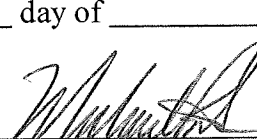




**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

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 April 13, 2009, at Don Stroh Administrative Center  
5606 South 147th Street Omaha, NE 68137


Dated this 13th day of April, 2009.


  
\_\_\_\_\_  
Michael Rate - President

  
\_\_\_\_\_  
David Anderson - Vice President

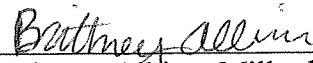
  
\_\_\_\_\_  
Linda Poole - Secretary

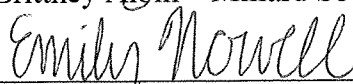
  
\_\_\_\_\_  
Mike Kennedy - Treasurer

  
\_\_\_\_\_  
Brad Burwell

  
\_\_\_\_\_  
Julie Kannas

  
\_\_\_\_\_  
Maurice Green - Millard North High School

  
\_\_\_\_\_  
Brittney Albin - Millard South High School

  
\_\_\_\_\_  
Emily Nowell - Millard West High School

BOARD OF EDUCATION MEETING

APRIL 13, 2009

NAME:

REPRESENTING:

Bradley Schaefer	Millard North
BIANCA CHRISTENSEN	Millard West
Lisa Jensen	Willowdale
Julia Simard	District Interventionist
Jerry Tiegler	CSMI/psych
Debra Tiegler	
Mary Naucl	Willowdale
Tyler Brottemeyer	Millard West
BECCA RICE	Millard West
Susie Wootter	MEP facilitator
Sam + Diane Jorgensen + Rose	Millard West
Abby Jorgensen	Millard West
Joan Wilson	NMS
Emma O'Connell	Millard West
Marilyn O'Connell	MW
Emily Kuhn	MW
Jan Oulgaard	RMS
Laura Kuhn	MW
Katie Parish	MW
Jessie Irbeck	MW
Doug Dunsen	MS

BOARD OF EDUCATION MEETING

APRIL 13, 2009

NAME:

REPRESENTING:

Alise Brown	Willowdale
Jonda Stauff	MWHS
Brad Millam	MSHS
Jordan Hansen	MWHS
Katie Rounds	MWHS
Lisa Rounds	MWHS
Michael Pfeifer	MWHS
Michael Shores	MWHS
Gare Ilg	parent MWHS
Dan Ilg	4
Jackie Ternuc	UNO
Sarah Engelhardt	UNO
Jen Pollock	UNO
Angela Ralph	MEA
Vanessa Ahrens	Willowdale
Megan Paik	MWHS
Linda Houghton	Willowdale
Linda Jaus	Willowdale
Kathie Kowbach	Willowdale
Lauren Hansen	MWHS

BOARD OF EDUCATION MEETING

APRIL 13, 2009

NAME:

REPRESENTING:

Robbenyle	Willowdale
Shelley Schmitz	
Jandon Hahm	MILLARD WEST
Holly Thomas	" "
Jessy Bohner	" "
Kim Folk	" "
Nick Hutchison	" "
Sam Kelly	" "
Andrea Olson	Willowdale
Jeff Wisa	"
Melissa Eltiste	Westside civics class
Mike Kaspar	SSC



*BOARD OF EDUCATION*  
MEETING



*APRIL 13, 2009*

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
7:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
APRIL 13, 2009

AGENDA

**6:55 p.m. Public Hearing on Policy 6750 – Curriculum, Instruction, and Assessment – Student Fees**

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 Matter

1. \*Approval of Board of Education Minutes – March 16, 2009
2. \*Approval of Special Board of Education Minutes – March 24, 2009
3. \*Approval of Bills
4. \*Receive the Treasurer’s Report and Place on File

F. Information Items

1. Employees of the Month
2. Showcase: Winter Sports
3. Superintendent’s Comments
4. Board Comments/Announcement
5. Report from Student Representatives

G. Unfinished Business:

H. New Business:

1. Approval of Rule 8340.1 – Internal Board Policies - Meetings
2. Approval of PreK-12 Language Arts Framework
3. Approval of Lunch Prices 2009-2010
4. Reaffirm Policy 6750 – Curriculum, Instruction, and Assessment – Student Fees
5. Approval of Rule 6750.1 – Curriculum, Instruction, and Assessment – Student Fees
6. \*Approval of Rule 7100.1 – Technology – Compliance with Applicable Law
7. \*Approval of Rule 7310.1 – Technology – Internet Safety: Filtering
8. \*Approval of Rule 7600.1 – Technology – Electronic Monitoring and Surveillance Systems

Agenda  
 April 13, 2009  
 Page 2

9. Enter into Agreement for Third Party Administration of 403(b) and 457(b) Retirement Plans
10. Administrator for Hire
11. Approval of Personnel Actions: Amendment to Continuing Contract(s), Leave(s) of Absence, Resignation(s), and New Hires
12. Negotiations (Executive Session)
13. Litigation (Executive Session)

I. Reports

1. Enrollment Report
2. Legislative Update
3. Quarterly Summer Projects Report
4. Quarterly Investment Report
5. Quarterly Operation and Maintenance Report
6. Quarterly Food Service Report
7. Foundation Site Plan Grant Winners and Study Center Awards

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting on Monday, April 20, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
2. Board of Education Meeting on Monday, May 4, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
3. Millard Public Schools Foundation Hall of Fame Banquet on Friday, May 8, at 6:30 p.m. at the Qwest Center
4. Committee of the Whole Meeting on Monday, May 11, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
5. Employee Recognition Dinner on Wednesday, May 13, 2009 at 5:30 p.m. at the Georgetowne Club
6. Board of Education Meeting on Monday, May 18, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
7. 2009 Graduations will be held on Saturday, May 30, 2009 for Millard West High School at 10 a.m., Millard North High School at 1 p.m., and Millard South High School at 4 p.m., at the Civic Auditorium

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

BOARD MEETING  
7:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET  
APRIL 13, 2009

ADMINISTRATIVE MEMORANDUM

**6:55 P.M. Public Hearing on Policy 6750 – Curriculum, Instruction, and Assessment – Student Fees**

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 – March 16, 2009. (See enclosure.)

\*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Special Board of Education Minutes – March 24, 2009. (See enclosure.)

\*E.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See enclosures.)

\*E.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to receive the Treasurer's Report and Place on File. (See enclosure.)

F.1. Employees of the Month

F.2. Showcase: Winter Sports

F.3. Superintendent's Comments

F.4. Board Comments/Announcements

F.5. Report from Student Representatives

H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 8340.1 – Internal Board Policies – Meetings (See enclosure.)

H.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve PreK-12 Language Arts Framework (See enclosure.)

H.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that student meal prices for 2009-2010 be established as follows: Elementary School Breakfast (\$1.20) and Lunch (\$1.90); Middle School Breakfast (\$1.45) and Lunch (\$2.10); High School Breakfast (\$1.70) and Lunch (\$2.30, \$2.60, and \$3.00) as submitted. (See enclosure.)



## Administrative Memorandum

April 13, 2009

Page 2

- H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve to Reaffirm Policy 6750 – Curriculum, Instruction, and Assessment – Student Fees (See enclosure.)
- H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 6750.1 – Curriculum, Instruction, and Assessment – Student Fees (See enclosure.)
- H.6.\* Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 7100.1 – Technology – Compliance with Applicable Law (See enclosure.)
- H.7.\* Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 7310.1 – Technology – Internet Safety: Filtering (See enclosure.)
- H.8.\* Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 7600.1 – Technology – Electronic Monitoring and Surveillance Systems (See enclosure.)
- H.9. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ Motion by \_\_\_\_\_, that the District Enter into Common Remitter and Compliance Oversight Service Agreement with CPI Qualified Plan Consultants, Inc. for third party administration of the 403(b) and 457(b) retirement plans and that the superintendent or his designee be authorized to execute any and all contract documents related to such retirement plans (See enclosure.)
- H.10. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Administrator for Hire: Andrew Pinkall, Assistant Principal at Millard South High School. (See enclosure.)
- H.11. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: Amendment to Continuing Contract(s), Leave(s) of Absence, Resignation(s), and New Hires (See enclosure.)
- H.12. Negotiations (Executive Session)
- H.13. Litigation (Executive Session)

I. Reports:

1. Enrollment Report
2. Legislative Update
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4. Quarterly Investment Report
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Administrative Memorandum  
April 13, 2009  
Page 3

6. Board of Education Meeting on Monday, May 18, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
7. 2009 Graduations will be held on Saturday, May 30, 2009 for Millard West High School at 10 a.m., Millard North High School at 1 p.m., and Millard South High School at 4 p.m., at the Civic Auditorium

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.

**STUDENT FEES PUBLIC HEARING SCRIPT**

By Duncan A. Young, Young & White Law Offices

Monday, April 13, 2009  
6:55 pm  
Don Stroh Administration Center

(NOTE: The Act requires that the public hearing be held at a special or regularly scheduled meeting of the Board of Education and, therefore, you should open the special meeting and state that the purpose of the special meeting is to hold the public hearing on the Student Fees Policy.)

