suzy Renken
SPARK

The *SPARK* (Student and Parent Activities for Readiness into Kindergarten) project was designed to provide parents of incoming kindergartners with practical, easy to use ideas on ways to prepare their child to be successful in the classroom and assist their child throughout the school year. The intent was to create a partnership to help students to succeed and start off their education in the Millard Public Schools on a positive note. Parents of all incoming Millard kindergartners were invited to attend one of four parent workshops held in early June and early August at district cluster sites. A kindergarten teacher and a reading specialist provided ideas on ways to assist their children at home during the school year. In addition, the parents received materials to use at home. Time was also set aside to address concerns and answer questions of the parents in attendance. The grant funds were used for promotional materials, printing, postage, the purchase of materials to share with parents, staff planning and presentations. Evaluations indicated that the workshops were very successful. Parents reported that it was informative, provided new ideas to use at home and helped alleviate anxiety and answer questions about kindergarten.

Wheeler—Jackie Polacek, Jonna Childers-Hansen
Steps for Successful Studying

The purpose of this program was to provide students in grade 3-5 and their parents the skills to study for tests, complete homework assignments, be organized, and use time wisely. Students were encouraged to be independent in their study skills and parents were taught how to remediate when needed. Packets leading through the various components of studying, being organized, and budgeting time were developed for students and their parents. In class, students and teachers discussed, practiced, and role-played to further develop the skills. The discussion in the parent groups involved the parental role, helpful strategies and/or interventions, as well as developmentally appropriate expectations for children in the areas of independence and studying. The project was overwhelmingly successful. Each night, many parents stayed behind to get additional questions answered. Children have been more successful in class as they implement the strategies they learned. Grant funds helped pay teacher stipends.

Wheeler—Jill Lavene, Andy DeFreece, Bethany Ray

Developmental Writing Enrichment

The *Developmental Handwriting Enrichment Curriculum* project was designed to provide specific teaching lessons combined with multi-sensory manipulatives and workbooks. The purpose was to teach correct handwriting skills. In May 2006 the Wheeler kindergarten staff and principle received training on the program, *Handwriting without Tears*, by Bethany Ray and Jill Lavene. The teachers were able to incorporate the handwriting program into their daily curriculum. Project directors obtained data on students' handwriting progression during the 2005 – 2006 school year when kindergarteners primarily used Zaner-Blosner. They also gathered data from the 2006 – 2007 school year when kindergarten students used the *Handwriting without Tears* method. The evaluation tool, *Print Tool Assessment*, assesses seven basic handwriting skill areas including memory, orientation, placement, size, start, sequence, and control. Overall scores (measuring every handwriting component) were 78.8% for Zaner-Blosner and 92% for the *Handwriting without Tears* method. In addition, 40% of the students improved their overall score from December to May while using Zaner-Blosner. However, when utilizing the *Handwriting without Tears* program 100% of the students improved the overall score from December to May. The grant paid for materials used in three of the five classrooms at the school.

Willowdale—Cathy Greenwald

The Write Stuff

The Write Stuff provided parents with an opportunity to learn about Millard's analytical writing assessment and give students writing assistance focused on grade level expectations. Parents and their children were invited to spend two evenings at school learning about the six traits of writing and a scoring rubric. Each grade level structured their evening a little differently, but at each level students were given an opportunity to write with their focus on the mode of writing in which their grade level is assessed. Parents were all given the opportunity to look closely at the scoring rubric and evaluate student writing. Seventy-eight students and their parents participated. Of these students, 91% passed their district analytical writing assessment. At the end of the project, 69 percent of the students reported they felt better about their writing and 80% of the parents felt they have a better understanding of assisting their child with writing assessments.

Willowdale—Julie Jernstrom

Connecting Home and School with Kindergarten Kits of Learning

Kindergarten Kits of Learning was designed to link home and school with literacy-building backpacks that concentrate on readiness skills for the Kindergarten student and their families. The backpacks were chosen because of their complete and easy design of fun, skill-building activities. Parents and their Kindergarten worked on a backpack each week and then traded it in for a new

one each Friday. The overall project went very smoothly once each family was contacted personally and parents signed an agreement regarding the care and use of the backpacks. This organization was key to the success of the project. The backpacks covered 32 different, age-appropriate topics with colorful, educational components – packaged as a complete lesson. The families enjoyed the kits and did an excellent job of completing the activities with their child and they returned them in a timely manner. Our only disappointment is that students with the greatest deficits in their readiness skills were the very ones whose families did not follow through on the project. This was a very small number of families, but it was of concern, and defeated the purpose of the project for those students and parents. The grant covered the total cost of the Kindergarten Kits. We will be able to use the backpacks with future classes, which is a tremendous long-term benefit of the grant.

Middle Schools

Beadle—Chandra Guenther, Angie Peterson, Kent Speer

Smooth Transitions

The purpose of *Smooth Transitions* was to help incoming eighth graders transition into the classroom more easily. The school uses an alternating block schedule for eighth graders that can be confusing for new students. The intent was to spend a half-day with the newly registered eighth graders to explain the schedule, assess their math, reading and writing skills, as well as get them caught up on SMART Goals, multiple intelligence and learning style surveys, covering books, tour of the school, lunch procedures, and all the other little things classroom teachers have a little time to address. During registration, five of the seven students who were not in the building last year spend two hours in the program. They were provided with lunch, shown around the school, and went over their schedules with the teachers. They also took a small math assessment and completed a writing sample. After the initial half-day workshop, any new eighth grader that registered was to be slotted into *Smooth Transitions*, but that did not happen. The office contact took another position and project directors were not told when new students registered. Although the initial workshop was successful, the remainder of the program was not.

Central—Ann Gapinski

After School Advantage Program

The *After School Advantage Program* was created to help at-risk students achieve the district's Essential Learner Outcomes. In order to achieve this goal, students were given the opportunity to develop skills such as task prioritization, organization strategies, memorization, and synthesis. On four out of the five weekdays, selected students attended ASAP from 2:45 until 4:15. Three adjoining classrooms, including one computer lab, manned by four accredited teachers, provided a positive learning environment for up to 36 sixth, seventh and eighth grade students. Teachers and students all worked very hard to create procedures that enabled the students to effectively complete their daily work. Students realized very quickly that the school expectation of work completion is imperative. The grant paid for the salaries of the accredited teachers who worked directly with the students. Thanks to the time and effort spent in ASAP, teachers reported that there was less student failure due to incomplete work. Students also had higher test scores, which in turn led to positive self-images and feelings of control and success. Parents and teachers have expressed their appreciation for a program that supports them and their students.

Kiewit—Rose Bernstein

Summer Daze

The purpose of the program was to bring the excitement of enriched learning opportunities to students during the summer months by providing them with numerous workshops on a variety of topics. The workshops were designed to challenge their minds, enhance their creativity, sharpen their skills, and introduce them to new people while having fun! Students participated in: First Aid/CPR, Fishing, Scrapbooking/Stamping, Leadership, Horse Grooming, Cooking, and Microscopic Wonders. Approximately 53 students participated in the various sessions. Observable experiences as well as the reports from the teachers were extremely positive. Kiewit plans to repeat a similar program during summer 2007. Purchases included supplies, transportation, and salary expenses.

North - Cherie Curtis

From the Writer's Mouth

The purpose of *From the Writer's Mouth* was to increase student enthusiasm for reading and writing as well as to provide an opportunity for students to learn about the writing process from a professional writer. It was a celebration of literature, but also a call for students to be challenged to develop critical literacy through studying the works of the visiting author. Because of this opportunity, all sixth and seventh grade students were able to hear a large group presentation by the author. Additionally, 20 students were selected to attend a writer's workshop with the author. The presentations were a success. The children enjoyed them, have read many of his books and now are even more excited to continue reading his books. The grant and matching funds from the building general fund paid author's fee. Necessary supplies were paid by the library fund.

North – Joannie Wilson

Mustang Homework Roundup

Students who were chronically homework deficient were given the opportunity twice per week to stay for two hours. The program served ten children throughout the year, with five usually in attendance. Participating students brought their grades up by having fewer zeros.

North – Gary Barta

Scholars Retreat

This aftercare program operated every school day until 6 o'clock. It gave working parents the opportunity to have their middle school students do homework or read for an hour, then socialize or play games under the supervision of teachers. The program served 50 students, but the average daily attendance was about 40. It has filled a definite need for the middle school community.

North—Robin Mantaro

The New Way Project

The *New Way Project* was developed for students with multiple handicaps who are not typical learners. The New Way Project presented different themes using hands on activities, manipulatives, and theme specific games. Students were given teacher created pre-tests to assess current level of knowledge related to a specific unit. Unit skills focus was created around the student's current level and what skills needed to be acquired. Learning boxes containing books, hands on manipulatives and high interest learning activities were created. They allowed students to learn according to their individual learning style. There was a higher level of student participation and an increase length of time attending to the lesson. This resulted in improved scores when students were given post tests related to the unit. The *New Way Project* was very successful and will continue using learning boxes to introduce new skills and reinforce previously learned concepts. The grant was used to purchase theme boxes, theme book sets, and instant learning centers.

Russell—Linda Ray, Bradley Krebs*Geography Alive*

The *Geography Alive* project was designed to bring hands on experiences with geography to seventh grade students. With the use of the transparencies, computer projections, maps and experiential activities students explored various locations around the world. At one point they visited Mexico City through interviews with residents and were able to compare various living conditions. They began to see that living conditions for people can vary a great deal based on economic situations. They discussed how living conditions in Omaha might also vary. Another time students were asked to consider how the land around their own city might be used and debate the pros and cons of different options. Next they took the position of various groups in the rainforest such as rubber tappers, loggers, ranchers, settlers, natives, and environmentalists. After making posters, they shared their group's stand on the issues. Students then decided which group made the best argument. By doing this students learned that geographical choices are not easy. With the map labs, students found how different types of maps showed different information. They found that by looking at physical maps and vegetations maps they could understand what landforms are good for what types of vegetation. To learn about landforms, students did act-it-outs to help those with various learning styles learn in a manor that works for them. The advantage of this project is that the materials can be used again next year and by even more teachers. The district is supporting a one day workshop for two seventh grade teachers to work with *Geography Alive* materials. Students and teachers, alike enjoyed the hands-on experiences available through *Geography Alive*.

Russell—Carol Groseth*Jump Start Plus*

Jump Start Plus (originally titled *Get Ahead Program*) was designed to improve the transition of fifth grade students to sixth grade middle school. Students who were identified as being at risk by their fifth grade teachers, all fifth grade special education students, parent requests, and those new to the District in Russell's feeder schools were invited. Students reviewed basic skills, met teachers, practiced lockers and lunchroom procedures, worked on time management and organizational skills, and began to meet new friends in small groups with the goal being to ease anxiety. Response from students and parents was very favorable. Parents reported their children feel less anxious after spending time in the sessions. The grant covered the cost of consumable supplies and teacher time.

High Schools

North—Kelly Welsh*Saving the World...One Freshman at a Time*

The goal of the project was to create a program that would help transition the incoming ninth graders into the high school experience and simultaneously to create a leadership development program for selected upperclassmen (and women). High school is quite a change. Research shows that students whose transition into high school is made easier and have a successful first year, their chances of success (good grades, involvement in positive extra curricular activities, even overall health and avoidance of negative behaviors) is more likely. Research also shows that positive upperclassmen role models, or mentors, can have a significant impact on these first year students. This year, ninety-two juniors and seniors were selected to act as Mustang Mentors for the freshmen class. The entire freshmen class was broken down into groups of roughly eight and matched with one of the mentors. Instead of a traditional homeroom time, the mentors met each week with their freshmen to lead discussions and activities centered around what successful students do. Once a week staff met with the mentors to prepare for these activities. Grant money was used for materials

needed to train and prepare the mentors, an all day training session last summer for the mentors, and special ongoing leadership training events for the mentors. The Gallup Organization provided assistance in the form of monetary contributions and in-kind donations in the form of staff time to lead these retreats. Thrivent Financial also donated money for the project and the University of Nebraska at Omaha provided an in-kind donation. Both anecdotally and statistically, the program shows it has been a tremendous success both in shaping student attitudes and actions as well as raising their comfort level with being a student at Millard North and knowing how things operate.

North—Robin Mantaro

The New Way

The *New Way Project* was developed for students with multiple handicaps who are not typical learners. The New Way Project presented different themes using hands on activities, manipulatives, and theme specific games. Students were given teacher created pre-tests to assess current level of knowledge related to a specific unit. Unit skills focus was created around the student's current level and what skills needed to be acquired. Learning boxes containing books, hands on manipulatives and high interest learning activities were created. They allowed students to learn according to their individual learning style. There was a higher level of student participation and an increase length of time attending to the lesson. This resulted in improved scores when students were given post tests related to the unit. The *New Way Project* was very successful and will continue using learning boxes to introduce new skills and reinforce previously learned concepts. The grant was used to purchase theme boxes, theme book sets, and instant learning centers.

South—Heidi Weaver

Graduation Starts Today

Graduation Starts Today was a program designed to assist incoming freshmen with the transition from middle school to high school. Students participated in a day full of events to assist with the transition. They learned how to survive in a block schedule, good study tips for high school, how to make good decisions, not give in to peer pressure, and Millard's graduation requirements. In addition they took tours of the building, met their teachers and participated in a pep rally just for the freshmen. The day was a success. The students were full of excitement the entire day. Grant funds were used for speaker fees, t-shirts, breakfast, student planners and prizes for the freshmen. We plan on having a transition program next as well. The upperclassmen who didn't have this experience have expressed that it is "not fair" because they did not have a similar opportunity.

South—Kyrie E. Nehls

Leadership Extravaganza

The *Leadership Extravaganza* grant was used to put on a 3-day workshop for 20 Student Council members at Millard South High School. The first day was spent at the YMCA Ropes Course doing team-building exercises, the second day at Millard South learning about leadership skills and participating in activities to strengthen those skills, and the final day at Millard South was spent learning how to apply those skills to leadership at Millard South and how the organization operates. Participants received a t-shirt, notebook, a copy of 7 Habits for Highly Successful Teens and its accompanying workbook. Due to ordering conflicts and fund availability, students were not able to neither complete the Gallup Strengths Finders nor receive a second textbook that had been requested. The workshop was a great success and will be continued in the years to come.

West—Debbie Finnicum

PSAT Preparation

The intent of this project was to increase the number of students who qualify for National Merit Semifinalists. This was to be accomplished by providing additional study and preparation classes. With grant funds, John Baylor of Baylor Test Prep was hired to teach a seven week course for a total of 10.5 hours. This course was given to twenty-nine juniors with potential for success on the PSAT. All curriculum, supplies and teacher costs were covered by the grant as well as student registration fees for the October 2006 PSAT Test. The project was successful on one hand but disappointing on the other. Students taking the class showed significant increases in PSAT selection scores over their previous scores and reported a new confidence with all testing situations. The objective was for at least 10 students to score above 200, but the objective was not reached. Only five scored above 200. To improve future success, all students will be registered in a math class at the time the test is given, and students chosen for the course will have scored a 180 or above in the sophomore year.

West—Marilyn Kerkhove

Using Poetry to Build Critical Thinking Skills

The purpose of this project was to build critical thinking skills in struggling high school readers. Students were identified to take the Reading 10 class based on not having met the cutscore on the reading Essential Learner Outcomes (ELO) in ninth grade. Thirteen students took the course. The grant provided funds for a new poetry anthology from Jamestown publishers entitled, Best Poetry. The middle school level was used with the students, and poetry was taught as a unit rather than as a daily lesson because of the nature of the students and their attitudes about poetry. Initially the intent was to teach poetry toward the end of the program, but the poetry unit was moved up in the nine-week period, which resulted in a positive impact on how students learned to analyze text and apply close reading strategies. At the end of the nine weeks, 11 of the 13 students met the cutscore on the reading ELO retake in October. The remaining two met the cutscore at the December retake. Overall, the poetry helped students analyze text and improve their critical thinking skills.

Other

Mid Level—Laurie Brodeur, Julie Hahn

Middle School High Ability Learner Seminar Program

The purpose of the Middle School High-Ability Program was to provide enrichment seminar opportunities for sixth, seventh, and eighth grade students. The enrichment opportunities offered were: writer's workshops, genetics, city planning, mock trial, weather, forensic science, engineering, global positioning, and architectural styles. At these seminars, students participated in various activities including working with published authors, extracting DNA from plant material, learning about the court and judicial systems, analyzing a crime scene, and learning about different types of architectural styles. Each seminar was evaluated by student feedback and teacher observations. The grant funded a majority of the bus transportation, some seminar fees, and some admission fees to various events. The grant was a valuable source for the enrichment opportunities offered to the district's middle level gifted students. It kept the costs down for the seminars and made participation possible and affordable for the majority of students who may not have been able to participate otherwise.

District Wide—Liz Carey, Karen Montgomery

A support group for parents met at Millard North High School on Monday evenings during the months of September, October, November, January, February, March, and April. Topics included what ADHD is, medication, comorbid disorders, behavioral management, home school communication, homework completion, and social skills. Other topics were addressed as they came up in discussion. Parents evaluated the support group with very positive statements. They especially liked the sessions on social skills and how to get their child to do homework. Several participants have attended the group for more than one year. Parents appreciate the opportunity to talk with other parents who have similar concerns about their children.

SPECIAL EDUCATION Year End Report 2006-2007

Introduction

During the 2006-07 school year Millard Public Schools provided special education and related services to 3,002 students birth through twenty-one years of age who were eligible under the requirements set forth in the federal Individuals with Disabilities Education Act and in Nebraska Title 92 NAC Chapter 51. Special education services were delivered in accordance with each student's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). The District's pre-kindergarten through age 21 special education program is comprised of several service delivery models, including the following.

- Consultation with general education teachers
- Special education support provided in general education classrooms (collaboration)
- Collaborative teaching in general education classrooms (inclusion)
- Special education resource programs in combination with general education classes (pullout)
- Special education classrooms offering highly specialized educational programming
- Early childhood home-based services offered in collaboration with the family in the home or other community based settings
- Homebound/hospital services for students with medical conditions that prevent them from attending a Millard Public School
- Contracted special education services provided in locations outside the Millard Public Schools

Early Childhood Special Education Programs

Early childhood special education services are provided to children who meet the eligibility requirements of Nebraska Title 92 NAC Chapter 51. Services to eligible students who are birth through age five include the following:

- **Assessment:** Diagnosis and evaluation of the child's developmental status in the following areas: communication, gross and fine motor skills, cognitive, behavioral and social-emotional development, hearing and vision. During the 2006-07 school year, 327 children birth to 5 years of age were evaluated to determine their eligibility for Early Childhood Special Education services.
- **Service Delivery:** During the 2006-07 school year, 372 children birth to 5 years of age received early intervention special education services.
- **Program Planning and Implementation:** Development of an Individual Family Service Plan (IFSP) for students birth to age three or an Individual Education Program (IEP) for students who have already turned three years of age.

Programs were delivered to students and their families utilizing the following models:

1. For students birth to age three, services are provided in the child's natural environment (home or daycare setting). This model may also be used for students who are so medically fragile that they cannot be safely educated outside of their home/daycare environment.
2. For students age three to five, center-based services are provided in a preschool-type classroom setting. The District had center-based special education preschool classrooms at Cody, Sandoz, and Montclair during the 2006-07 school year. In the special education preschool programs, students are served in classrooms of eight to thirteen students staffed by a special education teacher and paraprofessionals. Speech/language, occupational and physical therapy, and other related services are available as needed. Each classroom includes typically developing peers who are selected through a screening process. The

- District provides transportation for preschool children with verified disabilities; typically developing peers are transported to the program by their parents.
3. For four-year-old students, the Early Start program at Cody and the 50/50 program at Disney provided less restrictive placement options than the special education preschool classrooms. The program at Cody included six students with disabilities. The program at Disney was taught by a special educator and nine of the eighteen students in the program had a disability. The children in both programs received the support of a speech language pathologist. Transportation to school was provided to the students with a verified disability.
 4. Itinerant services are provided to students who do not need the intensity of a classroom setting, but benefit from more individualized instructional opportunities focused on specific learning areas.
 5. Consultative services to children and their parents/caregivers are provided through collaboration with community preschools and child-care professionals.

Services Coordination: Mandated by federal law and funded by Medicaid receipts for school-based Medicaid services, families of children birth through three years of age are offered Services Coordination to assist the family in accessing and coordinating the services provided by many agencies and available to families of students with disabilities. Currently, services coordination is provided through an agreement between Millard Public Schools, Planning Region 21 and ESU 3.

School Age Resource Program and Related Services

Each school in the District provides special education and related services to students in their attendance area through resource programs, speech-language services, paraprofessional support, psychological services and other related services. All students are provided special education services in the least restrictive environment as recommended by the student's IEP Team. When a student's Individual Education Program (IEP) Team determines that the student's needs are such that more intensive special education services are needed than can be provided in the neighborhood school, the student may attend a special education program outside their assigned neighborhood school. Specialized programs are provided for students with severe academic deficiencies, behavioral difficulties or other significant educational needs that cannot be appropriately met at the neighborhood school. These programs may be located at another Millard school or at a location outside the school district. Transportation to the program recommended by the student's IEP Team is provided by the District.

The Elementary Special Education Program Facilitator works with special education teachers and other IEP Team members at all 23 elementary schools providing consultation and curricular support for students whose academic, behavioral and other educational needs are not being met in the student's current placement. The Program Facilitator provides weekly support to special educators in their first year with Millard assuring that their induction to Millard's special education programs and procedures is comprehensive and individualized to their specific needs.

Young Adult Program

The Millard Public Schools Young Adult Program focuses on transitioning students, ages 18-21, from the school environment to the community. To assure a successful transition, students participate in curriculum that addresses functional academics, personal management, vocational development, motor development, and independent living.

The Young Adult Program, located on the grounds of Central Middle School, served 52 students during the 2006-07 school year. Four teachers and ten paraeducators assisted the young adults in acquiring the transition skills necessary for independent living and the world of work. The program serves a wide variety of students. Ten of the students, three who need wheelchairs, function in the severe to profound range of mental delay. Three of these students have significant medical needs that require close attention and assistance. One student requires a full-time nurse available during the entire school day. All of these students require a high level of adult support for participation in all activities, self-care, positioning, and movement throughout their environment. In order for these students to be actively involved in activities, hand over hand support, as well as specialized equipment for their physical and communication needs is necessary. Ten of the Young Adult students are able to participate in preparing simple snacks and lunches, reading environmental signs, and participating in a simulated workshop setting with adult support.

Twenty-five students with mild to moderate disabilities, have the potential to be competitively employed with job supports. Seven of the students attended resource programs in high school and have the capability of being competitively employed, with minimal to no support, once they exit school at age 21. Their program emphasizes obtaining and maintaining a job, budgeting, and interpersonal relationships. The Young Adult Program provides work experiences at volunteer employment sites. Several of the job sites serve as the Young Adult Program's PayBac Partners. In April, these employers participated in a mock interview forum. Students were interviewed by the employers, videotaped by the Young Adult staff, and then critiqued on their performance. The information received from the employers and from the videotapes is critical to student programming and curriculum planning.

In addition to work sites, the students maintain the facility, prepare meals, and participate in volunteer and community activities. Classroom instruction includes skills development needed for participation, independence, and employment in the community. The Young Adult Program has a craft company in which students participate in all aspects of the business. This is an excellent opportunity to practice problem solving skills, social skills, fine-motor skills, responding to and following directions, as well as money management. Transportation is available for all young adults from home to school. The District also provides transportation from the school to all non-paid work sites and exploratory work experiences during the school day.

To promote physical wellness and social interactions, students are provided opportunities to participate in community recreation and leisure activities. Not only do our students have the opportunity to participate in a YMCA swimming and spinning class with community members, but this year we added the opportunity for students to participate in a weight training class at the Paralyzed Veterans of America (PVA) building.

The Young Adult Program is committed to connecting the students and their families to the appropriate agencies and supports that will assist them with the transition from public school to the "world of work". Related services are provided to the students as determined through their Individualized Educational Program (IEP). These services may include health services, physical and occupational therapy, vision services, adaptive PE services, speech and language therapy, and/or assistive technology services.

Services for Students in Alternate Curriculum Programs

Millard Public Schools has a small percentage of students whose IEP Teams have recommended that the student participate in an alternate curriculum in order to most appropriately meet their

educational needs. The alternate curriculum consists of five domains: Functional Academics, Personal Management, Vocational Development, Motor Development and Independent Living. During the 2006-07 school year the total number of students in the program increased from 155 to 163. The number of students at each program level was Primary (K-2) –22, Intermediate (3-5) --12, Middle School (6-8) –61, and High School (9-12) –66.

Curriculum materials were selected and implemented to support students with severe/profound disabilities. Areas of focus were elementary unit studies, social relationships, high school science and social studies, and middle school exploratory classes.

District Alternate Assessment procedures were aligned to reflect new changes in the Nebraska State Alternate Assessment process. Teachers met to discuss changes in the scope and sequence. The rubric system remains at all levels, and the skills are grouped by program level—primary, intermediate, middle school, high school and young adult. This rubric will continue to be implemented to monitor student progress and to report to state and federal officials regarding student proficiency.

Services for Students with Behavioral Difficulties

In 2006-07 the Special Education Department continued to allocate a high level of personnel resources to support students who have behavioral difficulties in school. This support was provided by a full-time Program Facilitator for Behavior Disorders and having the programs supervised by a single Special Education Coordinator.

The Program Facilitator and Coordinator provided support to buildings through staff development, consultation with school teams, assisting in the development of behavior intervention plans, assisting in the assessment of students, and providing direct services to students. During the 2006-07 school year the Program Facilitator and Coordinator provided staff development for staff at Sandoz and Cody Early Childhood Programs, Neihardt Elementary, Rockwell Elementary, Hitchcock Elementary, Ezra Elementary, Rohwer Elementary, Beadle Middle School, Millard North High School, Millard West High School, and Millard South High School.

The Program Facilitator provided consultation to teachers in almost every school building this school year. She provided ongoing consultation services to thirty schools for over seventy-two students this school year. The consultation services included classroom observations of student, assessing students, assisting in the development of behavior plans, problem solving the implementation of plans, and attending meetings for these students.

One of the Structural Behavioral Skills programs moved to Rohwer Elementary, the other program remained at Ezra Elementary. The transition of this program to Rohwer was coordinated by the Coordinator, Program Facilitator of the program and the building principals at the two elementary schools. The transition went smoothly and the program teachers and students were quickly integrated into the Rohwer building. Parents, students, teachers, and administrators report that the program continued without any adjustment difficulties.

The Coordinator and Program Facilitator also worked with Level III contract schools to integrate students back into Millard schools. During the 2006-07 school year six students were able to successfully transition back to Millard full-time and four more students attended Millard schools part-time.

Other Programs

Services for Homebound Students

Students may be eligible for homebound services as dictated by their IEP. Some students are excluded from attending school for discipline purposes and may be eligible to receive homebound instruction. Millard Public School has one fulltime teacher assigned as a homebound instructor for students K-12. If additional teaching services are required, other teachers are contracted to serve homebound students.

Students receiving homebound services typically have missed three or more weeks of school. Homebound services range from services for three weeks to the entire year.

This year 27 students excluded from school for discipline reasons were provided homebound assistance. Students with health conditions preventing school attendance totaled 34.

Contracted Services

The educational needs of some students are not able to meet in programs provided at Millard Public Schools facilities. The District contracted with the agencies listed below to provide services for these students, whose disabilities are generally behavior disorder or hearing impairment.

- Alpha School
- Brook Valley School (ESU 3)
- Heartland/Midlands III
- Boystown Center for Childhood Deafness
- Suburban Hearing Impaired Program

Related Services

Related services are provided to students with disabilities when necessary to provide the student with a free appropriate public education. Related services were provided in the following areas:

- Adaptive Physical Education
- Occupational and Physical Therapy
- Speech/Language Therapy
- Assistive Technology/Augmentative Communication
- Hearing and Vision Services, including audiological evaluations and orientation and mobility services
- Vocational Services

Special Education Program Highlights

1. The Millard Public Schools Adaptive PE Department again this year offered a Bike Rodeo in May at Zorinsky Park. The Bike Rack, Ambucs, and Munroe Meyer Rehabilitation Institute worked side-by-side with the District in planning and facilitating this Saturday morning event.
2. The Millard Public Schools Adaptive PE Department once again sponsored a Fishing at Zorinsky Day for Middle School, High School and Young Adult Program students with mental and/or physical disabilities. The SANDS program, along with Omaha Parks and Recreation and over 20 volunteers from the community helped Millard students learn about water wildlife, water habitats, and the fine art of fishing.
3. Once again the district was able to work with Duane Szot to coordinate the “Arts for All” program. Participants were students with disabilities from Preschool and Elementary Programs. The Omaha Police Union Hall was made available for this wonderful opportunity

for our students. The Outreach Education Specialist from Joslyn Museum attended Millard Arts for All and plans are underway to work with Joslyn as a part of Arts for All activities in the future.

4. The Millard Public Schools Transition Committee hosted several learning opportunities for parents, students and staff throughout the school year. These included
 - a. A Transition Conference at ESU 3 that discussed Special Needs Trusts and Planning for the Future.
 - b. A presentation by a representative from the Department of Developmental Disabilities and a representative from Vocational Rehabilitation discussed the transition from IEP to IPP. The roles of DD and VR were also discussed.
 - c. A presentation from the WIN-AHEAD groups with representatives from UNO, Metro Community College, UNL, and Creighton University. The Learning Disabilities Association was available for questions as well.
 - d. An Interview Forum that included seven employers from the community and 73 students.
 - e. A Recreation Leisure Fair that was attended by 150 parents and students.
5. All special education staff participated in Professional Learning Communities within their assigned buildings. In addition to their assigned building PLC, staff members working in elementary multicategorical programs met monthly in a District PLC to focus on students' performance on District reading assessments.
6. Resolving parental challenges to verification, placement and other recommendations of IEP Team members continues to be challenging. Most situations are able to be satisfactorily resolved through extensive efforts of staff members and building and central office administrators. No formal parent complaints or requests for due process hearings were filed this year.
7. Twenty-three graduating seniors had one or more ELO cutscores lowered as a result of their disability and at graduation received a Millard Public Schools diploma with the appropriate notation. Six students with severe disabilities participated in the Alternate Assessment in lieu of taking district ELO assessments; these students will receive their Millard Public Schools diploma with the appropriate notation when they exit the Young Adult Program at age 21.
8. Gradebook training for elementary special education teachers was held in March 2007; the program was adapted to better meet the needs of special educators and to enable communication about student progress to parents that is meaningful and specific.
9. Teams of elementary special educators analyzed District assessment scores for students with disabilities and made recommendations to improve students' test performance, including the purchase of curriculum materials to support instruction.
10. A new curriculum and assessment program was implemented in the Early Childhood Special Education programs as required by the state and federal governments. The assessment for children birth to age 5 is based on on-going observation of children engaged in real activities, with people they know, in natural settings. Through the use of these child outcomes teachers will make decision about day-to-day learning opportunities for children.

Office of Staff Development 2006-07

INTRODUCTION:

This Annual Update/Final Report highlights the professional development offerings that the Office of Staff Development has provided for 2006-07. The staff members involved in these offerings include the following: approximately 1627 certificated staff, 84 administrators, 47 professional/technical (salaried), 170 professional/technical (hourly), 402 paraprofessionals, and 15 nurses. In an effort to make staff development more effective, buildings have become more actively involved in the district's initiatives. The Office of Staff Development (OSD) believes that district initiatives are more successful when building administrators and teacher leaders are actively involved.

This Annual Update/Final Report shares only a snapshot of the offerings coordinated by the Office of Staff Development. It does not reflect the various building staff development or professional development coordinated by other district offices. The report is divided into the following sections: Large-scale Staff Development Initiatives, New Staff Induction, Graduate Credit Courses, Pre-opening & Fall Workshop, Martin Luther King, Jr. Staff Development Day, President's Day, Middle Staff Development Day (May 31, 2007), Classified Staff Development and additional staff development offerings.

The Office of Staff Development communicates with MPS staff through an electronic monthly newsletter, which is also posted on the INTRANET. The Building Staff Development Facilitators also play a large role in communication as the building/district liaison. There are two Building Staff Development Facilitator positions at each secondary building and one at each elementary building. The essential responsibility for this extra duty position are 1) to advocate for improving instruction (MIM, PLC, differentiation, technology implementation, etc.); 2) to attend monthly after-school meetings with the Office of Staff Development; 3) to field questions from building staff members directed to building and district staff development; 4) disseminate information regarding professional development to building staff members; 5) post and promote the Office of Staff Development Newsletter to improve communications between district and buildings; 6) assist building administration with the implementation of MIM (Millard Instructional Model) and to participate in the MPS Annual Summer Academy; 7) assist building administration with planning and implementation of district and building staff development initiatives; 8) become familiar with materials relating to effective instruction that are housed at the building level; and 9) collaborate with building administrators on providing PLC staff development to new teachers; and 10) facilitate staff development demonstrations for new staff regarding knowledge/application of the INTRANET.

The Office of Staff Development also led the Teacher Evaluation Committee through a review of the latest research to improve our current teacher evaluation system. In 2007-08 a Teacher Evaluation Pilot will be implemented in the following schools: Montclair Elementary, Reagan Elementary, Rockwell Elementary, Kiewit Middle School and Millard South High School.

LARGE-SCALE STAFF DEVELOPMENT INITIATIVES

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A group of (1) results/data-oriented MPS professionals with (2) shared mission, vision, values, and goals who (3) meet regularly in collaborative teams focused on learning, to (4) consistently inquire into “best practice and current reality,” and who are (5) action-oriented and (6) committed to continuous improvement.

Tight Parameters for PLC Implementation in Millard Public Schools

- Groups must address critical questions:
 - What will students know and be able to do?
 - How will students learn it?
 - How do we know students learned it?
 - What happens if students do not learn it or already know it?
- Groups must decide on group norms/ground rules. The discussion is important and should be ongoing.
- Groups must have regular collaboration and discussion based on student performance data.
- Groups must review the Millard curriculum/course outcomes and select a focus for their PLC.
- Groups must select or develop at least 2 new or previously developed common formative assessments per semester (or equivalent).
- Groups must establish S.M.A.R.T. goal(s).
- Groups must disaggregate and analyze group and sub-group results.
- Groups must identify and implement instructional strategies based on the analysis of student data.
- Groups must evaluate the implemented instructional strategies.
- Select specialists are required to attend district PLCs.

Loose Parameters for PLC Implementation

- Number of members and organization of PLC teams may differ.
- Numbers, times, locations of meetings will vary.

To improve PLC implementation efforts, district base-line data was gathered through PLC Evaluation surveys in the spring of 2006 and 2007. Building specific and district wide PLC implementation data was analyzed and shared with all administrators in the summer of 2006 and summer of 2007.

In addition to district PLC implementation parameters, a district focus timeline was established.

2004-2008 Professional Learning Communities Implementation Timeline

2004-05

2004-05 – Administrator Staff Development – focused on PLC and DuFour’s book, Whatever It Takes.
 February 2005 – \$10,000 Support for DuFour Holiday Inn Conference building attendance
 Summer 2005 – \$20,000 Support for DuFour Summer Conference building attendance
 Spring 2005 – High Schools receive board approval for Monday late starts for PLC teams to meet

2005-06

August 2005 – MPS Tight Loose Parameters introduced to administrators
 Fall 2005 – Principals, C&I Asst. Principals meet with OSD and Principal Supervisors re: PLC
 October 2005 – District staff development day devoted to buildings introducing/pursuing PLC
 December 2005 – PLC ad hoc committee meets to assess needs
 Spring 2006 – OSD offers menu of support options to buildings

Spring 2006 – ESU #3 Debbie Schraeder offers 6 book study sessions (Getting Started & Whatever It Takes)
 May 2006 – PLC survey (Zoomerang Link) sent to every teacher and building administrator
 Spring 2006 – PLC training video created to share with buildings in Fall 2007
 June 1, 2006 – \$6,250 Support for building administrators to attend Nebraska ASCD PLC workshop
 Summer 2006 – \$20,000 Support for DuFour Summer Conference building attendance

2006-07

Fall 2006 – PLC survey results provided to principals
 Fall 2007 – Principals, C&I Asst. Principals meet with Principal Supervisors regarding PLC & MIM
 Fall 2006 – Share PLC DVD to be used as a resource when training new staff or to review with returning staff
 2006-07 – District staff development days devoted to buildings introducing/pursuing MIM & PLC
 Fall 2006 – \$10,000 Support for DuFour Holiday Inn Conference building attendance
 2006- 2007 – ESU #3 - Debbie Schraeder presents twice to building staff development facilitators regarding PLC
 May 2007 – PLC evaluation survey sent to every teacher and building administrator

2007-08

Fall 2007 – PLC survey results provided to principals
 Fall 2007 – Principals, C&I Asst. Principals meet with Principal Supervisors regarding PLC & MIM
 2007-08 – District staff development days devoted to buildings introducing/pursuing MIM & PLC
 October 2007 – DuFours present at QWEST Center for all 1750 certified staff members
 November 2007 – OSD offers 2 full day workshops as follow up to DuFour presentation with focus on assessment with presenter ESU #3 Debbie Schraeder
 Spring 2008 – OSD offers menu of support options to buildings
 May 2008 – PLC evaluation survey sent to every teacher and building administrator
 June 2008 – 3rd Annual Summer Academy focus will be on assessment

MILLARD INSTRUCTIONAL MODEL

In addition to Professional Learning Communities, the Millard Instructional Model was revised and introduced to building administrators in 2005-06 during the monthly staff development sessions held before General Administration Meetings. The full MIM implementation occurred in 2006-07 after kicking it off with the June 6, 2006 MPS Summer Academy. Approximately 220 teachers and administrators participated in the June 6, 2006 Summer Academy. An implementation survey was administered to every teacher in the district in March 2007. The results of this survey assisted in planning the 2nd Annual Summer Academy. The 2nd Annual Summer Academy – A “train the trainer” format of staff development was implemented on June 5, 2007 at the Holiday Inn Central. Approximately 243 participants attended on June 5, 2007. The objectives for the 2007 Summer Academy were: 1) Participants will review and discuss important aspects of effective teaching. 2) Participants will collaboratively plan building staff development implementation to answer the following four questions:

- A) What will teachers know and be able to do?
- B) How will teachers learn it?
- C) How will we know teachers have learned it?
- D) What happens if teachers do not learn it or already know it?