I. Good evening and welcome to the special meeting of the Millard Public Schools' Board of Education.

Section 79-2,132 of the Public Elementary and Secondary Student Fee Authorization Act requires that annually each school board hold a public hearing at a regular or special meeting for the purpose of addressing the proposed Student Fees Policy.

Prior to holding the public hearing the act requires the Board of Education to review the amount of money collected from the students and the use of the waivers pursuant to the Student Fees Policy for the prior year.

I would like to introduce the Board members who are present and will participate in this public hearing. They are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

As I understand, the Superintendent and the District's administration are recommending this Policy and the accompanying Rule for adoption and are available to answer questions from the Board members. I also understand that the administration is not going to make a presentation as such.

In order to allow everyone a chance to address the Board on the Student Fees Policy and accompanying Rule, I would like to ask each of you to limit your comments to five (5) minutes or so. If there is a group of people who collectively would like to address the Board on this issue it might be helpful if you would select one, two or three individuals to speak on behalf of the entire group. Of course, we will allow each of you who wish to address the Board on this subject to do so at this time.

The official Board action on the policy and accompanying rule will be acted on during the regular meeting which is scheduled to follow immediately after this public hearing.

I have received (numerous) (\_\_\_\_\_) requests to address the Board and I will attempt to call you in the order in which the requests were turned in prior to the opening of this public hearing. After everyone has had an opportunity to address the Board on this issue, I will close the public hearing and adjourn the special meeting. The first speaker that has requested an opportunity to address the Board is \_\_\_\_\_ (continue calling the individuals until you have gone through all of them).

Thank you very much for your participation in this public hearing. You have offered valuable information and insight to all of the Board members as well as to the Superintendent and his administrative staff. If there is no other person wishing to address the Board, I will now close the public hearing.

I will now entertain a motion to adjourn the special meeting for Student Fees of the Millard Board of Education.  
MEETING ADJOURNED

## Millard Public Schools

### Fee Fund Receipts 9/1/08 - 03/31/09

	Extra-Curricular Activities			After-School	Exam Fees:	09/01/08 -	09/01/07 -	FY '07-'08	YTD Diff
	Field/Other Trips	Clubs	Participation/Pass	Classes/Program	AP, IB, PSAT	03/31/09	03/31/08	Total	
						Total	Total	Total	
<b>Elementaries</b>									
Abbott	1,678					1,678	1,952	4,471	(274)
Ackerman	3,688					3,688	3,762	9,758	(74)
Aldrich	1,364					1,364	2,163	6,800	(799)
Black Elk	3,138					3,138	727	5,945	2,411
Bryan	1,998	295				2,293	2,761	3,948	(468)
Cather	2,854					2,854	3,250	4,507	(396)
Cody	789	145				934	207	895	727
Cottonwood	140					140	903	862	(763)
Disney	383					383	507	2,026	(124)
Ezra	3,558					3,558	2,850	7,144	708
Harvey Oaks (a)	46					46	674	2,031	(628)
Hitchcock	1,214					1,214	610	2,365	604
Holling Heights	871					871	1,989	4,911	(1,118)
Montclair	10,803	463		2,515		13,781	8,245	15,599	5,536
Morton	1,373					1,373	1,431	4,698	(58)
Neihardt	3,232					3,232	3,533	7,987	(301)
Norris	5,226					5,226	3,792	8,425	1,434
Reagan	4,964					4,964	3,298	7,015	1,666
Reeder	8,763					8,763	7,544	11,765	1,219
Rockwell	3,089					3,089	6,383	8,281	(3,294)
Rohwer	4,093					4,093	3,258	8,038	835
Sandoz	788					788	1,038	2,407	(250)
Wheeler	4,452					4,452	5,385	10,539	(933)
Willowdale	4,198					4,198	2,918	6,005	1,280
<b>Subtotal Elementaries</b>	<b>72,702</b>	<b>903</b>	<b>-</b>	<b>2,515</b>	<b>-</b>	<b>76,120</b>	<b>69,180</b>	<b>146,422</b>	<b>6,940</b>
<b>Middle Schools</b>									
Andersen Middle	3,622	7,389	7,325			18,336	20,692	25,949	(2,356)
Beadle Middle	4,854	3,078	14,574	7,505		30,011	33,269	36,272	(3,258)
Central Middle	6,373	4,558	15,100			26,031	24,326	37,217	1,705
Kiewit Middle	3,261	664	15,380	26,105		45,410	49,472	72,451	(4,062)
North Middle	8,752	12,965	11,050	38,561		71,328	60,972	83,747	10,356
Russell Middle	8,339	5	14,092	12,679		35,115	33,331	43,514	1,784
<b>Subtotal Middle Schools</b>	<b>35,201</b>	<b>28,659</b>	<b>77,521</b>	<b>84,850</b>	<b>-</b>	<b>226,231</b>	<b>222,062</b>	<b>299,150</b>	<b>4,169</b>
<b>Educational Svcs (HAL)</b>	<b>9,845</b>					<b>9,845</b>	<b>1,963</b>	<b>2,394</b>	<b>7,882</b>
<b>High Schools</b>									
Millard North High	* 354,447	3,795	7,048		38,230	403,520	129,684	261,736	273,836 (b)
Millard South High	** 261,700	4,585	10,100		3,620	280,005	148,593	190,757	131,412 (c)
Millard West High	*** 53,500	42,218	6,852		5,261	107,831	122,873	186,052	(15,042)
<b>Subtotal High Schools</b>	<b>669,647</b>	<b>50,598</b>	<b>24,000</b>	<b>-</b>	<b>47,111</b>	<b>791,356</b>	<b>401,150</b>	<b>638,545</b>	<b>390,206</b>
<b>District-wide Totals</b>	<b>787,395</b>	<b>80,160</b>	<b>101,521</b>	<b>87,365</b>	<b>47,111</b>	<b>1,103,552</b>	<b>694,355</b>	<b>1,086,511</b>	<b>409,197</b>

\* incl DECA, Band, PE, Debate Nationals, History Club, Thespian/Drama Club, Forensic Nationals

\*\* incl DECA, Journalism, Choir, Band, Patriot Post, Varsity Cheerleading

\*\*\* incl DECA, Band, Choir, Orchestra trips

(a) Through February 28th. Did not receive March report before Spring Break

(b) Band trip was only \$29,000 for '07-'08, \$325,000 for '08-'09 FYTD

(c) Band trip was only \$7,100 for '07-'08, \$198,000 for '08-'09 FYTD

**Millard Public Schools**  
**Fee Fund Receipts FY '07 - '08**

	Extra-Curricular Activities			After-School Classes/Program	Exam Fees: AP, IB, PSAT	Total
	Field/Other Trips	Clubs	Participation/Pass			
<b>Elementaries</b>						
Abbott	4,471					4,471
Ackerman	9,758					9,758
Aldrich	6,800					6,800
Black Elk	5,945					5,945
Bryan	3,448	500				3,948
Cather	4,507					4,507
Cody	715	180				895
Cottonwood	862					862
Disney	2,026					2,026
Ezra	7,144					7,144
Harvey Oaks	2,031					2,031
Hitchcock	2,365					2,365
Holling Heights	4,911					4,911
Montclair	13,992			1,607		15,599
Morton	4,698					4,698
Neihardt	7,987					7,987
Norris	8,425					8,425
Reagan	7,015					7,015
Reeder	11,765					11,765
Rockwell	8,281					8,281
Rohwer	8,038					8,038
Sandoz	2,407					2,407
Wheeler	10,539					10,539
Willowdale	6,005					6,005
<b>Subtotal Elementaries</b>	<b>144,135</b>	<b>680</b>	<b>-</b>	<b>1,607</b>	<b>-</b>	<b>146,422</b>
<b>Middle Schools</b>						
Andersen Middle	4,308	11,644	9,997			25,949
Beadle Middle	6,291	3,546	15,397	11,038		36,272
Central Middle	17,800	6,910	12,507			37,217
Kiewit Middle	9,893	815	27,395	34,348		72,451
North Middle	13,799	15,705	13,732	40,511		83,747
Russell Middle	9,483	-	12,402	21,629		43,514
<b>Subtotal Middle Schools</b>	<b>61,574</b>	<b>38,620</b>	<b>91,430</b>	<b>107,526</b>	<b>-</b>	<b>299,150</b>
<b>Educational Svcs (HAL)</b>	<b>2,394</b>					<b>2,394</b>
<b>High Schools</b>						
Millard West High	* 125,717	18,947	41,388			186,052
Millard North High	** 113,740	4,463	109,901		33,632	261,736
Millard South High	*** 126,131	11,583	49,450		3,593	190,757
<b>Subtotal High Schools</b>	<b>365,588</b>	<b>34,993</b>	<b>200,739</b>	<b>-</b>	<b>37,225</b>	<b>638,545</b>

	Extra-Curricular Activities			After-School	Exam Fees	Total
	Field Trips	Clubs	Participation/Pass			
<b>District-wide Totals</b>	<b>573,691</b>	<b>74,293</b>	<b>292,169</b>	<b>109,133</b>	<b>37,225</b>	<b>1,086,511</b>

- \* incl DECA and Swing Choir trips  
 \*\* incl DECA trip  
 \*\*\* incl DECA, Band, Choir, Orchestra trips

## Curriculum, Instruction, and Assessment

### Student Fees

**6750**

The District may require and collect fees or other funds from or on behalf of students or require students to furnish or provide materials, supplies, equipment, or attire consistent with the Public Elementary and Secondary Student Fee Authorization Act.

The Superintendent (or designee) shall promulgate the rules and/or procedures necessary for implementation of this policy. For purposes of Neb. Rev. Stat. §79-2,133 and §79-2,134, such rules and/or procedures, when adopted or approved, shall be incorporated in their entirety into this policy by this reference.

Annually, the school board shall hold a public hearing at a regular or special meeting of the Board on a proposed student fee policy, following a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the prior school year. The student fee policy shall be adopted by a majority vote of the school board and shall be published in the student handbook. The Board shall provide a copy of the student handbook to every student at no cost to the student.

Legal References: Neb. Rev. Stat. §79-2,125 *et seq.*

Related Policies & Rules: 6750.1

Policy Adopted: July 15, 2002

Reaffirmed: May 17, 2004; June 6, 2005; April 17, 2006; April 21, 2008; [April 13, 2009](#)

Revised: April 23, 2007

Millard Public Schools  
Omaha Nebraska

**Curriculum, Instruction, and Assessment****6750.1****Student Fees**

Pursuant to Policy 6750 and Neb. Rev. Stat. §79-2,135 et seq., the District may, and hereby does, require and collect fees or other funds from or on behalf of district students or require district students to furnish or provide, supplies, equipment, or attire as provided for herein below.

**I. Elementary School Fees:****A. Extracurricular Activities \***

1. Field Trips: Students pay a fee of up to \$15 (but not to exceed actual cost) per field trip.
2. All Clubs: Students pay a fee of up to \$30 (but not to exceed actual cost of conducting the club activities) for membership and activities in each club.
3. School will not fund competition beyond the state level.
4. Optional High Ability Learner (HAL) Field Trips: Students pay up to \$22 (but not to exceed actual cost) per trip.
5. Choir: Students pay a fee of \$15 (but not to exceed actual cost) for screen-printed T-shirt.

**B. Special Transportation**

1. §79-241 (option enrollment students): n/a
2. §79-605 (tuition students): n/a
3. §79-611 (students within 4 miles): n/a

**C. Copies of Files/Records**

1. Students pay 10 cents per page.

**D. Lost/Damaged Property**

1. Student pays for repair or replacement cost of property.

**E. Before/After/~~P~~reSchool**

1. Mini-Classes: Students pay up to \$60 per class, including materials (6-8 sessions, but not to exceed actual cost).

**F. Summer/Night School \***

1. Regular Education Summer School: Students pay \$100 (for 3 instructional hours per day for 12 days).
2. Special Education Summer School: Elementary students pay \$95 (for 3.25 hours per day for 12 days in June).

3. Building Level Summer School: Students pay up to \$3 per hour, including materials.

#### G. Breakfast/Lunch Programs \*

1. Students pay for breakfast (i.e., current cost of breakfast is ~~\$1.40~~ 1.20).
2. Students pay for lunch (i.e., current cost of lunch is ~~\$1.80~~ 1.90).

#### H. Non-Specialized Attire

1. PE: Students provide tennis shoes.
2. Art: Students provide a paint shirt.

#### I. Musical Instruments (Optional Courses, Non-Extracurricular) \*

1. Band & Strings: Students provide their own instruments.

*\* The requirements marked with an asterisk (\*) may be waived for students who qualify for free and reduced-priced lunches.*

## II. Middle School Fees:

### A. Extracurricular Activities\*

1. Optional High Ability Learner (HAL) Field Trips: Students pay up to \$20 (but not to exceed actual cost) per trip - such trips may include the NASA Space Workshop (Des Moines Science Center); Lewis & Clark; Writer's Workshop; Archeology Workshop; City Planning Workshop; as well as other opportunities that may arise as a result of programming by area institutions.
2. Montessori Immersion Experiences: Students pay up to a total of \$400 ~~\$150 per trip~~ (but not to exceed actual cost) for up to four trips.
3. School will not fund competition beyond the state level.
4. Sixth Grade Outdoor Education at North Middle School: Students pay up to \$50.
5. Other optional field trips sanctioned by the building administration: Students pay up to \$15 (but not to exceed actual cost) for each trip.
6. All Clubs: Students pay \$0 to \$140 (not to exceed the cost of conducting club activities) for membership and activities in each club.
7. Athletics: Students pay a \$35 participation fee in football. Students pay a \$30 participation fee for interscholastic sports. Students pay a \$25 participation fee for intramural sports.
8. All Sports: Students provide elastic waist shorts, t-shirt, socks and cold weather attire as needed.
9. Football: Students provide appropriate athletic shoes.



10. Volleyball: Students provide appropriate athletic shoes for use indoors only.
  11. Basketball: Students provide appropriate athletic shoes for use indoors only.
  12. Wrestling: Students provide appropriate athletic shoes for use indoors only.
  13. Track: Students provide appropriate athletic shoes.
  14. Other Requirements: Students [who participate in athletics and/or the Cross Country Club](#) are required to have a sports physical (except for intramural basketball/volleyball) and must be covered by health insurance. Health insurance is available through private carriers, or, for those who qualify, the State of Nebraska.
- B. Spectator Admission / Transportation
1. Students pay an admission fee to activities, not to exceed \$10 per person per event. The site administrator shall determine the admission charges to each “home” middle school event.
- C. Special Transportation
1. §72-241 (option enrollment students): n/a
  2. §79-605 (tuition students): n/a
  3. §79-611 (students within 4 miles): Transportation for students whose residences are two miles or more from school is provided through [Laidlaw First Student](#) Busing at \$1.25 per trip (with the balance of the cost paid by the District).
- D. Copies of Files/Records
1. Students pay 10 cents per page.
- E. Lost/Damaged Property
1. Students pay for repair or replacement of property.
- F. Summer/Night School <sup>\*</sup>
1. Regular Summer School: Students pay \$100 (for 3 instructional hours per day for 12 days - one course); \$200 (for 6 instructional hours per day for 12 days - two courses); \$35 (for 3 instructional hours per day for 4 days).
  2. Special Education Summer School: Students pay \$100 (for 3.75 hours per day for 12 days in June).
  3. Middle School After-School Program: Students pay \$30 (for one hour per day for one week); \$60 (for 2.5 hours per day for one week).
  4. Summer Opportunities instruction for students: no more than \$35 (per opportunity per student)
  5. Russell: summer activity not to exceed \$150 per activity

6. Transition Programs: \$10

G. Breakfast/Lunch Programs \*

1. Students pay for breakfast (i.e., current cost of breakfast ~~\$1.35~~ 1.45).
2. Students pay for lunch (i.e., current cost of lunch ~~\$1.90~~ 2.10). A la carte selections vary in price.

H. Non-Specialized Attire

1. PE: Students provide athletic shoes, elastic waist shorts, t-shirt, and cold weather attire as needed.

I. Musical Instruments (Optional, Non-extracurricular) \*

1. Band & Strings: Students provide their own instruments.

J. Music Items (Extracurricular) \*

1. Swing Choir & Jazz Band: Students provide their own instruments and attire. Required performance attire will not exceed a cost of \$75.

\* *The requirements marked with an asterisk (\*) may be waived for student s who qualify for free and reduced-priced lunches.*

### III. High School Fees:

A. Extracurricular Activities \*

1. Optional Field Trips: Students pay a fee (not to exceed \$1500 or actual cost less revenue raised via fundraising activities and/or donations) for all optional field trips approved by the building administration.
2. All Clubs: Students pay up to \$800 (not to exceed the cost of conducting club activities) for membership and/or activities in each club.
3. All Activities: Students pay a \$50 fee for participation in athletics and activities governed by the Nebraska School Activities Association (fee includes an Athletic Admission Ticket for “home” school events). (Journalism, Concert Choir, and Orchestra are excluded.)
4. Note: For curriculum related activities (i.e., Marching Band, DECA, VICA, FCCLA, Debate, Forensics, and FCS), the school district does not fund competitive activities for students beyond the state level. Fundraising and/or donations must cover the cost of competition beyond the state level.
5. Drama Club: Students pay \$25 for supplies, materials, and services (Millard South High School).
6. Athletics, Cheerleading and Dance: Students are required to have a physical and must be covered by health insurance to participate. (Health insurance is available through private carriers, or, for those who qualify, the State of Nebraska.)