The Millard Instructional Model and instructional documents used at the June 6, 2006 & June 5, 2007 MPS Summer Academy can be accessed on the INTRANET.

The evaluation results of the June 5, 2007 Summer Academy were: 84% Excellent 16% Good 1% Poor

TECHNOLOGY

The Office of Staff Development has always supported technology staff development and the implementation of technology into instruction. Michelle Baldwin, Technology Staff Developer, leads our department in designing, delivering and coordinating several technology workshops. Michelle Baldwin delivered and/or coordinated several just-in-time technology workshops. Michelle also offered several standard technology classes through MPS on-line registration system, Better *& Better*.

Traditional classes were offered following district standards. On-line classes were offered using Element K as the provider. The classes were limited to current district standards. A sample of the technology classes recently offered include Operating Systems, Email, Word Processing, Database, Spreadsheet, Multimedia, Internet, Intranet, iShare, Handhelds in the Classroom, Digital Imaging and Equipment, Grade Book, OS10, Publisher, Dream Weaver, and Technology Integration. Classes that included an evaluation are listed below.

In conjunction with the Human Resources division, an ethics in technology session was created for all new certified hires. This in-service will continue to be a part of future new certified staff orientation.

Just-In-Time training sessions were coordinated (curriculum written when necessary, instructors secured, schedules planned) upon request by buildings or district personnel. Sessions included iShareInfo, MS Word: Transition from AppleWorks, Macromedia Dreamweaver, various areas of Infinite Campus, MS Excel: Chart Tips, Gaggle, Using the Blackberry, iMovie HD, and Zoomerang- the online evaluation/survey tool.

To meet the technology learning needs of staff, additional “tips and tricks” courses were added to the technology curriculum. These shorter, targeted sessions provided a quick and easy method for learning specific skill sets. New sessions added are: MS Word Mail Merge, MS Word Track Changes, MS Excel Charts and Graph Tips, MS Excel Pivot Tables, and GroupWise Calendar.

CATEGORY	# OF CLASSES	RATING
Email	5	77% Excellent 23% Good
Word Processing	3	95% Excellent 5% Good
Database	2	100% Excellent
Spreadsheet	5	100% Excellent
Multimedia	5	94% Excellent 6% Good
Internet	5	4.8 on 5 scale
Operating Systems	1	4.7 on 5 scale
GroupWise Tips & Tricks	1	100% Excellent
MS Excel Tips & Tricks	1	57% Excellent 43% Good
MS Word Tips & Tricks	1	100% Excellent
Net Savvy Tools	1	33% Excellent 67% Good
Communications-Blackberry	1	100% Excellent

NEW STAFF INDUCTION PROGRAM

Full-scale implementation of the MPS New Staff Induction Program began in August 2002. All staff new to MPS participate in this 3 year program under the direction of administrative intern, Sharon Comisar-Langdon. The MPS New Staff Induction enhanced the successful acclimation and professional development of new staff to MPS.

MENTORING HANDBOOK

The MPS Mentoring Handbook for New Staff, Mentors, Building Administrators and Supervisors has been implemented at all building sites to facilitate the mentoring process. New staff received the Handbook at Fall Workshop and reviewed it with Sharon Comisar-Langdon during 1st semester building visits. New mentors received the handbook during their training prior to the school year.

MOEC MENTORS-IN-TRAINING

Millard Public Schools has participated in the Metropolitan Omaha Educational Consortium since 1991. The purpose of this program is to train metropolitan area master teachers to become mentors so they, in turn, can provide mentoring to new teachers in their respective school districts. Over 280 MPS veteran staff members have been trained as mentors to date. This year over 30 MPS master teachers participated in the three-day professional growth experience, through MOEC Mentor training.

PRACTICAL TIPS FOR BEGINNING TEACHERS

This one-day offering has now been expanded and enhanced since its inception in the mid-1990's. Sharon Comisar-Langdon and Char Riewer provided training to new teacher employees. The purpose of this training is to provide support to educators new to the profession in order to increase the likelihood of a "good start" in their educational careers and in their MPS experience.

PEER COACHING

Peer Coaching is a required experience for all 2nd year certified staff members. Over 200 certificated staff participated in Peer Coaching this school year. Quarterly Peer Coaching professional development sessions focus on the Millard Introduction Model. Quarter sessions include peer collaboration and reflection through a non-evaluative observation in each partner's classroom or professional setting, a pre-observation conversation, and a post observation requirement each quarter for all participants. The Peer Coaching Option Independent Team Study is available for 2nd year staff who have more than 2 years of professional experience prior to coming to Millard. A \$250 stipend is offered to all participants.

of Evaluations Completed: 153

EVALUATION 4.0 on A 5 SCALE

PRODUCTIVE APPROACHES FOR TEACHING AND LEARNING

Productive Approaches is a required experience for all 3rd year certified staff members. Staff registered for one of two choices: Productive Approaches for Teaching and Learning 3-hour graduate credit course OR 8 hours of training in differentiated instruction. These district-developed courses align with the Millard Instructional Model and/or the Indicators of Effective Counseling with current research and best practice instructional strategies. Participants in the graduate credit classes earn three graduate credit hours from UNO for successfully completing the course. The Office of Staff Development currently pays the tuition, fees, and materials costs for all participants. Successful completion of the course fulfills the differentiation requirement for certificated staff members. Veteran certificated staff members are trained as course instructors and teach the courses on a regular basis. A \$250 stipend is offered to only those participants in the 8 hours of training. Those participants enrolled in the free graduate class are not paid a stipend.

8 Hour Class: # of Evaluations Completed: 28
Graduate Class: # of Evaluations Completed: 37

82% Excellent 18% Good
48% Excellent 33% Good 19% Poor

GRADUATE CREDIT

In addition to teaching UNO classes in our New Staff Induction Program, the Office of Staff Development also cooperated with Doane College and Wayne State College to offer graduate classes through ***Better & Better***. The goal of this relationship was to provide more convenience to our MPS staff in pursuing graduate classes for professional development.

During the 2006-07 school year, a 3-credit hour graduate class from Doane College was offered twice entitled *Young Adult Literature* and taught by Kiewit staff member, Kelly Thielen. During the summer of 2007, Mark Hawkins, MNHS teacher, and Kathy Wischow, Willowdale teacher, each offered a 3-credit hour graduate class from Doane College. These classes were *Assessment of Learning* and *Gifted Education in the Regular Classroom*. Steve Joekel, MWHS assistant principal, offered a 3-credit hour graduate class from Wayne State College entitled *Connecting with Today's Youth*.

NATIONAL BOARD FOR PROFESSIONAL STANDARDS COHORT PROGRAM

In 2006-07, OSD supported two MPS teachers in the National Board for Professional Standards Cohort Program through UNO. Increasing the number of MPS Nationally Board Certified Teachers provides teachers the opportunity to make positive changes in classrooms. The participating teachers were Amanda Link from NMS and Tom Neumann from SHS. We have accepted applications from five teachers for the 2007-08 school year. These teachers include Tara Fabian from Ackerman, Megan Falk from Morton, Theresa Jensen from NHS), Maureen Kuch from Harvey Oaks, Lori Umstead from CMS, and Kelly Welsch from NHS. Information about this program can be viewed on the INTRANET.

PRE-OPENING AND FALL WORKSHOP

ORIENTATION FOR NEW HIRES

New hires were paid to participate in three days of orientation, August 3, 4 & 7, with all special education staff participating in an extra day of training on August 2. Thursday, August 3 included a curriculum overview and Six Trait Training. On Friday, August 4 certified hires were provided with all day technology training. In addition to the Millard technology orientation, other training topics included IC grade book for secondary staff and introduction to the INTRANET. On Monday, August 7 the new teachers participated in the New Staff Breakfast & Orientation before they spent the afternoon in their buildings with their mentors.

The Office of Staff Development met with stakeholders several times during the 2006-07 school year to review the new teacher orientation plans and have made several revisions to these plans for the new 2007-08 certified hires. In addition to the stakeholders' input, OSD also sent out an electronic survey to all new hires and OSD offered three different roundtable sessions for new teachers to offer feedback in person. The information from the electronic survey is listed below.

of Evaluations Completed: 155

64% Excellent 36% Good

TECHNICAL PROFESSIONAL/SECRETARIES

This year the secretaries "kick-off" was conducted on August 1. Keynote Speaker Joe Gerstandt, Operations Director-Diversity, Alegend Health presented information about living in a diverse society and workplace and promoting inclusive communities. Several district representatives also shared pertinent 2006-07 information with the group.

of Evaluations Completed: 95

49% Excellent 51% Good

For the second year in a row, all new secretaries and their mentors met with the Office of Staff Development and other district representatives on August 8. The purpose of this meeting was to share specific information with new hires to help them successfully transition in their new jobs. The expectations for secretary mentors were shared and everyone participated in a Scavenger Hunt through the Secretary Notebook to ensure understanding of this resource.

of Evaluations Completed: 9

EVALUATION 4.9 ON A 5 SCALE

CPR/AED/FIRST AID

The Office of Staff Development and the Office of Pupil Services worked in conjunction with the Nebraska Safety Council to provide this training for van drivers, paraprofessionals, security personnel, and other employees as required to meet policy 5600.6.

PARAPROFESSIONAL KICK OFF

Para professionals kick off was on August 9, 2006. Keynote Speaker Joe Gerstandt, Operations Director-Diversity at Alegent Health, presented information about living in a diverse society and workplace and promoting inclusive communities. A variety of break out sessions were offered. A sample of the break out session titles include but were not limited to: "Managing Yourself In Stressful Situations", "Drugs, Alcohol, and Other Community Information", "Giving Feedback That Gets Results: The Power of Positive Relationships", "Time Management: Boost Your Effectiveness", "Saturated Fat & Trans Fat", "New Para Orientation", "Strategies for Working With Students With Special Needs", "A Healthy Lifestyle".

of Evaluations Completed: 673

EVALUATION 4.0 ON A 5 SCALE

SECURITY PERSONNEL

Security personnel met with the Director of Pupil Services, Kraig Lofquist, and a representative group of high school administrators to discuss district expectations of security personnel.

of Evaluations Completed: 13

EVALUATION 4.7 ON A 5 SCALE

VAN DRIVERS

Two sessions were offered to van drivers in August 2006 to prepare them for the 2006-07 school year. Session titles were: Transporting Students with Communication Differences and Managing Yourself in Stressful Situations.

of Evaluations Completed: 45

EVALUATION 4.4 ON A 5 SCALE

CERTIFIED STAFF

The elementary and secondary staff focused on a variety of curriculum topics during fall workshop in support of the Millard Education Program.

MARTIN LUTHER KING, JR. STAFF DEVELOPMENT DAY

Martin Luther King Staff Development Day, January 15, 2007, was again a day when certified and classified staff were involved in a variety of professional growth opportunities. Based on feedback from building administrators and building staff, the content focus was to support the curriculum process. During the morning, the majority of the elementary staff participated in Infinite Campus Grade Book training in their buildings. The majority of the secondary staff and all classified staff choose sessions from "Select A Sessions". Registration was taken place by using the on-line Better & Better catalogue system. Secondary certified and PK-12 classified staff had the opportunity to select two workshops from a list of sessions that met their job specific staff development needs. Each workshop was hour and half in length.

The following is a list of titles of workshops that were offered to all secondary certified staff on January 15, 2007. 40 Developmental Assets, Addressing the Hispanic Voice Within Our Community, Brain Research, Building Academic Vocabulary, But I Don't Have Time for Open-Ended Questions, Choir-All Millard Group, Classroom Management, Closing The Gap For Our Special Needs Students, Collaborative Teaching-Mainstreaming in The Regular Classrooms, Connecting With Students Through Gaggle: A Panel of Gagglers, Continuing The Journey Of PLCs, Discover Languages: Update from ACTFL, Diversity In The Classroom, Don't Teach Technology...Teach With Technology, Education and the Omaha Chamber of Commerce, Finale™, From The Other Side Of English, Infinite Campus Cube, Introduction To Japanese Lesson Study, My Space™, Etc. For The Blissfully Unaware, NSTA Panel Presentation, Orchestra – All Millard Group, Podcasting 101: Do It Yourself Broadcasting, Podcasting With Purpose, Reciprocal Teaching, Recognizing Street Drugs & Behaviors In Students, Science Inquiry, State Of The School District, Strategies For Teaching Students With Behavioral Disorders, Using Assessment For Instruction, Walk Through, Drive By, Write Up, Working With People: Appreciating Differences, 3RD Quarter – Middle Level Singleton PLC Meetings

The following is a list of the titles of workshops that were offered to all classified staff on January 15, 2007. Autism: The Basic Facts, Everything You Always Wanted to Know About Aspergers Syndrome, Paraprofessional Round Tables, Paraprofessionals – What They Didn't Tell You When They Hired You, Powerful Communication Skills, Seven Habits of Highly Effective People, Work And Life: Managing The Delicate Balance, 40 Developmental Assets, Basics of Sign Language, and Working With Students With ADD & ADHD.

of Evaluations Completed: 1431

EVALUATION 4.4 ON 5 SCALE

PK-12 building focused staff development took place during the afternoon. Principals submitted building staff development plans to the Office of Staff Development. Staff development activities included advisement activities including PLPs, Professional Learning Communities, Millard Instructional Model, iShare, AWA scoring, elementary science curriculum training, CORE standard alignment, diversity training, technology, and drug awareness.

May 31, 2007- MIDDLE LEVEL STAFF DEVELOPMENT DAY

In the 2005-2007 Teachers' Collective Bargaining Agreement the *Term of Contract* states: "During each school year covered by this agreement, the district may require up to 1/3 of the teaching staff to work one or two additional days each in staff development activities; each teacher required to work additional days in staff development activities shall be paid at his or her daily rate." This year the middle level staff was selected to attend professional development after the last day of school. The Middle Level Planning Committee met since January 2007 to plan for the May 31 Staff Development Day. Members of this committee included Michelle Baldwin, Melissa Byington, Micky Gehringer, Dave Hemphill, Nancy Johnston, Dawn Marten, Pat Meeker, Heather Phipps, Len Sagenbrecht, Kim Saum-Mills, John Southworth, and Joannie Wilson.

Middle level administration, Educational Services, and Building Staff Development Facilitators were asked to give suggestions on the focus areas for May 31. 40 Development Assets was chosen because of the Strategy 7/Plan 5 Specific Results: "Utilize the 40 Developmental Assets Framework to effectively promote positive student behavior through student recognition." Technology was chosen because of the continual need for technology staff development. The "select a sessions" afforded staff members a differentiated model so each staff member's choices and needs could be met. Middle level staff participated in a Zoomerang survey to help the Middle Level Staff Development Planning Committee determine the technology sessions offered. Based on the teachers' input, a variety of technology sessions were offered. Technology sessions included a variety of Infinite Campus sessions, Excel, Gaggle, iShare, Digital Literacy,

PLC Internet Sites, Surfing MPSNET, Power Point Tips, Using Podcasts, MS Word Tips, GroupWise Calendar, Blogs – MySpace, Round Table Discussion with Tech Integration, and Science Probeware.

At the end of the day, a Zoomerang survey was used to evaluate the success of the Middle Level Staff Development Day. Each building administration team received their own specific building results. The district average of all six middle schools is listed below.

26% Excellent 64% Good 10% Poor

DIVERSITY SESSIONS

LUNCH AND LEARN

In October, Joe Gerstandt from Alegent Health, provided participants with an understanding of how to build inclusive and global-oriented environments in MPS. This was our first workshop in providing administrators and teachers with a better understanding of diversity among the students we serve in our district.

LUNCH AND LEARN

In November, Joe Gerstandt from Alegent Health, provided a follow up to the October 11 Lunch & Learn which focused on building inclusive and global-oriented environments in MPS. The workshop provided administrators with a better understanding of the diversity among the students we serve in our district.

LUNCH AND LEARN

On April 12, OSD hosted a religious diversity lunch & learn. This workshop was facilitated by Beth Katz, from AntiDefamation League, and a panel of representatives from the Jewish, Mormon, Muslim and Jehovah Witness communities. Administrators, teachers and classified staff learned about the basic beliefs of these major religions and the religious accommodations needed for students from these traditions.

of Evaluations Completed: 52 81% Excellent 19% Good

BUILDING INCLUSIVE COMMUNITIES WORKSHOP

Spencer Terry from Conference for Inclusive Communities facilitated three different sessions during second semester. Administrators participated in a 2 hour session, and a full day workshop was open to all certified staff. The full day workshop was geared towards educators interested in gaining additional experience in increasing positive environments, proactive learning strategies and inclusive practices within the realm of diversity and human relations. This workshop was offered to administrators and certified staff.

Full Day Workshop:

of Evaluations Completed: 23
EVALUATION 3.9 on a 5 SCALE

Admin Workshop:

of Evaluations Completed: 44 17% Strongly Agree 67% Agree
14% Disagree 2% Strongly Disagree

CRYSTAL ENGLAND

Noted author, Crystal England, presented to all building and district administrators on September 6, 2007. All administrators read England’s book, Divided We Fail, prior to her presentation. Administrators reflected on the diverse needs of Millard students and the strategies that could be used to help every child succeed.

of Evaluations Completed: 48 33% Excellent 52% Good 15% Poor



CLASSIFIED STAFF DEVELOPMENT SESSIONS

Numerous staff development offerings were provided to classified staff in 2006-07. Classified staff development includes paraprofessionals, professional/technical (secretaries), van drivers and security. Designated days in August, October and January were established staff development dates. These offerings are in addition to what is provided in *Better & Better*, the on-line registration database which offers workshops to certified and classified staff.

Alcohol & Drug Awareness Workshop for Classified Staff

The objective of this training was to heighten awareness of the dangers of alcohol and substance abuse, the dangers of substance abuse in the employee's life and family, the most popular substances of abuse, how to detect drug use, how to address substance abuse issues that may arise with your children or other family members and where to get help if, a coworker, friend or family member has a substance abuse problem.

of Evaluations Completed: 52 82% Excellent 18% Good

Autism: The Basic Facts

This presentation focused on all aspects of autism. Participants learned about the symptoms, diagnostic criteria and strategies for working with students who are autistic and also with their family members.

of Evaluations Completed: 67 EVALUATION 4.7 ON 5 SCALE (Oct. 17, 2006)

of Evaluations Completed: 15 EVALUATION 4.5 ON 5 SCALE (Jan. 15, 200)

Becoming a MAC Techie

This session touched on the basics of Macintosh's savvy programs: iLife Suite (iPhoto, iMovie, etc), Educational Widgets and iCal.

of Evaluations Completed: 15 EVALUATION 4.7 ON 5 SCALE

Bullying in the Workplace: From Playground to Boardroom

This session provided the knowledge and tools you to recognize bullies in the office or on the shop floor as well as techniques for blunting their obnoxious and destructive behavior.

of Evaluations Completed: 47 EVALUATION 4.8 ON 5 SCALE

Confidentiality & Student Records

Participants gained information about appropriate procedures when dealing with student records and "updates" regarding student records since moving to Infinite Campus.

of Evaluations Completed: 40 EVALUATION 4.7 ON 5 SCALE

Dealing with Emergency Situations

This course provided information of what to do if an emergency situation arises in their building.

of Evaluations Completed: 20 EVALUATION 5.0 ON 5 SCALE

Elementary Secretary Roundtable

Elementary secretaries were given the opportunity to join colleagues to share expertise, as well as the challenges they have in their position.

of Evaluations Completed: 11 69% Excellent 31% Good

Everything You Always Wanted to Know About Aspergers Syndrome

Participants learned the difference between Autism and Aspergers Syndrome, learned about the diagnostic criteria and how those with this diagnosis can function in a general education environment. They also learned strategies for communicating and dealing with behavioral issues, which may arise.

of Evaluations Completed: 14

EVALUATION 4.2 ON 5 SCALE

Net Savvy Tools

This session covered efficient internet searches, internet domains, safe searching, and net detective skills.

of Evaluations Completed: 23

EVALUATION 5.0 ON 5 SCALE (Oct. 17, 2006)

of Evaluations Completed: 40

EVALUATION 4.7 ON 5 SCALE (Nov. 28, 2006)

Positive Attitude and Self-Motivation

This session taught skills needed to foster enthusiasm and positive attitude which will enhance job performance and productivity. Participants learned the theory of individual motivation and what motivates them and how to create and sustain a positive attitude in themselves and others

of Evaluations Completed: 43

EVALUATION 4.8 ON 5 SCALE

Safety Measures

This course touched on topics of appropriate self defense, restraint guidelines and safety measures to follow in the role as a security officer.

of Evaluations Completed: 16

EVALUATION 4.9 ON 5 SCALE

Secretary Mentor Luncheon

Secretaries new to their positions in MPS were assigned a secretary mentor. A luncheon was offered as a progress check to touch base with all new secretaries and their mentors to determine what additional support was needed.

of Evaluations Completed: 9

EVALUATION 4.9 ON A 5 SCALE

Top Ten Editing Tips

This presentation focused on how to effectively write emails and memos using the top 10 editing tips. It taught participants how to write correspondence that will be unofficially, publicly graded by the reader, whether it is staff, students or families.

of Evaluations Completed: 21

EVALUATION 4.7 ON 5 SCALE

What's The Buzz: The Who, What, Where, When & Why of Professional Learning Communities & the DuFours

The session expanded their knowledge on PLC and it positively affects student achievement.

of Evaluations Completed: 22

73% Excellent 23% Good 4% Poor

ADDITIONAL STAFF DEVELOPMENT OFFERINGS IN BETTER & BETTER**BOOK NOOK SERIES**

This series of workshops offered to classified staff provided the opportunity to partake in a book study with colleges. Each Book Nook Series was two sessions in length and focused on personal and/or professional growth topics. The following six books were used as the focus: How Full Is Your Bucket?, Fish!, Who Moved My Cheese?, Vital Friends, Fish Sticks, and Fred Factor.

of Evaluations Completed: 73 68% Excellent 27% Good 5% Poor

COMMON SENSE PARENTING

This training has been offered since 1999. The Boys Town based training is comprised of approximately 7 two-hour sessions. It is intended to assist parents in learning strategies to be more effective in the approach to discipline. Kim Secora is our instructor.

of Evaluations Completed: 33 EVALUATION 4.9 ON A 5 SCALE

COOPERATING TEACHERS

In an attempt to upgrade the skills of cooperating teachers who supervise student teachers, multi-session offering has been provided since 2002. Eventually we hope to make this offering mandatory for all cooperating teachers. In 2006-07, four building administrators (Bert Deremer, Susan Marlatt, Carrie Novotny-Buss, Greg Tiemann) facilitated these sessions.

of Evaluations Completed: 9 EVALUATION 4.3 ON A 5 SCALE (1st Semester)

of Evaluations Completed: 17 100% Excellent (2nd Semester)

CREATING AN EFFECTIVE LEARNING ENVIRONMENT

This offering was initiated in 2000 and is used as an offering for the district's student teachers each semester. Classroom management is so fundamental to successful classroom experiences. We hope this offering helps address principles of classroom management and provides strategies for effectively dealing with student behavior in the classroom. CADRE Associates, Char Riewer, Tracy Logan and Jane Pille provided this session both semesters.

of Evaluations Completed: 41 EVALUATION 4.5 ON A 5 SCALE (1st Semester)

of Evaluations Completed: 14 86% Excellent 14% Good (2nd Semester)

40 DEVELOPMENTAL ASSETS: WHAT KIDS NEED TO SUCCEED

The asset concept is simple and based on common sense. Young people need positive external supports and internal strengths to succeed in life. Most importantly, they need people to nurture these assets. Assets promote positive behaviors, and they also protect young people: The more assets a younger person reports having, the less likely he/she is to make harmful or unhealthy choices. PPS Director Kraig Lofquist facilitated the presentation of this workshop to several different groups including classified staff, teachers, and administrators. Dr. Kathy Ryan, Heather Phipps and Dr. Pat Rhodes assisted in the presentation to all administrators.

of Evaluations Completed: 50 79% Excellent 21% Good

403(B) INFORMATION SESSION & VENDOR FAIR

Participants attended an informational session to learn more about how a 403(B) plan can offer the opportunity to save on retirement on a pre-tax, tax-deferred basis. Participants were also able to visit a vendor fair after the informational session.

of Evaluations Completed: 52 48% Excellent 50% Good 2% Poor

SUBSTITUTE TEACHER STAFF DEVELOPMENT WORKSHOPS

Two voluntary 90 minute workshops were offered to all Millard substitute teachers who were interested in learning strategies to positively increase the learning environment in the classroom and reduce behavior management problems.

of Evaluations Completed : 54

83% Excellent 17% Good

SUMMER BOOK CAMP

Elementary and secondary teachers will join Alicia Feist, MPS teacher, and Dawn Marten, MEP for Staff Development, in a three session workshop in July 2007 focusing on common formative assessments. Participants will gain a better understanding of formative assessments and how they impact instruction and student achievement. Participants will be given the opportunity to create formative assessments for their specific grade level/content area, which they can utilize in the 2007-2008 school year. Participants will receive the resource book, Common Formative Assessments: How to Connect Standard-Based Instruction and Assessment and pay for 6 hours at the voluntary pay rate. All participants will complete an evaluation to assist the Office of Staff Development in planning for future Book Camps.

WOODCOCK JOHNSON ASSESSMENT

This offering is a district sponsored special education session and is required of all new staff who will be administering the Woodcock Johnson Assessment as part of a Multidisciplinary Team Evaluation. Participation in this class assures that appropriate assessment strategies are being used by all special education staff members.

of Evaluations Completed: 5

20% Excellent 60% Good 20% Poor

YOGA

Originating in 2003, Liz Carey began sharing her considerable expertise by teaching yoga classes for District personnel. This class is very popular and produces a waiting list for every session.

of Evaluations Completed: 26

92% Excellent 8% Good

AGENDA SUMMARY SHEET

AGENDA ITEM: Multicultural Education Report

MEETING DATE: June 18, 2007

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: 2006-2007 Report on Multicultural Education.

ACTION DESIRED: APPROVAL DISCUSSION INFORMATION ONLY X

BACKGROUND: The Nebraska Department of Education approved a District Plan for Multicultural Education on January 19, 1995. Rule 10 stipulates the following requirements for Nebraska public schools:

004.01G *“The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades...with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived.”*

004.01G4 *“The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.”*

004.01G5 *“The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.”*

Building principals were asked to respond to three questions:

- List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.
- List and describe learning experiences provided for students that are beyond those called for by district curriculum
- List and describe multicultural experiences called for by the building’s site plan, if applicable.

The building reports are included in this report.

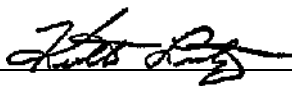
RECOMMENDATIONS: The Board accepts the report.

STRATEGIC PLAN REFERENCE:

TIMELINE: An annual report is required by Rule 10.

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

SUPERINTENDENT’S APPROVAL: _____



BOARD ACTION:

2006-2007 Report on Multicultural Education

June 18, 2007

2006-07 – Office of Staff Development Multicultural Report

The Office of Staff Development continued to promote a pro-diversity and inclusive community culture by sponsoring several workshops during 2007-2008 and by requesting that all buildings include diversity staff development in their annual staff development plans.

All administrators attended the "Building An Inclusive School Community" session on January 9, 2007 for their monthly staff development. This was an interactive workshop that provided participants with an opportunity to examine the issues of interpersonal relationships, communication, cultural understanding and mutual respect.

A few district representatives including Dawn Marten, Sharon Comisar-Langdon, Martha Bruckner, Kim Saum-Mills, and Spencer Terry from *Conference for Inclusive Communities* met a few times in 2007-2008 to help determine diversity staff development direction for the district. Based on these meetings, *Conference for Inclusive Communities* (formally known as NCCJ) put together a menu of offerings that they are willing to provide MPS. Some of the offerings that are available are listed at the end of this report.

A few of the sessions that the Office of Staff Development offered in 2006-2007 to certified and classified staff are listed below.

Lunch & Learn

October 11

This workshop, facilitated by Joe Gerstandt from Alegent Health, provided participants with an understanding of how to build inclusive and global-oriented environments in MPS. This was our first workshop of 2006-07 in providing administrators and teachers with a better understanding of diversity among the students we serve in our district.

Lunch & Learn

November 28

This workshop, facilitated by Joe Gerstandt from Alegent Health, was a follow up to the October 11 Lunch & Learn which focused on building inclusive and global-oriented environments in MPS. The workshop provided administrators with a better understanding of the diversity among the students we serve in our district.

Religious Diversity Lunch & Learn

April 12

This workshop was facilitated by Beth Katz, from Anti-Defamation League, and a panel of representatives from the Jewish, Mormon, Muslim and Jehovah Witness communities. Administrators, teachers and classified staff learned about the basic beliefs of these major religions and the religious accommodations needed for students from these traditions.

Building Inclusive Communities Workshop

April 24

This workshop was facilitated by Spencer Terry from *Conference for Inclusive Communities*. It was geared towards educators interested in gaining additional experience in increasing positive environments, proactive learning strategies and inclusive practices within the realm of diversity and human relations. This workshop was offered to administrators and certified staff.

The Office of Staff Development also offered a variety of sessions on MLK Day, January 15, 2007 including the following four examples below.

Addressing The Hispanic Voice Within Our Community

January 15

This presentation by Dr. Mary T. Brauch Peterson focused on a study of the presence of the Hispanic culture within the state within the larger Hispanic culture and will show the complex political, social, and economic challenges to state and local education structures. Specific classroom challenges were addressed, and teachers were engaged to develop strategies in their content areas to meet the demands of these culturally and linguistically different students and their parents.

From The Other Side of English

January 15

This presentation by Shari Koch assisted regular education teachers with a better understanding of ELL students' needs and how to meet them. Participants were brought into the world of the ELL student, offering a chance to see the classroom through the eyes of a language minority. Simultaneously, this session also demonstrated practical teaching strategies that teachers could use to support ELLs in the regular education classroom.

Working With People: Appreciating Differences

January 15

Laura Anderson helped participants develop an awareness of how our values and level of self understanding affect the way we see others and how we interact with them. Participants were taught ways to separate people from their behavior, and appreciate their differences and uniqueness.

Diversity In The Classroom

January 15

Presenter Joe Gerstandt shared with participants that diversity is a fact of life, and presents many unique challenges and opportunities in the classroom and in our community. This interactive session provided a framework for understanding what diversity is and how it impacts our interactions, communication and relationships with others, as well as how it can be an asset in the classroom. Participants were able to take away a greater understanding of the role that diversity plays in each of our lives and tools to increase their capacity for realizing and capitalizing on that diversity.

Offerings Available to MPS from *Conference for Inclusive Communities*

ADULT PROGRAMMING

1. **Human Relations 101:** A free one-hour presentation for anyone interested in an overview of social justice, human relations issues, and common language as it relates to our increasingly diverse community. The presentation also includes information about the Conference for Inclusive Communities' current work, programs, events and volunteer opportunities.
 - Audience: To be determined by MPS with a minimum of 20 and a maximum of 75 participants.

2. **Creating an Inclusive Community (CIC):** A powerful interactive human relations program for students, educators, business professionals and members of the community interested in gaining greater awareness and deeper understanding of our demographically changing community. Participants examine personal and societal stereotypes, biases and prejudices and gain the knowledge and skills to forge meaningful inter-group relationships. Its custom design inspires participants to be build compassion, empathy and inclusion into their personal and professional lives, while allowing professionals a continued opportunity to discover new ways to create safe, welcoming and respectful workplace cultures. C.I.C. workshops are available in half, full or multi-day formats, and are designed to fit the specific needs of the participating group, school, organization or business.
 - Cost: \$800-\$1,500. Call for details.
 - Audience: Curriculum is gauged toward specific participant group (i.e.: students vs. administration). Workshop size should be limited to 25 to 45 people.

3. **Facilitation:** CFIC staff is available for facilitating dialogue around difficult issues as well as guest lectures and presentations. Cost and audience are dependent on the needs of the school.
4. **Conflict Management:** CFIC staff (certified in mediation) is also available for mediation purposes as needed. Cost and audience are dependent on the needs of the school.
5. **Long Term (> 2 year) Strategic Plans and Consultation:** CFIC is nationally recognized for its assistance, knowledge and management regarding roles, operation and outcomes directed toward more inclusive school communities.
 - Cost: Dependant on needs of school
 - Audience: All entities
6. **Leadership in a Global Community:** An intensive, two day program which provides participants with an opportunity to examine personal, institutional and societal bias with other community leaders. This program is offered annually, but has also been designed to instruct entire workplace staff.

YOUTH PROGRAMMING

1. **High School:**

IncluCity I: is a cutting-edge, time-tested, human relations and leadership program for high school students. In a week-long summer residential setting, students take important steps in confronting bigotry and discrimination. IncluCity is a safe and respectful environment, where students: examine their own biases and prejudices; discover ways to dismantle stereotypes; build lasting cross cultural relationships; learn ways to peacefully resolve conflict; and become allies for one another.

IncluCity II: is a four-day residential leadership experience that brings 60 students and additional staff from selected high schools together during the school year to engage in honest dialogues around issues of difference (race, culture, faith, class, sexual orientation, age, appearance and ability). Participants focus on learning skills to confront and challenge prejudice, bias and stereotyping. The program encourages students to take personal responsibility in creating safe, welcoming and respectful schools and communities.

2. **Creating an Inclusive Community (CIC):** A powerful interactive human relations program for students designed in a similar format for adults, but with an emphasis on specifically aged young adults and/or teens.
3. **Middle School:** Three-day residential programs similar to IncluCity and one-day format interactive workshops similar to CIC are available.
4. **Elementary School:**

GREEN CIRCLE-An elementary school prejudice reduction program:

CFIC believes that prejudices are learned at an early age. Green Circle is a program developed for young minds (K-5). Many students learn for the first time, about other cultures, faiths etc. and become aware of the value of our differences. At the same time, students also learn how we are all a part of the human family. The curriculum helps students develop positive self-worth and an awareness, understanding, and appreciation of human differences.

DIFFERENT AND THE SAME-An elementary school interactive video program:

This video is an interactive program designed to educate children in grades K-3 on difficult diversity issues that exist within the elementary school environment. *Different and the Same* gives educators the tools and resources to initiate discussions with children about acceptance, fairness, inclusion and respect.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Grace Abbott Elementary

Principal: Erik Chaussee

Professional Development Activities:

- Abbott and two other schools came together for an inservice presented by NCCJ. The theme centered on awareness of the differences found among people in the Omaha metro area and how these differences impact all of us each day.

Learning Experiences (beyond those called for by District curriculum):

- One teacher did a lesson entitled “The world is a village”. This showed the students how many people in the world go hungry, live without running water, etc.
- The fifth graders spent some time studying the Holocaust. They had a speaker who was a Holocaust survivor. They also went to Lincoln to see a play about the Holocaust.
- A fund raiser was held to raise funds for schools in South Africa. This came about because of an episode on Oprah, a favorite show among the staff.
- Another teacher emailed questions from the class to someone she knew who was living in the rain forest of Brazil.

Multicultural Experiences called for by the building’s site plan, if applicable:

- One of Abbott’s site plan strategies is to raise community involvement. We have accomplished that over the last four years by having four or five enrichment days each year. One of these was an entire week called Geography Week. During that time, several speakers from foreign countries were invited to speak to each classroom.
- This week gave Abbott students opportunities that are beyond the normal curriculum. Students were engaged and entertained throughout each day. Our hope is that this exposure was beneficial and provided opportunities for children and adults to think beyond their own neighborhood and their own life experiences.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Ackerman Elementary

Principal: Martha Nielsen

Professional Development Activities:

- We had 3 Ackerman families come on an in-service day to talk about growing up in their culture (Korea, Afghanistan, India)
- Our staff did the colors activity

Learning Experiences (beyond those called for by District curriculum):

- Three second grade classes made Chinese dragons for Chinese New Year
- Second grade learned about China, by checking websites about baby pandas at U.S. zoos
- A parent from India come and talked to first grade. She discussed schools, food, clothes, animals, weather etc.
- Kindergarteners learned and demonstrated dances from Australia, Ireland, Israel, Spain, Italy, France, Germany, Poland, Portugal, Russia, Macedonia, etc.

Fourth Grade:

- Field trip to Durham Western Heritage Museum: European immigrants
- Native Americans of the Northeast region development of U.S.
- History of Money
- Math Games from other countries
- Holocaust/European Jews; literature "Number the Stars"
- Native Americans of the Plains; literature study of Paul Gobel
- Field trip to Nebraska Historical Museum- Native Americans and European immigrants
- Faith Ringold, African American artist
- History of the Negro Leagues
- World War II; literature study "Sadako and a Thousand Paper Cranes"
- Present Native American conditions- poetry contest "Wakonda's Dream"
- Chinese New Year celebration
- Plight of illegal Mexican immigrant boarder dispute
- African American culture: literature "Locomotion" and "Bad Boy"
- Poetry unit highlighting Mya Angelou and Langston Hughes
- Discussed likeness and differences between living in Omaha and living in Korea. Student Robin Ahn was on a two year visa from Korea. (very interesting)

Music:

- Irish double line dancing
- African rock passing game
- English folk song/activity
- Cotton-Eyed Joe circle dance
- African rhythms on buckets with rhythm sticks

- Hispanic Macarena
- Hispanic La Raspa circle dance
- Hispanic Oye Como Va with drums
- Hawaiian rhythm stick game
- Martin Luther King song with sign language (ASL)
- Native American ceremonial dance with large 6 mallet floor drum
- Holidays Around The World Programs for grades K-5
- (Hebrew, Welsh, African American, Shaker, Hispanic, German, etc.)
- Carnivalito partner dance with scarves
- Shaker song on recorders and Orff instruments
- Asian song with drums and finger cymbals
- African music on Orff instruments

Multicultural Experiences called for by the building's site plan, if applicable:

- NA

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Bess Streeter Aldrich Elementary

Principal: Susie Melliger

Professional Development Activities:

- All certified staff attended the Best Care Employee Assistance Program titled, *Culture and the International Student*.
- Susie Melliger and Sharon Epstein attended *Religious Diversity Lunch and Learn* (Overview of best practices and strategies for creating inclusive communities)
- As a result of reading and discussing *The Primary Years Programme-A Continuum of International Education*, the Aldrich staff developed essential agreements for promoting internationalism at Aldrich.