7. All Athletics: Students provide elastic waist shorts, t-shirt, towels and cold weather attire as needed.
8. Football: Students provide appropriate athletic shoes and practice jersey.
9. Volleyball: Students provide appropriate athletic shoes for use indoors only.
10. Basketball: Students provide appropriate athletic shoes for use indoors only and practice jersey.
11. Cross Country: Students provide appropriate athletic shoes.
12. Tennis: Students provide tennis racquet and appropriate athletic shoes and pay indoor court fees up to \$30.00 per season.
13. Golf: Students provide golf clubs, golf bag, golf balls, and appropriate athletic shoes and pay range or green fees up to \$30.00 per season.
14. Softball: Students provide softball glove, bat, appropriate athletic shoes, and colored socks.
15. Baseball: Students provide baseball glove, bat, appropriate athletic shoes, and colored socks and pay indoor facilities fees up to \$30 per season.
16. Soccer: Students provide shin guards, appropriate athletic shoes, and colored socks and pay indoor facilities fees up to \$30 per season.
17. Wrestling: Students provide appropriate athletic shoes for use indoors only.
18. Swimming: Students provide swimsuits, towels, goggles and fins.
19. Track: Students provide appropriate athletic shoes.
20. Dance Team/Cheerleading: Students purchase selected uniforms and pay fees to a summer camp.
21. Swing Choir: Students will purchase required selected performance attire at a cost not to exceed \$350 per student.

#### B. Spectator Admission / Transportation

1. Students pay admission fees, not to exceed \$30 (per event, per person), to school activities. The site administrator shall determine the admission charges to each "home" high school event.
2. Athletic Admission Ticket: Student pays \$35 for admission to all "home" high school athletic events (non-tournament competitions).

#### C. Post-Secondary Education

1. Post-Secondary Education Costs: Students pay the cost tuition and other fees only associated with obtaining credits from a postsecondary educational institution if the student chooses to apply for postsecondary education credit [i.e., currently ~~\$116 per credit hour for Peru State College~~, \$34.50 21.50 per ~~quarter~~ credit hour for Metropolitan Community College (MCC), ~~\$200~~ 225 per course at UNO, University of Nebraska

– Omaha or ~~\$100~~ 140 per credit hour and registration at UNL, University of Nebraska – Lincoln (online classes)].

2. Advanced Placement Exams Fees: Students pay the cost of each exam (i.e., currently ~~\$84~~ \$86 per exam).
3. International Baccalaureate Exams Fees: Students pay for the cost of testing (i.e., currently approximately \$650 for two years of testing).
4. PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test): Students pay for the cost of testing (i.e., currently up to \$20 per exam).

#### D. Special Transportation

1. §72-241 (option enrollment students): n/a
2. §79-605 (tuition students): n/a
3. §79-611 (students within 4 miles): n/a

#### E. Copies of Files/Records

1. Transcript fee: Students pay \$5.
2. Other Requests: Students pay 10 cents per page.

#### F. Lost/Damaged Property

1. Student pays for cost of repair or replacement of property.

#### G. Summer/Night School \*

1. Summer School: Students pay \$100 (for 3 instructional hours per day for ~~23~~ 24 days, 1 one-semester course); \$200 (for 6 instructional hours per day for ~~23~~ 24 days, 2 one-semester courses); \$60 (for 3 instructional hours per day for 14 days, non-credit mini-class).
2. Special Education Summer School: Students pay \$100 (for 3.75 hours per day for 14 days in June)
3. Summer Opportunities instruction for students - no more than \$40 (per opportunity per student).

#### H. Breakfast/Lunch Programs \*

1. Students pay for breakfast (i.e., current cost of breakfast - ~~\$1.60~~ 1.70).
2. Students pay for lunch (i.e., current cost of lunch - ~~\$2.00~~ 2.30, \$2.60 or \$3.00). A la carte selections vary in price.

#### I. Parking Permit

1. Students wishing to park in school lots during the school day must obtain a parking permit for \$30.

J. Non-Specialized Attire

1. PE: Students provide athletic shoes, socks, swimsuit, towel, elastic-waist shorts, t-shirt, cold weather attire as needed.
2. Lifeguarding: Students provide a CPR mouth guard.

K. Musical Instruments (Optional, Non-Extracurricular) \*

1. Band & Strings: Students provide their own instruments.

L. Music Items (Extracurricular) \*

1. Pep Band: Students provide a colored polo shirt (general description by band instructor).
2. Band: Students may provide black or white leather shoes as generally described by band instructor.

\* *The requirements marked with an asterisk (\*) may be waived for students who qualify for free and reduced-priced lunches.*

**IV. Student Fee Fund:**

- A. The District shall establish a Student Fee Fund, which shall be a separate fund not funded by tax revenue.
- B. All money collected from students pursuant to §79-2,127(1) (related to extracurricular activities), §79-2,127(3) (related to post secondary education costs), and §79-2,127(8) (related to summer school and night school) shall be deposited into the Student Fee Fund. Money expended from such fund shall be for the purposes for which it was collected from students.

**V. Waiver of Fees and/or Requirements:**

- A. Students who qualify for free or reduced-priced lunches under the USDA child nutrition programs may have fees and requirements waived for the following:
  1. §79-2,133(1) Related to participation in extracurricular activities
  2. §79-2,133(1) Related to participation in extracurricular activities
  3. § 79-2,131 Related to optional music courses and extracurricular music activities
- B. Participating in a free-lunch program or a reduced-price lunch program shall not be required for students to qualify for a waiver of fees and/or requirements.
- C. Any qualified student desiring a waiver of fees and/or requirements shall complete and submit a Request for Waiver of Fees and/or Requirements form to the building principal (or his/her designee). Once the Request is processed, the principal (or his/her designee) shall inform the student as to whether the Request was approved or denied.

**Related Policy :** 6750           

**Date of Adoption:** July 15, 2002

**Date of Revision:** April 21, 2003; July 21, 2003; May 17, 2004; June 6, 2005; April 17, 2006; April 23, 2007; April 21, 2008

**Legal Reference:** Neb. Rev. Stat. § 79-2, 125 *et seq.*

The Millard Public School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age in its employment, programs, and activities.

Questions can be directed to: Superintendent, 5606 S. 147 St.,  
Omaha, NE 68137, 402-715-8200.

Privacy Statement

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. The meeting was convened in open and public session at 7:00 p.m., Monday, March 16, 2009, at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

Present: Michael Pate, Dave Anderson, Linda Poole, Brad Burwell, Mike Kennedy, and Julie Kannas

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, March 13, 2009; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

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At 7:00 p.m. Michael Pate announced the public meeting Act is posted on the wall and available for public inspection. Mr. Pate asked everyone to say the Pledge of Allegiance.

Roll call was taken and all members were present, except for Linda Poole who was just to be a little late in attending.

Motion by Mike Kennedy, seconded by Julie Kannas, to approve the Board of Education Minutes – March 2, 2009, approve the bills, and receive the Treasurer’s Report and Place on File, upon roll call vote, all members voted aye. Motion carried.

Superintendent Comments:

1. The microphones have been recalibrated.
2. The Learning Community Coordinating Council will be meeting this Thursday night. Ken Fossen will present the first hour of the meeting on the education of state aid and how it will affect the Learning Community. Dr. John Mackiel, OPS Superintendent, and Dr. Lutz will have twenty minutes each to present to the Learning Community Coordinating Council to tell them what the districts are working on, and what each one is most proud of in their respective districts, and how they can help the districts.
3. There will be no board meeting on April 6, 2009. The first board meeting in April will be on April 13, 2009, and then a committee meeting will be held on April 20, 2009. The last Town Hall meeting will be on Monday, March 23, 2009 at 7 p.m. at Millard South High School.
4. There will be a special board meeting on Tuesday, March 24, 2009 at 12:00 noon for the purpose of issuing bonds.
5. The Governor and the chair of the education committee will be meeting on Tuesday on the stimulus funding, and on Wednesday everyone is expecting a have clearer direction as to how the stimulus funding will be used and also state aid.

Board of Education Minutes  
 March 16, 2009  
 Page 2

6. The district's budget process has started, and the programs budgets are due on April 8, 2009.

Mr. Pate asked that the record show Mrs. Poole arrived at 7:03 p.m.

Board Comments:

Dave Anderson reported he will be attending the NASB Board of Director's meeting in Lincoln this week-end. On the agenda will be discussion on the stimulus funding. During the meeting they will also conduct a performance review of the executive director.

Brad Burwell will be speaking before the senate appropriation committee about the first two year budget, and giving them projections and the plans in regards to the budget.

Mr. Burwell announced that the Learning Community Coordinating Council sub-district 4 on Achievement will have a meeting on Wednesday, March 18, 2009, at the Don Stroh Administration Center, which will begin at 1:00 p.m. Rick Kolowski, and Dwite Pedersen are the other members of the sub-district 4 achievement council.