Learning Experiences (beyond those called for by District curriculum):

- *Olympic Day-Celebrating The World* is unique to Aldrich. This program provides student interaction and exposure to diverse people and cultures around the world by integrating multicultural education into all curricular area.
- As we continue to implement the Primary Years Programme, we are focusing on the International Baccalaureate Learner Profile. Central to the PYP is the development of the international person. The Learner Profile outlines the ten most important attributes of an international person. In the classroom, the teachers model these attributes and intertwine the learning and fostering of ways to develop these characteristics in all areas, using a variety of strategies. The Learner Profile helps teachers and students establish goals, plan units of inquiry, and assess performance.
- All students, kindergarten through fifth grade, participate in Spanish instruction for 50 minutes a week. Language activities include experiences with cultural practices and integration of the Primary Years Programme units of inquiry. These experiences emphasize listening, speaking, reading and comprehension in meaningful, communicative contents: social/cultural situations, games, songs, and rhymes plus experiences with arts, crafts, and movement.
- All students attended the following assemblies and workshops:
 - ~Travel 4 Life: Author, Dean Jacobs, mesmerized our students with stories and experiences from his travels around the world. Living out of a backpack for 22 ½ months, he traveled through 28 countries, crossing the equator 4 times, exploring the every day experiences of life and the beautiful scenes that unfolded before him.
 - The Cultural Kaleidoscope: Sergei Shapoval, dressed in a traditional Russian folk costume, began his presentation by pinpointing Russia on a world map and noting its relationship with the U.S. and the former Soviet Union. Next, a full-color slide presentation offered a kaleidoscopic look at Moscow. A short video followed, highlighting a traditional folk dance. Then, the students became involved by experiencing the Cyrillic alphabet.

Multicultural Experiences called for by the building's site plan, if applicable:

STRATEGY 1: We will develop and implement plans to incorporate the IB Attitudes and Profiles within our school culture.

- Educate parent community regarding definition and application of IB attitudes and profiles.
- Create school-wide programs to foster development of profiles and attitudes in students.
- Integrate Attitudes and Profiles in daily classroom activities to foster the development of Attitudes and Profiles in students.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Black Elk

Principal: Kevin Chick

Professional Development Activities:

- Staff was inserviced on yearly Reading for Winnebago fundraiser. Each year our students raise money for the St. Augustine Indian Mission School in Winnebago, Nebraska. Staff works with students to give them an understanding of the Native American culture as well as how the money we raise helps to educate the students at St. Augustine.
- Staff was inserviced by members of the building multicultural committee regarding the activities for Multicultural Week.
- Diversity Inservice for Staff - Presented by NCCJ

Learning Experiences (beyond those called for by District curriculum):

- Annual multicultural week: Each grade level picked a country to study during this week. Guest speakers from our own community and beyond were brought in to speak to our students.
- Disability Awareness Week: Guest speakers from our own community were brought in to educate our students on different disabilities. Students and staff were given the opportunity to spend an entire day or part of a day in a wheelchair. Glenn Wragge came to Black Elk to work with our classes on adaptive P.E. and disability awareness.

Multicultural Experiences called for by the building's site plan, if applicable:

- International Night-This event was held in March and was a huge success. Students and parents that attended were given a passport with a dozen countries listed on it. They were to make their way around the school and have their passport stamped at each country. On their journey, they enjoyed ethnic foods, learned facts about each country, and were entertained by African dancers and storytellers.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Bryan Elementary

Principal: Patricia Rhodes

Professional Development Activities:

- Diversity workshop for teachers
- Diversity luncheon meeting for principal
- All day workshop – Instructional Facilitator
- 40 Assets inservice for teachers

Learning Experiences (beyond those called for by District curriculum):

- Russian Kaleidoscope Assembly
- Joslyn field trip – study of Native Americans (4th grade)
- Students created multicultural masks (4th grade)
- Art projects based on art from around the world (4th grade)
- Celebration of diversity within the classroom and school (2nd grade)
- Reading: Side by Side by Belen Garrido, My Family Quilt by Judy Nayer, The Picnic in the Park by Meish Goldish. (1st grade)
- Classroom Community daily activities (3rd grade)
- Graphed cultural background of current students in 3rd grade
- Read Russian folktale Rechenka's Eggs and completed coordinating art activity
- Volcanoes of the World assembly
- Went to River City Star and Building Our Communities Tour at the Durham Western Heritage Museum
- Read Golden Sower stories from various cultures
- Studied Vincent Van Gogh and created student interpretations
- Studied Harlem community that created a neighborhood garden
- Hosted a Pakistani woman to explain her culture's eating customs and the large part food plays in their culture (5th grade)
- 5th grade studies traditions, food, and art during a Spanish spelling words unit.
- Students complete research on different countries, write reports, and present using Power Point on the culture of a country, including government, traditions, food, lifestyles, language, and education.
- 2nd grade included speakers from different cultures in their Holidays Around the World unit.
- 5th grade students played an Israeli singing game in music.
- 1st grade students learned and sang a French song in French.
- 3rd grade students sang and played instruments on an Israeli holiday song and learned to sing an additional Israeli song.
- 1st grade students played two African American singing games.
- 2nd grade students learned an American folk dance.

- 2nd grade students learned a song in German and a song in Hebrew.
- 2nd grade students sang a song in Spanish.
- 5th grade students sang African American spirituals.
- 3rd grade students played an early American singing game.
- 4th grade students sang an African American spiritual song.
- 1st grade read aloud literature also included: The Very First Thanksgiving, The First Thanksgiving, Amazing Grace, K is for Kwanzaa, My First Kwanza, Christmas Around the World, Light the Lights.
- 3rd grade students created Native American buffalo skin art using symbolism.
- Activities and centers were created around multicultural literature components.

Multicultural Experiences called for by the building's site plan, if applicable:

- The assemblies were funded by the PTO as designated in the site plan.

Millard Public Schools Year End Report
Multicultural Education
06-07

School: Cather Elementary

Principal: Dr. Nila Nielsen

Professional Development Activities:

- Diversity Workshop – “Won’t you be my neighbor?” - November 19, 2006
- We spent time reviewing Cather’s community and student population. We broke into small groups and brainstormed ways to better understand and celebrate the diverse population opportunities we have available in our own neighborhood.

Learning Experiences (beyond those called for by District curriculum):

- The Core Academy has many historical topics interwoven throughout the curriculum that address the three major religions of the world, the diversity among citizens that lead to conflicts and wars, and the contributions of people of every race, color and creed to our society. Parents bring in native foods and provide appropriate activities to support these unit studies.
- Cather celebrates Cinco de Mayo each year. We ask kids to wear their finest clothing – colorful, yet appropriate to show respect and honor for the ancestry of the native peoples of Mexico. This day is to honor this neighboring country as we remember the battle that led to their eventual independence. The halls are decorated for this day and our PE/music classes host a celebration of song and dance during the student’s regular scheduled sessions.

Multicultural Experiences called for by the building’s site plan, if applicable:

- Our Core program plan calls for the teaching of a foreign language to our students. The two Kindergarten classrooms have added beginning Spanish vocabulary, culture, and conversation.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Cody Elementary

Principal: Nick Meysenburg

Professional Development Activities:

- On February 15, 2007 Dave Dechant from the Methodist Employee Assistance Program presented two in-services to all certified staff. The first was titled Generational Diversity – Baby Boomers and Beyond and the second was titled Dimensions of Sudanese Culture.

Learning Experiences (beyond those called for by District curriculum):

- After studying the seven continents and various cultures around the world, 1st grade hosted a Parent Partner luncheon where families were asked to bring some dish indicative of their culture. Both 1st grade classrooms performed plays based on either a Native American or African folktale. Students learned first hand that people are more alike than they are different.
- Our PTA sponsored six weeks of Foreign Language classes this spring. This year they offered primary and intermediate Spanish.
- The Cody Choir and Recorder Ensemble Club provided experiences with culturally diverse musical selections.
- On May 10, 2007 Cody held an Enrichment Day, which consisted of daylong small group presentations, focused on career options, hobbies, interests and skills.
- Field trips were taken to the Western Heritage Museum, the Joslyn Art Museum, and the Children's Museum.

Multicultural Experiences called for by the building's site plan, if applicable:

- Every other year Cody hosts Arts in January week. This was our "off" year.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Cottonwood Elementary

Principal: Nancy Nelson

Professional Development Activities:

- Staff were in-serviced by Center for Inclusive Communities on how to be more welcoming of diversity at Cottonwood.
- Principal attended a Lunch & Learn session of religious diversity and brought info back to the staff

Learning Experiences (beyond those called for by District curriculum):

- We have visits from and to a local retirement community at all grade levels.
- PTA sponsored Culture Club, which explored the Argentinean, Russian, and Italian cultures.

Multicultural Experiences called for by the building's site plan, if applicable:

- n/a

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Walt Disney Elementary

Principal: Mark Schultze

Professional Development Activities:

- All staff read the book “How Full Is Your Bucket?”. The concept of the book is to recognize your personal strengths and to value strengths of other people.
- Staff took the online Strength Finder survey and printed out their top five strengths. These strengths were kept on their desks all year.
- Many “bucket filling” strategies were implemented by staff with students in their classrooms.
- Professional Learning Community (PLC) teams enhanced their skills to analyze student performance data to guide (adjust) their instruction to best meet the individual learning needs of their students.

Learning Experiences (beyond those called for by District curriculum):

- MSHS German students visited various grade level classrooms providing language instruction and cultural information
- Students learned and performed songs from many countries, some in different languages, K-5
- Study of different cultural holiday celebrations by kindergarten
- Introduction of counting in various languages (1-10)
- Pen Pals were established with students in Bulgaria. Students learned about life in Bulgaria by completing research using website materials
- Daryl Draper portrayed Peter A. Sarpy for fourth graders and George Druillard for fifth graders.
- Cinco de Mayo celebration was held by fourth grade
- Black History Month activities were provided in second grade
- Tandy Leather guest speaker (native American information) for fourth graders
- Pioneer stories and activities was provided for fourth graders
- Recorder/Symphony experience at the Holland Performing Arts Center for fourth graders
- Fourth grade field trips to the Mormon Trail Center, Fort Atkinson, State Capital
- Our One Disney, One School literacy project helped students learn about how people live in a different region of the United States

Multicultural Experiences called for by the building’s site plan if applicable:

The Disney Mission Statement states (that we will offer) *...diverse and innovative learning experiences...through a partnership of students, staff, home and community.*

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Ezra Millard Elementary

Principal: Dr. Carol Beaty

Professional Development Activities:

- Inclusive communities workshop by Spencer Terry, Program Director for Conference for Inclusive Communities.

Learning Experiences (beyond those called for by District curriculum):

- Additional literature selections chosen by teachers
- Class visits from individuals representing different cultures
- Scholastic News/Time For Kids discussions about cultures and issues
- Classroom activities for Martin Luther King Day, Black History Month, Rosa Parks, Harriett Tubman, Abraham Lincoln, Kwanza, Cinco de Mayo, Chinese New Year
- Extended geography/culture study in 4th & 5th grades which included research projects
- Biography study in 4th & 5th grade with a presentation for parents as a culminating project
- Foreign language classes offered by the PTO before and after school.
- Multicultural music in music classroom and regular classrooms
- Field trips to Morrill Hall, Nebraska History Museum, The Rose Theatre and Joslyn Art Museum.
- Students, staff and families from other cultures shared information with classes
- Artist in Residence for kindergarten – African music, art, culture.
- Multicultural Day in 2nd grade with University student guests.

Multicultural Experiences called for by the building's site plan, if applicable:

- n/a

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Harvey Oaks

Principal: Roberta Deremer

Professional Development Activities:

- February 07
Dr. Marilyn Johnson-Farr – Transforming the curriculum for multicultural understanding

Learning Experiences (beyond those called for by District curriculum):

- Dean Jacobs is a native Nebraskan who traveled through 28 countries in two years, living on a shoestring budget, journaling and photographing his world exploration. Mr. Jacobs visited Harvey Oaks and inspired our students and staff. Since Mr. Jacob's visits, students have communicated with him through his web site.
- Kindergarteners learned Spanish through the year at calendar.
- Millard North High School Students teach basic Spanish words and concept to second and fourth grade students once a week.
- First grade studied Holidays around the world included Kwanza, Hanukah, and Christmas. They also toured the world with the traveling penguin, discussing facts from Germany, Mexico, and France.
- Third grade students participated in our Sister School Project with Mockingbird Elementary in Ralston. Students were matched up with buddies early in the year and had the opportunity to do school exchanges, go ice skating, write letters throughout the year, and ride on the Fremont Train.
- First and Third grade students learn about, and participate in, activities related to the Chinese New Year.
- Russian Art work, history, and culture were studied in 3rd, 4th, and 5th grades in addition to attending the Russian Kaleidoscope workshop.
- African American History is investigated in third grade by looking at the Underground Railroad and creating a Harriet Tubman timeline in Computer Lab on the Kid Pix program.
- Fourth grade students participated in our Sister School Project with Mockingbird Elementary in Ralston. Students were matched up with buddies early in the year and had the opportunity to do school exchanges, visit El Latino Museo, and join their buddies for the Russian Kaleidoscope.
- K-3 grade levels incorporated activities for the following holidays:
Observance of Martin Luther King, Jr. birthday Examples:
 Books: Martin's Big Words
 The Colors of Us
 Writing: I have a dream...
 Peace for All activity
Observance of Abraham Lincoln's BD Examples:
 Book: Abe Lincoln Remembers (about abolishing slavery)

Multicultural Experiences called for by the building's site plan, if applicable:

Strategy 4: We will develop and implement plans to increase awareness of and respect for diverse cultures.

- Identify multicultural connections within the existing curriculum.
- Provide a week-long Artist-In-Residency for each grade level.
- Provide diversity training for teachers and staff during Staff Development inservices.
- Continue Mammel Foundation Sister School Program

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Hitchcock Elementary

Principal: Amanda Johnson

Professional Development Activities:

Inclusive Communities Diversity Training – Overcoming Stereotypes

- Nacirema Culture Activity – Read a description of an unknown culture. Discussed aspects of it, what they could mean, and assumptions made from the rituals described. Debrief with an evaluation of our own culture and ethnocentrism. Identified assumptions we make of other cultures.
- Jellybeans Prediction Activity – Passed out Multicultural jellybeans. Had participants rank them in order by color they prefer to eat. Sampled jellybeans (colors don't match flavors). Debriefed on what you thought you were eating based upon appearance, diversity, stereotyping and racism.

Learning Experiences (beyond those called for by District curriculum):

- Jellybeans Prediction Activity – Fifth Grade
- Week long study of art from various cultures, including a trunk show and trip to Joslyn Art Museum – Second Grade
- Traditions and customs of various cultures were studied and music and art were presented during a program for parents - Kindergarten

Multicultural Experiences called for by the building's site plan, if applicable:

- None per Hitchcock Site Plan

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Holling Heights Elementary

Principal: Terry Houlton

Professional Development Activities:

- Inclusive Communities – Working with English Language Learners
- Pyramid of Interventions
- ELL Information bulletin board

Learning Experiences (beyond those called for by District curriculum):

- Language Arts Fair
- A through Z Fair
- 5th Grade Music Program
- Skills of Independence
- Visiting Author – Dean Jacobs
- Native American Dance Presentation

Multicultural Experiences called for by the building's site plan, if applicable:

- N/A

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Montclair Elementary

Principal: Matt Rega

Professional Development Activities:

- Teachers learned about concepts from the book Divided We Fail based on an earlier presentation created by Crystal England who is the author. We gave the students sentence strips that dealt with various topics for them to discuss. The strips were correlated with the levels of Bloom's Taxonomy. After the discussions groups had based on the topics, we asked the teams to sort their topics/questions into Bloom's Levels.

Learning Experiences (beyond those called for by District curriculum):

- On a consistent basis, our students use "Culture Grams" to help them learn more about other cultures. They incorporate what they learn into research reports or presentations in their classrooms. In addition to learning about other cultures with Culture Grams, our students spend a lot of time researching information with our online encyclopedia software.
- When learning about different cultures through print isn't enough, we have invited parents into the classrooms who have different cultural backgrounds. They teach the students many things that people in their country do on a daily basis.
- We have had assemblies and guest speakers who have visited Montclair, and we combine that with our Workout Wednesday time, so the students can learn various dances from those cultures.

Multicultural Experiences called for by the building's site plan, if applicable:

- In our site plan, we have decided to offer quarterly family nights based on a theme. One of the themes that will be addressed is a cultural night. We have so many families from so many countries that we believe we will have a lot to offer all of our community by hosting such a night.
- Because we have been integrating arts into the curriculum through visual and performing arts, this has given our students the opportunity to learn about different cultures through the arts. Art history is an important part of visual and performing arts.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Morton Elementary School

Principal: Julie K. Warnemunde

Professional Development Activities:

- The special education department at Morton led a staff development workshop that provided our entire staff the experience and time to learn about different disabilities that students have in our homeroom classrooms this year. The special education staff also shared appropriate modifications for classroom teachers to utilize and gave staff the practical experience of making modifications for a mock-testing situation.
- Two special education staff members attended a workshop on Autism. The information gained will be beneficial as we work to provide a more inclusive classroom environment for our students.

Learning Experiences (beyond those called for by District curriculum):

- Morton sponsored “The Chosen” visiting our school. We raised money (hat day) and taught our students about the students from Uganda who were going to visit. The Chosen sang, danced and spoke at an assembly telling us about their home life—and school—in Uganda.
- One of our students (and his family) presented at Maverick Moments for American Indian Day! We learned all about the pow-wows and the tradition of the special ceremonies.
- Enrichment Day 2007 had a multicultural theme. Presenters & speakers of different ages, genders, races and cultures share experiences about other countries and cultures with our students. Students were exposed to art, dance, theatre, travel and language.
- Morton sponsors a monthly Spanish Club (after-school).
- Morton students and staff completed various projects in honor of Martin Luther King, Jr. This includes reading selections, art, video studies, and the “I Have A Dream” speech.
- Children and staff do three book studies on customs that are unique to different ethnic groups.
- Literature is incorporated into the classroom to share information and lead discussions on Martin Luther King, Jr., Jackie Robinson, Roberto Clemente, etc.
- Students and staff read Time for Kids and Scholastic News. These publications share a variety of multicultural subjects—teachers lead discussion of the shared information.
- Field trips taken to the Joslyn Art Museum allowed students to experience contributions by various artists from a variety of backgrounds and cultures. An extensive study of Native American’s was completed.
- Students learned about Native American History and even learned how to weave!
- Every Morton student attends The Rose and The Symphony; the presentations are rich in culture from around the world.
- Calendar activities provide daily opportunities to celebrate special days for various groups. This provides a nice opening for literature sharing (about a holiday, custom, etc.).
- Students researched holidays and games from around the world.

Multicultural Experiences called for by the building's site plan, if applicable:

- Enrichment Day is included in Morton's site plan (now operational).
- Working with Morton's changing demographic is included in our site plan (now operational).

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Neihardt Elementary

Principal: Colleen Beckwith

Professional Development Activities:

- Certified Staff read Teach With Your Strengths
- Half day workshop given by the Gallup Organization on Leading With Your Strengths

Learning Experiences (beyond those called for by District curriculum):

- Kindergarten – unit study on holidays around the world including Kwanzaa, Hanukah and other customs from different countries
- Fifth Grade – study and make Native American masks;
- First Grade – discussion and learning about different languages; compare and contrast art prints from different cultures
- All grades – Martin Luther King, Jr. activities, such as writing an I Have a Dream paper and studying what MLK, Jr. stood for
- Fourth grade – study of diversity and acceptance of diverse people
- First Grade – discussion and study of different family and cultural traditions
- All grades –Primary Focus Presentation (character education)
- All grades – MushHusky! Presentation by Doug Ruzicka (Iditarod/Alaska presentation)
- All grades – Percussionist Michael Fitzsimmons “Dancing Man Music” (performance with musical instruments from different parts of the world)

Multicultural Experiences called for by the building’s site plan, if applicable:

- n/a

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Norris Elementary

Principal: Peggy Brendel

Professional Development Activities:

- Ruby Payne Workshop and Training shared with PLC
- ADL Diversity Training information and overview was shared with staff
- Diversity Awareness Activities were used during staff meetings each quarter
- Multiple Intelligence Activities were used during staff meetings each quarter

Learning Experiences (beyond those called for by District curriculum):

- Parents and community members gave classroom presentations about their own countries – Iraq, Iran, India, Australia, and others
- Diversity Activities were used in the classroom – Literature that addressed individual differences with activities

Multicultural Experiences called for by the building's site plan, if applicable:

- A new site plan was written that included two new strategies on diversity – implementation of these strategies will begin in 2007-08. The strategies included:
- We will develop and implement plans to meet the needs of our diverse Norris community by increasing our understanding and acceptance of all.
- We will develop and implement plans to maximize internal resources through the strengths of our diverse programs and staff.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Reeder Elementary

Principal: Suzanne Hinman

Professional Development Activities:

- 10/11/06 “Building Inclusive Environments” (administrators)
- 10/18/06 “Diversity Training” through EAP for Reeder and Willowdale staffs
- 11/28/06 “Diversity Training” (administrators)
- 1/15/07 “Developmental Assets” (paras)
- 1/30/07 Autism Spectrum Disorder Conference (specialists)
- 2/19/07 Autism/Asperger Syndrome for all Reeder certificated staff
- 3/26/07 “Developmental Assets” (administrators)
- 4/24/07 “Inclusive Communities” (classroom teacher)
- 5/1-2/7 Autism Conference (speech language pathologist)

Learning Experiences (beyond those called for by District curriculum):

- March 19-23, 2007 Disabilities Awareness Week: Each grade level participated in activities such as speakers, presentations, and role-playing
- March: All third grade students participated in group research projects focusing on other countries and cultures
- International Sports Club for 3rd-5th grade students
- Gysmic activities for all students on Wednesdays included learning folk dancing from around the world: six countries and several continents
- 5th Grade Musical based on book, **Skippy John Jones**, based on Mexican culture (utilized language and folk songs)

Multicultural Experiences called for by the building’s site plan, if applicable:

- n/a

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Rockwell Elementary

Principal: Jerri Wesley

Professional Development Activities:

- One second grade teacher went to a workshop on Inclusive Communities. She will be giving an inservice to the staff on inclusive communities in the fall.

Learning Experiences (beyond those called for by District curriculum):

Field Trips

- 2nd grade took a field trip to the Joslyn Art Museum.
- 3rd grade went to the Western Heritage Museum to see an immigration display.
- 4th grade took a field trip to the Western Heritage Museum and learned about Native American crafts and housing.

Holidays

- Black History Month
 - 2nd grade read and wrote biographies on famous African Americans.
 - 5th grade researched famous African Americans and wrote biographies.
- Thanksgiving
 - 5th grade did studies on Native Americans.
 - 4th grade learned about Native American names and symbols.
- 4th grade students researched holidays such as Diwali, Hanukah, Kwanzaa, and Ramadan and put on a holiday festival for the entire school to participate in.
- Various grade levels experienced music, videos, and literature when learning about Martin Luther King, Jr. Day, Kwanzaa, Native American Day, and Cinco de Mayo.

Music

- All grade levels learned and sang multicultural songs.

Art

- Native American pinch pots and Indian Mandalas

Math

- Using tan grams

Foreign Language Experiences

- 2nd grade was taught some basic Spanish words

Library

- Our librarian gave various multicultural book talks throughout the year.

Other Special Units

- Our PE teacher put on a multicultural fair in which grade levels kindergarten through 3rd grades learned about a country and its culture. Parents were then invited to participate with the students in games, dances, etc. related to the country.
- Kindergarten, 1st, 2nd, and 3rd grade learned dances from various countries in a rhythms unit.
- 1st grade learned some sign language this year.
- 1st grade participated in a mini-unit on the customs and culture of Japan.
- 2nd grade participated in a unit on the culture, customs, and language of Mexico.
- 3rd grade participated in a unit on the holidays around the world.
- 4th grade completed a unit on Native Americans.
- 5th grade wrote research reports on famous and accomplished women in history.
- Various literature was used including Japanese and Chinese folk tales.

Multicultural Experiences called for by the building's site plan, if applicable:

- n/a

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Rohwer Elementary

Principal: Brad Sullivan

Professional Development Activities:

- Diversity Training: EAP Workshop
- Pyramid of Interventions: Inclusion

Learning Experiences (beyond those called for by District curriculum):

- Various classroom speakers
- Holidays Around the World
- Traditions and Celebrations
- Birthday celebrations from around the world
- Art lessons based upon various cultures
- Artifacts from other countries
- Speaker from India
- Spanish classes
- Joslyn Art Museum visit
- Native American artists
- Native American Harvest story
- Social Studies Alive material
- History Alive Activities
- Songs from Native American, African-American, Hispanic and Asian culture

Multicultural Experiences called for by the building's site plan, if applicable:

Action Plan 2.3

Developed plans for multicultural speakers, assemblies and projects

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Mari Sandoz Elementary

Principal: Susan Anglemyer

Professional Development Activities:

Staff Development Activities:

- Offered staff development to learn about best practices with working with ELL students and their families - August 2006
- Sent one teacher to the International TESOL Conference.
- Sent second grade team to a two day ELL conference in IOWA.
- Building Administration Attended Diversity Training

Multicultural Music Activities:

- Exposure to music of other cultures
- Foreign Language Songs and Games
- International Folk Dance

Learning Experiences (beyond those called for by District curriculum):

- Additional literature selections selected by teachers
- Holidays and Special Day Recognition
(i.e. Dr. Martin Luther King, Black History, Native American Day, Thanksgiving)
- Current Events (Weekly Reader/Time For Kids/ Scholastic News)
- Morning Mini Classes
Beginning and Intermediate Spanish
- Wednesday Specials
World Games Class each child grades K-3 received a minimum of 6 – 30 minute sessions
Spanish Lessons each child received a minimum of 6 – 30 minute sessions
- Library Books
Intentional efforts to purchase additional library books with a multicultural theme were made.
- Community Service Project
Kiwaniis Food Drive
Cosmopolitan Clothing Drive
Teddy Bear Collection to support Teddy Bear Hollow
Ronald McDonald House Pop Tab Collection
Collected toys and games for the Samaritan Counseling Center's Safe Exchange Program
Collected towels to support the Humane Society
- Class Projects/Ethnic Celebrations
Third Grade Ethnic Festival and Celebration – Omaha and Ethnic Melting Pot/Cultural Traditions

Fifth Grade Idita-Read Program – Study of Alaskan Iditarod and Alaskan culture
Fifth Grade – Wax Museum – Famous Americans From History
Fourth Grade –Native American Kachina Doll project (Parent Partner Event)
Second Grade- Art Parent Involvement Night (Participated in Multicultural Art Activity)

- Special Assemblies
United Martial Arts –Presented demonstration on TaeKwonDo

ELL Parent Informational Meetings

- Mariela Chavoya organized special family night events for ELL Families
Fall: ELL Family Night and Family Reading Night,
Spring: General Information About Gangs and How to talk to your child about sex.

Mari Sandoz Elementary opened a new ELL preschool for Millard Public School Children January, 2006. 2006-2007 18 students enrolled.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Wheeler Elementary

Principal: Andy DeFreece

Professional Development Activities:

- Diversity Training at Black Elk with the Building Inclusive Communities in October 2006
- A portion of the staff has attended the Marilyn Friend's Inclusion workshop
- 3rd Year Staff took, as part of the new staff induction program, "Productive Approaches to Teaching and Learning"
- Our media specialist attended Lincoln Public Schools Multicultural Book Fair in October 2006
- Administrators attended a workshop on Religious Diversity

Learning Experiences (beyond those called for by District curriculum):

- We hosted storyteller Diane Ferlatte on Feb 27; she shared folk tales and real stories of the Civil War in 2 performances for the school.
- Fifth grade students complete a project on famous African Americans - biography and collage
- Third graders read biographies of famous women and created power points.
- Spanish Club was provided as an extra curricular activity.
- High school students taking honors Spanish classes taught 3rd grade students basic Spanish words/phrases

Multicultural Experiences called for by the building's site plan, if applicable:

- One of the building action plans focuses on becoming a more inclusive school. With in the plans, we are working on all staff attending a workshop that focuses on inclusive practices for students that have disabilities
- We also wrote and received a grant through MPSF to fund a social group that pairs student with disabilities and students without disabilities.
- Multi-cultural experiences called for by the building site plan:
HAL Seminar on Latino culture will be this summer for grades 3-5

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Willowdale Elementary

Principal: Susan Kelley

Professional Development Activities:

- Diversity Training with EAP on 10/18/06
- 2 staff members attended *Inclusive Communities Workshop*
- Plan was made for 2007-08 school year with Inclusive Communities training

Learning Experiences (beyond those called for by District curriculum):

- 2nd Grade Musical: Around the World in 10 Songs
- ELL friendships and connections in ELL Room
- Purchase of multicultural books for teacher's lounge
- Rita Paskowitz Storyteller unit with 4th grade multicultural book discussions
- Willowdale Family Groups

Multicultural Experiences called for by the building's site plan, if applicable:

- Strategy 3: *We will develop and implement plans to increase the multicultural experiences for all students.*
- Millard Foundation Site Plan Grant called *Workshops for Supporting Reading and Writing*. This includes *Diving into Story with Rita Paskowitz* where students in grade 4 will read trade books on topics that reflect cultural diversity then re-tell parts of the story in non-traditional ways such as movement/gesture, silence, music/song, poetry, journaling, and art as directed by Storyteller Rita Paskowitz.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Andersen Middle School

Principal: Jeff Alfrey

Professional Development Activities:

- Staff development sessions to explore diversity on staff.
- Further planned sessions (staff field trips to Omaha Street School, Boys Town, etc.) were postponed until next year to accommodate the Todd Whitaker opportunity.

Learning Experiences (beyond those called for by District curriculum):

- Listening guides in music that include many types of music from a range of countries.
- Multi-cultural games unit in PE.
- English classes studies biographies and emphasize diversity of the individuals studied.
- English unit on Universal Mysteries: How culture and time influences the interpretation of mysterious subjects.
- Joint research/speech unit between English and Science on scientists from around the world
- Supplemental activities to novels read (red dot, blue dot activity) in conjunction with the Outsiders.
- Guest speaker in Sewing discussing the story of the underground railroad told through quilts.

Multicultural Experiences called for by the building's site plan, if applicable:

- NA

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Beadle Middle School

Principal: Nancy Johnston

Professional Development Activities:

- Discussed harassment, bullying, and teasing were discussed during staff inservice sessions and Grade Level Student Support meetings.
- Provided staff development in the area of Interpersonal Communication, through Gallup, which focused on relating to all people connected to our building. We also participated in the Gallup Student Engagement Survey this year, which allowed the students to express their views of their community, themselves and others.
- Presented the 40 Developmental Assets to our staff, which encouraged all staff members to begin working towards integration of the Assets into our school culture.
- Provided staff development through NJJC Workshop on diversity and inclusiveness.

Learning Experiences (beyond those called for by District curriculum):

6th Grade

- In Social Studies, students researched religious cultures around the world; which included foods, customs and traditions.
- Ancient culture units connect multicultural issues through the studies of Egypt, China, Mid-East, Greece, etc. Activities included those that assisted students in understanding the development of government and issues of fairness as the governments grew in these cultures.
- Exposed the students to views of the Islamic World through members of the Islamic Speakers Bureau.
- Through our Reading classes, the students completed an artist study focusing on art from African Americans. They also completed various novels that included aspects of racism during the war periods in American history.

7th Grade

- Used various literature in the area of Language Arts with a focus on multicultural stories, as well as fairy tales, folktales and myths of other cultures.
- There were various activities focusing on Martin Luther King and Black History Month.
- Students were exposed to the Native American culture through a presentation about the Indian School in Genoa, Nebraska.
- A speaker talked to the students about the various cultures around the world.

8th Grade

- Participated in the “Living Voices” speaker - European Immigrants.
- Related the study of El Nino to its effects on the worldwide climate and how Peruvians are suffering from fishing droughts.
- Language Arts classes incorporate different multicultural authors and stories focused on heroes such as Harriet Tubman, Martin Luther King, Junior and the Diary of Anna Frank.

Exploratory and Specialists

- Our self-contained students and staff participated in the Arts for All project. This project assisted our special need students as they developed and created artwork using specialized equipment.
- Vocal Music provided many opportunities including Vivaldi's life and a discussion on Italy and Venice. They also studied composers from Jamaica, Japan, Germany, Hungary, Russia, France and Austria. They also were exposed to various instruments, cultures and music from various cultures in South America, Central America, Australia and Africa.
- Band students studied music and composers from Ireland, England and China.
- Several of our High Ability units focus on issues that have affected various cultures including the holocaust, Japanese Interment and Imperialism. Literature is supported through our Information Center.

Multicultural Experiences called for by the building's site plan, if applicable:

Within our Beadle Middle School Foundations, we did hold the following expectations, which were also imbedded within our Site Plan:

- Belief and practice in meeting individual needs
- Opportunities for involvement are open to all students
- Students and staff modeling appropriate manners and life skills is a common practice
- Recognizing and accepting individual differences is paramount
- No one has the right to hurt another's feelings
- Educators committed to accepting all children for whom they are
- Adult advocates for all students

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Millard Central Middle School

Principal: Beth Balkus

Professional Development Activities:

- Darryl “Coach D” Andrews, a national speaker, came in October to provide staff development on working with a diverse population.
 - There was an overview of strategies for motivating students.
 - Then the staff worked with “Coach D” to revise our pyramids of intervention and privilege based on his ideas.
- Three teachers attended the Anti-Defamation League training on religious diversity.
- Lori Umstead attended a conference in OPS about reading and literature and ELL students. The purpose was to understand the literacy needs of a diverse population.
- Beth Balkus and Marshall Smith attended an ELL for Administrators training at ESU 3. One of the purposes was to explore ways to create a caring climate for diverse populations.
- Beth Balkus and Heather Spessard attended ASCD, and Ann Gapinski and Doreen Nelson attended TESOL. These were national conventions with a focus on ELL instruction and creating a welcoming community for diverse learners.
- Cathy Spear attended a Ruby Payne conference focused on multicultural awareness.
- Five teachers attended a conference on instructional strategies for ELL students.
- Amanda Parker and Doreen Nelson attended the Inclusive Communities conference at DSAC this spring.
- Heather Phipps attended a series of Building Inclusive Communities Lunch and Learns through the OSD.

Learning Experiences (beyond those called for by District curriculum):

- In computers they select and build power points in 6th grade on different countries to teach the use of power point. The project focuses on that country’s history, culture, and geographic area.
- A teacher from El Museo Latino came and taught our Spanish class students how to salsa dance.
- Put up posters for Martin Luther King Day and African American History month. Held a brief discussion at the beginning of various team classes about what Dr. King did for our country.
- Put up Cinco de Mayo posters.
- Our self-contained behavior disorder class read a play about the life of Maya Angelou and studied the diversity of her life and culture. In December students explored different holiday traditions that various groups celebrated besides Christmas including Hanukkah, Las Posadas, Eid ul-Fitr, Diwali and Kwanzaa. They researched these holidays and did oral presentations and wrote a brief paper. We discussed physical and mental challenges and

young people who inspire us because they met the challenge — one young man became an international poet and a young woman started her own clothing and make-up line.

- Music selections were diverse: Can-Can (French Music), Sabre Dance (Russian), Eine Kleine Nacht Musik (German), Feliz Navidad (Spanish), Carol Arranging Project (Various Ethnic X-mas Carols: Adeste Fideleis, Polish Carol, etc.), Night Train (American Jazz), Chocolate Soda Blues (American Blues)
- In 8th grade Foods we view "Why We Eat What We Eat". Students learn the reasons people have different tastes in foods. They look at how different cultures and regions of the country and world influence food choices
- Our 6th grade teachers invited a serviceman who had served in Afghanistan to speak to the students, and students got to learn a little more about the culture there.
- In the fall, the ELL curriculum had focused on Lewis and Clark, but we took a slight diversion and spent a few weeks researching information about different American Indian tribes and their cultural heritage.
- Many of our ELL curriculum areas touch multicultural themes. This year we looked at the Chinese, Mexican, Russian, Japanese, African-American, Jewish, and Iraqi culture.

Multicultural Experiences called for by the building’s site plan, if applicable.

- When the building site team met to revise and update our site plan this year, a new strategy was added. It focuses entirely on multiculturalism.
 - In 2007-2008 an action team will address this new strategy and make plans for implementation.
- The current site plan calls for the implementation of the “caring community” component of our behavior management plan.
 - Seventh grade homerooms learn about ways to create a “caring community”. These lessons incorporate multicultural activities.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Kiewit Middle School

Principal: Lori Jasa

Professional Development Activities:

- Information on a variety of topics including multicultural education and sensitivity was regularly shared with staff via the bi-weekly “Better and Better Teaching” staff development newsletter. Also, through the weekly “Words of Wisdom” program, students and staff receive information that related to an appreciation of cultural diversity. This program included hundreds of motivational and multicultural quotes and aphorisms from philosophers, religious thinkers, entertainers, sports figures, and fictional characters. Some teachers utilized the quotes as points of discussion or as instructional motivators.
- The bulletin board in the main foyer was occasionally used to highlight various cultural celebrations. During the implementation of the life skills curriculum, each week a different life skill was highlighted on the bulletin board. Many of the life skills related to respecting diversity and individuals. Two teachers and all three counselors attended a diversity workshop sponsored by the Project for Interfaith Affairs and one of our sixth grade staff attended sensitivity training in April. Staff development also included a ‘culture walk’ and ‘four square’ activities designed to force teachers to think about their own culture and how it could affect the people around them.

Learning Experiences (beyond those called for by District curriculum):

- Grade 6 - In addition to the social studies classes which consistently highlighted cultural aspects of the world, students participated in a multicultural math game, a study involving the cultural aspects of clothing, shared cultural foods/recipes on food day, discussed ethnic festivals in the Omaha area, watched films about “The Irish in America” and much more. A panel of speakers from different immigrant groups: Cuban, Asian Indian, and Italian also spoke to a team of sixth grade students. The Islamic religion and how it pertains to the region of Iraq where the war is currently taking place was also shared. The 6th grades also participated in an interdisciplinary unit about the Iditarod unit with an emphasis on the Alaskan/Eskimo cultures and they attended an IMAX show which included cultural information about Greece. “Justice for All,” a Hal Unit, was offered to qualified students working with reading books and activities on Japanese internment during WWII. Tangrams and Chinese puzzles were activities which sixth grade mathematics students participated in as well.
- Grade 7 - Diverse cultures were discussed via current events through political cartoons and CNN discussions. One 7th grade team focused on Martin Luther King and subsequent projects included letters, painting, and collages which represented freedom, equality, and justice. 7th graders also researched the diversity of other cultures by “visiting” a country of their choice for four days and sharing what was learned about such topics as language, traditions, customs, clothing, economy, and government. The seventh grade students were

lucky enough to hear an awesome presentation from twin girls who went to Africa this year. Students enjoyed the presentation and learned so much from the girls. Korean folktales were read in some homerooms. Reading classes now requires that students read books of cultural diversity as part of their genre requirement and the teachers give book talks on that genre. In one of their reading texts, the students explore a variety of themes/stories related to ancient worlds and minorities. Contributions of scientists from various countries were also shared. Math students learned about Greek life and philosophers through the study of the Pythagorean Theorem.

- Grade 8 - The social studies classes highlighted various cultural aspects of the world. In history, students read about Harriet Tubman, wrote Native American poems, and studied immigration. The 8th grade curriculum lends itself to multicultural education as the curriculum includes instruction on African American history, simulations of the slave ships, assembly lines, Native American culture, etc. Students participated in an interdisciplinary unit on Lewis and Clark. Teams completed ethnic pie graphs and attended a “Living Voices” assembly about Irish immigration on April 27th. English classes read *The Diary of Anne Frank* and discussed the Holocaust. Students also read “Ashes of Roses” which was a story about immigration. 8th grade English students choose a variety of multicultural topics for their MLA research papers and read a variety of short literature from authors of various backgrounds and cultures. In 8th grade science the students discussed contributions made by different cultures to astronomy.
- Exploratory and Specialists - Every foreign language class has cultural connections— language, geography, products, customs, food, shopping, sites, etc. French students had a food day, and French I students went to Le Voltaire restaurant. They also had a Mardi Gras celebration.
- Students in music classes learned about music from various cultures including how African Americans contributed to blues and jazz. The music department makes a special effort to include a wide variety of cultural music selections. Selections from a set of CD’s called “Planet Soup” which combined music from different cultures was used. Sixth graders studied music from other countries and the teacher showed the students instruments she has collected from her travels. Students also played a world instrument bingo game that included pictures, maps, and listening examples from other cultures.
- Physical Education classes integrated sports from around the world—Middle East, Europe, and Africa.
- The 8th grade “Know Yourself” class included lessons on stereotyping, discrimination, and sexism.
- In FCS the importance of the American Food Pyramids was discussed. Food pyramids from different cultures such as Asian, Hispanic, Native American, and Mediterranean were also studied. Herbs and spices from various parts of the world were explored for the medicinal and culinary properties. In 8th grade “Foods,” students discuss the life style of vegetarianism. Various religious and cultural aspects are explored and respectively acknowledged. Geographical areas are researched and students visited a website devoted in entirety to multiculturalism. Students also formed a restaurant from a different country and created a menu devoted to that area’s cuisine. Then students created several menu items from their restaurant in celebration of a Food Block Party. Many foods from other nations, religions, and regions within the U.S. were created in the food labs.

- The art department continued to highlight various artistic aspects of the international world with a strong focus on Native American pottery and African American masks. Students studied Egyptian art, Spanish tile design, Aboriginal art, Mexican folk art, and African art with an emphasis on quilt stories. Students also studied batik textile designs used in India and Africa. Sixth grade students participated in “Artist of the Week” reports which included various artists who represented different cultures, nationalities, and genders. Eighth graders completed Master Sketch assignments in drawing and painting which included reading about and duplication of styles and techniques from artists around the world.
- The students who participated in the KCC, Kiewit’s after school program, studied a different culture each month through videos, the cooking of ethnic foods, the arts, and games students learned about cultures. Example: India: the students made chicken chaat and naan to eat, learned the real way to wrap a turban, and made batik cloth designs.
- Information Center activities included research with 6th grade students on Inuit Native American culture and Japanese-American Internment during World War II. Seventh grade students spent many hours researching cultures from the Western hemisphere and Western Europe. Students were also supplied with lists of Multicultural titles for their independent book selections. The center also sponsored a visit by a guest author, John Ritter who has written books with Hispanic characters, language, and settings.

Multicultural Experiences called for by the building’s site plan, if applicable.

- Strategy 1-We will develop and implement an array of diverse opportunities that challenge each student to excel.
- Strategy 2-We will ensure that all students demonstrate appropriate life skills.
- Strategy 3-We will develop and implement plans to create a positive school culture.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Millard North Middle School

Principal: Gary Barta

Professional Development Activities:

Parent panel of parents from various ethnic backgrounds during staff development day
IB training for several staff members

Learning Experiences (beyond those called for by District curriculum):

Activities:

- Internationalism brought into curriculum by IB program – all subjects in 6th grade IB
- Living Voices Presentation
- Black History Month announcements
- Black History Month Eye on the Prize writing activity
- Martin Luther King announcement on PA
- Sixth and seventh grade social studies classes – current events
- Video on Islam, Judaism, Hinduism, Buddhism in social studies
- Holocaust speaker
- Music selections for band. orchestra, chorus were multi cultural
- Read book Seedfolk in 7th grade reading classes
- Read book Chinese Cinderella in 7th grade Reading class
- Art forms from around the world in art classes
- Veteran’s Day announcements
- Immigration study in 8th grade History
- Spanish class corresponded with students from Spain
- Reading classes read Sadako and the Thousand Paper Cranes
- If the World Were a Village Project in Math 6
- Each quarter students do a report on some aspect of Mexican immigrants, problems of migrant workers, Hispanic culture and customs, etc. Many of these are done as posters
- At the beginning of the year we discuss the origins of the Spanish language and how the discovery of the Americas and the establishment of cities and such in the Americas influenced the language and the culture. Throughout the year we discuss how this affects the people today.
- Also, I have a display of the first indigenous people and the students made posters at the beginning of the year about Spanish speaking countries
- Windows of the World book pages
The Man who loved clowns – 6th grade
Devils Arithmetic, Number the Stars, Snow treasure – 6th grade
Cages, Tuck Everlasting, Jump Ship to Freedom – 6th grade
Upstairs Room, Diary of Anne Frank – 6th grade
Toll of Thunder Hear My Cry
Autobiography of Abraham Lincoln

Don't Read this Mrs. Dumphrey
Summer of my German Soldier
In the Year of Jackie Robinson – 7th grade
Maniac Magee
Touching Spirit Bear
Yankee Girl
Petey

Displays:

- Multi-cultural posters
- Students made posters on music in different cultures
- Display in pit on China, Germany and France
- Flags around building from all parts of the world
- Good Eating signs in cafeteria in 10 different languages, with flags
- Welcome sign in pit in Spanish, French, German, as well as English
- Signs throughout building in Spanish, French, and German
- Time Zone clocks in pit with locations
- The world community display in IT area
- World dioramas in orchestra room
- World Celebration Posters
- Traveling photo display of scenes around the world

Multicultural Experiences called for by the building's site plan, if applicable:

- World maps in almost every classroom – reference to locations in all subjects at for all units
- Polaski Day intercom announcement
- Black History month intercom announcements
- Black History Share show – trivia contest between homerooms
- Black History posters
- Observation of Martin Luther King Holiday
- Display of multi-cultural books in information center

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Russell Middle School

Principal: Brian Begley

Professional Development Activities:

- Sister Cities Club invited Japanese administrators, teachers and students to visit and present cultural information to teachers and students of Russell in a number of classrooms.
- Japanese exchange students stayed with Russell families and attended Russell for a few days with host students.
- A speaker from the Muslim community discussed his faith and culture to entire staff during a required staff development meeting.
- All teachers visited the area Hindu temple and listened to speaker explaining the culture and religion of her people.
- All staff assigned to be Silent Buddies. Each staff member is given a list of students of Russell to contact several times a year, at least. Part of the Pyramid of Intervention is contacting the Staff Buddy of an at-risk student. This provided an opportunity for another adult to connect with the at-risk student about at-risk concerns.
- PLC's revisited and readjusted norms, if necessary, to ensure equal input and participation from all its members.
- PLC's worked with team members to analyze data to develop plans for GSP focus. Students who needed assistance were identified and grouped together during GSP in order to provide them with necessary interventions.
- 40 Developmental Asset introduction given to staff. Each team came up with ideas to incorporate the assets for next year.

Learning Experiences (beyond those called for by District curriculum):

- Youth Frontiers Courage Retreat for all 7th graders
 - The entire 7th grade took part in an all day retreat (two separate days for the two teams of 7th graders) that focused on having enough courage to do what is right regarding treating themselves, teachers and other students with respect. This was a culmination of a year long anti-bullying focus.
- Sister Cities Club offered as an after school activity
 - Over 49 students active in the club that participated in several Sister City Association activities during the year (up from 20 students last year!)
- Living Voices presentation focuses on the lives of Immigrants in the early 1900's

- 6th grade attended the Cultural Fair at Seymour Smith Park
- Calendar/bulletin board outside of the main office is used to highlight multicultural holidays, events, celebrations and famous leaders from around the world.
- Holocaust survivor spoke to the 8th graders
- Be the Change presentation for all 7th and 8th graders to encourage citizenship, leadership and acceptance of one another.
- Sister Cities Japanese administrators, teachers and students visit and present cultural information to students of Russell in a number of classrooms.
- Japanese exchange students stayed with Russell families and attended Russell for a few days with host students.

Multicultural Experiences called for by the building's site plan, if applicable:

- The mission of Russell Middle School is to provide a safe, caring environment and guarantee each student develops individual strengths/talents and acquires the necessary academic and life skills for making positive contributions in a global society.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Millard North High School

Principal: Dr. Rick Werkheiser

Professional Development Activities:

- International Baccalaureate Middle Years Programme training was attended by all science teachers on May 31 and June 1, 2007 at MNHS.
- International Baccalaureate Middle Years Programme training was attended by all Physical Education teachers on May 31 and June 1, 2007 at MNHS.
- Charlotte VanSlike and Judy Glesne attended the IB Middle Years Programme May 31/June 1, 2007 training for Health Education.
- Amber Ripa, Maureen Preble, Susan Marlatt, Benna Tomasello, Andrea Feltz, Cyndi Pecquet, Brenda Stewart and Volker Langeheine attended official Middle Years Programme training throughout the United States.
- Debbie Martinez attended an Irish Fiddling session at NMEA
- Cindy Naby attended a session on Multicultural Choral Music at NCDA
- Cathy Keiser attended sessions on Multicultural Music at NSBA/NMEA
- Larry Rathbun attended sessions on Multicultural Music at NSBA/NMEA
- Mark Hawkins attended sessions at the International Thespian Convention

Learning Experiences (beyond those called for by district curriculum)

- Culinary-Independent Study – Students work on site (LaBuvette) with a trained chef learning continental techniques and practices in the foods service.
 - Onsite training of Middle Eastern foods at the Dundee restaurant.
 - Students experienced the different foods and spices available at various ethnic food stores in the Metro area.
- Child Development – Regularly have speakers from Eastern Europe.
- Everyday Living – Self-esteem project with emphasis on the importance of ethnic heritage.
 - Lesson on physical attraction and how it varies across the world.
- Clothing, Textiles & Design – Historic and ethnic dress research project and presentations.
- Our curriculum experiences are pretty inclusive as we study/perform music, speeches and drama from other cultures including:
 - Peking Opera, Mestizo and Mariachi from Mexico
 - Kabuki and Commedia dell'arte theater
 - Music from Asia, Great Britain, South America, Canada
 - Russia, Italy, France, USA (including Gospel, Spirituals, and a folk song from Chantez, La Louisiane!)
- Leslie McFee and Weylon White have students research statistical information from foreign countries then present the information graphically in Functions and Discrete class.

- Volker Langeheine's students worked in the library and put together a video project including footage from their trip to Germany. They highlighted the geography, people that they met, the cuisine, the arts and architecture and the culture of the country. This video will be entered into a contest and will be viewed in Germany.

Multicultural Experiences called for by the building's site plan, if applicable.

- We will develop and implement plans to motivate students to maximize their educational opportunities. This is being accomplished through Millard North's February 2007 notification from IB that we are an authorized site to offer the International Baccalaureate Middle Years Programme.

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Millard South High School

Principal: Dr. Curtis Case

Professional Development Activities:

- Jennifer Reid and our ELL teachers presented a Power point to our whole staff on assisting ELL students in the regular classroom. Shannon Cooley sent regular e-mailed to the staff about cultural opportunities in the metro area.
- Some staff members attended the Religious Diversity in the Public Schools workshop presented by the Anti- Defamation League.

Learning Experiences (beyond those called for by district curriculum)

ART

- Our curriculum and texts are layered with multi-cultural references and artists. In addition to the regular curriculum, the following Artists and Cultures are explored with students.
- Pottery, Adv. Pottery - Native American/Pueblo pottery-Maria Martinez, Greek pottery, Louise Nevelson-sculptor, Pre-Columbian art, Museum of international Folk Art-Alexander Girard collection (dolls), Netsuke-Japanese carving
- Painting - Mexican culture/art - Artist: Frida Kahlo, Diego Rivera, and Pablo Picasso (Spanish heritage), Native American artists-Juane Quick-to-See-Smith, Emmi Whitehorse and Norval Morriseau (Inuit/Northwest Pacific coast art)
- Art Foundations - Japanese Printer-Hokusai and Gyotaku printing, Dutch-Vincent van Gogh, M.C. Escher (etchings and woodcuts), Dwellings from around the world, William H. Johnson-African American painter
- Drawing - Germany - Albrecht Durer, woodcuts, paintings & engravings, Italian Renaissance - Leonardo da Vinci
- Advanced Studio Art: Pablo Picasso, Spanish
- Commercial Art-Illuminated Text-Middle ages, Guttenburg (Bible-printing press) and the St. Johns Bible (collaborative effort US and Wales), Barbara Kruger-Native American Photographer, Peter Max-graphic artist born Berlin, Germany (escaped to Shanghi), art styles and their influence on graphic arts-especially Art Nouveau(Paris 1900 Worlds Fair-Islamic, Asian and Northern European Influence)

BUSINESS / MINI-MAGNET

- Accounting I/II: Discussion about business practices of United States companies using other countries for manufacturing to make a larger profit.
- Business Communications: Students develop an awareness of how cultural differences can adversely affect communication. Students research business and social protocol in different countries and share findings and insights with each other. Students are asked to identify or demonstrate ways to show respect, understanding, and sensitivity to people of other cultures, in and out of the workplace.

- Graphics: Students complete a famous photographer report. One of the options is a multicultural report
- International Business: Discuss other cultures regarding international business (students complete a report and presentation on different countries).
- Keyboarding: Students key letters in foreign languages during the MS Foreign Language Week. Students key documents with names of different ethnic backgrounds.
- Marketing I: Students discuss the implications of cultural differences in marketing and distributing products.
- Marketing II: class discussion of racial discrimination on the job site.
- Personal Finance: Discuss other cultures regarding international business, particularly in the area of communication (i.e. presentation and acceptance of business cards from the Japanese.) We continue to discuss how to do business with other countries. A "hot" topic this year has been the out-sourcing of jobs in America. We continue to learn about discrimination against other diversities (and laws to protect them) such as elders and women (the ECOA--Equal Credit Opportunity Act).
- Word Processing: Students study and determine appropriate business mannerisms for branch offices in different parts of the world and study different social skills of business people working in different cultural surroundings.

COUNSELING

- Promoted “Prejudice Elimination Workshop” – daylong workshop for high school students dealing with tolerance and diversity.
- Nominate students to attend “Anytown” – a weeklong summer camp dealing w/ tolerance and diversity.
- “Better Future Today” - students presented 15 sessions to other groups of students dealing with diversity and individual differences.
- College Multicultural Programs - advertised and encouraged students to attend special multicultural days held on the UNO, UNL, Creighton, and University of Kansas.
- Promoted Latina – Week Long Workshop – College of St. Mary – Summer Program
- UNL – Multicultural Dinner
- Took the ELL students to Metro CC to explore two of the campuses.
- Hosted a speaker from the Chicano Awareness Center who spoke on college admissions, scholarships, etc.
- Promoted the Native American Retreat at Creighton University.
- We advertise and promote a number of minority scholarships for Millard South minority students. Examples of such are these:
 - UNO – Isaacson Incentive Scholarship
 - Rick Davis Scholarship - UNO, UNL, UNK
 - United Latino Endowment Scholarship
 - Omaha Chapter of Links (African-American)
 - Lambda Theta Nu (Latino)
 - Creighton University – Black, Hispanic
 - Alpha Phi Alpha Fraternity
 - Fraiser-Stryker Minority Scholarship
 - Herbert L. Davis Foundation Scholarship

LANGUAGE ARTS

- Drama I - Multicultural theatre -Cirque du Soleil (multiple cultures), Rise of theatre History (Greek through Asian)
- Drama II - Multicultural Theatre- August Wilson (African American Playwright), Cirque du Soleil, David Henry Hwang (Asian American Playwright) Rasa (East Indian Theatre)
Students read various plays dealing with other cultures
- Theatre Appreciation - Cirque du Soleil, Vaudeville (Jewish and African- American influence) Early American Theatre (African-American, Jewish influence) Sidney Poitier (Caribbean-American actor) Kabuki and Noh Theatre (Chinese-Japanese), Early Film (German Immigrant Expressionist movement)
- Forensics: Members of the Forensics team ran multi-cultural pieces in literature interpretation competition.
- English 9:
 - Students completed an entire unit on diversity (economic and cultural) by reading *Black Boy*, *Salvador Late or Early*, *Marigolds* and *Thank You M'am* and discussed cultural diversity as well as invited representatives of the Open Door Mission to show a video and speak to the class about the economically disadvantaged and cultural differences common to the Open Door Mission. We then participated in ODM's fundraiser "Trick or Treat so Others Can Eat" and held a food and clothing drive for those at the ODM.
 - Students studied the novel *Star Girl* by Jerry Spinelli, a novel about diversity in personalities of teens, acceptance, and popularity. Jessica Killip, a nationally certified sign language interpreter, spoke to the English 9 classes during the Miracle Worker unit. She explained sign language and how it relates to vocations. She also discussed deaf culture and some aspects that differ from the hearing culture.
 - Students read three selections targeted specifically to Martin Luther King Day, including how the date was selected and the controversy over selecting the date. In addition, they are offered a Civil Rights Webquest.
 - Students also view *A Raisin in the Sun* and may complete a project illustrating the key themes.
- English 10:
 - Students select a shoe and tell the story of the owner of the shoe, which offers the opportunity to create a story from a multicultural perspective while allowing them to "walk a mile in someone else's shoes" .
 - To Kill a Mockingbird by Harper Lee-Deals with the consequences of racism during the depression era.
 - Students read the Holocaust memoir, *Night* by American cultures. Elie Wiesel.
 - During the research unit, students researched and wrote about living leaders, many of whom are leaders of minority groups in America.
 - Honors English 9-Students also read *Night* by Elie Wiesel, *To Kill a Mockingbird* by Harper Lee, Short Stories Such as "Thank You M'am" by Langston Hughes, and study living leaders including several multicultural leaders.
 - Honors English 10-Study Harlem Renaissance poetry and poet, and read a short story by Amy Tan.
- English 11
 - Native American: "Sky Tree" and "Coyote Finishes His Work".
 - African American: "from The Narrative of the Life of Fredrick Douglass", "Ain't I A Woman", "Mother To Son", and "Dust Tracks on a Road" *Fallen Angels* by Walter Dean Myers (Details the experiences of African-American soldiers fighting in Vietnam.)
Huckleberry Finn by Mark Twain.
 - Asian Culture: *The Joy Luck Club* by Amy Tan

- Basic English 11: Read multicultural stories, poems and plays. Students create a Family Tree in which they have to research their heritage and roots. They also do a Know Your Neighbor activity in which they have to discover personal and cultural differences among their classmates. In early May, we have a multicultural food day in which students are urged to bring a food item to share from their own cultural background. They have to tell about the food they bring and how it is related to their family traditions and cultures.
- Comp and Lit: *Watched The Long Walk Home* (a film that centers around the Montgomery Bus boycott) and compared it to the themes in the *Old Man and the Sea* by Ernest Hemingway. In Comp and Lit, World Lit and English 10, students may read *Night* and pass the test for extra credit.
- Career English: students do an Article Analysis paper where they research problems faced in the workplace, and the problems include discrimination (based on gender, race and religion).
- World Lit: Students broke into pairs and retold a fable from a country or culture other than their own to the rest of the class.
- Speech: In speech students choose a topic that personally affects them that deals with race, gender, location, etc. Students listen to these speeches and are informed and/or persuaded.
- British Literature: Students explore literature in relation to race, gender, and location as it progresses from Old English to modern day. Students contemplate life from different socioeconomic status and genders based on the themes presented in the reading.
- Debate: Students discussed issues of immigration policy, post-Katrina reconstruction policies in relation to race, treatment of women in the legal system, and the military's policy of Don't Ask, Don't Tell.
- AP Language and Composition: In AP Language and Composition, students read several of the works of Sherman Alexie, especially his essay "Indian Education." After discussing the prejudice and injustice that Alexie experienced in the public schools as a Native American, students identify and write about instances of discrimination they see in their own school. In addition, the rhetoric of African-American leaders and abolitionists (Frederick Douglass, Alfred M. Green) is studied and analyzed in detail.

FAMILY & CONSUMER SCIENCE

- History of Fabric, Pattern, Clothing
- Origin of Food & Cultural Practices, Foods
- Cultural Practices, Adult Living
- Cultural Practices, Everyday Living
- Cultural Practices, Child Development Multicultural Report 2004-5

INDUSTRIAL TECH

- World Architectural Styles/Advanced Architectural Concepts
- World Famous Architects/Advanced Architectural Concepts/Drftg. & Design
- World Famous Inventors/Manufacturing Tech, Comprehensive Metals, Welding & Advanced Welding

INFORMATION CENTER

- Career book display with emphasis on women in non-traditional roles
- Multicultural book talks
- Created multicultural computerized reading lists for classes
- Teamed with ESL teachers to assist ESL students locating multi-cultural themed reading.

MUSIC

- Band
 - Folk Songs From the British Isles

- Southern Folk Rhapsody
- Gettysburg: The Third Day
- English Folk Song Suite – Ralph Vaughn Williams (1924)
- Manin Veen (A Manx Tone Poem) – Haydn Wood (1933)
- Symphony No. 3 (Italian Overture) – Giannini (1961)
- Africa: Ceremony Song & Spiritual – RW Smith (1994)
- Rondo for Solo and Band (Germany) – Mozart (1774)
- Four Scottish Dances – Arnold (1978)
- Lincolnshire Posy – Grainger (1939)
- Orchestra
 - Carmen-Italian
 - Nigerian Dances-Africa
 - Eine Kleine Nacht Musik-German
 - Sabre Dance-Russian
 - Can-Can-French
- Freshman Choir
 - Mungu Ni Pendo - Traditional African Song
 - El Dia de tu Santo - Spanish Carol
 - Jamaican Market Place - Jamaican
- Junior Varsity
 - Ton The - French Tongue Twister
 - Soon Ah Will Be Done - African American Spiritual
 - Bidi Bom - Traditional Jewish Folk Song
- Varsity
 - Bogoroditse Devo - Russian
 - Der Abend - German
 - Ose Shalom - Jewish Folksong
- Mixed Chorus
 - Wade in the Water - African American Spiritual

MATH

- For ELL students, we have given lists of vocabulary terms prior to introduction of units so they can familiarize themselves with the math terminology in their own language. Thus they will understand the concepts being introduced in the chapter.
- Several math teachers went to ELL in-service to help them better understand the cultural background of the students which can assist in motivating them to achieve in the class.

NEW FRONTIER

- English: Read To Kill a Mockingbird and Martin Luther King’s I Have a Dream.
- Science: During the Genetics unit, we studied what traits and disorders are more common in certain ethnic groups.
- Geography:
 - Significance of MLK day
 - studies of music, art and cultures of countries around the world
 - studies of cultures and their religions of countries from around the world
 - teaching of 5 major religions in geography class
 - Holocaust remembrance day
 - teaching of traditions and governments of various countries
 - Significance of American Indian Day
- Math:

- Foundations 1 studied the coordinate system and how to graph coordinates on the xy axis. Africans invented rectangular coordinates by 2650 B.C. and used them to make scale drawings and star-clocks in ancient Egypt.

PHYSICAL EDUCATION

- Multicultural Games
- Integration of special needs students who are not mainstreamed into regular classrooms on a daily basis.
- Peer mentoring for ELL students and foreign exchange students.

SCIENCE

- Discussion of the role of women and minorities in the development of physics as a separate field.
- Genetics, Biology – we research what traits and disorders are more common in certain ethnic groups.

SOCIAL STUDIES

- The Social Studies curriculum is saturated in multicultural education. Specifically, we have a course called Ethnic Studies offered at Millard South High School, which is a historical and cultural study of the major ethnic groups that make up our pluralistic society in the United States.
- The following are some of the multicultural activities done in the Social Studies classrooms at Millard South High School:
 - “I Have A Dream” video, reading & discussion
 - Examination of the contributions of African Americans to U.S. Military
 - Significance of MLK day
 - Civil Rights Unit
 - Minorities in America
 - Supreme Court cases
 - Japanese Internment Camp
 - Discussions on prejudice, stereotypes and discrimination
 - Studies music, art & politics of countries
 - Speakers from different cultures
 - Studies of cultures & their religions
 - Book Group/Multicultural Club
 - Civil Rights Movements of Women, Mexican Americans, Japanese Americans, Hispanics, Native Americans
 - Great Black Migration
 - Immigration Diaries and New Immigration Readings
 - Study immigration & migration of various ethnic/racial groups
 - Black History & Diversity Month
 - Video on first interracial basketball in Louisiana
 - Video & discussion on Ruby Bridges
 - Video on Montgomery Bus Boycott
 - “Eyes on the Prize” & Civil Rights
 - Malcolm X, Booker T. Washington, W.E.B. DuBois
 - Discuss minorities in the workplace and on the police force
 - Living Voices Presentations on Native American culture/history/400 students involved
 - Economic Demise of the Soviet Union
 - Islamic speakers Bureau
 - Speakers from each of the following: Hindu Temple, Buddhist Temple, and a Synagogue

- Enrichment opportunities offered by Ethnic Studies and World Religions in the community. Visit local ethnic museums and events.
- Religious diversity education in World Religions. Exposure to 5 major world religions in World Geography.
- Russian, Chinese Middle Eastern History and the music
- Chicago trip to hear the Dalia Lama

SPECIAL EDUCATION

- The special education department parallels the curriculum from the general education classes in the areas of: English, Science and Social Studies. Through this curriculum parallel the special education teachers include multicultural activities listed in the core areas.

WORLD LANGUAGES

- French Club
 - This year French Club had a service project, which provided “welcome” packets for children of the south Sudanese community, The club members visited two authentic French restaurants in our area, Le Voltaire, and The French Cafe. In February, the French Club had a fondue party
- Other *French Department Activities*
 - The French teachers sponsor a trip abroad to France for our students every other year. That trip includes a 5 night home stay in a French family. Some French teachers in our department organize Internet e-mail exchanges and pen pal experiences with students in other countries. We continue to welcome a growing population of French-speaking students from other countries, especially Africa, to our program.
- German *Club*
 - In the fall, German Club and Diversity club held a reception to welcome all the exchange students at MSHS and to introduce them to the students and faculty. Club members celebrated authentic German Christmas customs with their Niklaustag activity. The German Club visited the German restaurant, Gerdas. Cultural food experiences in the club included eating Spaghetti Eis, sampling German cakes, and a enjoying a German-style breakfast.
 - Each year the German students go to the German Convention held in Omaha at various schools. There they compete in cake making, poetry, art, vocal and instrumental music, cultural trivia, and cultural power point presentations and so on. They also learn folk dancing and singing, German crafts, and cooking.
- Other *German Department Activities*
 - The German teachers are involved in a travel exchange program with Helene-Lange-Gymnasium in Dortmund, Germany (one spring we host German students here, and the following year the MSHS students go to Germany in the summer).
 - This summer students will travel to Dortmund, where they will stay with families and attend school, making presentations about American culture.
- Spanish Club
 - This year Spanish Club experienced authentic food at Azteca and Espana restaurants. They attended the performance of Man of La Mancha at UNO. Students competed in the UNL Foreign Language Fair in vocal, poetry, and poster events. At the fair, students participated in Swahili, Russian, Japanese, and Chinese language mini-lessons. They also learned how to dance the tango.
- Other *Spanish Department Activities*
 - Some Spanish teachers traveled or will travel to Spain and Costa Rica with students.

OTHER MSHS ACTIVITIES AND CLUBS

- LEO CLUB (A new club, a high school branch of the Lion’s Club, with a focus on community service)
 - Collected goods for Sudanese Refugees;
 - Held the "Pennies for Peace" fundraiser to increase literacy in Southwest Asia.
- DIVERSITY CLUB
 - Hispanic awareness Month: 8x10 “awareness posters” dispelling the myths of Hispanic Americans were hung in all wings of the school
 - Welcome Party (for foreign exchange students) Paired up with German Club to provide cake and punch reception
 - Mix It Up” Day: In conjunction with the PRIDE Time competition, DC kept track of students that sat in a designated area of the cafeteria by distribution of random-colored cards that coordinated with sporadic tables; homeroom with the highest percentage of participants won the PT competition points
 - American Indian Heritage Month: Neck decals with different American Indians and their contributions to their culture were worn by DC members and teacher volunteers
 - Human Rights Day: Blue lapel ribbons were distributed to teachers and DC members along with the hanging of butcher-paper posters
 - Martin Luther King Day: Photo/art contest (asks for evidence that King’s dream of people living in harmony is visible in parts of our world today); winner was awarded a prize from Fareway Foods
 - Black History Month: 8x10 posters with prominent figures of black history in 5 different areas of educational subjects were distributed in the appropriate hallways (i.e., Portier in the drama wing, Langston Hughes in the English wing, etc.)
 - Chinese New Year: Being “The Year of the Pig”—neck decals in the shape of pigs with “Happy Chinese New Year” printed on the front were worn by DC members. On the back, DC member Xing Guo wrote a special message in Chinese.
 - Elimination of Racial Discrimination on March 21: Neck decals with a picture representing unity on the front and a brief description of the day written on the back were worn by DC members and teacher volunteers. 1 social studies teacher asked for enough decals to distribute to her classes, which were studying the Civil Rights Movement, and 1 consumer science teacher asked for 30 for her class. Butcher paper posters were also hung in the hallways
 - Yom Hashoah (Holocaust Remembrance Day) 8x10 posters of facts about the Holocaust were hung in all wings of the school. Also, DC members and teacher volunteers were given neck decals that (on the front) displayed the picture and (on the back) displayed the personal story of 1 of 35 people who endured and either survived or lost their lives during the height of the Holocaust

Multicultural Experiences called for by the building’s site plan, if applicable.

- Our building mission statement is inclusive of all students:
“In the rich tradition of excellence at Millard South High School, based on the collaboration of students, parents, staff, and community, we guarantee every individual will recognize and reach his or her true potential and display both academic responsibility and life skills through diverse and innovative opportunities reflective of world-class expectations.”

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Millard West High School

Principal: Dr. Rick Kolowski

Professional Development Activities:

- Several staff members attended workshops aimed at helping us at West look more intensely at diversity and issues affecting our community. Staff members attended the one day workshop on Diversity held by the district sponsored by the Conference for Inclusive Communities. A few other staff members attended the workshop sponsored by ADL on Religion and Religious Diversity in the Public Schools.
- February 19 was devoted to the topic of diversity. All staff members participated in a full morning of staff development focused on diversity. The first sessions were led by staff members focusing on the Four Dimensions of Diversity and the Ism's of bias as presented by the Inclusive Communities. Staff also read and responded to an article (Ivory Tower) addressing a teachers own reflections on her "whiteness" and how that impacts her teaching and her perceptions.
- A full group session then followed arranged by the ADL. Beth Katz presented some general issues of religious diversity and public school. A panel of 5 religious leaders then presented key understandings about their religions that could help educators better support diversity.
- Teachers then worked together in the afternoon in their PLC groups to continue the discussion of diversity and to create lessons and processes to better support diversity in their classroom.
- Throughout the year, PLC groups were led through data analysis and strategies to ensure the success of each and every child. Staff were shown the breakdown of performance by ethnic background where the data was available.

Learning Experiences (beyond those called for by District curriculum):

- Inclusivity Workshop: a 3 day workshop on diversity. Twelve students and two sponsors attended this three day retreat. This workshop helps students to understand many different dimensions of diversity and privilege and how each impacts our perceptions and our roles in life. Side by side 24 hours a day, these students explore and learn together.
- Each year, teachers bring in an array of speakers from the Speakers Bureau to help students better understand and appreciate elements of culture and diversity.
- The music department also brought in guest musicians of different ethnic backgrounds to perform and share the history and culture of their music.

Multicultural Experiences called for by the building's site plan, if applicable:

- n/a

**Millard Public Schools Year End Report
Multicultural Education
06-07**

School: Millard Learning Center

Principal: Angie Mercier

Professional Development Activities:

- PBS—implemented Positive Behavior Support system (school wide behavior system)
- PLP training

Learning Experiences (beyond those called for by district curriculum):

- Strengthsfinder and PLP activities with students
- Students attended a Anti-Defamation League diversity workshop
- Civics students and community internship class worked with Young Adult Program.

Multicultural Experiences called for by the building's site plan, if applicable:

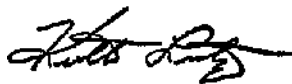
- NA

AGENDA SUMMARY SHEET**AGENDA ITEM:** Pre-K—12 Life Skills Report**MEETING DATE:** June 18, 2007**DEPARTMENT:** Educational Services**TITLE AND BRIEF DESCRIPTION:** Pre-K—12 Life Skills Report

The report includes the Life Skills and performance indicators, correlation of the Life Skills to the 40 Developmental Assets and recommended self-assessment information for Pre-K, elementary, middle school, and high school levels.

ACTION DESIRED: APPROVAL ___ DISCUSSION ___ INFORMATION ONLY X

BACKGROUND: Committees have been working on updating aspects of Pre-K—12 Life Skills for three years. Life Skills and performance indicators were identified in 1994 as Essential Learner Outcomes; the Life Skills were revised in 2001, and a student self-assessment process was established. Life Skills was made a part of the curriculum review phase process in 2003. This Life Skills update information describes revised Life Skills language and processes.

OPTIONS AND ALTERNATIVES: NA**STRATEGIC PLAN REFERENCE:** Strategies 3, 5, and 7**RESPONSIBLE PERSON(S):** Dr. Judy Porter, Dr. Carol Newton, Candra Guenther**SUPERINTENDENT'S APPROVAL:**

PRE-K--12 LIFE SKILLS REPORT

JUNE, 2007



TABLE OF CONTENTS

PREFACE.....	4
PARTICIPANTS	5
LIFE SKILLS MISSION AND BELIEFS.....	6
RELATIONSHIP TO ELO’S AND STRATEGIC PLAN	7
40 DEVELOPMENTAL ASSETS	8
CONTENT STANDARDS.....	9
INSTRUCTIONAL APPROACHES.....	11
ASSESSMENT GUIDELINES	12
LIFE SKILLS AND PERFORMANCE INDICATORS	14
SOURCE MATERIALS	21
TENTATIVE TIMELINE FOR CURRICULUM CYCLE	21
SUGGESTED REFERENCES	22
MILLARD ESSENTIAL LEARNER OUTCOMES	23
40 ASSETS	24
NEBRASKA FOUNDATION KNOWLEDGE AND SKILLS	26
LIFE SKILLS/40 DEVELOPMENTAL ASSETS CORRELATION.....	26

PREFACE

Life Skills and performance indicators were identified in 1994 as Essential Learner Outcomes; the Life Skills were revised in 2001, and a student self-assessment process was established. Life Skills was made part of the curriculum phase process in 2003. During Phase I of the curriculum cycle beginning in 2004-2005, the core planning committee recommended the future direction for life skills curriculum and assessments, and subcommittees developed recommendations for the Life Skills Report. The development of this report parallels the model established by the MEP curriculum process.

Teaching and modeling Life Skills is the responsibility of all staff. The Life Skills Report contains recommendations for all teachers to assist in the development of Life Skills for *all* students.

All teachers are ethically and legally bound to teach Life Skills. The legal basis for the implementation of Character Education (Life Skills) in 21st Century schools is found in Rule 10 and in Nebraska law (Statute 79-725), first enacted in 1927:

Each teacher employed to give instruction in any public, private, parochial or denominational school in the State of Nebraska shall arrange and present his or her instruction to give special emphasis to common honesty, morality, courtesy, obedience to law....and other lessons of steady influence which tend to promote and develop an upright and desirable citizenry.

Strategic action plans, most notably goal setting, Personal Learning Plans (PLP), 40 Developmental Assets, and transition plans are all related to life skills. In addition, one aspect of the Professional Learning Communities is addressing the needs of struggling students through various interventions and teaching strategies. This could also influence the way the life skills are delivered. The Life Skills Report both supports and is supported by the strategic planning process, the building level elementary and middle level character education plans, and the greater community. Indeed, the very term Life Skills implies that we will help students attain the skills necessary to succeed after high school.

PARTICIPANTS

Elementary, middle school, and high school certified staff, representing all buildings, participated in the development of the Life Skills Report. Parents, students and community members were also represented.