Mr. Burwell said there will be a Learning Community Coordinating Council meeting on Thursday at the UNO Alumni Center. Harry Koch Insurance Consultant will be on their agenda for approval. The attorney and lobbyist have not been selected yet, but they have put out a questionnaire on those positions. There will be a request for proposal for a Public Service Accounting firm in the near future.

Mike Pate reported he attend the Millard Public Schools Foundation meeting last Thursday. He announced the Foundation will award over \$300,000 in classroom grant money, and he noted that seventy-five to eighty percent of the classroom grants were funded.

Mr. Pate said he attended the first Metropolitan Area Boards of Education meeting. He said the only accomplishment was the election of officers, and the president is from the Omaha Public Schools. They did discuss the committee makeup of the various districts, and Millard is the only district the uses the Committee of the Whole format.

Motion by Linda Poole, seconded by Brad Burwell, to approve that the District recognize the MEA as the collective bargaining agent for nurses in the District; and further that the District meet and confer with the MEA to negotiate the FYE10 employment contract for said employee group at times and places mutually agreed to by the parties, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, to that the Board appoint Ken Fossen, Duncan Young, Jim Sutfin and Chad Meisgeier for the district's negotiations team for collective bargaining related to the FYE10 employment contract for nurses; and that the Board appoint Chad Meisgeier as the lead negotiator for the team, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve that the District recognize the EPAM as the collective bargaining agent for paraprofessionals in the District; and further that the District meet and confer with the EPAM to negotiate the FYE10 employment contract for said employee group at times and places mutually agreed to by the parties, upon roll call vote, all members voted aye. Motion carried.



Board of Education Minutes  
 March 16, 2009  
 Page 3

Motion by Dave Anderson, seconded by Mike Kennedy, to approve that the Board appoint Kirby Elstiste, Jim Sutfin and Chad Meisgeier for the district's negotiations team for collective bargaining related to the FYE10 employment contract for educational paraprofessionals; and that the Board appoint Chad Meisgeier as the lead negotiator for the team, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Kannas, to approve Job Description 2100.19 – Director of Human Resources, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, that the contract for Cather Carpeting project be awarded to Floors, Inc. in the amount of \$90,115 and that the associate superintendent for general administration be authorized and directed to execute any and all contract related to such project, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Mike Kennedy, to approve: (1) that the low bid for the summer paving project at Bryan Elementary School be rejected due to said contractor's inability to meet completion timelines on other projects; (2) that the contract for such project be awarded to US Asphalt Company in the calculated amount of \$375,594.30 (with said amount reflecting the base bid only); and (3) that the associated superintendent for general administration be authorized and directed to execute any and all documents related to such project, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to approve administrators for hire: Bethany Case, Principal at Disney Elementary, Joycilyn Rozelle, Principal at Norris Elementary, and Rick Hook, Assistant Principal/Activities and Athletics Director at Millard West High School, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, to approve Personnel Actions: Amendment to Continuing Contract: Pamela Fleury, Leave of Absence: Carol Carpenter, Resignations: Deborah Catalano and Kelli Lewis, and New Hires: John Spehn, Bailey Heafer, and Cory Korselman, upon roll call vote, all members voted aye. Motion carried.

Mr. Pate delayed negotiations and litigation to the end of the meeting for Executive Session.

Reports included were a Legislative Update and the Nutrition and Wellness Committee Report.

Future Agenda Items/Board Calendar: A Town Hall Meeting will be held on Monday, March 23, 2009 at 7 p.m. at Millard South High School, 14905 "Q" Street. A Special Board of Education Meeting will be held on Tuesday, March 24, 2009 at 12:00 noon at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The National School Boards Association Conference will be held April 3-7, 2009 in San Diego, CA. A Board of Education Meeting will be held on Monday, April 13, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Committee of the Whole Meeting will be held on Monday, April 20, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, May 4, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The Millard Public Schools Foundation Hall of Fame Banquet will be held on Friday, May 8, at 6:30 p.m. at the Qwest Center. A Committee of the Whole Meeting will be held on Monday, May 11, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606

Board of Education Minutes  
March 16, 2009  
Page 4

South 147<sup>th</sup> Street. The Employee Recognition Dinner will be held on Wednesday, May 13, 2009 at 5:30 p.m. at the Georgetowne Club. A Board of Education Meeting will be held on Monday, May 18, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The 2009 Graduations will be held on Saturday, May 30, 2009 for Millard West High School at 10 a.m., Millard North High School at 1 p.m., and Millard South High School at 4 p.m., at the Civic Auditorium.

Mr. Pate asked for a motion to go into Executive Session for the purpose of negotiations and litigation.

At 8:07 p.m. Linda Poole, moved, seconded by Brad Burwell, to go into Executive Session for the purpose of negotiations and litigation, upon roll call vote, all members voted aye. Motion carried.

Mr. Pate announced the board would be going into Executive Session for the purpose of negotiations and litigation.

At p.m. Linda Poole moved, seconded by Brad Burwell, to come out of Executive Session, upon roll call vote, all members voted aye. Motion carried.

Mike Pate adjourned the meeting.

  
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SECRETARY

MILLARD PUBLIC SCHOOLS  
SCHOOL DISTRICT NO. 17

A special meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. This meeting was convened in open and public on Monday, March 24, 2009 at 12:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

PRESENT: Mike Pate, Dave Anderson, Brad Burwell, and Julie Kannas

ABSENT: Linda Poole and Mike Kennedy

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, March 20, 2009; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

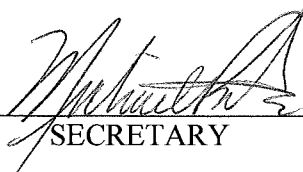
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Mike Pate opened the Special Board meeting at 12:15 p.m.

Roll call was taken and all members were present.

Motion by Brad Burwell, seconded by Dave Anderson, I hereby move the passage and adoption of the A RESOLUTION AUTHORIZING THE ISSUANCE OF \$26,435,000 PRINCIPAL AMOUNT OF GENERAL OBLIGATION REFUNDING BONDS, SERIES 2009; PRESCRIBING THE FORM AND DETAILS OF SUCH BONDS; PROVIDING FOR THE LEVY AND COLLECTION OF AN ANNUAL TAX FOR THE PURPOSE OF PAYING THE PRINCIPAL OF AND INTEREST ON SUCH BONDS AS THEY BECOME DUE; AND AUTHORIZING CERTAIN OTHER DOCUMENTS AND ACTIONS IN CONNECTION THEREWITH. Brad Burwell moved, seconded by Dave Anderson, to amend the motion to, AUTHORIZING THE ISSUANCE OF \$25,405,000 PRINCIPAL AMOUNT OF GENERAL OBLIGATION REFUNDING BONDS, SERIES 2009; PRESCRIBING THE FORM AND DETAILS OF SUCH BONDS; PROVIDING FOR THE LEVY AND COLLECTION OF AN ANNUAL TAX FOR THE PURPOSE OF PAYING THE PRINCIPAL OF AND INTEREST ON SUCH BONDS AS THEY BECOME DUE; AND AUTHORIZING CERTAIN OTHER DOCUMENTS AND ACTIONS IN CONNECTION THEREWITH, upon roll call vote, all members voted aye. Motion carried. On the original amended motion all members voted aye. Motion carried. The successful bidder was Robert W. Baird.

Mike Pate adjourned the meeting.