Teachers

Rose Bernstein, KMS
 Rhonda Betzold, NHS
 David Brandt, NHS
 Carol Haller, Willowdale
 Theresa Hovorka, WHS
 Nichole Larson, SHS
 Sheryl Moeller, BMS
 Jacqueline Nielsen, SHS
 Janet Perrone, RMS
 Jeannene Rossitto, NMS

Counselors

Jean Devoy, RMS
 Terry Dostal, RMS
 Karol Godsey, KMS
 Jason Gosnell, WHS
 Carolyn Halpain, CMS
 Lisa Kallman, Cody/Rockwell
 Yolanda Martin, AMS
 Geri McClenny, MLC
 Julie Williams, CMS
 Lynn Williams, MNMS

Parents/Community Members

Pat Crisler, Metro Community College
 Jean Hartwell, parent
 Danielle Naven, student
 Beth Vawser, parent

Administrators/Facilitators

Candra Guenther, MEP Facilitator, Life Skills (2006-)
 Lori Jasa, KMS
 Susan Kelley, Willowdale
 Dawn Marten, MEP Facilitator, Staff Development
 Len Sagenbrecht, RMS
 Linda Shirck, MEP Facilitator, Life Skills (2004-2006)
 Barb Waller, MEP Facilitator, Family & Consumer Science
 Monica Wormington, Elementary MEP Facilitator

LIFE SKILLS MISSION AND BELIEFS

The mission of developing and updating the Life Skills and performances is to ensure that all students acquire the life skills necessary for academic and personal success and responsible citizenship. We believe that this can be accomplished by:

- A climate of consistent life skills instructional practices
- Using all aspects of school life as deliberate opportunities to learn and practice life skills
- Engaging parents and community in life skills instruction and assessment
- Direct instruction for students

We believe that these district belief statements are a reflection of life skills:

- Shaping and developing character is the shared responsibility of the individual, family, school and community.
- Each individual has worth.
- Individuals are responsible for their actions.
- Diversity enriches life.
- High expectations promote higher achievement.
- All people are entitled to a safe, caring and respectful environment.
- Public education is the shared responsibility of all.

RELATIONSHIP TO ELO'S AND STRATEGIC PLAN

Life Skills is a component of Essential Learner Outcomes identified in Section 6110.1 of the Millard Public Schools Board Policies and Procedures (Appendix, page 22). These outcomes are consistent with life skills identified by workforce development, business leaders, and character education.

Students' attainments of life skills are inherent in several strategic plans, in particular

- Strategy 3 -- helping each student set and achieve challenging educational goals
- Strategy 5 -- increasing student performance on measures of educational excellence
- Strategy 7 -- offsetting negative social issues that negatively affect student behavior and learning

Completing a Personal Learning Plan (PLP), and the information contained therein, demonstrates student attainment of several life skills, notably time management, problem solving, good work habits, responsibility, perseverance, self-discipline, setting short and long term goals, and participation in community and school organizations. As the Personal Learning Plan continues to develop, there may be more direct connections with demonstrating life skills.

40 DEVELOPMENTAL ASSETS

The 40 Developmental Assets became a part of Strategic Plan #7 in November, 2006. Because the assets correlate to the life skills, it was decided to match the assets to the appropriate life skills in this report. Assets assist students in developing life skills.

The Search Institute’s framework of 40 Developmental Assets (Appendix, pgs. 23 & 24) delineates specific strategies that involve strengthening community support for young people. It provides strategies for:

1. Mobilizing a critical mass of adults for asset building
2. Engaging youth in building assets for themselves, their peers and younger children
3. Infusing asset building into organizations, sectors and systems
4. Promoting asset-based messages, policies, practices and opportunities
5. Supporting, promoting, and linking the community’s asset-building efforts

Action plans related to the 40 Developmental Assets are currently being implemented by the district. Search Institute’s researchers have found that when students have 31 assets their chances of life successes increase. The terms life skills and assets are intertwined in many ways and cause for some confusion. The University of Pretoria, Johannesburg, South Africa funded an extensive research project summarized in *Life Skills and Assets*, in which the authors defined the relationship between life skills and assets, and explored the asset-based approach to life skills interventions (*See Suggested References*).

The identified 40 assets might be considered as a noun to describe a quality, a person, or an advantage a student may have in his or her life. Life skills are the particular attributes a student acquires to enhance his or her chance of “real world” success. Assets are the fertile soil in which life skills are grown. An “asset rich” student will be more likely to demonstrate life skills. In essence, assets nurture life skills. If a community builds a young person’s assets, we would expect a student to demonstrate life skills on a more consistent basis.

For example, a student strives to develop the life skill “ability to manage time.” Possessing certain assets will increase the likelihood that the student will demonstrate the life skill of effectively managing time:

- Time at home – Young person is out with friends with “nothing special to do” two or fewer nights per week.
- Homework – Young person reports doing at least one hour of homework every school day.
- Responsibility – Young person accepts and takes personal responsibility.

The Life Skills Performance Indicators include the assets that most directly support each life skill.

RELATED CONTENT STANDARDS REFERENCES

Nebraska Standards

Millard Public Schools Life Skills are closely aligned with the core Foundation Knowledge and Skills adopted by the Nebraska Department of Education. These Foundation Skills are referred to as *Skills for Lifelong Learning, Earning and Living* (Appendix, page 25).

The Nebraska Career Education Model provides equitable opportunities for all students to develop the skills they need to:

- Learn through career development while meeting academic standards
- Earn as productive citizens in a global society
- Live as contributing members of their communities

The Nebraska Career Education Model developed a visual map of career fields and career clusters to help students, parents, employers, and those in the educational system understand how the curriculum relates to the career opportunities. It is the role of the schools to help prepare students for careers.

At the center of the model are the core *Foundation Knowledge and Skills* that each student is expected to learn. Six different career fields and then 16 different career clusters and career pathways surround this core.

Rule 10

The following Nebraska Department of Education Rules and Guidelines must be considered when developing and implementing a sequential and comprehensive Life Skills curriculum.

004.01 Curriculum and Instruction:

Curriculum and Instruction help students develop content and skill mastery, analytical thinking, problem solving, work ethics, creativity, and respect for diversity.

011.01 School Environment:

The environment is emotionally safe and supportive, and promotes respect, trust, and integrity.

National Standards

The Life Skills Program Guide is supported by the following Eleven Principles of Effective Character Education™ as recommended by the national organization, Character Education Partnership, 2003. These principles are considered to be national standards for life skills and character development.

Effective Character Education:

1. Promotes core ethical values as the basis of good character.
2. Defines “character” comprehensively to include thinking, feeling, and behavior.
3. Uses a comprehensive, intentional, proactive, and effective approach to character development.
4. Creates a caring school community.
5. Provides students with opportunities for moral action.
6. Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.
7. Strives to foster students’ self-motivation.
8. Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.
9. Fosters shared moral leadership and long-range support of the character education initiative.
 - Engages families and community members as partners in the character-building effort.
10. Evaluates the character of the school, the school staff’s functioning as character educators, and the extent to which students manifest good character.

Recommendations: *Breaking Ranks II—Strategies for High School Reform (NASSP, 2004)*

- #17. Schools will advocate and model a set of core values essential in a democratic and civil society.
- #22. The content of the curriculum, where practical, should connect to real-life applications of knowledge and skills to help students link their education to the future.

Results that Matter 21st Century Skills and High School Reform (2006):

According to this document, these are the life skills that good teachers have always incorporated into their teaching:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal productivity
- Personal responsibility
- People skills
- Self-direction
- Social responsibility

INSTRUCTIONAL APPROACHES

The Millard Public Schools believe that “shaping and developing character is the shared responsibility of the individual, family, school and community.” Teaching life skills cannot be contained in any one curriculum, but should be modeled and taught every day by every staff member.

“It is just as important for teachers to be equipped with the knowledge, skills, and confidence to foster character development as it is to teach academics. Children learn better in schools that provide safe, caring environments that help them develop good character traits. Not only do they need to learn subject matter, they need to develop skills to help them make ethical and moral judgments about their academic learning and the way they live their lives.”

(Esther F. Schaeffer, CEO and CEP Executive Director of the Character Education Partnership)

To have a long-term impact, life skills development needs to be integrated into all aspects of the school environment and each curriculum area, including but not solely in the K-12 Counseling Curriculum. As each curriculum area goes through cycle, there is a need to address how life skills will be integrated into curriculum and instruction.

School climate and culture is also a critical factor in the success of the Life Skills Program. Students learn life skills by observing significant adults who model those life skills on a daily basis, in and out of the classroom.

Life Skills should be apparent in school climate, curriculum and instruction. For example:

- Use life skills language. e.g. “Your research project is due on _____. Demonstrate the life skill of *managing time* to complete this on time.” “Did your behavior *demonstrate integrity*?”
- Include demonstrations of life skills on classroom assessments and rubrics. e.g. “Student consistently *cooperates with others* to complete group project.”
- Administrators listen for life skills language in walk-through observations and observe the teacher modeling life skills.
- Lesson plans reflect life skills. e.g. Teachers use *Mastery Teaching* strategies to increase student motivation.
- Designate a unit or assignment that specifically addresses life skills. e.g. A Language Arts essay on *integrity*; a Physical Education fitness goal that demonstrates *perseverance* and *self-discipline*.
- Classroom management strategies that promote life skills development. e.g. student *follows the established classroom rules* after they are taught and modeled by the classroom teacher.
- Office referral forms use life skills language; assigned consequences include a student reflection on the life skill they chose not to use or that they need to improve upon.
- *Citizenship* is demonstrated by student participation in Service Learning activities.

ASSESSMENT GUIDELINES

Life skills are assessed informally on a daily, ongoing basis by all school staff. A formal assessment will be conducted at specified grade levels.

1. Pre-K Life Skills: Center-based pre-school programs are required to assess four year old students on social and emotional development. Students are assessed in three domain areas: sense of self, responsibility for self and others, and prosocial behavior. The *Creative Curriculum Developmental Continuum* for ages 3 through 5 is used by Millard Public Schools. This information is collected by the Nebraska Department of Education.

2. The K-12 Life Skills Self-Assessment process will be completed at these times:

Elementary: 5th grade, before the 1st conference, by the classroom teacher

Middle School: 8th grade, 1st Trimester, in the classroom or advisement

High School: 10th grade, beginning of the year, in advisement

3. Life Skills information will be completed by both student and adults:

Elementary: Fifth grade student completes a self-assessment and the parent also fills out a form that rates his/her child's life skills development. Elementary classroom teachers, grades K-5, evaluate student life skills each nine weeks on the report card. Elementary specialists will be able to enter student life skills information through a Life Skills Tab on Infinite Campus. This information will be used for conversations among the teacher, parent, and student about life skills.

Middle School: Eighth grade student completes a self-assessment, one-to-one with a designated teacher. All teachers will be able to enter life skills information through a Life Skills Tab on Infinite Campus. The student and teacher compare and discuss ratings (e.g. student rates self as proficient in self-discipline. Teacher notes that the student has been tardy to several classes and discusses how rating could be more realistic). Parents will also be asked to provide information on their child's life skills development. This information will be used for life skills conversations among students, parents, and teachers.

High School: Tenth grade student completes a self-assessment, one-to-one with his/her advisor. Teachers will be able to input life skills information on students through Infinite Campus. The parent also completes a life skills survey about his/her child. The information will be used in conversations with advisors, parents, and students for appraisal and improvement on life skills.

Life skills information will be stored in the student's PLP. The Life Skills Assessment will be revisited in the 11th and 12th grades by the student and a designated staff member to check his/her progress.

4. Parents of 5th, 8th and 10th graders will complete Life Skills Assessment in the fall. The goal will be a 100% return rate. This could be accomplished in different ways:
- The parent completes the assessment at fall conferences and turns it in that night.
 - The assessment is mailed to parents and returned by fall conferences.
 - The assessment is sent home with students and returned to classroom teachers by fall conference.

The Life Skills Assessment will be written in checklist format, using Life Skills Indicators, grade level appropriate examples of demonstrations of proficiency, and reading level appropriate language. The teacher/advisor will discuss results of the assessments with individual students in class/advisement. Results will be shared with parents. Dialogue among the student, parent, and teacher is the most important part of helping students improve their life skills.

If areas of needed improvement are identified, a designated counselor and/or teacher will work with the student to develop SMART goals or transition goals that focus on the deficient life skill(s). Additional interventions could be developed by school staff who work with the student.

LIFE SKILLS AND PERFORMANCE INDICATORS

***Indicates correlating 40 Developmental Assets (See Appendix, pgs. 23 & 24)**

READINESS FOR WORK

Life Skill 1

Demonstrate the ability to manage time.

Indicators

- Arrive for class, activities and events on time
- Prepare and turn in assignments by the due date
- Use a method of organization to help manage time
- Prioritize time spent on school, home and community activities

***Supporting Assets:** #20 Time at Home, #23 Homework, #30 Responsibility, #32 Planning & decision making

Life Skill 2

Demonstrate the ability to follow directions.

Indicators

- Listen to and follow staff instructions when they are given
- Read directions and complete assignments independently
- Ask for assistance or clarification when needed
- Actively engage in learning

***Supporting Assets:** #11 Family boundaries, #12 School boundaries, #30 Responsibility

Life Skill 3

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

Indicators

- Identify the problem that needs to be addressed
- Consider possible pros and cons of making a positive solution
- Determine the best solution and implement a plan of action
- Know how to plan ahead and make choices
- Accept and take personal responsibility
- Communicate positively with parents, and seek advice and counsel from parents

- Use knowledge, abilities, and guidance from others and seeks additional information and resources to reach the best solution

*Supporting Assets: #2 Positive family communication, #22 School engagement, #23 Homework, #30 Responsibility, #32 Planning and decision making

Life Skill 4

Develop the ability to work with others to accomplish tasks/goals.

Indicators

- Respect the ideas and opinions of others
- Interact positively with others
- Demonstrate interpersonal competence with empathy, sensitivity and friendship skills
- Participate in “give and take” to accomplish objectives
- Share ideas and teach others new skills
- Disagree and negotiate appropriately
- Serve the community

*Supporting Assets: #8 Youth as resources, #9 Service to others, #32 Planning & decision making, #33 Interpersonal competence, #34 Cultural competence, #37 Personal power

Life Skill 5

Demonstrate essential knowledge of good work habits.

Indicators

- Use planner/assignment notebook
- Have needed supplies
- Work well independently or with others
- Come to school prepared for class and activities
- Allow adequate time for homework
- Collaborate effectively with others
- Remain “on task” (avoid distractions)
- Complete work according to expectations
- Actively engage in learning
- Be motivated to do well in school

*Supporting Assets: #16 High expectations, #21 Achievement motivation, Responsibility, #32 Planning & decision making

Life Skill 6

Demonstrate responsibility.

Indicators

- Describe attributes of responsibility
- Follow directions/instructions in a timely manner
- Follow rules as established
- Contribute actively to group efforts
- Respect rights of others
- Treat others courteously
- Complete assignments on time and meet expectations
- Try hard in all areas
- Be accountable for self

***Supporting Assets:** #30 Responsibility, #16 High expectations, #21 Achievement motivation, #22 School engagement, #23 Homework, #29 Honesty, #31 Restraint, #32 Planning & decision making

READINESS FOR LIFE-LONG LEARNING**Life Skill 7**

Demonstrate the ability to set and pursue short-term and long-term goals.

Indicators

- Describe short and long range goals
- Establish realistic goals
- Formulate a plan of action to reach goals
- Follow the plan
- Reach toward a goal
- Meet the expectation of the goal
- Report that “my life has a purpose”
- Feel optimistic about my future

***Supporting Assets:** #32 Planning & decision making, #16 High expectations, #30 Responsibility, #37 Personal power, #39 Sense of purpose, #40 Positive view of personal future

Assessment

Complete Personal Learning Plan/ SMART goals

Life Skill 8

Obtain, organize, and evaluate information successfully.

Indicators

- Identify what information is needed
- Use resources to find information
- Develop a step-by-step plan to understand the information
- Determine the implications of the information collected
- Determine the pros and cons of information gathered.
- Demonstrate the ability to plan ahead and make choices

***Supporting Assets:** #32 Planning & decision making, #21 Achievement motivation, #22 School engagement, #23 Homework

Life Skill 9

Develop the attribute of integrity.

Indicators

- Live by or follow the rules and laws of the school and family
- Display trustworthiness so that others can depend on me to do what is right and in accordance with rules
- Display honesty by telling the truth even when it is not easy
- Admit mistakes and inappropriate behavior
- Accept responsibility for own behavior and attitudes
- Make appropriate choices even when undesirable consequences may result
- Act on convictions and stand up for beliefs
- Resist negative peer pressure and dangerous situations

***Supporting Assets:** # 28 Integrity, #29 Honesty, #30 Responsibility, #35 Resistance of skills, #37 Personal power, #38 Self-Esteem

Life Skill 10

Develop the attribute of self-discipline.

Indicators

- Resist displaying spontaneous negative outbursts
- Seek the merit in doing things with a level of high quality
- Be willing to delay own wishes and desires to achieve greater goals
- Work to improve as a student and a person
- Work without disturbing others
- Believe it is important not to engage in harmful activities and/or relationships
- Resist negative peer pressure and dangerous situations

***Supporting Assets:** #21 Achievement motivation, #22 School engagement, #23 Homework, #24 Bonding to school, #37 Personal power, #5 Caring school environment, #11 Family boundaries, #12 School boundaries, #13 Neighborhood boundaries, #16 High expectations

Life Skill 11

Develop the attribute of a positive attitude.

Indicators

- Display a pleasant manner
- Respond with reason
- Look optimistically toward present or future resolutions to problems/concerns
- Treat others respectfully and with courtesy
- Use language appropriate to the school setting
- Look for the best in self and others
- Handle disappointment positively
- Accept responsibility for “things that happen to me”
- Display a high self-esteem
- Describe how “my life has a purpose”

***Supporting Assets:** #40 Positive view of personal future, #39 Sense of purpose, #38 Self-Esteem, #37 Personal power, #14 Adult role models, #15 Positive peer influence

Life Skill 12

Develop the attribute of perseverance.

Indicators

- Work to complete task for a positive result
- Work through and move forward when encountering obstacles or discouragement
- Actively pursue solutions or goals
- Show willingness to risk setbacks for a positive result
- Feel optimistic about one’s personal future
- Feel one has control over “things that happen to me”

***Supporting Assets:** #37 Personal power, #32 Planning & decision making, #35 Resistance skills, #39 Sense of purpose

CITIZENSHIP

Life Skill 13

Participate in community and/or school organizations.

Indicators

- Participate in community events and organizations
- Attend school events such as concerts, clubs, games, etc.
- Attend community events
- Belong to community organizations
- Participate in school extra curricular activities
- Display a positive attitude about school community
- Recognize that adults in the community appreciate help
- Perform useful roles in the community
- Place value on helping other people

*Supporting Assets: #8 Youth as resources, #9 Service to others, #17 Creative activities, #18 Youth programs, #19 Religious community, #5 Caring school climate, #16 High expectations, #24 Bonding to school, #30 Responsibility

Life Skill 14

Respect diversity.

Indicators

- Acknowledge the contributions of others
- Avoid negative or derogatory actions towards others
- Avoid negative responses towards others
- Communicate positively with others
- Possess knowledge of and feel comfortable with people of different experiences, backgrounds, and cultures.
- Value helping other people
- Value promoting equality and reducing hunger and poverty

*Supporting Assets: #34 Cultural competence, #27 Equality & social justice, #14 Adult role models

Life Skill 15

Respect the rights of others.

Indicators

- Treat others the way the student wants to be treated
- Use courteous words and actions towards others
- Enhance the learning or functioning of others
- Respect the property of others
- Listen to others
- Avoid negative responses or actions toward others
- Create a non-threatening and safe environment for others
- Cultivate empathy, sensitivity, and friendship skills

***Supporting Assets:** #34 Cultural competence, #33 Interpersonal competence, #14 Equality and social justice, #27 Adult role models

Life Skill 16

Treat others in a considerate and non-demeaning manner.

Indicators

- Use courteous voice tone and actions toward others
- Consider the feeling of others
- Avoid making put-down statements to others
- Listen to ideas of others
- Display good sportsmanship
- Develop a positive working relationship with others

***Supporting Assets:** #33 Interpersonal competence, #26 Caring, #34 Cultural competence, #1 Family support, #3 Other adult relationships, #4 Caring neighborhood, #7 Community values youth, #8 Youth as resources, #15 Positive peer influence, #36 Peaceful conflict resolution, #38 Self-esteem

Life Skills/40 Developmental Correlation Handout (See Appendix, pgs. 26 &27)

SOURCE MATERIALS

Life Skills Resource Guide – will include suggested curriculum, activities, and resource materials. In addition, specific lesson plans for the life skills may be developed at the building level.

Character education building plans (Character Counts, etal.) and program materials that support district Life Skills.

S.M.A.R.T. Goal Setting booklets at elementary level

Student Planners - include Life Skills page and goal setting, and organizational prompts (middle school and high school levels)

Strengths Finder for Students

TENTATIVE TIMELINE FOR LIFE SKILLS REVIEW

2004-2006	Core committee developed Life Skills Report draft (6-12)
2006-2007	Expand the report to include Pre-K--12 recommendations Write Life Skills Self-Assessments Identify additional assessment methods Write Life Skills Resource Guide
2007-2008	Implement report guidelines, assessments, and curriculum
2012-2013	Review

SUGGESTED REFERENCES

Building learning communities with character: How to integrate academic, social, and emotional learning. (2002). Alexandria, VA: Association for Supervision and Curriculum Development.

Breaking Ranks II: Strategies for leading high school reform. (2004). Reston, VA: National Association of Secondary School Principals.

Coplin, Bill. *10 Things employers want you to learn in college.* (2003). Berkley, CA: Ten Speed Press.

Ebersohn, Liesel and Irma Eloff. *Life Skills & Assets.* (2003). Hatfield, Pretoria: Van Schaik Publishers.

Eleven Principles Sourcebook: How to achieve quality character education in K-12 schools. (2003). Washington, D.C.: Character Education Partnership.

Elbot, Charles and Dave Fulton. *The intentional school culture: building excellence in academics and culture.* (2005). Washington, D.C.: Character Education Partnership.

Fink, Kristin and Linda McKay. *Making character education a standard part of education.* (2003). Washington, D.C.: Character Education Partnership.

Hunter, Robin. *Madeline Hunter's Mastery Teaching.* (2004). Thousand Oaks, CA: Corwin Press.

LaBelle. *Teaching Smarter.* (2001). Rochester, WA: Gorham Printing.

Lickona, Thomas. *Educating for Character: How our schools can teach respect and responsibility.* (1991). New York, NY: Bantam Books.

Lickona, Thomas. *Smart and Good High Schools: Integrating excellence and ethics for success in school, work, and beyond.* (2005) Washington, D.C.: Character Education Partnership.

Littky, Dennis. *The Big Picture: Education is Everyone's Business.* (2004). Alexandria, VA: Association for Supervision and Curriculum Development.

Results that Matter: 21st Century Skills and High School Reform. (2006). Tucson, AZ: Partnership for 21st Century Skills.

Smith, Matthew. *Contemporary Character Education.* Principal Leadership, January 2006.

Starkman, Scales and Roberts. *Great places to learn: how asset-building schools help students succeed.* (1999). Minneapolis: Search Institute

Taccogna, Judy, ed. *Powerful Teaching: Developmental assets in curriculum and instruction.* (2003). Minneapolis: Search Institute

Yeager, John M. *Character and Coaching: Building Virtue in Athletic Programs.* (2001). Port Chester, NY: National Professional Resources, Inc.

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	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><u>LITERACY AND COMMUNICATION</u></p> <ol style="list-style-type: none"> 1. Demonstrate competencies in reading to understand and evaluate a variety of texts. 2. Demonstrate competencies in writing in a variety of modes. <p><u>MATHEMATICS</u></p> <ol style="list-style-type: none"> 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. <p><u>SCIENCE</u></p> <ol style="list-style-type: none"> 9. Use scientific processes to understand the unifying concepts of the natural world. 10. Demonstrate understanding of life, physical, earth and space sciences. <p><u>SOCIAL STUDIES</u></p> <ol style="list-style-type: none"> 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. <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><u>LITERACY AND COMMUNICATION</u></p> <ol style="list-style-type: none"> 3. Demonstrate appropriate speaking and listening skills for a variety of settings. <p><u>CONSUMER ECONOMICS</u></p> <ul style="list-style-type: none"> • Demonstrate skills in managing money. • Make sound financial choices by using appropriate resources. <p><u>HUMAN RELATIONS</u></p> <ul style="list-style-type: none"> • Understand ethnic and cultural differences. • Understand human differences. <p><u>TECHNOLOGY</u></p> <ul style="list-style-type: none"> • Obtain information electronically and organizes it successfully. • Convey information using technology. • Use a variety of technological resources to solve problems. <p><u>FINE AND PERFORMING ARTS</u></p> <ul style="list-style-type: none"> • Experience and evaluate a variety of music, art, or drama. <p><u>WELLNESS</u></p> <ul style="list-style-type: none"> • Understand human growth and development. • Identify the values of good nutrition and physical activity. • Evaluate the impact of addictive substances and behaviors. 	<p>Within the school setting, students in the Millard Schools will:</p> <p><u>READINESS FOR WORK</u></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><u>READINESS FOR LIFE-LONG LEARNING</u></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><u>CITIZENSHIP</u></p> <ul style="list-style-type: none"> • Participate in community and/or school organization. • Respect diversity. • Respect the rights of others. • Treat others in a considerate and non-demeaning manner. <p>Revised: Strategic Planning December 5, 1996 T-Chart Approved: Millard Board of Education January 13, 1997</p> <p>Rule Adopted: May 3, 1999 Revised: June 18, 2001; July 21, 2003; December 4, 2006</p> <p>Millard Public Schools Omaha, NE</p>

40 ASSETS



40 Developmental Assets® for Middle Childhood

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s). 3. Other adult relationships—Child receives support from adults other than her or his parent(s). 4. Caring neighborhood—Child experiences caring neighbors. 5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school. 	
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Child feels valued and appreciated by adults in the community. 8. Children as resources—Child is included in decisions at home and in the community. 9. Service to others—Child has opportunities to help others in the community. 10. Safety—Child feels safe at home, at school, and in his or her neighborhood. 	
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior. 14. Adult role models—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior. 15. Positive peer influence—Child's closest friends model positive, responsible behavior. 16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities. 	
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week. 18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children. 19. Religious community—Child attends religious programs or services one or more times per week. 20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games. 	
	Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Child is motivated and strives to do well in school. 22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. 23. Homework—Child usually hands in homework on time. 24. Bonding to school—Child cares about teachers and other adults at school. 25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.
		Positive Values	<ol style="list-style-type: none"> 26. Caring—Parent(s) tell the child it is important to help other people. 27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people. 28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs. 29. Honesty—Parent(s) tell the child it is important to tell the truth. 30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior. 31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
		Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions. 33. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself. 34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity. 35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things. 36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.
		Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Child feels he or she has some influence over things that happen in her or his life. 38. Self-esteem—Child likes and is proud to be the person that he or she is. 39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life. 40. Positive view of personal future—Child is optimistic about her or his personal future.

This page may be reproduced for educational, noncommercial uses only. Copyright © 2003, 2006 by Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org. All Rights Reserved.

The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets® and Healthy Communities • Healthy Youth®.



40 Developmental Assets® for Adolescents (ages 12-18)

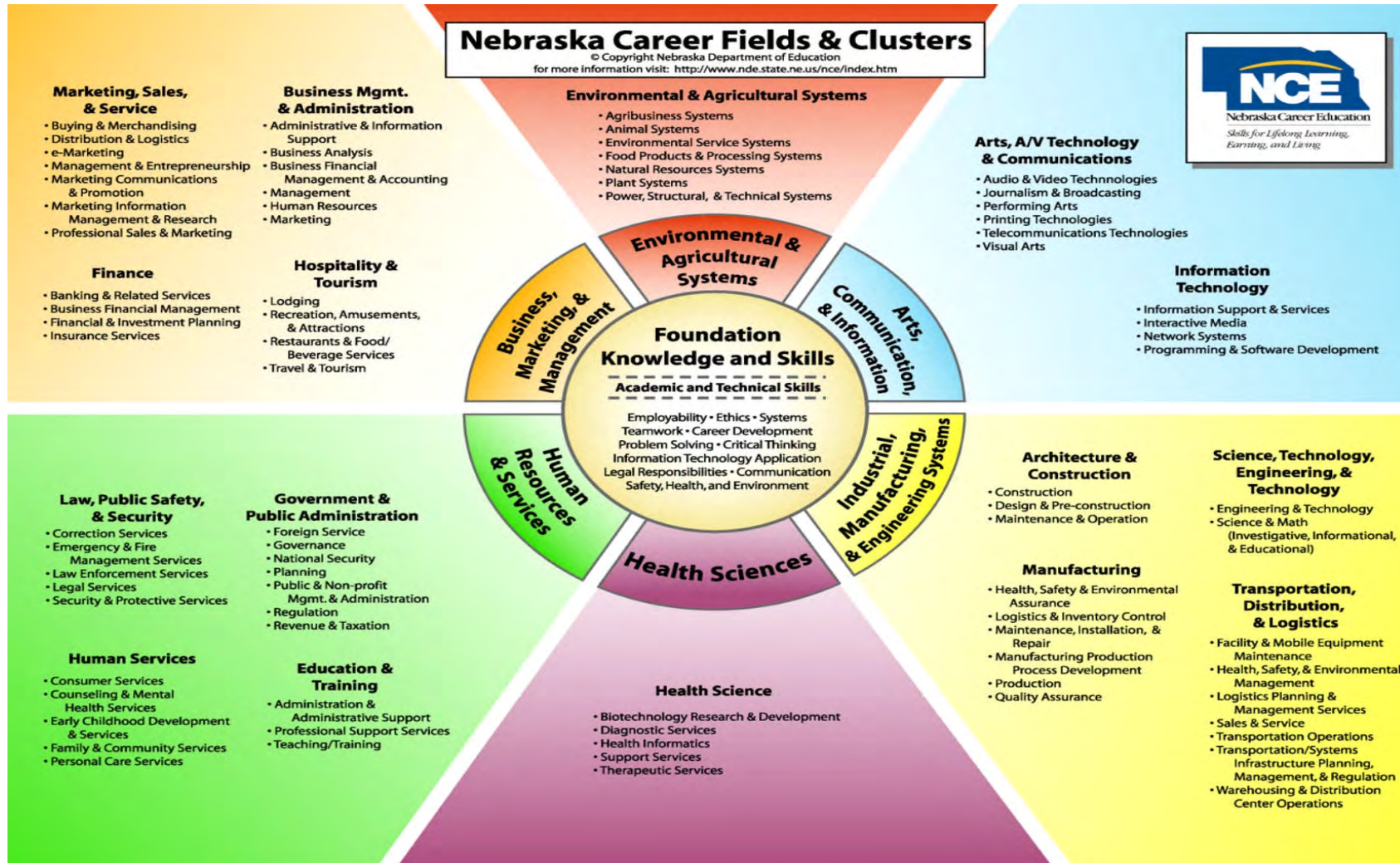
Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school. 	
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood. 	
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well. 	
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week. 	
	Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
		Positive Values	<ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
		Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over "things that happen to me." 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that "my life has a purpose." 40. Positive view of personal future—Young person is optimistic about her or his personal future.

This page may be reproduced for educational, noncommercial uses only. Copyright © 1997, 2006 by Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org. All Rights Reserved.
The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets® and Healthy Communities • Healthy Youth®.

NEBRASKA FOUNDATION KNOWLEDGE AND SKILLS



LIFE SKILLS/40 DEVELOPMENTAL ASSETS CORRELATION

Readiness for Work

- **Demonstrate the ability to manage time.**
Supporting Assets: 20, 23, 30, 32
Time at Home, Homework, Responsibility, Planning & Decision Making
- **Demonstrate the ability to follow directions.**
Supporting Assets: 11, 12, 30
Family Boundaries, School Boundaries, Responsibility
- **Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.**
Supporting Assets: 2, 22, 23, 30, 32
Positive Family Communication, School Engagement, Homework, Responsibility, Planning and Decision Making
- **Develop ability to work with others to accomplish tasks/goals.**
Supporting Assets: 8, 9, 32, 33, 34, 37
Youth as Resources, Service to Others, Planning & Decision Making, Interpersonal Competence, Cultural Competence, Personal Power
- **Demonstrate essential knowledge of good work habits.**
Supporting Assets: 16, 21, 30, 32
High Expectations, Achievement Motivation, Responsibility, Planning & Decision Making
- **Demonstrate responsibility.**
Support Assets: 30, 16, 21, 22, 23, 29, 31, 32
Responsibility, High Expectations, Achievement Motivation, School engagement, Homework, Honesty, Restraint, Planning & Decision Making



Readiness for Life-Long Learning

- **Demonstrate ability to set and pursue short term and long term goals.**
Supporting Assets: 32, 16, 30, 37, and 39. 40
Planning & Decision Making, High Expectations, Responsibility, Personal Power, Sense of Purpose, Positive View of Personal Future
- **Obtain, organize and evaluate information successfully.**
Supporting Assets: 32, 21, 22, 23
Planning & Decision Making, Achievement Motivation, School Engagement, Homework
- **Develop the attribute of integrity.**
Supporting Assets: 28, 29, 30, 35, 37, 38
Integrity, Honesty, Responsibility, Resistance Skills, Personal Power, Self- Esteem
- **Develop the attribute of self-discipline.**
Supporting Assets: 21, 22, 23, 24, 37, 5, 11, 12, 13, 16
Achievement Motivation, School Engagement, Homework, Bonding to School, Personal Power, Caring School Climate, Family Boundaries, School Boundaries, Neighborhood Boundaries, High Expectations

- **Develop the attribute of a positive attitude.**
Supporting Assets: 40, 39, 38, 37, 14, 15
Positive View of Personal Future, Sense of Purpose, Self-Esteem, Personal Power, Adult Role Models, Positive Peer Influence
- **Develop the attribute of perseverance.**
Supportive Assets: 37, 32, 35, 39
Personal Power, Planning & Decision Making, Resistance Skills, Sense of Purpose

Citizenship

- **Participate in community and/or school organizations**
Supporting Assets: 8, 9, 17, 18, 19, 5, 16, 24, 30
Youth as Resources, Service to Others, Creative Activities, Youth Programs, Religious Community, Caring School Climate, High Expectations, Bonding to School, Responsibility
- **Respect diversity.**
Supporting Assets: 34, 27, 14
Cultural Competence, Equality & Social Justice, Adult Role Models
- **Respect the rights of others.**
Supporting Assets: 34, 33, 14, 27
Cultural Competence, Interpersonal Competence, Equality and Social Justice, Adult Role Models
- **Treat others in a considerate and non-demeaning manner**
Supporting Assets: 33, 26, 34, 1, 3, 4, 7, 8, 15, 36, 38
Interpersonal Competence, Caring, Culture Competence, Family Support, Other Adult Relationships, Caring Neighborhood, Community Values Youth, Youth As Resources, Positive Peer Influence, Peaceful Conflict Resolution, Self- Esteem



AGENDA SUMMARY SHEET

AGENDA ITEM: Online Course Pilot Report

MEETING DATE: June 18, 2007

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Online Pilot for Credit Recovery

ACTION DESIRED: APPROVAL _____ DISCUSSION _____ INFORMATION ONLY _____

BACKGROUND: In an effort to look for innovative approaches to motivate and educate students who learn in non-traditional ways, we piloted an online credit recovery course for 7 identified students in Geometry during the second semester of 2006-07. We tried a delivery model through Class.com. A report on the efficacy of this delivery pilot is attached.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

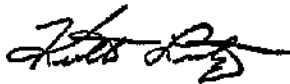
STRATEGIC PLAN REFERENCE: Strategy 8 – We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

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

SUPERINTENDENT'S APPROVAL: 

AGENDA SUMMARY SHEET**AGENDA ITEM:** College Board Advanced Placement Audit Report**MEETING DATE:** June 18, 2007**DEPARTMENT:** Educational Services**TITLE AND BRIEF DESCRIPTION:** College Board Advanced Placement Audit Report**ACTION DESIRED:** APPROVAL DISCUSSION INFORMATION ONLY

BACKGROUND: The College Board, the parent organization for Advanced Placement, is conducting an audit of all Advanced Placement course in the 2006-07 school year. All Advanced Placement teachers must submit a Course Audit Form and a syllabus for their course. Courses are authorized based on the approval of individual teacher syllabi. All Millard Advanced Placement teachers for the 2007-08 school year have submitted their syllabi for authorization. Seventy-one syllabi have been submitted, 57 have been authorized, 13 are under review by the College Board and are awaiting authorization and one is pending authorization indicating that the College Board has not processed all paperwork. A course cannot be called an Advanced Placement course until the teacher syllabus has been authorized. The College Board will prepare a ledger noting which courses and teacher have been authorized beginning in June of this year. Monthly updates will occur after the initial compilation of the ledger. The ledger will be sent to colleges for them to note the authorized Advanced Placement status of a teacher in a designated school.

OPTIONS AND ALTERNATIVES: NA**STRATEGIC PLAN REFERENCE:** Strategy 5, Action Plans 5.4, 5.5, and 5.6**RESPONSIBLE PERSON(S):** Dr. Judy Porter**SUPERINTENDENT'S APPROVAL:**


Online Course Pilot: Summary and Evaluation

Board Approval

On February 5, 2007, the Board of Education approved the online course pilot.

Summary

Description:

Building administrators were asked to recommend students who had failed one semester of geometry but were capable of passing the course and seemed motivated enough to succeed in an online class. With their parents' approval, seven students agreed to participate in the one semester online geometry course. All participants said they had home access to the Internet.

Class.com provided the online resources as well as the teacher, a well-known and respected, retired Lincoln Public Schools math teacher who works for Class.com. Class.com personnel held orientation sessions for the students in each high school. Clara Hoover, building administrators and information specialists also attended the orientation sessions in order to provide support to students throughout the pilot. Each student was given a user name and password, a flash drive, a notebook containing a timeline and course information, and the teacher's e-mail address. In addition, each student's Gaggles account was activated so all students could use this school approved e-mail to communicate with the Class.com teacher.

Students could work online before and after school, during study halls, during information center evening hours and at home or anyplace with Internet access. Most students worked online at school during times arranged by building administrators. One student worked mostly at home.

The Class.com geometry course consisted of explanatory material and examples, assignments, quizzes and unit exams. Before the pilot was implemented, the course content was reviewed by Millard teachers to make sure it aligned with Millard's geometry curriculum.

One building administrator at each high school was the primary contact who monitored and communicated with the participants. In addition, two counselors also helped with this pilot. Although points earned were based on points possible on Class.com's assignments, quizzes and exams, students' grades were based on Millard's grading guidelines.

The pilot was conducted from February through May 2007.

Participants

- North High School: Two students
- South High School: Two students
- West High School: Two students
- Millard Learning Center: One student

Results

- Two students dropped before ever getting started.
- Four students did not complete the course.
- One student passed the course with the grade of a “3.” This student was a senior and needed the course in order to graduate.

Evaluation

One-on-one interviews were conducted with six of the online students. The seventh was absent for several days at the time of the interviews. The building contacts completed surveys. One parent completed and returned the survey mailed to parents of all seven students.

The main themes that emerged from these interviews and surveys are listed below.

Strengths

- Students could work at their own pace.
- Students could retake quizzes and tests.
- Students had access to the course at any time, from any place with Internet access.
- The course provided a different method of credit recovery at no cost.

Weaknesses

- Students needed more structure.
- Students needed an adult teacher/supervisor who ensured students were engaged in learning.
- Students frequently needed to be motivated and prodded. (Even with prodding, the one student who passed the class seldom spent more than an hour online per week and often went for more than a week without being online. Other students were online very sporadically.)
- Students needed a teacher who could answer questions about content while the students were online. (Since the course was asynchronous, the online teacher answered questions, but not while students were online.)

Recommendations

- Determine the purpose for online courses.
- Self-paced, online classes do not seem to be a good match for students taking classes for credit recovery.
- Better selection criteria are needed.
- Online courses should be provided in a structured environment, one in which each student reports to a specific location for a certain amount of time on a regular basis.
- Possibly schedule meeting of all students in class at beginning and end of class and just before tests to provide “sense of community.”
- Although students can work at their own pace, students should be required to attend the online class on a regular basis but allowed to complete the course ahead of time.
- Provide students with course timeline.
- An adult supervisor/teacher should be present while students work online. This person would monitor students, motivate them and answer questions.
- It would be best if this teacher were a content teacher who could answer students’ questions.
- Since many students who need credit recovery courses have full schedules, offer these online courses outside the regular school day.
- Possibly offer online credit recovery classes in night school or summer school.

Conclusions

The apparent mismatch between online courses and taking courses for credit recovery is supported by research and comments from phone conversations with online providers and schools that have offered online courses. The potential exists, however, for online courses to meet credit recovery needs if these courses are aligned with the school’s curriculum, are offered in a structured environment, have adults who regularly monitor and motivate students, and have a content teacher available to answer students’ questions.

AGENDA SUMMARY SHEET

AGENDA ITEM: Site Plan Reports

MEETING DATE: June 18, 2007

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Site Plan Reports – Information on projects initiated through the site planning process.

ACTION DESIRED: APPROVAL _____ DISCUSSION _____ INFORMATION ONLY XXX

BACKGROUND:

All schools are on a cycle for site planning. This cycle coincides with the North Central Accreditation (NCA) school improvement cycle. The NCA has accepted our strategic and site planning process as our school improvement process so we no longer have to run two systems. The attached site plan reports are descriptions of the individual site plan and a summary of school improvement meetings.

Schools follow the same basic schedule that the District follows in strategic planning. They meet to write a plan, form action teams and work for three to four months to develop action plans then meet again to approve those action plans. They implement those plans over the next two to four years. They write the plan, implement the plan the next year, and then update the plan the following year. This is one way we align all site plans with district plans. You will notice that their mission statements and objectives are all aligned with the district mission and objectives. All plans also include a building-specific objective (NCA requirement) that is focused on some area of academic achievement based on building data. Our system of support for sites includes facilitating planning and updates as needed.

OPTIONS AND ALTERNATIVES CONSIDERED: None

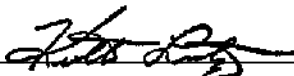
RECOMMENDATION: For information only

STRATEGIC PLAN REFERENCE: Mission, Objectives and Policy 10,000

IMPLICATIONS OF ADOPTION OR REJECTION: None

TIMELINE: As listed

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT’S APPROVAL: _____

(Signature)

BOARD ACTION:

**Grace Abbott Elementary School
2006-2007**

Report due June 1

School Improvement Team members

Erik Chaussee, Principal
Deb Williams, Instructional Facilitator
Dallas Wellensiek, teacher
Mary Jo Thomas, teacher
Ken Petersen, teacher
Karen Martin, teacher
Marsha Kubica, parent
Ann Wenzl, parent
Summer Wildhan, PAYBAC

Carmen Hippen, parent
Pam Clark, parent
Heather Traynor, teacher
Crystal Ray, PAYBAC
Laura Weber, parent
Paula Hardin, parent
Felicia Schworer, para & parent
Angie Haase, parent
Michaela Kathol, parent

Building Mission

The mission of Grace Abbott Elementary is to guarantee all students learn the academic, leadership, and life skills necessary for personal success and responsible citizenship in a global society by using measurable standards providing diverse opportunities and developing collaborative partnerships among family, school, and community.

Building Objectives

All students will attain academic excellence by mastering the Millard district Essential Learner Outcomes and will be challenged with enrichment opportunities.

Each student will demonstrate and utilize the life skills identified in the Essential Learner Outcomes.

Each student will demonstrate leadership skills.

The school will continually strive to increase community support

Building Strategies and Specific Results

Strategy #1 - Improving community involvement to give students different life/academic opportunities. This means that we want to try to get people from the Omaha community to come to Abbott to speak on different subjects. Examples include Art in Action, and we have several scientists who will be speaking including CAPOW from UNO in the spring.

This year Abbott held four enrichment days including math enrichment day, geography week, language arts enrichment day, and science day. The most successful was our One Book, One School project. This year was the third consecutive year of this and we chose A Tarantula in My Purse as our book. The school with the help of the PTO purchased one copy for each family. We held a variety of contests centered on the theme of the book. One such contest was a drawing contest among the staff and a second one among the students.

Our science day involved workshops all centered on the theme of animals. We had an author and other guest speakers throughout the day.

Strategy #2 - Develop and implement a plan to address the issue of the increasing demands put upon teachers. This may include class size, adequate space in the school, student demands, testing demands, etc.

This will always be a difficult plan to address. As stated in the strategy, there are increasing demands placed on teachers and the demands seem to increase each year. Due to the need to provide time for Professional Learning Communities and not having an early Wednesday dismissal, a creative way needed to be found to provide regular time for PLC's. A schedule was set up that provided either a 50" (primary) or 60" (intermediate) block of time each week. Teachers were expected to meet three times a month and turn in minutes of those meetings. Frequently specialists (if available and not providing plan time) were invited to be a part of the meetings.

Strategy #3 - Develop and implement a plan to improve the academic excellence of all students.

Abbott has developed a number of strategies to improve academic excellence of all students. The most obvious includes reteaching, the after-school study center, and differentiation. We continued with the strategy of tracking all students on their writing assessments, both the district and the school assessments. Targeted students' papers were scored four times a year in an all-school scoring. Additionally, other strategies were developed such as: 1. Due to CCM, each classified staff member was assigned a student mentor to tutor throughout the year. 2. Cox Communications continues to provide 5-7 tutors on a weekly basis. 3. Family math nights were continued. 4, Family writing nights were continued.

We also began a different way of using our reteaching dollars this year. For the first time we hired a teacher to provide all the reteaching. In the past, classroom teachers did the reteaching. The reteaching teacher had pull outs during the day as well as after-school classes. The classroom teachers provided names and areas of weakness for the reteaching teacher. We continue to have a reteaching para.

The School Improvement Team added an academic goal in order to more fully comply with NCA expectations. It is: *Grace Abbott will work toward improving scores of all students in grades 1-5 in the Analytical Writing Assessment. We accomplished this by involving all teachers in a Professional Learning Community.*

Consensus on major decisions

This year Abbott rewrote their site plan. It was decided that five strategies would be needed to address the threats identified by this team. From that, five action teams were created with each having two leaders. The teams worked throughout the school year with seventeen plans being developed. The team looked at all the plans and some were combined and one was rejected. It was decided that the rejected plan would be completely redone in the 2007/08 school year with a new team.

School Improvement Team Meeting Dates

September 21, 2006 November 4, 2006 January 4, 2007 May 1, 2007 May 15, 2007

Eric Chaussee 5/31/07 *Angelo D. Passerelli* 6-1-07
 Building principal date Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Ackerman Elementary
2006-2007**

Report due June 1

School Improvement Team members

Janet Barna – Parent
 Tammy Nyholm – Parent
 Celeste Montoya – Parent
 Mary Irwin – Parent
 Susie Sullivan-Tuncan – Parent
 Megan Scott – Parent and Reteaching Para
 Jan Frank – Teacher
 Michelle Waters – Teacher
 Lori Hanks – Teacher
 Tara Fabian – Teacher
 Madonna McArdle - Teacher
 Martha Nielsen – Principal
 Paula Peal – Assistant Principal

Building Mission

The mission of Ackerman Elementary, an ever changing community based school, is to guarantee all students will become life-long learners who achieve their academic potential within a safe, innovative learning environment to ensure personal creativity, responsibility and growth.

Building Objectives

All students will meet or exceed District and state standards and overall performance on District and state assessment will improve annually.

Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.

The percentage of students performing at high levels on measures of national excellence will increase annually.

All students will make a successful transition from one level of education to the next.

Student achievement will improve in writing by an annual increase in scores measured by the Analytical Writing Assessment.

Building Strategies and Specific Results

1. We will develop and implement a plan to increase and better utilize our reteaching opportunities.
 This year we hired 2 reteaching paras that work daily from 9:00-2:00 p.m. They pull students in small groups to reteach critical skills that are on the table of specifications. Next year, the paras will be able to start at the very beginning of the school year. We have already prepared our list of students who will participate in reteaching in the first month of school.
2. We will reconfigure existing resources to help us utilize already existing and developing programs.
 The original intent was to have 45 minute blocks of media each week but due to our changes in media the team decided to extinguish the two action plans that went with this strategy. We will not have enough points to explore the possibility of an art teacher.
3. We will develop and implement plans that use creative and instructional strategies while addressing the district curriculum.
 We have started using the inclusion model in all grade levels. Next year, the SPED staff will focus on inservicing our staff on inclusion and reciprocal teaching. The entire school will be focusing on implementing creative and instructional strategies that will help us increase our reading scores.

4. We will develop and implement plans to improve our volunteer program.

The coordinator has created volunteer sign up sheets that will go home in the summer mailing.

The volunteer coordinator has met with the PTO president and coordinated which volunteer jobs the PTO will be responsible for and which ones the coordinator will be responsible for. We have started the Teammates mentoring program and we have about 7 students who have weekly mentors. The response to this program has been well received.

Consensus on major decisions

- The team was in agreement that we should continue to have 2 reteaching paras for next year. We will pull students during quiet time and SPED and specialists will reteach during this time also.
- Reading will be our focus for next year. The team has agreed to research and identify successful teaching strategies to improve our reading ELO scores. Our action plan on creative and innovative teaching practices will begin work in the fall.
- The team felt very strongly that we have a ½ time assistant principal verses a full time assistant principal.
- The team felt very strongly that we increase our counselor points.

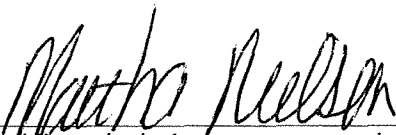
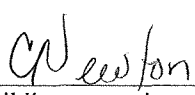
School Improvement Team Meeting Dates

September 15th

January 19th

March 23rd

May 4th

	5-7-07		6/4/07
Building principal	date	Building supervisor	date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Bess Streeter Aldrich Elementary School
2006-2007**

Report due June 1

School Improvement Team members

Cindy O'Neill	Patty Kircher
Crystal Hoogeveen	Stephanie Fleck
Sharon Epstein	Julie Elvers
Lori Lirette	Mona Rhoda
Gina Rudloff	Lisa Bertagni

Building Mission

The mission of Bess Streeter Aldrich is to guarantee academic excellence through the development of principled young people who become active, inquiring and compassionate life-long learners. Our school community provides innovative opportunities and challenging programs of intercultural understanding through guided inquiry.

Building Objective

The total NCE in fourth grade will reflect growth in TerraNova math and reading from third grade.

Building Strategies and Specific Results

- We will develop and implement plans to incorporate the IB Attitudes and Learner Profiles within our school culture.
 - Parents were informed of the attitudes and profile attributes on a regular basis via the school newsletter.
 - Teachers were given materials for professional reading and received print materials for classroom display.
- We will develop plans to increase assessment scores.
 - Our students who did not pass their ELOs were identified and targeted for extra instructional assistance.
- We will develop and implement plans to foster staff teambuilding.
 - An administrative advisory committee was decided upon for the 2007-2008 school year.
- We will develop and implement plans to effectively communicate between parents and the school.
 - Staff members were provided with opportunities for training and implementing school-related web sites.

Consensus on major decisions

- Assignments of responsibility and timelines were agreed upon for Strategy One, Plans One, Two and Three of our building site plan.
- Activities calendar for 2007-2008 was set.
- PYP progress and future work was determined.
- Interview teams for new staff for the 2007-2008 school year were formed and would include parents as well as teachers and administrators.

School Improvement Team Meeting Dates

October 5, 2006	December 21, 2006	April 12, 2007	May 24, 2007
-----------------	-------------------	----------------	--------------

_____ *Susie Melliger* _____ May 31, 2007 _____
 Building principal date

Angelo D. Pasulli 6-1-07
 Building supervisor date

**Bryan Elementary School
2006-2007**

Report due June 1

School Improvement Team members

Karrie Bornhoft, Teacher
 Jill Denson, Teacher
 Paraprofessional
 Kristen Gehrki, Resource Teacher
 Tom Henry, Teacher
 Diane Lenhard, Resource Teacher
 Bunny Rothenberg, READ/Instructional Facilitator
 Pat Rhodes, Principal
 Carol Shaw, Teacher
 Sara Walker, Teacher

Christian Fleming, Paraprofessional
 Susan Knapp, Health room
 Jane Fleming, Parent
 Wade Goehring, Parent
 Paula/Glenn Kohles
 Janet Perrone, Parent
 Debi Stackhouse, Parent
 Randy Psota, Parent
 Lori Quant, Parent

Building Mission

The mission of Bryan Elementary, a learning community, is to guarantee that all students will learn the academic and life skills necessary for personal success and responsible citizenship by providing innovative opportunities designed to challenge each student.

Building Objectives

All students will meet or exceed district and state standards, and overall performance on district and state assessments will improve annually.

Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.

The percentage of students at high levels on measures of national excellence will increase annually.

All students will make a successful transition from one level of education to the next.

The percentage of students engaging in negative social behavior such as harassment or acts of aggression will decrease annually.

All students taking the Analytical Writing Assessment will improve their writing scores annually.

Building Strategies and Specific Results

Strategy 1: We will develop and implement plans to increase internal communication.

Specific Results:

- Develop a handbook for Bryan paraprofessionals that will clarify expectations.
- Develop and initiate activities to enhance communication of staff personal/professional accomplishments.
- Develop a system to increase communication among staff members and between grade levels.

Strategy 2: We will develop and implement plans to better organize our resources and time to meet the needs of all students.

- Utilize creative planning and time management to increase mastery/improvement on Essential Learner Outcome assessments annually.
- Develop an after-school ELO study center based on grade level core outcomes for 1st through 5th grade students.
- Develop and implement a school wide reading incentive program.
- Create a Professional Learning Community (PLC) team to manage and organize our data and make decisions on curricular issues.

Strategy 3: We will develop and implement plans to increase student preparedness for learning.

- Increase parent awareness and understanding of school and classroom expectations to assist in student preparedness throughout the course of the year.
- Develop and implement plans to decrease the number of student tardies and absences.

Consensus on major decisions

The primary focus of the Bryan Elementary School site plan is to increase student achievement. We need to increase parent engagement with the academic progress of students.

The building needs a Master Schedule to utilize all teachers and staff to assist students whenever possible throughout the school day.

We need to change the vision of the Study Center to include 1st, 2nd, and 3rd grade students as well as 4th and 5th.

We will redesign Study Center to meet students' needs that are not meeting ELO cut scores.

School Improvement Team Meeting Dates

September 28th, 2006

November 13th, 2006

April 13th, 2007

May 10, 2007

Patricia Rhodes 5-30-07
Building principal date

Martha Bruckner 5-31-07
Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

Black Elk Elementary School 2006-2007

Report due June 1

School Improvement Team members

Kevin Chick, Principal	Bev Mordaunt, Resource	Lindsey Vogel, 1 st Grade
Shari Johnson, Inst. Facilitator	Lisa Luke, 3 rd Grade	Michael Hemenway-Parent
Casey Hoffinan, 2 nd Grade	Jeff Koehly, Kindergarten	Nicolette Blobaum-Parent
John Dietle, 4 th Grade	Angela Vasse, 5 th Grade	Janet Hemenway-Parent
Charles Huddleston, Parent	Deb O'Malley, Parent	Gray Dean, Parent

Building Mission

The mission of Black Elk Elementary, through a strong collaborative relationship with students, staff, parents and community, is to guarantee that all students achieve academic and individual excellence characterized by challenging, innovative and diverse learning opportunities.

Building Objectives

1. All students will meet or exceed district or state standards and overall performance on district and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels of national and international educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
5. The percentage of students passing the state writing assessment will meet or exceed the district average.

Building Strategies and Specific Results

1. We will develop and implement plans to fully implement the professional learning community model. All grade level teams worked as a professional learning community during the 2006-2007 school year. Each team analyzed student data and utilized formative common assessments to improve instruction practices and increase student learning. New this year was implementing an instructional block time for each grade level. We utilized our classroom teachers, reteaching teachers and community members to plan weekly blocks of individualized instruction to give students prescribed interventions on a weekly basis. This block time, called R.E.A.C.H. (reteach, enrich, assess, collaborate, have fun!) will also be supported with a grant awarded from the Millard Public Schools Foundation for the 2007-2008 school year. This work will begin this summer as we bring in approximately 50 students to receive individualized interventions.
2. We will develop and implement plans to improve external communication. Work on this strategy included weekly or bi-monthly classroom newsletters sent home by each teacher. We also started uploading our school newsletter to our building web-site. Lastly, we made a monthly calendar of events for our school newsletter.
3. We will develop and implement plans to increase student awareness and appreciation for diversity. A diversity committee, consisting of parents and teachers was formed during the 2006-2007 school year. This committee planned the first annual Multi-Cultural Night at Black Elk. This event was a huge success as we celebrated diversity. African Dancers performed as students and parents sampled a variety of ethnic foods and learned about countries from around the world. We also celebrated a diversity week with curricular planned multi-cultural activities for all students to experience during the school day.

Consensus on major decisions

1. The School Improvement Team decided on the dates for our 2007-2008 conferences.
2. The School Improvement Team will oversee all fundraising activities for the 2007-2008 school year.
3. The School Improvement Team reviewed and accepted the MPSF grant proposal before it was submitted.
4. The School Improvement Team reviewed and accepted funding plan for CCM II Monies.

School Improvement Team Meeting Dates

September 15, 2006

November 17, 2006

January 19, 2007

March 23, 2007

May, 25 2007

Kevin J. Chick 5-31-07
Building principal date

K. E. 6-6-07
Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Willa Cather Elementary
2006-2007**

Report due June 1

School Improvement Team members

Susan Hansen, parent
Anne Neill, parent
Pam Lindsey, teacher

Jackie Newman, parent
Stephanie Rarick, teacher
Dee Sorenson, teacher

Merry Jensen, parent
Fran Solomon, specialist
Nila Nielsen, principal

Building Mission

The Mission of Willa Cather Elementary School is to guarantee a solid academic foundation and the life skills necessary in a global society by providing a unique learning community that includes innovative and diverse opportunities designed to challenge each student.

Building Objectives

1. All students will meet or exceed district and state standards and overall performance on district and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests, and aspirations.
3. The percentage of students performing at high levels on measures of national and/or international educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
5. The percentage of students performing at below proficient levels on reading, writing and math Essential Learner Outcomes assessments will decrease annually.

Building Strategies and Specific Results

1. We will develop and implement plans that allow us to utilize Professional Learning Communities to increase student achievement.

We implemented two specific results aimed at refining the effectiveness of our building teams after this initial year of PLC teams. We have designed a comprehensive staff development plan to promote the professional growth of staff and to help gain an increase in student achievement. We compared results measured through a comparison of the 2005-06 and 2006-07 student data. We did not see a significant change in the number of below proficient students moving to the next level, but did see those proficient and above gaining individual growth to a larger degree than in past years. It is believed discussions housed within the teacher PLC's helped to secure this higher-level growth.

2. We will develop and implement plans to improve parents' and students' understanding of student achievement.

A team of parents, teachers and staff completed production of communication tools (brochures, handouts, etc.) to clarify the assessments taken by the students at each grade level. Distribution will begin this fall (07/08) for each of our elementary level assessments to emphasize the importance of increasing personal student academic growth. *(This strategy and associated action plans has been completed.)*

3. We will develop and implement manageable plans that promote the personal and social attributes of the life skills.

A team of teachers attended the 40-Assets team orientation during the spring of 2007. Additional readings and training will be utilized to promote the assets that have been proven to make a difference with students.

Consensus on major decisions

1. It was decided to continue the practice of promoting shared responsibilities with regard for tasks of curriculum, internal activities, communication/celebration and community. Ownership of these tasks promote leadership.
2. PLC's will work to move the below proficient students upward. This portion of Strategy 1 is vital to maintaining AYP for our building.

School Improvement Team Meeting Dates

August 18, 2006

November 9, 2006

January 11, 2007

April 13, 2007

Nila Nielsen 6-11-07
Building principal date

Carol Newton 6/11/07
Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Cody Elementary
2006-2007**

Report due June 1

School Improvement Team members

Nick Meysenburg, Principal
Rhonda Bishop, Instructional Facilitator/READ Teacher
Brandy Christensen, Early Childhood Sped Teacher
Sara Collins, 2nd grade
Lisa DeVries, PTA President
Leanne Engstrom, 4th grade
Mary Johnston, 5th grade
Martha Jane Matthews, Parent
Diane Pauls, Parent
Michelle Schefcik, Parent
Anne Shaughnessy, Kindergarten/1st grade
Sarah Weidner, Health room Paraprofessional
Rebecca White, Parent
Pam Wigton, Early Childhood Sped Paraprofessional
Marilyn Yeck, 1st grade

Building Mission

The Cody Elementary community will ensure that each student achieves academic and personal success by creating an environment of enthusiasm for lifelong learning. We will accomplish our mission by:

- involving all families, staff, students and the community in the learning process
- providing diverse and challenging experiences
- achieving the objectives of the Millard Public Schools

Building Objectives

1. All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.

Building Strategies and Specific Results

1. We will develop and implement an array of opportunities that enables each student (special education, general education and/or high ability learner) to meet or exceed the Essential Learner Outcomes.

We implemented quarterly vertical PLC meetings with specialists included and the School Improvement Team (SIT) decided that quarterly "State of the Grade" meetings were not necessary and they were dropped from the plan. We implemented semi-monthly planning meetings with paraprofessionals for all multi-categorical and resource teachers. A committee investigated resources for learning extensions for high-achieving students and HAL students in order to compile a notebook of resources for teacher reference/use. The committee decided to focus only on math this year. As directed by the district, all students wrote SMART goals and implemented plans. Each quarter students evaluated their progress toward achieving their goals. A committee was formed to research critical issues and best practices relevant to student transitions from ECSE to school age programs. Cody would like to pilot the following activities during the 2007-2008 school year:

- *Host an open house meeting at Cody in mid March to help insure the attendance of Cody families.*

- *Enable ECSE teachers to observe a general education kindergarten classroom and a multi-categorical kindergarten classroom a few times a year to ensure understanding of the academic expectations and pacing in each program.*
- *Enable the kindergarten and multi-categorical teachers to observe the preschool students in their ECSE environment before exit staffing meetings in March.*
- *Include a representative from general education and a representative from a multi-categorical classroom at the exit staffing meetings in order to better represent all options available. District and Special Education approval is still needed.*

Next year, Cody will have four Special Education Service Providers. These teachers will provide services to multi-categorical students as well as resource students. During Kindergarten Roundup, next year's kindergarteners were given informal assessments on letter and number knowledge in order for the kindergarten teachers to gather data on next year's students. The SIT decided to drop the elementary school to middle school transition plan because the middle school has already addressed this issue.

2. In partnership with our families and community, we will develop and implement plans for an array of diverse opportunities for family education and involvement.

The color code for papers going home is in place. The color code is explained to parents at curriculum night and there is a written explanation for all new families in the A to Z Guide located in the information packet. On the front side of the Friday Envelope, along with the quarterly calendar, there is a written explanation of the color code also. The SIT decided to drop the purchase of refrigerator clips for each family because of cost. Cody hosted four family nights at the library each centered on a different theme. Cody implemented the Cody Leadership Development Project (CLDP). The CLDP brought six specially trained high school students to partner with six select intermediate students, teaching life skills and developing leadership potential. Having started with fifth grade students, we intend to expand the program to third and fourth graders in 2007-2008.

3. We will develop and implement plans to train staff to utilize technology to improve student performance.

A technology survey for staff to self-assess their technology skills was created with plans to administer it in the fall in order to determine and prioritize areas for staff development. "Just in time" in services were provided in the areas of IC, Grade book, Gaggle, etc. Three staff members attended the NETA conference.

4. We will develop and implement plans to maintain or increase current Pre K-5 enrollment.

A Cody bookmark was designed with the intention of distributing them at the Millard branch library. We plan to put them in the "Back to School" packets. The SIT decided to table the creation of a DVD that promotes Cody programs and test scores due to the amount of time and talent involved. An online version of Cody's Chuckwagon appears on the Cody website. An online version of the Cody Dispatch has been put on hold until a decision is made concerning the use of first names. The SIT decided not to post staff profiles due to privacy issues. The SIT also decided to abandon staff development in Dream Weaver due to cost.

5. We will develop and implement plans to support our staff and increase morale and cohesiveness.

We provided a positive environment in the staff lounge by posting positive/humorous affirmations and by implementing a quarterly gratitude board. We had an in service on "Personality Colors" on January 15, 2007.

Consensus on major decisions

1. It was decided to provide opportunities to build more External Assets focusing on the themes of school/community support, student empowerment, student expectations and constructive use of time.
2. It was decided to provide opportunities to build more Internal Assets focusing on the themes of commitment to learning, positive values, social competencies, and positive identity.

3. It was decided to incorporate activities based on Howard Gardner's Multiple Intelligences into regular classroom practice.
4. It was decided to provide students with opportunities to apply core curriculum skills in real-world settings.
5. It was decided to facilitate opportunities for families to participate in learning opportunities through games and to implement changes in Curriculum Night to increase participation.
6. It was decided to administer a technology assessment to determine and prioritize areas for staff development.
7. It was decided to offer technology opportunities to the staff for the purposes of skill development, skill maintenance, and enrichment.
8. It was decided to provide instruction to enable staff to effectively utilize current technology in the classroom with their students.

School Improvement Team Meeting Dates

September 5, 2006 October 3, 2006 November 7, 2006 January 9, 2007 February 6, 2007
 April 10, 2007

Neil Meyers 5-30-07 *Angelo D. Paolilli* 6-1-07
 Building principal date Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

Cottonwood Elementary School – 2006-2007

School Improvement Team members

Lynn Flannery - Parent
 Deborah Levy - Parent
 Joani Lillo- Parent
 Geri McClenny - Parent
 Susan Mischo - Parent
 Lois Morris - Parent
 Janet Orcutt – Parent
 Chris Reikofski - Parent
 Sheila Bolmeier – Media Specialist
 Sue Johannes – Speech Pathologist
 Debbie Peterson – Speech Pathologist/ELI Teacher
 Jay Sealer – Physical Education Teacher
 Linda Terry - Teacher
 Kathy Torres – Teacher
 Katie Woodrich – Teacher
 Nancy Nelson - Principal

Building Mission

Cottonwood Elementary School, in a coordinated effort with home and community, will provide innovative educational experiences that recognize and promote diverse abilities to guarantee achievement of each student's personal and academic best.

Building Objectives

- All students will demonstrate and utilize life skills identified on the essential learner outcomes.
- All students will meet or exceed District and state standards and overall performance in District, state and national assessments will improve annually.
- All students will meet or exceed the standards for academic skills and applications necessary for success at the next appropriate level.
- NCA Objective: The percentage of students performing in the bottom two levels of the Analytical Writing Assessment will decrease annually.

Building Strategies and Specific Results

STRATEGY 1: Develop and implement plans to capitalize on the staff's strengths and skills to provide professional learning opportunities for one another.

STRATEGY 2: We will develop and implement plans to increase the amount of time and the manner in which parents/adults participate in the school community.

STRATEGY 3: We will develop and implement plans to offset the social skills that negatively impact student behavior and learning.

STRATEGY 4: We will develop and implement plans to more effectively schedule the instructional day.

Consensus on major decisions

STRATEGY 1 is operational.

STRATEGY 2 is ongoing with a good start!

STRATEGY 3 is operational.

STRATEGY 4 is operational.

It was decided to end the practice of a traditional Halloween party and parade, replacing it with some sort of Fall Festival.

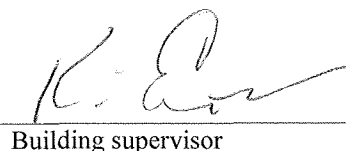
School Improvement Team Meeting Dates

9/18/06; 11/20/06; 1/22/07; 3/19/07; 5/21/07



Nancy G. Nelson
 Building principal

June 1, 2007
 date



Building supervisor

6-6-07
 date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Walt Disney Elementary School
2006-2007**

Report due June 1

School Improvement Team members

Mark Schultze, principal

Paul Schulte, KDG teacher

Leslieanne Heibel, 3rd grade teacher

Dan Cerny, parent

Melissa Kaspar, parent

Don Larsen, parent

Alicia Ingersoll, parent

Cindy Chevalier, 2nd grade teacher

Lynne Lyons, 4th grade teacher

Building Mission

Walt Disney Elementary, A SCHOOL COMMITTED TO EACH CHILD, will guarantee ALL students a world-class academic foundation, diverse and innovative learning experiences, the life skills necessary for personal success and responsible citizenship in a global society by providing a systemic learning community through a partnership of students, staff, home and community.

Objectives

- All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.
- Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities interests and aspiration.
- The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.
- All students will make a successful transition from one level of education to the next.
- The percentage of students engaging in negative social behavior such as substance abuse, harassment and or acts of aggression will decrease annually.
- The percentage of students scoring at least a 3 or higher on each rubric category of the MPS writing assessment will increase annually

Strategies and Specific Result statements

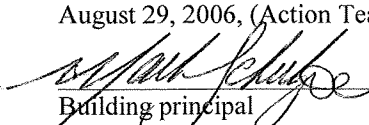
1. We will develop and implement plans to ensure effective communication to strengthen our learning community partnership.
 - Communicate procedures for handling behavior infractions
 - Incorporate and communicate a shared and consistent homework procedure that includes the roles of teachers, parents and students
 - Promote diverse learning opportunities through shared community interaction
2. We will develop and implement plans to manage the diverse learning needs of all students.
 - Provide staff development and support in ways to manage differentiation in our curriculum
 - Provide training for scheduled parent involvement with students
 - Develop and implement a school-wide organizational tool to monitor the individual learning needs of students
 - Develop and implement a peer tutoring program
3. We will develop and implement plans to maximize the impact of our Professional Learning Community on student learning.
 - Create a collaborative culture that utilizes best practices for student learning
 - Develop a model for communication among students, parents and staff to increase understanding of Professional Learning Community goals and outcomes
 - Increase staff understanding and support for effective Professional Learning Community practices by providing timely staff development in support of the four (4) Dufour questions

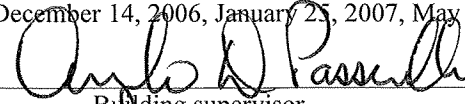
Consensus on major decisions

1. A major review of our site plan was completed. A new Mission, amended Objectives and new Strategies were developed based upon school performance data. Action Teams were formed and met from September-December to write action plans for the three (3) new strategies. All plans were confirmed in January by the Site Team.
2. Members of the School Improvement Team served on interview teams to select four (4) new certificated staff members.
3. Implementation schedule was determined for the new strategies.

School Improvement Team Meeting Dates

August 29, 2006, (Action Team Writing Sept.-Dec.), December 14, 2006, January 25, 2007, May 24, 2007


Building principal 5/31/07 date


Building supervisor 6-1-07 date

**Ezra Millard Elementary School
2006-2007**

June 1, 2007

School Improvement Team members

Dr. Carol Beaty	Principal	Deanna Larson	Paraprofessional
Jill Clanton	Instructional Facilitator	Kris Gudenrath	Parent
Helen Lykke-Wisler	Grade 3 Teacher	Cathy Koley	Parent
Jim Bayless	Kdg Teacher	Stephanie Sacco	Parent
Sherry Havranek	Grade 2 Teacher	Linda Mack	Parent
Matt Dykstra	P. E. Teacher	Mary Graves	Parent

Building Mission

The Mission of Ezra Millard Elementary School, with its commitment to collaboration among students, staff, family and community, is to guarantee all students learn and apply the academic and life skills necessary for personal success and responsible citizenship in a global society by

- challenging each student to higher levels of achievement through innovative and diverse opportunities,
- utilizing challenging curriculum and effective instructional strategies, and
- sparking the desire for life-long learning.

Building Objectives

1. All students will meet or exceed district or state standards and overall performance on on district and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.

Building Strategies and Specific Results

1. We will improve reading comprehension.
We procured additional professional resources to use with staff as we launch our new strategy in the fall. A subcommittee researched using Jr. Great Books as a student book group model. Ezra teachers reviewed reading ELOs and assessments. Essential ELOs were identified in each grade level. We developed a MPSF grant proposal to assist in implementing this strategy in 07-08.
2. We will effectively use data to collaborate on improving instructional strategies.
Grade level PLC groups focused on the areas of writing and reading this year. Writing PLCs scored student writing samples each quarter and analyzed the results. Data has been disaggregated in several ways. Teachers have set goals for themselves and their grade level team. Reading PLCs reviewed assessment strategies and determined essential learning outcomes in the area of reading.

Consensus on major decisions

1. It was decided to focus on the area of writing and reading for our Professional Learning Communities.
2. It was decided to utilize our CCM 2 funds to reimburse our MIM, science and gradebook coaches.
3. The SIT approved a MPSF grant request related to our Reading Comprehension strategy.

School Improvement Team Meeting Dates

August 29, 2006 September 19, 2006 November 28, 2006 January 30, 2007
March 27, 2007

Carol Beaty 5/18/07 Martha Bruckner 5/20/07
Building principal date Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

Harvey Oaks Elementary 2006-2007

School Improvement Team members

Roberta Deremer, Principal

Michele Ferris, Parent 4th

Maureen Kuch, 3rd Grade Teacher

Rita Van Deursen, 2nd Grade Teacher

Mary Jo Williams, Parent 2nd, 4th

Stacy Jolley, PTO President and Parent 2nd

Rick Jacobi, Music Teacher

Brenda Graumann, READ

Carol Whetstine, Parent 2nd

Building Mission: Adopted March 22, 2007

The mission of Harvey Oaks is to guarantee that each student learns the academic and life skills necessary for personal success and responsible citizenship in a changing global society. This will be accomplished through:

- Challenging and diverse curricular opportunities in a safe, nurturing, and engaging environment
- A caring partnership in which parents, students, staff, and community work together to monitor and support academic and social development

Objectives

- All students will meet or exceed District and state standards, and overall performance on District and state assessments will improve annually.
- Each student will participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.
- The percentage of students performing at high levels on measures of national educational excellence will increase annually.
- All students, including Early Childhood, Special Education, and those new to Harvey Oaks, will make a successful transition from one level of education to the next.
- The percentage of students engaging in negative social behaviors will decrease annually.

Ed Advanc Objective: Each student will annually improve written language scores on District Assessments.

Building Strategies and Specific Results

I collaborated with staff members, PTO, and the School Improvement Team to prioritize action steps to start in the next six months.

Strategy Number 1: We will develop and implement plans to more effectively utilize outside resources to support student development.

Action Plan 1

Design and implement a plan to facilitate communication with parents, PTO, PayBac Partners, and the local neighborhoods.

- Designate a committee to survey teacher needs from outside resources.
- Design a survey for parents and community to find special talents.
- Brainstorm ways to utilize Millard Middle and High School students.
- Designate time to update and maintain Harvey Oaks websites.

Action Plan 2

Develop and implement a plan to educate parents and teachers in the B.I.S.T. Model and Character Counts Program for continued use at school and home.

- Prepare B.I.S.T. information for summer mailing and welcome packets.
- Develop a B.I.S.T Staff Development plan for the 07-08 school year.
- Create a link to the Character Counts website from the Harvey Oaks website.
- The Character Counts Team will look for creative ways to present the Character Counts information for the upcoming school year.

Action Plan 3

Organize and offer extra-curricular classes/assemblies designed to broaden student experiences.

Strategy Number 2: We will develop plans to fully implement PLCs.

Action Plan 1

Parents will become part of the PLC plan.

- Create and share "pyramid of interventions" with the staff.
- Share Harvey Oaks "pyramid of intervention" with parents at curriculum night.

Action Plan 2

Develop Harvey Oaks "table" and highly effective teams.

Strategy Number 2 (cont.)

Action Plan 3

Increase staff knowledge of PLCs through book studies and seminars.

- Promote DeFour's PLC conference in the end of October.

Action Plan 4

Data will be utilized to assess individual student needs.

- Survey staff on data collection needs.
- Form committee to identify numerous data forms per grade level.

Strategy Number 3: We will develop and implement plans to successfully transition students into Harvey Oaks.

Action Plan 1

Develop a process to implement and improve Ambassador Program.

- Assign staff member to oversee Student Ambassador program.
- Review program and make adjustments.
- Develop a parent ambassador program.

Action Plan 2

Develop a plan to assess new incoming students.

- Identify assessment tool being used for incoming students.
- Create incoming student checklist for teachers.

Action Plan 3

Develop new family information packets.

- Develop link on the Harvey Oaks website with information for new families.

Action Plan 4

Develop strategies to address age, ability, and readiness gaps of incoming kindergarteners.

- Look at beginning of the year schedule for Kindergarten. (Open House, Curriculum Night, etc.)
- Develop an assessment to be used during kindergarten round up

Strategy Number 4: We will develop and implement plans to increase awareness of and respect for diverse cultures.

Action Plan 1

Increase awareness of diversity by providing opportunities to enrich the curriculum.

- Create an interest survey of enrichment opportunities.
- Use Strategy 1 survey to find people with special talents to teach courses.
- Research diversity activity for Brown Bag Lunch .
- Use a diversity theme for the 2008 READ-A-THON.