  
SECRETARY

**Millard Public Schools**  
April 13, 2009

# Millard Public Schools

## Check Register

25

Prepared for the Board Meeting of April 13, 2009

Check No	Vend No	Vendor Name	Amount
300311	065425	ANDERSEN MIDDLE SCHOOL	123.25
300312	137189	ALLISON MARIE CAMPBELL	90.00
300313	137380	CENTER FOR GIFTED STUDIES	100.00
300314	099222	CLASSROOM DIRECT	44.72
300315	133261	ANGELA M DIEHM	162.50
300316	033901	DOUGLAS COUNTY TREASURER	30.00
300317	132240	EDUCATION LOGISTICS, INC	11,002.81
300318	137384	CHIEF PORTLAND HOTEL LLC	1,265.67
300319	133397	HY-VEE INC	683.48
300320	136077	HYATT CORPORATION	221.05
300321	133403	AMERICAN NATIONAL BANK	374.68
300323	137382	RICOH AMERICAS CORPORATION	23,016.00
300324	134386	SECRETARY OF STATE	20.00
300326	107354	STEPHEN W. VENTEICHER	675.00
300327	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	294,588.56
300328	133527	AMERICAN CHORAL DIRECTORS ASSOC	85.00
300329	065425	ANDERSEN MIDDLE SCHOOL	268.25
300330	010083	ATS MOBILE TELEPHONE CO INC	85.02
300331	107540	BRIAN F BEGLEY	0.00
300332	131995	M MARTHA BRUCKNER	0.00
300333	135215	ALEXANDRA BRUGLER	50.00
300334	133617	CONOCOPHILLIPS	6,198.18
300335	108436	COX COMMUNICATIONS INC	43,380.64
300336	109850	DEX MEDIA EAST LLC	211.50
300338	038140	ELECTRONIC SOUND INC.	77.50
300339	137392	BEAU N HEISS	222.98
300340	130770	HOLIDAY INN EXPRESS	735.66
300341	060153	KEITH W LUTZ	400.00
300342	133403	AMERICAN NATIONAL BANK	903.60
300343	100216	NEBRASKA EDUCATIONAL TECH ASSN	25.00
300344	100216	NEBRASKA EDUCATIONAL TECH ASSN	25.00
300345	107732	BRIAN L NELSON	362.50
300348	136449	TYLER TRAUGER	240.00
300349	107354	STEPHEN W. VENTEICHER	468.75
300350	137393	HST LESSEE CINCINNATI LLC	1,951.56
300351	058755	LIDLAW TRANSIT INC	678,462.63
300363	065420	CENTRAL MIDDLE SCHOOL	1,510.00
300364	106123	CHICAGO MARRIOTT HOTEL	706.19
300365	135038	CODY ELEMENTARY	64.50
300366	136669	INTERNATIONAL RIVERCENTER LESSEE	1,123.16
300367	108153	CHRISTOPHER M HUGHES	585.02
300368	102451	INTERNATIONAL BACCALAUREATE	2,380.00
300369	137394	FRANCIS CARROLL MCMANN JR	1,000.00
300370	137227	SWANK MOTION PICTURES INC	75.00
300371	069785	NCA, CASI	400.00
300373	107732	BRIAN L NELSON	193.75

Date: 4/8/09

# Millard Public Schools

## Check Register

26

Prepared for the Board Meeting of April 13, 2009

Check No	Vend No	Vendor Name	Amount
300374	133419	PAPILLION-LAVISTA SOUTH HIGH SCHOOL	1,620.00
300376	133650	STATE OF NEBRASKA	30.00
300377	068834	UNIVERSITY OF NEBRASKA-LINCOLN	0.00
300378	107354	STEPHEN W. VENTEICHER	468.75
300381	010040	A & D TECHNICAL SUPPLY CO INC	46.44
300382	107252	AA WHEEL & TRUCK SUPPLY INC	573.24
300385	131632	AC AWARDS INC	60.00
300386	132534	ACCESSIBILITY DOT NET, INC	320.00
300388	010003	ACT INC	550.00
300389	130455	ADAMS & SULLIVAN	1,060.00
300390	133402	KAREN S ADAMS	91.24
300391	133328	AIA COMPANY OUTFITTERS INC	499.86
300392	108351	AIRGAS NORTH CENTRAL INC	14.50
300393	133620	AKSARBEN PIPE & SEWER CLEANING LLC	1,866.50
300394	136365	ALEGENT HEALTH	12,600.00
300395	137387	SCOTT ALFF	4,910.00
300396	011185	ALLIED OIL & SUPPLY, INC.	1,618.37
300397	107651	AMAZON.COM INC	602.20
300399	100772	AMERICAN PRINTING HOUSE	56.85
300400	012450	AMERICAN RED CROSS HEARTLAND	1,207.97
300401	102430	AMI GROUP INC	1,455.98
300402	069689	AMSAN LLC	21,354.15
300403	012590	AMSTERDAM PRINTING & LITHO	102.18
300404	134041	MARTHA A ANDERSON	126.28
300406	012989	APPLE COMPUTER, INC.	4,460.50
300407	135051	APPLES & MORE A TEACHERS STORE	422.95
300408	108092	MERRILL COMPANY	962.08
300409	106436	AQUA-CHEM INC	12,162.10
300410	133770	DIANE ARAUJO	23.82
300411	136880	ARMBRUST FAMILY YMCA	210.00
300412	013214	ARTS & ACTIVITIES MAGAZINE	19.95
300413	106167	ASCD (CONFERENCE/REGISTRATIONS)	705.00
300414	013496	ASCD	488.20
300415	134235	SARAH A ASCHENBRENNER	107.86
300416	013226	ASI MODULEX	50.00
300417	010090	AUDIOVISUAL INC	464.91
300418	134427	AUTISM ASPERGERS PUBLISHING CO	8.00
300419	102237	AUTO STATION	3,560.67
300420	072250	B G PETERSON COMPANY	2,482.05
300421	016295	BADGER BODY & TRUCK EQUIPMENT CO	843.68
300422	132405	BAG 'N SAVE	101.85
300423	137405	SARA L BAILEY	270.48
300424	017789	BANCROFT BODY SHOP	2,594.68
300425	017876	BARCLAY SCHOOL SUPPLIES INC	119.26
300426	017900	BARCO MUNICIPAL PRODUCTS, INC.	400.00
300427	017908	REX J BARKER	222.20

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Check No	Vend No	Vendor Name	Amount
300429	099646	BARNES & NOBLE BOOKSTORE	4,358.72
300430	132608	BARNES DISTRIBUTION	590.57
300431	017877	CYNTHIA L BARR-MCNAIR	216.21
300432	017926	ROSEMARY W BARTA	36.25
300433	107979	LORI A BARTELS	234.41
300434	134584	MARY A BAYNE	24.00
300435	136272	BEAR CONSTRUCTION INC	960.00
300436	132701	BEATRICE STATE DEVELOPMENTAL CENTER	12,669.00
300437	107540	BRIAN F BEGLEY	122.65
300438	102860	BENIK CORP.	430.50
300439	101062	BENNINGTON EQUIPMENT INC	1,523.11
300440	134884	JULIE K BERGSTROM	99.74
300441	133480	BERINGER CIACCIO DENNELL MABREY	402.90
300442	018705	BERNINA SEWING CENTER	199.99
300443	134945	NOLAN J BEYER	319.40
300444	131524	BINSWANGER GLASS	244.62
300445	132475	BIO CORPORATION	785.25
300446	137140	ANNE M BIRKEL	44.88
300447	019111	BISHOP BUSINESS EQUIPMENT	3,296.15
300448	137089	COLLEEN BLOOMQUIST	26.16
300449	015800	BMI EDUCATIONAL SERVICES	48.13
300450	134478	TIFFANY M BOCK SMITH	82.50
300451	130899	KIMBERLY M BOLAN	175.45
300453	133647	BORDEN CONSULTING CORPORATION	400.00
300454	019530	BOULDEN PUBLISHING	263.17
300456	019559	BOUND TO STAY BOUND BOOKS INC	18,781.94
300457	019835	BOYS TOWN NATIONAL	1,666.66
300458	130576	PAMELA A BRENNAN	155.10
300459	133824	NANCY A BROWN	53.83
300460	020270	NANCY J BRUGGER	21.56
300461	036945	TRIUMPH LEARNING LLC	64.93
300462	135789	LINDA S BURKE	148.21
300463	134585	KATHLEEN B BURKET	27.12
300464	106110	BRAD BURWELL	59.99
300466	099431	BUSINESS MEDIA INC	8,758.00
300467	137388	NICHOLE BUTLER	70.61
300468	137274	EILEEN CABRERA	22.50
300469	023831	CALLOWAY HOUSE INC	39.93
300470	134350	CAMBIUM LEARNING	619.63
300471	136359	CAMBRIDGE STRATEGIC SERVICES LLC	225.40
300472	106806	ELIZABETH J CAREY	262.14
300473	130502	CARINA SOFTWARE	530.00
300474	054237	PIONEER LOCK CO INC	8.44
300475	108215	DEBRA R CARLSON	16.88
300476	137099	CHRISTINE CARROLL	64.90
300477	130285	NANCY J CARVER	188.57