Action Plan 2

Develop and implement a plan to increase awareness of diversity by providing opportunities outside of the school day.

Action Plan 3

Develop and implement a plan to increase awareness of diversity by providing off-site opportunities.

- Emphasize diversity with our Sister School Program.
- Develop a Sister School Program link to the Harvey Oaks website.

School Improvement Team Meeting Dates

September 8, 2006 October 26, 2006 March 22, 2007 April 20, 2007

Roberta W. Jerema *4-26-07* *Carol Newton* *5/2/07*
 Building principal date Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

Hitchcock Elementary School 2006-2007

School Improvement Team Members:

- Mandy Johnson, Principal
- Patti Long, Specialist
- Sarah Anderson, Primary Rep
- Jodi Critser, Intermediate Rep
- Dan Allan, At Large Rep
- Barb Noel, Support Staff and Community Member
- Kat Pugel, Parent
- JB Turner, Parent
- Ann Marie Tsatsos, Parent
- Karen Cortese, Parent

Building Mission:

- The mission of Hitchcock Elementary School, in partnership with parents, students, and community is to guarantee that each and every child learns the academic and life skills necessary for personal excellence and responsible citizenship in a global society.

Building Objectives

- All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.
- Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
- The percentage of students performing at high levels on measures of national educational excellence will increase annually.
- All students will make a successful transition from one level of education to the next.

Building Strategies and Specific Results:

- We will develop and implement plans to meet the diverse needs of students.
 - Create a master schedule which provides large blocks of protected instructional time for all classes.
 - Establish Professional Learning Communities within our school.
 - Find new ways to utilize support staff to meet the diverse needs of students.
- We will develop and implement plans for meaningful partnership with parents, staff and community
 - Create a school/community volunteer program.
 - Keep parents informed through regular newsletters.
 - Encourage family involvement through grade level family nights.
- We will develop and implement plans to ensure a successful transition of the multi-categorical special education program into the Hitchcock community.
 - Provide staff development pertaining to multi-categorical special education needs.
 - Ensure collaboration and communication between multi-categorical education and general education staff.

Consensus on major decisions:


- Continued focus on increasing enrollment.
- CCM money to be used to pay Media Specialist to regularly update school website and Instructional Facilitator to manage Reading on the Run home-school reading connection program.
- Reduction from two music programs to one due to success of grade level family nights and because Mrs. McCann is employed part time now.
- Importance of communicating the results of the State Report card accurately.
- Continue with Math as our NCA objective in light of new curriculum adoption next year.
- Encourage more staff to participate on Master Schedule committee.
- Add a home-school communication piece to our PLC work.
- Multi-categorical special education classrooms will attend family nights with homerooms rather than having their own
- Multi-categorical special education students will be mainstreamed during attendance, opening, PE, music, guidance media, and closing beginning with the 2007-2008 school year.
- Eliminate childcare from Curriculum Night and PTO meetings as participation has not increased, which was the intent of the strategy.
- Drop strategy regarding increasing enrollment. Multi-cat has increased enrollment by 20 students and preschool special education will increase it by 50. There are no longer rooms available for additional classrooms or programs.
- Wrote a new strategy pertaining to increasing collaboration and support of the multi-categorical special education program within the Hitchcock community.
- Wrote and received a grant from the Millard Public Schools Foundation to pay teachers to learn more about students with special needs, co-teaching and collaboration.
- A new class list procedure was determined so that students will leave the school for summer knowing who their teacher will be next year.
- Dates were selected for the 2007-2008 school year calendar.

School Improvement Team Meeting Dates:

- 9/27/06
- 11/15/06
- 1/16/07
- 4/11/07

Mandy Johnson
Building principal

5/5/07
date


Building supervisor

5/2/07
date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

Holling Heights 2006-2007

Report due June 1

School Improvement Team members

<ul style="list-style-type: none"> • Jim Hitzemann • Tom Townsend • Troy Matthias • Colleen Bloomquist • Jeff Erixon • Colleen Killeen • Katie O'Brien • Mary Vap • Doug Churchill 	<ul style="list-style-type: none"> • Norm Melichar • Bruce Noble • Jan VanHoose • Nancy Gilmore • Judy Johnson • Doty Addison • Stephanie Kastrup • Terry Houlton
---	---

Building Mission

The mission of Holling Heights Elementary School is to guarantee all students will learn the academic and life skills necessary for personal success and responsible citizenship in a global society by creating a world-class school that systematically engages and continually raises expectations for all.

Building Objectives

All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.

Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests, and aspirations.

The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.

All students will make a successful transition from one level of education to the next.

The percentage of students engaging in negative social behavior such as substance abuse, harassment and or acts of aggression will decrease annually.

Each student will show growth in writing as measured by the Analytical Writing Assessment. (North Central Accreditation Objective)

Building Strategies and Specific Results

Strategy 1: We will develop and implement plans to increase student, school, parent, and community engagement in learning.

Specific Results:

- Engage students by building their sense of community and involvement in the school.
- Engage students in learning by offering high-interest, inquiry-based projects.
- Develop and implement a variety of experiences to increase staff engagement.
- Develop and implement opportunities to increase parent engagement.
- Promote and increase community engagement at Holling Heights

Strategy 2: We will develop and implement plans to support at-risk students socially and academically.

Specific Results:

- Create a parent coordinator position
- Coordinate community resources and PayBac partners to support student needs.
- Develop and implement a plan to assist students at-risk academically.
- Develop and implement a plan to assist students at-risk academically due to behavior.

Strategy 3: We will develop and implement plans to maximize interdependent collaboration to increase student achievement.

Specific Results:

- Create a collaborative culture that utilizes best practices for student learning.

Consensus on major decisions

- Mission, Objectives, and Strategies
- Specific Results and Action Plans
- Site Planning Implementation Schedule
- Millard Public Schools Foundation Grant Proposal
- Site Planning and Grant implementation

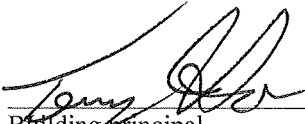
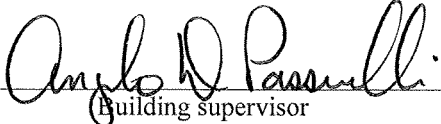
School Improvement Team Meeting Dates

November 15, 2006

January 8, 2007

March 27, 2007

May 24, 2007

	5/31/07		6-1-07
Building principal	date	Building supervisor	date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Montclair Elementary
2006-2007**

Report due June 1

School Improvement Team members

– *Facilitator, Matt Rega*

Traditional

Primary: K. Landgren
Intermediate: A. Goetz

Montessori

Pre-Primary: K. Vondollen-Peters
Primary: A. Feist
Intermediate: K. Morrissey

Building

H.A.L.: M. Wormington
Information Specialist: R. Fielder-Long
Specialist: L. Smith
Special Education: J. Edwards
Para Professional: C. Hageman

Parents

Gerardus De Vreede: M/T Parent
Amy Frisbie: M. Parent
Tina Kane: M. Parent
Abby Reed: M. Parent
Gayle Nicoll: M. Parent

Building Mission

The collaborative community of Montclair Elementary School will guarantee that all children learn the academic and life skills necessary to achieve personal success in a global society by offering innovative instruction and diverse educational programs that honor and develop the whole child.

Building Objectives

1. All students will meet or exceed District or state standards and overall performance on District and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
5. The percentage of students in the top three performance levels of the ELO assessments will increase annually.

Building Strategies and Specific Results

1. We will design and implement plans to expand the scope of Professional Learning Communities.
 - a. Increase opportunities to strengthen Montclair's building culture among staff members
 - Provided team building activities during the 1st week of school
 - Provided team building activities quarterly
 - Worked on celebrating PLC team accomplishments monthly, and will continue to seek improvement in this area
 - Offered and will continue to offer social activities outside of the school day throughout the year
 - Invited specialists to team meetings
 - Utilized Infinite Campus homepage to disseminate staff announcements

- b. Implement staff development focused on creating a community of learners
 - Scheduled vertical team meetings quarterly
 - Provided opportunities for self improvement, such as attending workshops, book studies, classroom observances, and attending teacher led workshops
 - Created and implemented new staff induction procedures
 - Provided training for PLC team leaders
 - Increased the staff awareness of the pyramid of interventions
2. We will develop and implement plans to address the needs of the whole child.
- a. Develop and implement curriculum-related community nights and expand academic enrichment opportunities for students
 - Established a committee to oversee the evening academic programs quarterly themes such as science night this year. Next year we will have two family nights
 - Expanded after school mini class offerings to include summer enrichment classes making available 480 slots in the summer
 - Evaluated the effectiveness of the program. The program continues to grow.
 - b. Assure that each child develops a significant relationship with one or more adults who will support his/her individual accomplishments and emotional needs
 - Scheduled periodic all school assemblies that recognize student contributions
 - Developed a program wherein all staff take a special interest with at least two students outside of their own classroom
 - Identified students who would benefit from adult interaction
 - Matched up students with identified adults
 - Need to provide more opportunities for students to meet all staff
3. We will develop and implement plans to increase cohesiveness of the Montclair community.
- a. Craft and implement a plan to facilitate communication, unity, and cooperation between staff
 - Created a plan for communicating news and events among staff
 - Need to still create unity and commonalities among staff through activities such as a question of the week
 - Created a committee to plan social events outside of school at least once per quarter
 - Created and implemented team building activities

- b. Develop and implement a plan to foster cohesiveness and integration of Montessori and traditional students
 - Scheduled some but not quarterly activities between Montessori and Traditional classrooms
 - Created a learning buddy program between the two programs
 - After evaluation of the program, we realized that we needed to do more to bring the two programs together
4. We will develop and implement plans to actively promote Montclair.
- a. We will strengthen our community-school relations
 - Developed outreach programs with the nursing home to introduce service learning opportunities to both our students and staff
 - Actively recruited volunteers. We average between 25 and 30 volunteers who work at Montclair at least once per week
 - Recruited businesses to support wellness at Montclair. 18 businesses donated at least \$100 to help support our Walk-A-Thon
 - b. We will utilize technology to increase communication
 - Revamped and updated the website throughout the year
 - Facilitated staff development with technology and now all teachers have an I-Share website that they update quarterly
 - Developed a PTO link to the website

Consensus on major decisions

This year we decided that we would like to have an Assistant Principal. At a later meeting, after interviewing for the Assistant Principal position and learning of the results, the team decided to continue having an Instructional Facilitator.

The team decided to spend building points to pay for a kindergarten para to provide support in the classroom to students with unique behavioral needs.

School Improvement Team Meeting Dates

11-16-06, 1-16-07, 3-28-07, 5-15-07

	<u>5-29-07</u>		<u>6/4/07</u>
Building principal	date	Building supervisor	date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

School Improvement Team members

Julie Warnemunde, Principal
Tracy McCormick, PTO President
Jimmy Taylor, Parent
Robert Dornsife, Parent
Michele Hargis, Parent

Marlo Olson, Special Education Teacher
Linda Leonard, paraprofessional
Traci Gilmer, 2nd grade teacher
Sara Lorentzen, 3rd grade teacher
Marti Harris, 4th grade teacher

Building Mission

J. Sterling Morton Elementary School, a child-centered community, will guarantee the opportunity for each student to learn the academic and life skills necessary for individual growth, personal success, and responsible citizenship through diverse and meaningful educational experiences in a safe and caring environment.

Building Objectives

1. All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures on national and international educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
We accepted the draft District Objective as one of our draft objectives.
5. The percentage of students engaging in negative social behavior such as substance abuse, harassment and/or acts of aggression will decrease annually.
6. The number of students that meet or exceed their projected score on the District ELO Writing Assessment will increase annually.

Building Strategies and Specific Results

1. **We will develop and implement plans to manage the schedule of pull-out opportunities to maximize the instructional time of students.**
We completed research and developed action plans that will support and minimize student pull-outs from the regular classroom instruction. We have secured two grants to support summer programs for reading and math. Students and staff have been selected for the 2007 summer projects.
2. **We will develop and implement plans to utilize PLCs to their fullest potential.**
We completed research and developed action plans that will promote a greater understanding of the vision, purpose and work of the PLC and to create greater consistency in the work done among the PLCs in the building. Annually we establish school-wide and SMART goals to promote achievement.
3. **We will develop and implement plans to ensure students have a sense of belonging to Morton.**
We completed research and developed actions plans that will enhance Maverick Moments (our weekly all-school assembly); massage and strengthen Team Time; and implement activities that would welcome new students to Morton.
4. **We will develop and implement plans to provide assessment support for students, staff & students.**
We completed research and developed actions plans that will educate parents and families about various assessments Morton students will take throughout the year. Our plan also includes steps to improve student achievement by addressing student stress levels through education and schedule modifications.

Consensus on major decisions

1. It was decided to support a CCM I and CCM II Plan for the 06-07 school year.
2. It was decided to modify and update our mission statement (above).
3. It was decided to work on four new strategies for the next phase (above).
4. It was decided to develop a timeline for 07-08, 08-09 and 'later' based on the urgency, manageability, cost and impact on achievement of each strategy (and the complimentary action steps).

School Improvement Team Meeting Dates

September 7, 2006

November 16, 2006

February 20, 2007

May 3, 2007

Julie Warnemunde 5-4-07
Building principal date

Carol Newton 5/4/07
Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Neihardt
2006-2007**

Report due June 1

School Improvement Team members

Principal: Colleen Beckwith
Teacher Representatives
Tara Carmichael, Linda Ward, Robbie Hoskovec,
Jeanne Going, Denise Kersigo
Para representative: Kim Reboloso

Specialist representative: Nitra Doyle* (Vice-Chair)
PTO Representative: Stephanie Main
3 Parents (elected at-large): Kyrie Nehls*, Mary
Reynolds-East

Building Mission

The mission of Neihardt Elementary School in partnership with students, parents, staff and community is to guarantee that all students will maximize their academic achievement and develop the life skills necessary for personal success and responsible citizenship in a global society by providing diverse and world class learning opportunities that challenge each student to develop a quest for knowledge and to continue to strive for success.

Building Objectives

All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.

Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations

The percentage of students performing at high levels on measures of national educational excellence will increase annually.

All students will make a successful transition from one level of education to the next.

The percentage of students performing below the proficiency range on ELO assessments will decrease annually.

Building Strategies and Specific Results

We will develop and implement plans to create parent, school, and community partnerships.

Teachers were trained to develop classroom IShare web pages.

We implemented two meet and greet gatherings to provide parents with decision-making opportunities:

Boo-Hoo Breakfast and Coffee & Conversations.

We will utilize professional learning communities to increase student achievement.

Protocols for PLCs were implemented

We will develop and implement plans to address the needs of students who are at risk of not meeting their ELO standards.

Knightly Success Club (Study Center) was reorganized to run as trimesters

Counselor will implement TEAMMATES in school year 0708

Consensus on major decisions

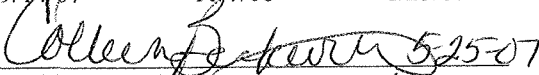
Try and bring the mentoring program TEAMMATES to Neihardt


Expand Knightly Success even further by offering a homework club for intermediate students. Students may utilize the time just to complete homework, but a certified teacher will oversee the Homework club to help with content area needs.

Needed changes to master schedule. Staff and students struggled with the lunch schedule/reteaching schedule. SIT team asked that administration adjust the schedule for 0708.

School Improvement Team Meeting Dates

9/14/07 11/7/06 1/25/07 3/22/07


Building principal date

 5-31-07
Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Norris Elementary School
2006-2007**

Report due June 1

School Improvement Team members:

Staff Members:

Colleen Ballard – Mont. Gr.1,2,3
Alisha Bollinger – Resource
Gloria Vilhauer – Mont. PreK/K
Char Bruggeman – ELI
Tish Staudenmaier – Kdg
Missy Croom – First Grade
Carrie Grove – Second Grade
Marilyn Opitz – Third Grade
Joyce Clark – Fourth Grade
Kristi McKamy – Fifth Grade
Donna Snowdon – READ
Troy Malone – PE
Tyler Hottovy – Music
Stacia Greve – Secretary
Peggy Brendel - Principal

Parents:

Christopher Brannan
Stacey Ocander
Randy Correll
Naser Alsharif
Tricia Green

Building Mission:

Norris Elementary School guarantees a strong foundation to academic and life skills necessary to transition to higher levels in a world class educational system by providing innovative and diverse opportunities for students to achieve their highest potential as independent learners and responsible productive citizens.

Building Objectives:

1. All students will meet or exceed district and state standards and overall performance on district and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests, and aspirations.
3. The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
5. The percentage of students engaging in negative social behavior such as substance abuse, harassment and or acts of aggression will decrease annually.

Building Strategies and Specific Results:

Strategy I: We will develop and implement plans to meet the needs of our diverse Norris community by increasing our understanding and acceptance of all.

- Provide resources which will be readily available to staff, students, and parents.
- Develop and coordinate events to recognize diversity in the Norris community.
- Develop on-going activities which acknowledge diversity in the Norris community.

Strategy II: We will develop and implement plans to maximize internal resources through the strengths of our diverse programs and staff.

- Develop a system for staff members to share strengths and interests.
- Develop a system for educating staff about the programs in our school.
- Plan and implement school-wide activities to develop a unified school community while supporting academic areas.
- Develop a schedule to meet the needs of exceptional learners.

Strategy III: We will develop and implement plans to improve parents involvement to positively impact student learning.

- Creation of a Norris Parent Center.
- Assist parents in becoming an active participant in their child's learning.

Strategy IV: We will develop and implement plans to optimize existing and future discipline plans.

- Develop and implement plans for continued staff training in Discipline With Purpose and BIST.
- Develop and implement plans to expand recognition of positive student behavior.
- Develop and implement plans to communicate and support parents in the areas of discipline.

Strategy V: We will develop and implement plans to improve student achievement.

- Develop and implement strategies/programs to improve students' math.

Consensus on major decisions:

- Agreement on new lunchroom procedures for parents coming up to school to eat with their children and lunchroom manners/behaviors for students.
- Agreement of building plans – Reteaching, High Ability, Safety
- Agreement on CCM I and CCM II .
- Agreement on Student Recognition Program – Prideland Hall of Fame.
- Agreement on new Norris Site Plan.
- Agreement on new discipline system at Norris – BIST and Discipline With Purpose.
- Agreement on hiring of a full time media specialists at Norris.
- Agreement on changing first grade reading support from ELI to Intervention model.

School Improvement Team Meeting Dates:

September 11, 2006

September 28, 2006 – Site Planning Day at ESU#3

Action Teams Met to Write Specific Results – October through February

October 9, 2006

November 20, 2006

December 11, 2006

January 22, 2007

March 8, 2007 – Second Site Planning Session 12:00 – 4:00 PM at Norris

March 19, 2007

April 16, 2007

May 14, 2007

Gretchen Reeder Elementary School 2006-2007

Report due June 1

School Improvement Team members

Suzanne Hinman, principal	Jennifer Theisen, secretary/parent	Jaime Bizal, 1 st grade/parent
Kathleen Forsgren, PTO president	Randy Timmons, parent	Chris Ingram, parent
Lisa Hogancamp, parent	Marsha Krienke-Hansen, 5 th grade	Patty Throne, 3 rd grade
Heidi Penke, specialist		

Building Mission *(affirmed 3/12/07)*

The mission of Gretchen Reeder Elementary School is to guarantee that all students will actively develop academic and life skills through enriching and differentiated opportunities in a collaborative and child-centered environment empowering them to become respectful, responsible citizens and life-long learners in a diverse global community.

Building Objectives *(affirmed 3/12/07)*

1. All students will meet or exceed District or state standards and overall performance on District and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
5. Student achievement will improve in writing by an annual increase in scores measured by the Analytical Writing Assessment. (NCA goal)

District analysis of AWA scores for grades 2-5 comparing 2005-06 students' scores with 2006-07 indicates a residual growth of +.47. Any positive residual scores 0 or higher are considered an increase in student achievement.

Building Strategies and Specific Results

1. We will develop and implement plans to effectively improve the PLC process to best meet the needs of our students.
 Plan #1: Develop a plan to analyze data to effectively guide classroom instruction.
 We utilize inservice and PLC time to complete PLC logs, to create common assessments, and analyze assessment data to create SMART goals that drive classroom instruction.
2. We will develop plans that ensure the full implementation of the BIST program.
 Plan #1: Create a BIST Team at Reeder.
 We created a BIST Team comprised of one teacher per grade level and specialists all of whom participated in the 3 day summer training.
 Plan #2: Provide initial and on-going training for teachers and staff to ensure school-wide participation in BIST.
 The BIST Team provided a one hour training session for the entire staff in the fall. Marty Huit provided teacher training in February. A three day summer training workshop has been planned as well as a two day Advanced BIST training session for summer 2007.
 Plan #3: Provide information to the parents so that they can have a better understanding of BIST.
 We provided parents with the following BIST information: parent BIST flyer available at Curriculum Night and in new family packets; a parent presentation by Marty Huit sponsored by PTO; BIST Box in school lobby for parent questions; BIST Buzz in the Weekly Reeder.
3. We will develop and implement plans to effectively manage increased student enrollment.
 Plan #1: Implement a program to effectively involve parents and community members in student learning.
 We gathered and shared information about resources available to teachers and students in order to effectively involve parents and community members. i.e. guest speakers, Jr. Achievement.
 Plan #2: Provide new families with information regarding the Reeder community and the services that are available.
 We compiled and distributed information packets to new families regarding the Reeder community and the surrounding area services.

Consensus on major decisions

1. A sub-committee wrote an MPSF grant application to fund Strategy #2 – BIST and Strategy #3 – Artist in the Classroom (community involvement). PTO and Pacific Life Foundation offered matching funds. Unfortunately, our MPSF grant proposal was not approved.
2. BIST videos were purchased for the school to assist with on-going training.
3. PLC training has been provided for some staff members with an emphasis on the DuFour model.
4. MPS Staff Development grant funds were obtained to assist with Marty Huitt's visit to Reeder.

School Improvement Team Meeting Dates

September 11, 2006

November 6, 2006

January 4, 2007

March 12, 2007

April 23, 2007

Suzanne Henner 3/13/07
 Building principal date

Carol Newton 3/19/07
 Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

Norman Rockwell Elementary School
2006-20067

School Improvement Team Members:

Jerri Wesley, Principal

Daren Kizlin, PTO President	Cynthia Niebur, Teacher
Mary Towne, Parent	Terri Haywood, Teacher
John Friez, Parent	Maggie VanRooyan, Teacher
Janet Botkin, Parent	Pamela Welch, Staff Development Facilitator
Anne Birkel, Parent	Marcee Timmermans, Instructional Facilitator

Building Mission

The Mission of Norman Rockwell Elementary is to guarantee that each child is challenged to achieve educational excellence and personal responsibility by creating a world-class elementary school with diverse opportunities provided by a caring team of family, students, staff and community.

Building Objectives

1. All students will meet or exceed District and State standards and overall performance in District and State assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
5. The percentage of students meeting the District Analytical Writing cut score will increase at each grade level. (NCA Goal)

Building Strategies for 06-07 and Specific Results

1. **We will develop and implement plans to improve student perceptions of school.**

Action Plan 1- Beginning four years ago, the Rockwell action team for this strategy researched, developed and implemented an individual goal setting program called “SMART” Goals, in grades three, four and five.

This year we fully implemented the District “SMART” Goals program in Kg. through Fifth grades.

Action Plan 2- We also developed and implemented the following student recognition programs and ceremonies for student academic and life skills achievement over the past five years and have **adjusted/continued these programs through this school year:** SMART Goals Awards Ceremony (Third-Fifth grades), Books and Beyond Reading Awards Ceremony (Pre-Kg.-Fifth grades), Presidential Awards Ceremony for Academic Excellence and Academic Achievement (Fourth-Fifth grades), Rockwell Citizen of the Month-monthly Awards Ceremony (Kg-Fifth grades),

Action Plan 3-During this school year, an Action Team was formed to research and develop a positive recognition program based on behavioral data collected over a two year period of time. This new recognition program complements the District Assets program and our school’s Discipline with

Purpose (self-discipline/social skills) program. The name of the program is "Fishing for Good Deeds".

- 2. **We will implement the district curriculum and assessments to ensure that students meet or exceed the district standards and perform to their full potential.**

*Action Plan 3-*We have continued to identify individual needs of all students in written language per quarter through the quarterly writing product. Teachers used the district rubric to score each product and then analyzed the data to identify individual strengths and weaknesses in the specific mode of writing per grade level. **Teachers continued to work in Professional Learning Teams and developed grade level instructional strategies/lessons to use when working with students in small needs groups based on the weekly formative and monthly summative data.** This is a continuation of the work that we have been doing to address our NCA goal for written expression.

Action Plan 4- **Each grade level team, along with the support teachers who work with each grade level, formed Professional Learning Community teams and met bi-monthly during the school year. At the beginning of the year each team used summative data to decide on an area of focus for improvement of student achievement. Then each team used the data to make decisions regarding the development of lessons and strategies for instruction in large and small groups. Formative assessments were developed/chosen and periodically given. The data was analyzed following each assessment and the new data was used to modify lessons and strategies to continue to improve instruction which in turn improved student achievement. Written bi-weekly reports were given to Mrs. Wesley and a written team report was given at the end of May.**

- 4. **We will develop and implement plans to improve family involvement.**

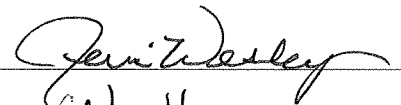
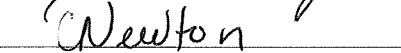
We have **continued to adjust, add to,** and provide the following family involvement activities to build a stronger connection between students, parents, staff and community: "Books and Beyond" Family Reading Incentive Program, Kg-5 Family Math and Science Night, Kg-2 and 3-5 Family Reading Nights, Reading to Read Fluency Program using Community/Parent Vols., The Parents as Resources Volunteer Program, Southwest Kiwanis/Rockwell K-Kids Club, and the Southwest Kiwanis/Rockwell Spring Bike Rodeo for pre-school through adults.

Consensus on major decisions

- 1. Decisions were made to research and develop a new **Assets/Social Skills recognition program** in Kg. through Fifth grades this school year and implement the program, September 2007.
- 2. Decisions were made to focus on grade level summative and formative assessment data in order to decide on and write a grade level SMART Goal for each teams' Professional Learning Community work this school year.

School Improvement Team Meeting Dates

9/21/06, 2/1/07, 3/20/07, 5/1/07

Building Principal: Jerri Wesley 
 Building Supervisor: Carol Newton 

Date: 6/1/07

Date: 6/1/07

School Improvement Team Members

Susan Anglemeyer, Principal	Jeannie Noel, First Grade Teacher
Lisa Duncan, Parent	Debbie Ryckman, First Teacher
Mike Foley, Parent	Amy Partsch, Parent
Amy Sharpnack, Parent	Ellen Hartfield, Fifth Grade Teacher
Brian Klein, Parent	Beth Kohler, Parent

Mission Statement

The mission of Mari Sandoz Elementary School, a community that embraces the growth of the whole learner, guarantees all students learn the academic and life skills necessary for personal success and responsible citizenship in a global society by creating a world-class school characterized through:

- A safe and caring environment
- Honoring and supporting the uniqueness of each individual
- Innovative, diverse, and challenging opportunities
- Equal partnerships between home, school, and community

Vision Statement

Mari Sandoz Elementary School envisions a community of learners where there is room to experiment, explore, read, understand, daydream, work, observe, write, question, research, create music and art... an educational environment that facilitates a passion for life long learning.

We will seek appropriate strategies for our learners to develop their highest potential: intellectually, academically, creatively, physically, socially and emotionally. Our journey is a philosophy and practice of brain compatible instruction that integrates facts, skills, and concepts in meaningful and lasting ways.

Objectives

1. All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests, and aspirations.
3. The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
5. The percentage of students who perform at the next level of proficiency, based on the AWA, will increase annually.

Strategies and Specific Results

1. We will develop and implement plans to support the individual needs of students.
 - 1:1 Create and implement additional school clubs, offering a variety of learning experiences, ensuring transportation for students who qualify for district bus service.
 - 1:2 Expand Homework Room ensuring transportation for students who qualify for district bus service.
 - 1:3 Expand the reteaching program to provide consistency throughout the year to meet individual needs ensuring transportation for students who qualify for district bus service.
 - 1:4 Create and implement a committee to organize a family informational program.

2. We will develop and implement plans to optimally schedule the instructional day for students.³⁶³
 - 2:1 Develop and implement a "Daily Master Schedule" to be followed by classroom teachers, specialists and a support staff to maximize student instructional time.
 - 2:2 Implement a revised Wednesday Special program.

3. We will develop and implement plans to maximize the effectiveness of professional learning communities.
 - 3:1 Develop and implement areas of focus for professional learning communities.
 - 3:2 To develop and implement an array of opportunities for Sandoz staff to learn more about Professional Learning Communities.
 - 3:3 To maximize the most efficient use of vertical planning.

4. We will develop and implement plans to provide international opportunities to all students.
 - 4:1 Present information on IB-PYP as a means of informing, staff, parents, community and decision making teams.
 - 4:2 Make a decision if IB-PYP is appropriate for Sandoz.
 - 4:3 Make a proposal to school board to implement IB-PYP program following Policy 10000 and 10000.1.
 - 4:4 Begin implementation process of IB-PYP program.

Consensus on Major Decisions

2006 - 2007 Implementation Schedule

Specific Results	Steps Now	Steps Next Year	Steps Later
1-1 Create and implement additional school clubs, offering a variety of learning experiences, ensuring transportation for students who qualify for district bus service. <i>This year we used building points to offer free after school clubs for students including: Tiger Explorers, Cub Explorers, Chess Club, Drama Club, and World Geography Club. Next year free after school clubs will be supported by a MPSF Grant initiated by the School Improvement Team.</i>	1 2 3 4	5	6
1-2 Expand Homework Room ensuring transportation for students who qualify for district bus service. <i>Transportation was negotiated with the district for ELL students who needed transportation to stay for academic help this year for students in grades 3-5. Next year we received a MPSF Grant to support all students K-5 who need extra academic help after school. The grant will also provide transportation for all students who qualify. *MPSEF Grant \$9,000 Homework Help Club Grades 3-5 MPSEF Grant \$18,000 After School Academic Help Grades K-2, Parent Education Coordinator, Late Bus and Free After School Enrichment Clubs</i>	1 2 3	4 5	4 5 6 7
1-3 Expand the reteaching program to provide consistency throughout the year to meet individual needs ensuring transportation for students who qualify for district bus service. <i>*See Above progress due to MPSEF Grant</i>	1 2	3 4	3 4 5 6 7
1-4 Create and implement a committee to organize a family informational program. <i>A paraeducator can now be hired to help coordinate a program to provide ongoing information to parents regarding school success. *See above information regarding MPSEF Grant</i>	1	2 3	2 3
2-1 Develop and implement a "Daily Mater Schedule" to be followed by classroom teachers,	Spring 1		

<p>specialists and a support staff to maximize student instructional time. We are currently working through this process to maximize student learning time. Strings next year will start at 8:15 for the students who attend Kids Network and for the students who have transportation to school early. The goal is to reduce the amount of instruction time lost. Also band will begin at 11:50 to reduce the time missed from direct instruction.</p>	3		364
<p>2-2 Implement a revised Wednesday Special program. <i>This year we tried to implement a more effective program to implement our version of "Artists In Residence" focusing on Multiple Intelligence opportunities for students. Now 100% of our students experience six weeks @ 35 minute per session with each teacher. In past years the students would only have an opportunity to see four of the six special teachers for eight weeks @ one hour per session. . Our solution enabled students to miss less time away from core instruction as well as provide exposure to all eight intelligences, reducing the disappointment when some students had an opportunity to participate in a class while others did not. We now have six rotations and six classes while in the past we had four rotations and six classes.</i></p>	1 2 3 4 5		
<p>3-1 Develop and implement areas of focus for professional learning communities.</p>		1 2 3	4
<p>3-2 To develop and implement an array of opportunities for Sandoz staff to learn more about Professional Learning Communities.</p> <ul style="list-style-type: none"> • Wednesday October 18, 2006 Presenter Jon Lopez, Sandoz Data Analysis, Sub Group Performance • Wednesday, October 18, 2006 Presenters Lynn Bowman and Cindy Schave PLC Share Session From Summer Workshop • Wednesday, October 18, 2006 Presenter Susan Anglemyer Multiple Intelligence Instructional Considerations and PLC Collaboration • September 25, 2006 and October 17, 2006 Presenter Susan Anglemyer What Are PLC's and Why Do We Do Them? • February 19, 2006 Presenters PLC Teams PLC Share Session 	1 3	2 4	5
<p>3-3 To maximize the most efficient use of vertical planning. February 15, 2006 Presenter Janet Foss ESU #3 Planning For Vertical Planning</p>	1	2 3	
<p>4-1 Present information on IB-PYP as a means of informing staff, staff, parents, community and decision making teams. October 18, 2006 IB information shared, facts from other IB-PYP programs</p>	1 2	3 4	
<p>4-2 Make a decision if IB-PYP is appropriate for Sandoz. Staff decided to not embrace the IB-PYP program, but to instead try to find a way to implement World Language and a focus on World Cultural Studies. Susan Anglemyer was directed to write an I-NEL state department grant to try to get funding for a World Language Experience blended with World Cultural learning for our school. The grant was funded for the 2007-2008 school year.</p>		1 2 3 4	

**Wheeler Elementary
2006-2007**

School Improvement Team members

Andy DeFreece
Carrie Novonty-Buss
Maureen Strain

Reesa Baltis
Mike Betzold
Tanya Fletcher

Connie Masek
Jennifer Seeger
Marcia Murray

Building Mission

The mission of Wheeler Elementary is to guarantee all students learn the academic and life skills necessary for personal success and responsible citizenship in a global society through a committed partnership of students, home, staff and community. We will create a world-class learning community utilizing innovative and diverse that challenge and motivate each child in a safe and nurturing environment.

Building Objectives

All students will meet or exceed Districts or state standards and overall performance on District and state assessments will improve annually.

Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.

The percentages of students performing at high levels on measures of national excellence will increase annually.

All students will make a successful transition from one level of education to the next.

Each child will show writing growth as measured by building and district assessments.

Building Strategies and Specific Results

Action Plan 1: We will develop and implement plans to help students who are at-risk of not meeting district and state standards.

- 1.1 Develop and implement plans to design a systematic intervention process for meeting needs of at-risk students
- 1.2 Develop and implement an after-school program for at-risk students
- 1.3 Structure and organize re-teaching opportunities
- 1.4 Establish a spreadsheet to organize reading and writing assessment data
- 1.5 Develop and implement plans to provide emotional and social support for at-risk students.

Action Plan 2: We will develop and implement plans to enhance the professional learning community.

- 2.1 Establish outcomes for curricular areas as determined by the principal.
- 2.2 Write SMART goals per grade level PLC for the curricular area in action plan 2.1
- 2.3 Ensure that the Wheeler staff has common background knowledge, shares vision, and utilizes data to drive instruction and learning.
- 2.4 Sustain a culture of collaboration and collective learning through planned celebrations and communications with our students, parents and staff.

Action Plan 3: We will develop and implement plans to utilize families as a resource to increase student achievement

- 3.1 Increase student and parent awareness for strategies for successful studying.
- 3.2 Implement parent volunteer training and improve utilization of parent volunteers to increase student achievement.

**Wheeler Elementary
2006-2007**

School Improvement Team members

Andy DeFreece
Carrie Novonty-Buss
Maureen Strain

Reesa Baltis
Mike Betzold
Tanya Fletcher

Connie Masek
Jennifer Seeger
Marcia Murray

Building Mission

The mission of Wheeler Elementary is to guarantee all students learn the academic and life skills necessary for personal success and responsible citizenship in a global society through a committed partnership of students, home, staff and community. We will create a world-class learning community utilizing innovative and diverse that challenge and motivate each child in a safe and nurturing environment.

Building Objectives

All students will meet or exceed Districts or state standards and overall performance on District and state assessments will improve annually.

Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.

The percentages of students performing at high levels on measures of national excellence will increase annually.

All students will make a successful transition from one level of education to the next.

Each child will show writing growth as measured by building and district assessments.

Building Strategies and Specific Results

Action Plan 1: We will develop and implement plans to help students who are at-risk of not meeting district and state standards.

- 1.1 Develop and implement plans to design a systematic intervention process for meeting needs of at-risk students
- 1.2 Develop and implement an after-school program for at-risk students
- 1.3 Structure and organize re-teaching opportunities
- 1.4 Establish a spreadsheet to organize reading and writing assessment data
- 1.5 Develop and implement plans to provide emotional and social support for at-risk students.

Action Plan 2: We will develop and implement plans to enhance the professional learning community.

- 2.1 Establish outcomes for curricular areas as determined by the principal.
- 2.2 Write SMART goals per grade level PLC for the curricular area in action plan 2.1
- 2.3 Ensure that the Wheeler staff has common background knowledge, shares vision, and utilizes data to drive instruction and learning.
- 2.4 Sustain a culture of collaboration and collective learning through planned celebrations and communications with our students, parents and staff.

Action Plan 3: We will develop and implement plans to utilize families as a resource to increase student achievement

- 3.1 Increase student and parent awareness for strategies for successful studying.
- 3.2 Implement parent volunteer training and improve utilization of parent volunteers to increase student achievement.

**Willowdale Elementary
2006-2007**

Report due June 1

School Improvement Team members

Susan Kelley, principal	Sue Bruening, parent	Sarah Haver, 4 th grade
Pam Ehly, parent	Rosalie Weber, parent	Cindy Wallace, ELL
Randy VanWagoner, parent	Nancy Wiederholt, 1 st grade	Cathy Greenwald, Tech/READ Specialist
Veronika Pinkerton, parent	Barb Hove, 2 nd grade	Jeanne Wilson, paraprofessional

Building Mission

As a leader in educational technology, the mission of Willowdale Elementary School is to ensure that all students learn and apply academic and life skills necessary for personal success and responsible citizenship in a global society by providing diverse and innovative opportunities that challenge each student.

Building Objectives

1. All students will meet or exceed District and state standards and overall performance on district and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
5. Each student will meet or exceed the identified standards for Reading.

Building Strategies and Specific Results

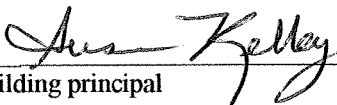
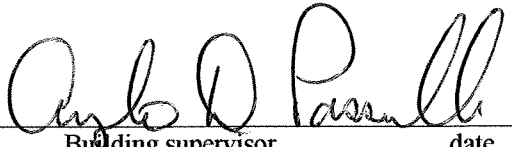

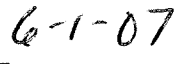
1. **We will develop and implement plans to ensure that students attain or exceed academic grade level outcomes.**
We implemented 3 specific results aimed at challenging our students to stretch and achieve high goals by utilizing data analysis through Professional Learning Communities and providing Study Center time and additional reteaching opportunities. Vertical teaming was done with grade levels, including 5th to 6th and 7th at Russell Middle School. Our trend line for student achievement is positive.
2. **We will develop and implement plans to integrate and manage technology to increase academic achievement and application of life skills.**
We implemented 3 specific results to continue our plans for ensuring technology leadership through a job and personnel change from full time Technology Specialist to half time.
3. **We will develop and implement plans to increase the multicultural experiences for all students.**
We implemented the scheduled specific results by establishing a successful committee who met several times. They will be incorporating the 40 Developmental Assets into this strategy next year. There were district opportunities for ELL family connections that Willowdale students, parents, and teachers attended. Two teachers attended the *Inclusive Communities* workshop and have planned additional staff development opportunities for next for staff and for parents/students the following year.
4. **We will develop and implement plans to effectively manage time, resources, and opportunities for staff and students.**
At our Site Plan Update, we dropped Plan 4 as it is now operational: *Expand direct READ services to grades K, 3, 4, and 5.* Plan 1 was extended with additional resources including Eastern NE Office of Aging, Millard West Internship program, and Hy-Vee. The Willowdale Family Groups have been established and are meeting to implement Plan 2. This will continue next year. Plan 3 (lunch and recess schedule) and Plan 5 (now renumbered to Plan 4, which is the Parent Teacher Conference schedule) are essentially “operational” and will be reevaluated every year for effectiveness.

Consensus on major decisions

We met on March 8, 2007, to do our Site Plan Update. The School Improvement Team met, along with a community member trained in facilitating, to review and make revisions to our plan. Those revisions are included above. We also decided to apply for the Millard Public Schools Foundation Site Plan Grant. After the draft was written by Susan Kelley, Principal, and presented to the School Improvement Team it was decided to extend parts of it to additional grade levels and to ask for additional money for a three year grant. *Workshops for Supporting Reading and Writing* was successfully awarded in the amount of \$22,916.72.

School Improvement Team Meeting Dates

- September 18, 2006
- November 13, 2006
- February 5, 2007
- March 8, 2007 (Site Plan Update Day)
- April 16, 2007

 <u>Building principal</u>	 <u>Building supervisor</u>	 date	 date
--	--	---	---

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Andersen Middle School
School Improvement Team Report
2006-2007**

Report due June 1

School Improvement Team members

Jeff Alfrey (Principal)	jalfrey@mpsomaha.org
Melissa Byington (Asst. Principal)	mkbyington@mpsomaha.org
Mark Shields (Asst. Principal)	mshields@mpsomaha.org
Cindy Barron (Secretary)	csbarron@mpsomaha.org
Lesa Brand (7 th -Reading)	lbrand@mpsomaha.org
Scott Greenfield (7 th -Soc. Studies)	spgreenfield@mpsomaha.org
Diane Mynster (P.E.)	dmynster@mpsomaha.org
Ellie Majkowski (7 th -English)	emmajkowski@mpsomaha.org
Joan Rogert (French)	jrogert@mpsomaha.org
Stacy Wells (6 th -Reading/L.A.)	slwells@mpsomaha.org
Jason Weber (8 th -Math)	jdweber@mpsomaha.org
Lori Wees (7 th /8 th Resource)	lwees@mpsomaha.org
Claudia Wickham (7 th -Reading)	cbrichardson@mpsomaha.org
Cindy Goering (Parent)	cgoering@mpsomaha.org
Rebecca Kegley (Parent)	rjkegley@hotmail.com
Eileen Lundy (Parent)	stevlundy@tconl.com
Patty Reznicek (Parent)	reznicek@tconl.com
Angie Swaney (Parent)	acswaney@mpsomaha.org

Building Mission

Andersen Middle School, a caring student-centered learning environment, guarantees all students will learn the academic and life skills necessary for personal excellence and continued growth through the use of innovative opportunities designed to challenge each student.

Building Objectives

1. All students will meet or exceed District or state standards and overall performance on District and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.

5. Each grade level class will increase the percentage of students achieving mastery of the math ELOs annually.

Building Strategies and Specific Results

1. We will develop and implement plans to increase the percentage of students achieving mastery of the math ELOs annually.

2006-07 – Action Plan 7 – 5th Grade Orientation Presentation: A detailed presentation on Middle School Math was completed at the 5th grade Student and Parent Orientation meetings.

2. We will develop and implement plans to establish a pyramid of intervention to support academic and life-skills success.

2006-07 – Action Plans 4, 5 & 6 – All action plans will be funded through the Millard Education Foundation grant that was awarded to Andersen Middle School for the 2007-08 school year.

3. We will develop and implement plans to increase effective internal and external communication to enhance school pride and collaboration with all stakeholders.

2006-07 – Action Plans 1, 5, 7 & 8 - All action plans will be funded through the Millard Education Foundation grant that was awarded to Andersen Middle School for the 2007-08 school year.

Consensus on major decisions

Implementation Schedule-2006-2007

	Summer 06	2006-07	2007.....
Strategy I: Math			
1. Use of Personnel			X
2. Use of Paras			X
3. Math Software		CHANGE	X
4. Prime Time Day	X		
5. After school Program	X		
6. Summer School			X
7. 5th gr. Orientation Presentation		X	
8. Math Hints		CHANGE	X
Strategy II : Pyramid of Interventions			

1. 3 school-wide expectations	X		
2. School-wide grading policy		CHANGE	X
3. School-wide behavior plan	X		
4. Student reward system		X	CHANGE
5. Pyramid interventions (9th Period)		X	
6. Pyramid Preventions		X	
7. Pyramid graphic		CHANGE	X
Strategy III: Communication			
1. Transition Form		CHANGE	X
2. Faculty newsletter			X
3. Decision-making teams	X		
4. Prime Time schedule	X		
5. Positive workplace		X	
6. Website		CHANGE	X
7. School newsletter (EMAIL)		X	
8. Student recognition program		X	CHANGE

*The Millard Education Foundation awarded a \$31,000.00 grant to Andersen Middle School. This was the largest grant awarded by the MEF for the 2007-08 school year. A number of action plans will be funded through this MEF grant. Specific areas are listed below:

- Main components of the MEF Grant are:
 1. 9th period, Monday-Friday, 2:50-3:30 (Strategy 2, Action Plans 5 & 6)
 2. Website Development (Strategy 3, Action Plans 1, 6 & 7)
 3. Student & Staff Engagement (Strategy 2, Action Plan 4, Strategy 3, Action Plans 5 & 8)

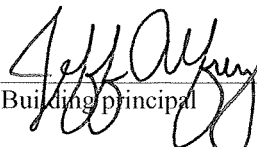
School Improvement Team Meeting Dates

Sept. 27, 2006

Nov. 30, 2006

Feb. 8, 2007

May 7, 2007


Building principal

5/29/07
date


Building supervisor

6-4-07
date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

Beadle Middle School 2006-2007

School Improvement Team members

Janet Larson	Jeff Keasling	Carrie Boomgaarden
Jodi Stroburg	Lisa Wittgren	Eric Grandgenett
Dave Hancock	Lynn Diurba	Amy Thalken
Jerry Olson	Carla Real	Lee Maass
Melanie Olson	Diane Araujo	Nancy Johnston
Mark Sukraw	Jenny Anderson	Cindy Varva
Lavon Wells	Christina Mays	Barb Douglas
Reed Grandgenett		

Building Mission (New as of March 2007)

Beadle Mission School will pursue world-class educational excellence by the collaborative use of innovative and effective strategies designed to challenge our learning community. We guarantee that each student will achieve his or her highest potential academically, emotionally, socially and physically as responsible citizens of a global society.

Building Objectives (New as of March 2007)

All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.

Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities interests and aspiration.

The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.

All students will make a successful transition from one level of education to the next.

The percentage of students engaging in negative social behavior such as substance abuse, harassment and or acts of aggression will decrease annually.

NCA Objective:

All students will annually improve their reading skills on all district, state and or national reading assessments. - carried over from 2 years ago

Building Strategies and Specific Results (New as of March 2007)

Action Plan 1: We will develop and implement plans to reallocate and prioritize time to improve staff communication and collaboration.

- 1.1 To use time effectively, we will implement staff meetings with weekly announcements
- 1.2 We will utilize technology to enhance Beadle's communication.
- 1.3 The staff will better utilize the special education collaboration time already established in the building.

Action Plan 2: We will develop and implement plans to teach proactive positive behaviors to ensure students will become responsible citizens.

- 2.1 Implement a school wide positive behavior expectation policy.
- 2.2 Develop a hierarchy of building-wide behavioral interventions to align with the revised Beadle Expectations.
- 2.3 Implement community service activities.
- 2.4 Develop and implement lessons to teach life skills and social behaviors.

Beadle Middle School 2006-2007

School Improvement Team members

Janet Larson	Jeff Keasling	Carrie Boomgaarden
Jodi Stroburg	Lisa Wittgren	Eric Grandgenett
Dave Hancock	Lynn Diurba	Amy Thalken
Jerry Olson	Carla Real	Lee Maass
Melanie Olson	Diane Araujo	Nancy Johnston
Mark Sukraw	Jenny Anderson	Cindy Varva
Lavon Wells	Christina Mays	Barb Douglas
Reed Grandgenett		

Building Mission (New as of March 2007)

Beadle Mission School will pursue world-class educational excellence by the collaborative use of innovative and effective strategies designed to challenge our learning community. We guarantee that each student will achieve his or her highest potential academically, emotionally, socially and physically as responsible citizens of a global society.

Building Objectives (New as of March 2007)

All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.

Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities interests and aspiration.

The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.

All students will make a successful transition from one level of education to the next.

The percentage of students engaging in negative social behavior such as substance abuse, harassment and or acts of aggression will decrease annually.

NCA Objective:

All students will annually improve their reading skills on all district, state and or national reading assessments. - carried over from 2 years ago

Building Strategies and Specific Results (New as of March 2007)

Action Plan 1: We will develop and implement plans to reallocate and prioritize time to improve staff communication and collaboration.

- 1.1 To use time effectively, we will implement staff meetings with weekly announcements
- 1.2 We will utilize technology to enhance Beadle's communication.
- 1.3 The staff will better utilize the special education collaboration time already established in the building.

Action Plan 2: We will develop and implement plans to teach proactive positive behaviors to ensure students will become responsible citizens.

- 2.1 Implement a school wide positive behavior expectation policy.
- 2.2 Develop a hierarchy of building-wide behavioral interventions to align with the revised Beadle Expectations.
- 2.3 Implement community service activities.
- 2.4 Develop and implement lessons to teach life skills and social behaviors.

**Central Middle School
2006-2007**

Report date: June 1

School Improvement Team members:

Beth Balkus (Principal)	Heather Phipps (Asst. Principal)	Marshall Smith (Asst. Principal)
Alice Roberts (Teacher)	Paul Hoagbin (Teacher)	Jim Gilin (Teacher)
Mary Kok-Devries (Teacher)	Heather Spessard-Schroer (Teacher)	Lori Umstead (Teacher)
Michelle Costello (Secretary)	Karen Dageforde (Parent)	Nancy Bond (Parent)
Jim McKain (Parent)	Melissa Anderson (Parent)	

Building Mission:

The mission of Central Middle School is to guarantee each student will continually improve life skills and achieve personal academic success in a diverse and innovative educational community.

Building Objectives:

- All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.
- Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
- The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.
- All students will make a successful transition from one level of education to the next.
- Each student will meet or exceed the identified reading standards.
- The percentage of students engaging in negative social behavior such as substance abuse, harassment and/or acts of aggression will decrease annually.

Building Strategies and Specific Results:

- We will investigate, develop, and implement methods to promote a positive middle school community.
 - **Results** – See attached Site Plan
- We will develop and implement plans to ensure that each student shows improved achievement in all core subject areas.
 - **Results** – See attached Site Plan

Consensus on major decisions:

Plan 1-1 – consensus to add Action Steps 9-11

Plan 1-2 – consensus to add Action Step 7

Plan 1-3 – consensus to add Action Steps 7-9

Plan 1-4 – consensus to write a new plan to address multiculturalism and ELL

School Improvement Team Meeting Dates:

November 8, 2006 @ 7:00 AM

February 7, 2007 @ 7:00 AM (Scholarship and Prepare for Site Plan Update)

March 7, 2007 @ 7:00 AM (Scholarship Winners)

March 22, 2007 @ 8-4 (Site Plan Update)

May 2, 2007 @ 7:00 AM


 Building Principal _____ Date _____

 5-17-07
 Building Supervisor _____ Date _____

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Peter Kiewit Middle School
School Improvement Team Report for 2006-2007**

June 1, 2007

School Improvement Team members

Jennifer Finken - teacher	Monica Lawson - counselor	Sandra Davidson - parent
Kelly Curran - teacher	Tina Elyea – sped teacher	Mike Martin - parent
Rose Bernstein – teacher	Julie Benzel – media specialist	Roberta Weaver - parent/paraeducator
Lori Jasa, Principal	Pat Meeker – Assistant Principal	Kris Gudenrath - parent
Olivia Wilkins (7)	David Hemphill – Assist. Principal	Gloria Moss – parent/paybac
Brent Griffiths – student (7)	Kevin Falck – (8)	Haley Booth- student (8)
Alexandra Lambert (6)		

Building Mission

Peter Kiewit Middle School guarantees that all students will learn the academic and life skills necessary for personal success and responsible citizenship in a global society. We will challenge and encourage each student to achieve his or her individual potential through innovative and diverse opportunities.

Building Objectives

1. All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
5. The percentage of Kiewit students passing the District Essential Learner Outcome Assessments after re-teaching efforts will increase annually.

Building Strategies and Specific Results

1. We will develop and implement an array of diverse opportunities that challenge each student to excel.
We revised pre-teaching and re-teaching opportunities, discontinued the investigation of implementing a Pre-Advanced Placement (AP) middle school program due to various constraints, will organize an action team to involve more students in school activities within and beyond the school day, and will revisit the homework procedures for students involved with HAL activities. An action team will also investigate possible themes/programs that will stabilize Kiewit's enrollment.
2. We will ensure that all students demonstrate appropriate life skills.
We maintained implemented teaching strategies for life-skills via homeroom options, student led conferences, and the development of student SMART goals. 40 Developmental Assets will also be included in life skill training next year via the plan that will be implemented by an action team co-chaired by two facilitators.
3. We will develop and implement plans to create a positive school culture.
During the first semester, the SIT reviewed the results of the Effective Schools Battery. Various areas of concern were addressed. We in-serviced staff and implemented a school wide program of Pyramid of Interventions to ensure no student fails. After the first semester of implementation, the Pyramid was revised. An action team is also working on the development of parameters for the "no zero" policy. Action teams were formed to create a school wide literacy focus as well as a parent committee to improve school spirit/community involvement.

Consensus on major decisions

1. Revised the KMS Pyramid of Interventions and will communicate and implement next year
2. Need to explore programs/themes to stabilize enrollment numbers.
3. Need to revise parameters for no zero policy—in progress
4. Agreed to develop and implement a school wide literacy focus during 2007-2008
5. Agreed to extend the learning center hours to include Tuesday as well as Thursday evenings during 2007-2008.
6. Agreed to develop and implement more positive extra curricular opportunities for kids

**Peter Kiewit Middle School
School Improvement Team Report for 2006-2007**

June 1, 2007

School Improvement Team members

Jennifer Finken - teacher	Monica Lawson - counselor	Sandra Davidson - parent
Kelly Curran - teacher	Tina Elyea – sped teacher	Mike Martin - parent
Rose Bernstein – teacher	Julie Benzel – media specialist	Roberta Weaver - parent/paraeducator
Lori Jasa, Principal	Pat Meeker – Assistant Principal	Kris Gudenrath - parent
Olivia Wilkins (7)	David Hemphill – Assist. Principal	Gloria Moss – parent/paybac
Brent Griffiths – student (7)	Kevin Falck – (8)	Haley Booth- student (8)
Alexandra Lambert (6)		

Building Mission

Peter Kiewit Middle School guarantees that all students will learn the academic and life skills necessary for personal success and responsible citizenship in a global society. We will challenge and encourage each student to achieve his or her individual potential through innovative and diverse opportunities.

Building Objectives

1. All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
5. The percentage of Kiewit students passing the District Essential Learner Outcome Assessments after re-teaching efforts will increase annually.

Building Strategies and Specific Results

1. We will develop and implement an array of diverse opportunities that challenge each student to excel.
We revised pre-teaching and re-teaching opportunities, discontinued the investigation of implementing a Pre-Advanced Placement (AP) middle school program due to various constraints, will organize an action team to involve more students in school activities within and beyond the school day, and will revisit the homework procedures for students involved with HAL activities. An action team will also investigate possible themes/programs that will stabilize Kiewit's enrollment.
2. We will ensure that all students demonstrate appropriate life skills.
We maintained implemented teaching strategies for life-skills via homeroom options, student led conferences, and the development of student SMART goals. 40 Developmental Assets will also be included in life skill training next year via the plan that will be implemented by an action team co-chaired by two facilitators.
3. We will develop and implement plans to create a positive school culture.
During the first semester, the SIT reviewed the results of the Effective Schools Battery. Various areas of concern were addressed. We in-serviced staff and implemented a school wide program of Pyramid of Interventions to ensure no student fails. After the first semester of implementation, the Pyramid was revised. An action team is also working on the development of parameters for the "no zero" policy. Action teams were formed to create a school wide literacy focus as well as a parent committee to improve school spirit/community involvement.

Consensus on major decisions

1. Revised the KMS Pyramid of Interventions and will communicate and implement next year
2. Need to explore programs/themes to stabilize enrollment numbers.
3. Need to revise parameters for no zero policy—in progress
4. Agreed to develop and implement a school wide literacy focus during 2007-2008
5. Agreed to extend the learning center hours to include Tuesday as well as Thursday evenings during 2007-2008.
6. Agreed to develop and implement more positive extra curricular opportunities for kids

**Millard North Middle School
2006-2007**

Report due June 1

School Improvement Team members

Gary Barta, Linda Brablec, Betty Hansen, Angela Ralph, John Stanton, Joannie Wilson, Blake Hall, Michelle Stinson, Julie Swanson, Sean Swanson, Ane Tillotson, Rebecca Wiebelhaus, Hamed Sahaq, Allison Svoboda

Building Mission

Millard North Middle School is a student-focused environment that guarantees all students will acquire the academic and life skills necessary for personal success and responsible living in a global society by providing innovative and diverse opportunities designed to challenge each student within a world-class educational system.

Building Objectives

- All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.
- Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
- The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.
- All students will make a successful transition from one level of education to the next.
- NCA goal/objective – 95% of our students will achieve the cut score on our criterion-referenced examinations in the five ELO areas on the first attempt.

Building Strategies and Specific Results

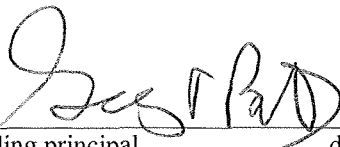
1. We will implement curriculum and provide instruction that ensures the students meet the prescribed standards for academic skills and applications as measured by ELO's.
2. We will develop and implement an array of innovative and diverse curricular and co-curricular opportunities that challenge each student to excel.
3. We will develop and implement plans so each student will set and achieve challenging educational goals tailored to his or her abilities, interests and aspirations.

Consensus on major decisions

The major decision coming out of this year's Improvement Team was the addition of a Literacy Coach. Consensus was reached that this position was essential to future instructional efforts at North Middle School

School Improvement Team Meeting Dates

September 27, 2006
November 15, 2006
January 17, 2007
February 21, 2007
April 18, 2007


Building principal _____ date 5-31-07


Building supervisor _____ date 6-4-07

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Russell Middle School
2006-2007**

Report due June 1

School Improvement Team members:

Jan Anson (parent), Brian Begley (principal), Don Bosworth (teacher), Laurie Brodeur (teacher), Kevin Bruland (teacher), Jean Devoy (counselor), Paula Ebert (parent), Michele Gehringer (assistant principal), Carol Groseth (teacher), Randy Langdon (teacher), Kathy Markin (parent), Janet Perrone (teacher), Len Sagenbrecht (assistant principal), Cheryl Sisk (secretary)

Building Mission

The mission of Russell Middle School is to provide a safe, caring environment and guarantee each student develops individual strengths/talents and acquires the necessary academic and life skills for making positive contributions in a global society.

Building Objectives

1. All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.

Building Strategies and Specific Results

**1. Develop and implement plans to improve the utilization of technology.
(instruction, management & communication, staff development/time.)**

Use of Infinite Campus became more comfortable and helpful for teachers by the end of the school year. Teachers also became more comfortable with their laptop computers. Both technology pieces are positives, yet both need to be part of a continual focus for staff development. Staff development this year provided opportunities to teachers to enhance their understanding and usage of IC and laptops.

RMS provided staff development time to discuss the use of Gaggle in the classrooms. This was accompanied by a demonstration from the building CAI, Don Bosworth. He also demonstrated how to utilize the rolling labs and instructed staff how to sign up for lab use through GroupWise calendar.

Beyond the building training, the district's office of staff development provided three technology sessions for all middle level teachers to select and attend.

Professional Learning Communities use time to plan for the use of the new CAI. PLC's also discuss use in the classroom of the new technology available.

Training on utilizing the Smart Boards is also being completed this summer. The boards are being placed in the math classrooms over the summer.

2. Develop and implement plans to improve building climate among staff.

Staff climate ratings continue to improve. Ratings from the Russell certified staff are the highest in the district. Classified staff ratings show improvement over last year. The Gallup Teacher Engagement Survey shows Russell scoring higher than the district average in every category.

Staff Member of the Month Award was started this school year. A plaque with the names of the staff members is placed in the mail room. A certificate for a local restaurant is given to each staff member of the month.

3. Develop and implement plans to increase student achievement. (utilize data, different categories, transitions)

The new Learning Center Director, Janet Perrone, has continued development of reteaching/preteaching materials for all subject areas. She used the available IC data in order to identify areas of weakness of specific students and of entire grade levels. She shared her findings with the entire staff.

Reteaching for 8th graders who did not achieve mastery on an assessment was successful this past year. After reteaching sessions students improved scores on the ELO's. Six of the eleven 8th graders who did not pass the AWA assessment in the fall were successful this spring. The social studies assessment retakes showed that 15 of the 31 8th graders who had not passed in the fall did pass the retakes. The science assessment retakes showed that 10 of the 33 8th graders who had not passed in the fall did pass the retakes.

4. Develop and implement plans to enhance opportunities for all students. (P.E., clubs, sports, enrichment, before/after school)

The Millard Public Schools Foundation provided the funds for an after school program. A committee established TASC (Timberwolf After School Club) and Gina Costello was selected as the TASC coordinator. Over twenty-five students were given the opportunity to participate in the program this first year. Academic and enrichment were the focus of the after school club. This program meets the needs of RMS students and is expected to grow each year.

RMS is still waiting for the near by YMCA to open. This would provide other opportunities for students of RMS.

5. Develop and implement plans to ensure that the percentage of students in the top three categories of reading achievement scores increase.

The department heads participated in a data retreat before the start of the school year. They, along with the Learning Center director and administrators, looked over the data related to reading. Reading was identified as an area all departments should stress throughout the year.

Guided study period plans to assist students in all subjects, including reading, were put into place. Students in some GSP's were placed together in order to receive more intense teacher direction. With the availability of more data via Infinite Campus, this sort of assistance will continue to increase.

The reading scores, overall, remained nearly the same for each grade level. The strategy called for plans that would increase the scores of students who passed the reading assessment. In 8th grade, 92% of the students passed the reading ELO. Forty-six of the students who passed last year's reading assessment and this year's reading assessment moved up at least one category. (Barely proficient to proficient or proficient to beyond proficient)

In 7th grade, 93% of the students passed the reading ELO. Fifty of the students who passed last year's reading assessment and this year's reading assessment moved up at least one category. (Barely proficient to proficient or proficient to beyond proficient)

In 6th grade, 90% of the students passed the reading ELO. Fifty-four of the students who passed last year's reading assessment and this year's reading assessment moved up at least one category. (Barely proficient to proficient or proficient to beyond proficient)

Consensus on major decisions

The Millard Foundation has been fantastic in supporting the individual buildings' programs. TASC, Jump Start and Get Ahead are all made possible through the Foundation's grants.

Much of the meeting time throughout the year was focused on the current legislation affecting the area school districts, including Millard. Updates were given, along with the emphasis that there would be no guarantees about the final decisions. Things could change rapidly.

Russell Middle School will have a new principal, Mitch Mollring, next school year. He stated he did not plan to initiate changes his first year, but he would observe and ask questions.

Next year, Russell Middle School will rewrite its site plan. A pre-planning meeting is set up for August 20 with the first planning meeting set for September 20. Besides the site planning meetings, the Russell Improvement Team will be meeting at least six times next year.

School Improvement Team Meeting Dates:

October 3, 2006
December 5, 2006
February 6, 2007
April 10, 2007

Brian Bealey 6-5-07
Building principal date

[Signature] 6-7-07
Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

Millard North High School 2006-2007

School Improvement Team members

MNHS Faculty

Julie Kemp
David Brandt
Tina Gradel
John Kirke
Sarah Morgan
Katie Ehly (Paraprofessional)

Parents/Community

Tom and Tami Cave
Mike and Deborah Martin
Larry and Beth Wooster

MNHS Students

Craig Mathis
Michelle Malm

Administration

Greg Tiemann Facilitator
Rick Werkheiser Principal

Building Mission

The mission of Millard North, an internationally respected high school, is to guarantee that all students, through multiple opportunities and personalized support, master the skills necessary for lifelong learning and responsible decision making in order to live and compete in a global society.

Building Objectives

All students will meet or exceed District or state standards and overall performance on District and state assessments will improve annually.

Each student will participate in setting and will achieve challenging goals tailored to his or her abilities, interests and aspirations.

The percentage of students performing at high levels on measures of national and international educational excellence will increase annually

All students will make a successful transition from one level of education to the next.

The number and percentage of students earning a four or five in core classes will be reduced annually.

Building Strategies and Specific Results

1. We will develop and implement plans to establish a pyramid of interventions.
 - a. Millard North High School implemented strategies for all students transitioning from the eighth grade into high school including the "Step Up" program, "Freshmen Stampede", counselor visits to the middle school, and Millard Mentoring Program.
 - b. Millard North High School implemented intervention strategies for all students including Open Study, Grade Checks every three weeks, Help Room availability in study hall, peer tutoring, and extended library hours.
 - c. Millard North High School implemented individualized intervention strategies for students at risk including "Counselor Watch" lists, and Guided Study Hall.

- d. Millard North High School will implement individualized intervention strategies for students most at risk including reduction of schedule and Directed Study Hall.
2. We will develop and implement plans to increase parent and community involvement.
 - The school is working with district plans to expand opportunities for teachers.
 3. We will develop and implement plans to motivate students to maximize their educational opportunities.
 - a. Through the school's advisement program, provide guidance for personal goal setting.
 - b. Millard North High School has implemented the International Baccalaureate Middle Years Program.
 4. We will develop and implement plans to increase parent and community involvement.
 - Different curricular areas have incorporated programs to increase parent involvement.

Consensus on major decisions



1. It was decided that privileges would be earned based on credit count.
2. It was decided that class privileges would be earned through the completion of assigned portions of the PLP.
3. It was decided to establish a system of student-led study groups.
4. It was decided to establish a system that utilized contracts between the student, parent(s), and teachers (s).
5. It was decided to incorporate SMART Goals and Course Reflections into all course instruction.
6. It was decided to examine further student interventions this fall through a one-year evaluation.

School Improvement Team Meeting Dates

October 12, 2006

February 7, 2007

February 15, 2007

Building principal date Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

Millard South High School
2006-2007

Report due June 1

School Improvement Team members

Curtis Case, principal	Jamie Robinson, teacher	Phyllis Schroeder, teacher
Heidi Weaver, assistant principal	Kirsten Wallace, student	Deb Wallace, parent
Nancy Annin, teacher	Suzie Antoniak, teacher	Sara Buel, student
Natalie Bieber, teacher	Sarah Braun, student	Garrett Nathan, student
Dee Felici, parent	Janeen Dvorak, parent	Charlie Gould, parent
Phyllis Glab, teacher	Tony Felici, parent	Brenda Hess, teacher
Cathi Hahn, parent	Jessica Gorat, student	Kyrie Nehls, teacher
Lynn Hill, teacher	Kayli Hall, teacher	Vickie Weidenhamer, teacher
Maddy Onumbu, student	Michelle Johnson, teacher	Laurie Seward, teacher
Colin Porter, student	Dorothy Pflug, parent	

Building Mission

In the rich tradition of excellence at Millard South High School, based on the collaboration of students, parents, staff, and community, we guarantee every individual will recognize and reach his or her true potential and display both academic responsibility and life skills through diverse and innovative opportunities reflective of world-class expectations.

Building Objectives

1. All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.
2. Each student will participate in setting and achieving challenging educational and life skills goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.
4. All students will make a successful transition into, within, and exiting our school.
5. The student achievement gap among groups will continue to close through collaborative systematic staff development.
6. The percentage of students engaging in negative social behavior such as substance abuse, harassment and acts of aggression will decrease annually.

Building Strategies and Specific Results

1. We will develop and implement student-centered, comprehensive curricular and co-curricular programs, which identify and address academic needs of students.

We have implemented changes to our website to reflect ELO strategies and practice tests.

We have implemented a better transition for students in the New Frontier to the Next Frontier.

2. We will develop and implement student-centered, comprehensive curricular and co-curricular programs, which identify and address the life skills needs of students.

We are in the second year of our new advisement program. This year the staff appreciates the ability to have flexibility with the activities in PRIDE Time. The implementation of the PLP continues to be a challenge.

3. We will annually increase support and resources for Millard South High School.

Due to financial support the Hall of Fame selection and banquet has been reconfigured to an every other year honor.

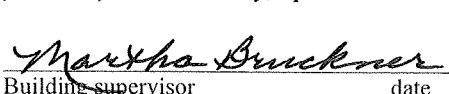
Consensus on major decisions:

Due to being in our last year of strategic planning we have not had major decisions. We have decided to collect data this year to prepare for our new plan next year and finished up our last few action plans.

School Improvement Team Meeting Dates

Thursday, September 7 Thursday, November 9 Thursday, January 25 Thursday, April 26

 5/24/07
Building principal date

 5-23-07
Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

Millard West High School 2006-2007

School Improvement Team members

Dr. Rick Kolowski – Principal	Dr. Deb Kolc – Curriculum Principal	Micki Zoucha – Secretary/Parent
Janet Butler – Teacher	Susan Kvasnicka – Teacher	Scott Butler – Counselor
Tracie McDonald – Teacher	Jacque Tevis-Butler – Teacher	Chris Ingram – Teacher
Kylie Kneifl – Student	Collin McAcy – Student	Jess Roland – Students
John Carter – Student	Lori Kurfman – Parent	Bruce Peterson – Parent
Sheila Thomas – Parent	Nancy Wolf – Parent	Kim Brown – Parent
Lynn Smith – Parent	John Klopp – Parent	

Building Mission

Millard West, a professional learning community
dedicated to the process of continuous improvement,
will guarantee that all learners achieve a World-Class Education.

Building Objectives

1. All students will meet or exceed District and State standards and overall performance on District and State assessments will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.
3. The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.
4. All students will make a successful transition from one level of education to the next.
5. The percentage of students engaging in negative social behavior such as substance abuse, harassment, and/or acts of aggression will decrease annually.
6. The percentage of students performing at high levels on measure of literacy will increase annually.

Building Strategies and Specific Results

1. We will develop and implement plans to increase connectivity/engagement of parents within the learning community.
 - Plan #1- 1: Increase connectivity within the Millard West learning community through enhanced communications
 - Plan #1-2: Develop and implement strategies for effective school-family-community partnerships
2. We will develop and implement plans to increase the level of staff engagement.
 - Plan 2-1: To create a variety of social events for staff inside and outside the building
 - Plan 2-2: We will improve the level of professionalism among the certified staff through the use of Gallup training and concepts
 - Plan 2-3: We will increase staff opportunities for recognition and praise.
 - Plan 2-4: Staff will have the opportunity to participate in wellness activities.
 - Plan 2- 5: We will improve the level of professionalism among the support staff through the use of Gallup training and concepts
3. In partnership with the district and community we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.
 - Plan 3-1: Utilizing the 40 Developmental Asset Framework within our school community we will see an increase in student thriving behaviors and a decrease in student risk behaviors.
 - Plan 3-2: Increase appreciation and support of diversity by students and staff
 - Plan 3-3: Increased number of service learning opportunities for students in individual classes, in school wide projects, and in extra curricular activities
 - Plan 3-4: Risks and disruptions due to technology will decrease
 - Plan 3-5: Use of a restorative approach to discipline will result in a decrease in student behavior infractions
 - Plan 3-6: The use of technology as a tool for parent education will increase.

4. We will develop and implement plans to increase and sustain student participation in and performance on measures of national educational excellence.
 - Plan 4-1: Increase the percentage of students taking AP courses and the AP exams
 - Plan 4-2: Increase student performance on AP exams
 - Plan 4-3: Increase student knowledge, involvement and recognition of student success on Academic measurements beyond the classroom and district level.
 - Plan 4-4: Increase student performance on ACT and/or SAT exams
 - Plan 4-5: Increase communication about ACT and/or SAT exams
 - Plan 4-6: Develop a systematic plan to train teachers to help prepare students for ACT/SAT
 - Plan 4-7: A continued emphasis will be placed on the importance of taking the PSAT and PLAN
 - Plan 4-8: Create a mentoring program to work with gifted students in and out of the classroom to challenge each learner to work to his/her potential.

5. We will develop and implement plans to increase literacy performance.
 - Plan 5-1: Increased student literacy will result in improved student performance on the following assessments: ELO's, PLAN, ACT, and AP exam.

6. We will develop and implement plans that ensure that students achieve the goals of a Quality Advisement Program emphasizing the implementation of the Personal Learning Plan.
 - Plan 6-1: Provide adequate technology and technology support to successfully implement the PLP.
 - Plan 6-2: Provide adequate communication to successfully achieve goals of QT.
 - Plan 6-3: Increase the motivation of students and staff to continue implementation of the PLP.
 - Plan 6-4: Encourage continued mentorship between members of the QT environment.

Consensus on major decisions

Our Site Planning Team was able to do some excellent planning in May of 2007. Our plans are extensive, match the direction of the district and should be an excellent pathway to the next quality levels we desire to attain over the next three plus years.

These strategies will be implemented in the 2007 -2008 school year:

1-1, 2-1, 2-3, 3-1, 3-4, 4-1, 4-7, 5-1 and 6-1. The site team will determine the rest of the implementation schedule next spring.

Action Team 3 will reconvene in the fall and rewrite the specific action steps in Plan 3-2: Increase appreciation and support of diversity by students and staff. The plan was viewed as not specific enough and did not include enough support to reach the specific result.

All other plans were approved.

School Improvement Team Meeting Dates

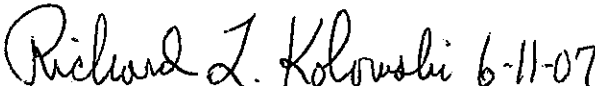
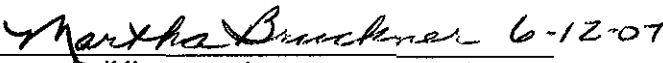
November 7, 2006 – School Improvement Team Meeting

November 28, 2006 – SITE Based Planning

March 19, 2007 – School Improvement Team Meeting

May 16, 2007 – SITE Plan Update Meeting

May 21, 2007 – SITE Plan Wrap-Up Meeting – School Improvement Team

Building principal date Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**Millard Learning Center
Student Improvement Team Report
2006-2007**

School Improvement Team members

Angie Mercier-Principal
Geri McClenny-Counselor
Bruce Steinke-Teacher
Nancy Poma-Teacher
Ken Spellman-Parent
Linda Abel-Secretary
Marisa Culvier-Student
Katie McGranaghan-Student

Building Mission

The mission of the Millard Learning Center is to guarantee that students demonstrate responsible citizenship and excel as life long learners through innovative academic, career, social, and service learning experiences in a positive school community where individuals are welcomed, respected, and celebrated.

Building Objectives

All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.

Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities interests and aspiration.

The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.

All students will make a successful transition from one level of education to the next.

The percentage of students engaging in negative social behavior such as substance abuse, harassment and or acts of aggression will decrease annually.

Building Strategies and Specific Results

Strategy: We will develop and implement plans to maintain a small positive community environment.

Specific results: Establish a schedule to present to Educational Services.
Develop an application/interview process for prospective MLC students.
Organize a registration/orientation process for MLC students.
Present MLC enrollment guidelines to staff from the three high schools.

Strategy: We will develop and implement plans to advocate for the needs of the at risk students in the non-traditional high school.

Specific result: Develop a comprehensive 6-12 Alternative Education Plan.

Strategy: We will develop and implement plans to reduce chemical dependency issues.

Specific result: Establish after-school programming to address deficits in Asset related "Constructive Use of Time".
Increase effectiveness of AOD Prevention/Intervention services at MLC.
Increase parental awareness and involvement relation to AOD issues.
Establish peer-to-peer support programs at MLC.

Strategy: We will develop and implement plans to increase career direction for all students to better prepare them for their future.

Specific result: Increase student awareness of career activities in specific career fields.
Increase staff ability to assist students in career decision making process using tools that are available in their PLP portfolios.
Increase student pre-career skills and marketability prior to graduation.

Consensus on major decisions

Constructive use of time for MLC students

Revised daily schedule for MLC students

School Improvement Team Meeting Dates: September 21, 2006
October 18, 2006
January 15, 2007
February 27, 2007

Angie Mercier 6/7/07
Building principal date

Martha Bruckner 6-11-07
Building supervisor date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.