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Check No	Vend No	Vendor Name	Amount
300478	131158	CURTIS R CASE	317.15
300479	136661	CB RICHARD ELLIS / MEGA	500.00
300480	133970	CCS PRESENTATION SYSTEMS	7,451.44
300481	133589	CDW GOVERNMENT, INC.	4,779.00
300482	024256	CENTER FOR LEARNING	219.72
300483	135648	SUSAN M CHADWICK	20.41
300484	018865	CHANNING BETE COMPANY INC	325.91
300486	137204	PHUONG ANH THI CHAU	121.00
300487	132271	ERIK P CHAUSSEE	54.45
300489	024652	CHILDCRAFT EDUCATION CORP	306.96
300490	024654	JONNA L CHILDERS-HANSEN	109.38
300491	106851	CHILDREN'S HOME HEALTHCARE	6,768.00
300492	099222	CLASSROOM DIRECT	745.17
300493	025235	DALE CLAUSEN	142.45
300494	131135	PATRICIA A CLIFTON	80.25
300495	137013	NANCY S COLE	42.46
300497	107482	COLLEGE BOARD/NYO	440.00
300498	022701	SHARON R COMISAR-LANGDON	446.88
300499	133902	COMMUNICATION ARTS	53.00
300500	106902	COMMUNICATION SERVICES INC.	308.55
300501	136791	COMPUTYPE INC	404.28
300503	135287	CONSTRUCT INC	34,200.00
300504	026048	CONTINENTAL FIRE SPRINKLER CO.	731.35
300506	026057	CONTROL MASTERS INC	23,186.41
300508	133729	ANITA B CORBITT	145.94
300509	135992	DAVID J CORK	76.45
300510	102828	CORPORATE EXPRESS INC	5,232.58
300511	100556	NDM LLC	56.90
300512	137400	BECCA COVER	55.16
300514	131506	CP RECOVERY	1,311.86
300515	026585	CRABTREE PUBLISHING COMPANY	143.26
300516	100300	CREATIVE TEACHING PRESS INC	190.71
300517	026970	CRESCENT ELECTRIC SUPPLY CO	295.58
300520	027240	CUBS DISTRIBUTING INC	19.18
300521	134679	JULIE R CULLER	24.27
300523	027300	CUMMINS CENTRAL POWER LLC	8,919.07
300524	130900	CHERYL L CUSTARD	200.20
300525	130731	D & D COMMUNICATIONS	646.00
300526	101026	D & H DISTRIBUTING	152.50
300527	131483	JANET L DAHLGAARD	24.00
300528	132671	JEAN T DAIGLE-ROSE	141.62
300529	131003	DAILY RECORD	28.00
300530	136391	JEROME DARTMANN	27.58
300531	135099	HEATHER L DAUBERT	19.07
300532	136517	WILLIAM DAUGHTRIDGE	18.18
300533	032246	PAMELA M DAVIS	116.05

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300535	107469	DEFFENBAUGH INDUSTRIES	13,214.38
300536	106713	ANDREW S DEFREECE	89.00
300537	032800	DEMCO INC	2,401.31
300538	135865	SABRINA DENNEY BULL	73.70
300539	032872	DENNIS SUPPLY COMPANY	1,176.51
300540	136316	EVA DENTON	38.34
300541	133009	ROBERTA E DEREMER	168.07
300542	137331	BASTIAN DERICHS	21.07
300543	137024	DEVELOPMENTAL SERVICES OF NE INC	2,471.46
300544	134993	DIAMOND CUT LAWNS INC	1,995.00
300545	099220	DICK BLICK CO	398.07
300546	132750	JOHN D DICKEY	8.36
300548	033473	DIETZE MUSIC HOUSE INC	415.35
300549	131797	DIRECT ADVANTAGE	300.12
300550	132919	TERRY A DISCHLER	92.76
300552	134899	DISCOVERY EDUCATION	175.95
300553	135933	DKAH SERVICES CORP	50.00
300554	107232	DLR GROUP INC	9,337.50
300556	134086	AMBER J DOOLITTLE	51.86
300557	135650	JAY R DOSTAL	47.65
300561	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	422,151.21
300562	135689	SUSAN M DULANY	84.21
300563	034130	DUNHAM HARDWOOD INC	248.40
300564	135027	MATTHEW DURAND	110.32
300567	036520	EASTERN NE HUMAN SERVICES AGENCY	31,098.00
300568	131566	ECHO MOTORS & CONTROLS INC	76.50
300569	035557	ECS LEARNING SYSTEMS	68.97
300570	134991	BRADLEY EDMUNDSON	255.20
300571	037400	EDUCATIONAL RESEARCH SERVICE	34.50
300573	037525	EDUCATIONAL SERVICE UNIT #3	160,102.46
300574	131551	EDUCATIONAL SERVICE UNIT #7	450.00
300575	038025	MARY L EHLERS	44.55
300576	133823	REBECCA S EHRHORN	534.08
300577	136916	KIRSTEN L EHRKE	154.91
300578	135425	EINSTRUCTION	3,985.00
300579	134970	CHRISTINE L EISOLD	38.76
300581	038100	ELECTRICAL ENGINEERING & EQPT CO	3,237.55
300582	038140	ELECTRONIC SOUND INC.	1,256.60
300583	135239	JAMY D ELKER	80.00
300584	038217	WARREN K ELTISTE	116.05
300585	025611	ENVISION COMMUNICATIONS INC	2,000.00
300586	137330	EPWORTH VILLAGE INC	5,412.66
300588	133895	ESCHENBACH	161.11
300589	109066	TED H ESSER	161.49
300590	035610	ETA/CUISENAIRE	89.95
300591	132472	EVAN-MOOR EDUCATIONAL PUBLISHERS	269.89

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Check No	Vend No	Vendor Name	Amount
300592	099320	EYE ON EDUCATION	112.85
300593	106735	JOHN T FABRY	63.64
300594	134560	FAC INC	1,623.86
300596	133896	FASTENAL COMPANY	17.48
300597	040450	FEDERAL EXPRESS	961.19
300598	131826	ALICIA C FEIST	264.10
300599	040470	MARK W FELDHAUSEN	269.40
300600	133565	STEVE FELICI	26.65
300601	040537	FERGUSON ENTERPRISES INC	20.86
300602	106956	FERRELLGAS	16.83
300603	136320	JOSHUA P FIELDS	65.19
300604	133919	FILTER SHOP INC	4,445.40
300605	133960	FIREGUARD INC	205.00
300606	134304	FIRST BANK RICHMOND, NA	1,824.10
300607	040902	FIRST NATIONAL BANK TRUST DEPT	1,200.00
300608	109855	SHANNON M FISCHER	33.60
300610	131636	LAURIE A FITZPATRICK	23.90
300611	041086	FLINN SCIENTIFIC INC	718.95
300612	041100	FOLLETT LIBRARY RESOURCES	3,759.81
300613	041146	KENNETH J FOSSEN	548.99
300614	137389	JODI A FRAGER	31.94
300615	041440	FRANKLIN ELECTRONIC PUBLISHERS INC	157.30
300616	137406	JUSTIN FREDERICK	50.00
300617	041463	FREE SPIRIT PUBLISHING INC	259.12
300618	041543	AMY J FRIEDMAN	45.32
300619	136186	FROGS INC	420.00
300620	137217	DANIELLE M FROLIO	48.51
300621	135031	FSH COMMUNICATIONS LLC	360.00
300622	131494	FULL CIRCLE IMAGE	154.00
300623	134168	ERIC W FULLER	54.23
300624	132586	DIANNE L FULTON	16.40
300625	043760	GALLUP ORGANIZATION	450.00
300626	131565	GARTNER & ASSOCIATES CO, INC.	289.37
300627	106894	TAMMY GEBHART	93.57
300628	108300	MICHELE L GEHRINGER	1,261.71
300629	130343	DAVID L. GERARD	960.00
300630	134513	ZEITGEIST PUBLISHING INC	38.95
300631	044495	KATHY L GIBBS	9.73
300632	106660	GLASSMASTERS INC	841.14
300633	044891	GOPHER/PLAY WITH A PURPOSE	3,801.49
300634	044896	KAREN A GORDON	28.60
300635	133570	KAREN GOUGHNOUR	26.65
300636	043609	GP DIRECT	827.33
300637	044950	GRAINGER INDUSTRIAL SUPPLY	3,266.63
300638	133543	GRANTSMANSHIP CENTER	250.00
300639	044965	KATHERINE A GRAY	68.59

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Check No	Vend No	Vendor Name	Amount
300640	099888	GRAYBAR ELECTRIC COMPANY INC	132.60
300641	134133	JANET L GRIERSON	24.53
300642	130083	HARRY S GRIMMINGER	194.70
300645	135016	CANDRA R GUENTHER	323.51
300646	097900	GUIDANCE GROUP INC	288.34
300647	045310	KATHLEEN A GUINANE	22.77
300648	132938	GUSTAVE A LARSON COMPANY	6.29
300649	132287	CARI J GUTHRIE	62.98
300651	020255	DESIGN CONCEPTS INC	595.00
300653	059223	MUSIC EXPRESS LLC	195.00
300654	136668	TYLER L HAMMOND	63.25
300656	047853	HAPPY CAB COMPANY INC	13,913.70
300657	137019	ANNE HARLEY	1,534.79
300658	056820	HARRY A KOCH COMPANY	4,591.00
300659	136458	JEAN M HASTINGS	391.12
300660	048200	HAUFF SPORTING GOODS COMPANY	41.40
300661	048475	HEARTLAND FOUNDATION	17,310.52
300662	108273	MARGARET HEBENSTREIT PT	105.05
300664	048517	GREENWOOD PUBLISHING GROUP INC	21,764.91
300665	106386	DONNA R HELVERING	24.00
300667	108478	DAVID C HEMPHILL	111.54
300669	132423	HEWLETT PACKARD CO	10,248.00
300670	136910	TIMOTHY S HIGGINS	633.10
300671	048710	HIGHSMITH COMPANY INC	199.18
300672	048786	HILLYARD INC	285.00
300673	048840	SUZANNE J HINMAN	146.80
300674	045329	S & W FOODS INC	488.58
300675	048940	HOBBY LOBBY STORES INC	51.42
300676	130770	HOLIDAY INN EXPRESS	458.40
300677	106801	CLARA G HOOVER	128.51
300678	134503	JENNIFER A HOPKINS-GRIFFIN	96.29
300680	095520	LINDA D HORTON	72.33
300681	049440	HOSIER REFRIGERATION SUPPLY INC	112.62
300682	136336	VICTORIA L HOSKOVEC	661.75
300683	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	4,006.32
300684	132531	TERRY P HOULTON	713.24
300685	049715	HUMAN KINETICS	430.37
300686	101032	HUSKER MIDWEST PRINTING	441.90
300687	133397	HY-VEE INC	2,242.43
300688	132878	HY-VEE INC	146.26
300689	135004	HY-VEE INC	509.83
300690	049851	HY-VEE INC	1,398.01
300691	049850	HY-VEE INC	1,628.11
300692	049844	HYDRONIC ENERGY INC	50.00
300693	051573	IDEAL PURE WATER	108.00
300694	051575	THERESA A ILIFF	9.35

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Check No	Vend No	Vendor Name	Amount
300696	134795	INFINITE CAMPUS INC	354.00
300697	137199	INGRAM LIBRARY SERVICES INC	335.02
300698	134197	INTERNATIONAL SOCIETY FOR TECH ED	50.00
300699	102958	INTERSTATE ALL BATTERY CENTER	1,174.36
300700	137407	IOWA SCHOOL FOR THE DEAF	11,267.22
300701	101991	J.A. SEXAUER	1,347.15
300702	100928	J.W. PEPPER & SON INC.	51.23
300703	131157	CHRISTINE A JANOVEC-POEHLMAN	98.40
300704	054240	HANNELORE W JASA	50.05
300705	136953	JSDO I LLC	64.31
300706	135735	GEORGE W JELKIN	48.40
300707	133059	DEBBIE A JENKINS	105.66
300708	133037	JENSEN TIRE COMPANY	3,647.34
300709	054448	STEVEN K JOEKEL	348.15
300710	107039	SHARON KIM H JOHANSEN	22.00
300711	135999	DESIREE K JOHN	72.66
300712	131367	AMANDA J JOHNSON	207.20
300713	054500	JOHNSON HARDWARE CO LLC	37.30
300715	135291	JONI L JOHNSON	787.50
300716	059573	NANCY A JOHNSTON	328.63
300717	020316	ALINE R JONES	23.65
300719	026300	JP COOKE COMPANY	144.07
300720	135815	KYLE A JURGENS	149.60
300721	056111	K MART STORE #7493	84.96
300722	133716	LISA R KALLMAN	134.28
300723	101224	KAPCO	835.08
300725	107904	DONN N KASNER	181.50
300726	132265	CATHERINE A KEISER	200.20
300727	132272	SUSAN L KELLEY	44.33
300728	131177	ANDREA L KIDD	33.77
300729	133973	KIDS ON THE MOVE INC	2,166.00
300730	132676	DENNIS F KIMBERLIN	315.00
300731	056724	KINKO'S	192.00
300734	056770	BETTY H KLESITZ	31.90
300735	132264	MICHELLE M KLUG	54.01
300736	135946	LARISSA K KNUDSON	101.75
300738	106582	KOHL'S PHARMACY & HOMECARE INC	1,750.41
300739	056905	DEBORAH S KOLC	227.81
300740	137036	JULIE D KONRAD	8.80
300741	104024	RION LLC	22.50
300745	057683	JANET F KRUGER	38.70
300746	137385	JOSEPH R KUEHL	22.88
300747	109033	AMANDA J KUNES	391.44
300748	058740	LAB SAFETY SUPPLY INC	61.62
300749	137010	CHRISTINA A LAGRONE	95.59
300753	058755	LAIDLAW TRANSIT INC	21,370.44

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Check No	Vend No	Vendor Name	Amount
300754	099217	LAKESHORE LEARNING MATERIALS	2,448.65
300755	135257	LANGUAGE LINE SERVICES	86.37
300756	058861	LARRY'S BOILER SERVICE, INC.	115.00
300757	121124	LORENE M LARSEN	24.75
300758	135688	DENISE A LARSON	99.55
300759	136518	JANET L LARSON	312.27
300760	135156	LAWSON PRODUCTS INC	915.71
300762	136240	VOYAGER EXPANDED LEARNING	84.95
300763	130792	LEARNING RESOURCES	131.35
300764	102496	LEARNING ZONE EXPRESS	57.95
300765	108450	JACEN D LEFHOLTZ	97.24
300766	137345	BONNIE K LEVINGER	19.25
300767	059380	LIBRARY VIDEO COMPANY	319.29
300768	059470	LIEN TERMITE & PEST CONTROL INC	456.00
300769	059577	LINGUISYSTEMS, INC.	843.75
300770	059560	LINWELD INC	433.90
300771	133758	KRAIG J LOFQUIST	154.57
300772	137409	RYAN LONGACRE	110.32
300773	059866	STACY L LONGACRE	178.75
300774	099965	LOVE AND LOGIC INSTITUTE INC	99.00
300775	060100	JOE MCDERMOTT ASSOCIATES INC	2,830.00
300776	060111	LOVELESS MACHINE & GRINDING	170.50
300777	131397	LOWE'S HOME CENTERS INC	457.60
300778	099608	LRP PUBLICATIONS	207.00
300780	060121	BRYAN A LUBBERS	15.18
300781	060125	LUCKS MUSIC LIBRARY INC	107.50
300782	134568	NATASHA E LUDWIG	11.49
300783	135376	CASEY I LUNDGREN	258.50
300784	136081	JOANN M LUTZ	319.95
300785	060155	LYMAN-RICHEY CORPORATION	593.91
300787	099321	MACKIN BOOK COMPANY	10,627.12
300790	132556	MAKEMUSIC INC	630.50
300791	108303	EARLY OUTDOOR SERVICES INC	1,769.95
300792	137007	KAREN M MARBLE	79.20
300793	063920	MARCO PRODUCTS INC	610.18
300794	133505	SUSAN N MARLATT	357.04
300795	063965	MARSH MEDIA	575.89
300796	135492	AMANDA F MARSHALL	63.25
300797	133201	DAWN M MARTEN	275.34
300798	137374	MARY RUTH BOOKS INC	277.28
300799	064142	MASTER TEACHER	462.50
300801	108052	MAX I WALKER	1,163.35
300802	101129	MAYER JOHNSON LLC	658.00
300803	101129	MAYER JOHNSON LLC	229.00
300805	137302	DANIEL J MCCANN	60.00
300806	136618	DANIEL R MCCONNELL	51.98

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300807	100944	MCDONALD & ASSOCIATES INC	53.50
300808	137014	RYE L MCINTOSH	52.75
300809	063361	ALBERT G MCKAIN	48.67
300810	064260	MECHANICAL SALES INC.	184.95
300811	121126	PATRICIA A MEEKER	21.06
300812	133998	SUZANNE R MELLIGER	1,730.21
300814	064413	MENARDS INC	553.19
300815	136314	KORRINDA MENDEZ	90.48
300816	135331	MENTORING MINDS LP	562.95
300818	064600	METAL DOORS & HARDWARE COMPANY INC	3,061.00
300819	102139	METAL LOGOS AND MORE	13,283.97
300821	133403	AMERICAN NATIONAL BANK	7,659.31
300822	136384	JEANNETTE M MEYER	130.46
300823	102870	MIDLAND COMPUTER INC	1,261.52
300824	648477	MIDLANDS MESSENGER SERVICE INC	33.00
300825	064950	MIDWEST METAL WORKS INC	1,079.15
300826	131899	MIDWEST STORAGE SOLUTIONS	5,945.00
300827	065233	MIDWEST TURF & IRRIGATION INC	6,621.78
300828	131187	KIM R MIKOS	58.14
300829	065300	MILLARD DRYWALL SERVICES, INC.	55.00
300830	065400	MILLARD LUMBER INC	176.55
300831	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	480.35
300833	100316	MINDWARE	38.45
300835	065844	LEAGUE OF HUMAN DIGNITY INC	70.00
300836	065895	MODERN SCHOOL SUPPLIES INC	305.54
300837	136388	MITCHELL S MOLLRING	10.56
300838	066083	KAREN F MONTGOMERY	15.95
300839	132491	DONITA L MOSEMAN	16.97
300840	063150	MSC INDUSTRIAL SUPPLY CO	447.28
300841	133712	MURPHY TRACTOR & EQUIPMENT CO	513.06
300843	066580	MUSIC IN MOTION INC	88.95
300845	131395	DARREN D MYERS	99.00
300846	067030	CYNTHIA D NABITY	19.48
300847	067000	NASCO	323.28
300849	106499	NATIONAL CENTER FOR YOUTH ISSUES	179.56
300850	067801	NATIONAL MIDDLE SCHOOL ASSOC	189.00
300851	067910	NATIONAL SCHOOL BOARDS ASSOC	5,250.00
300852	130548	NCS PEARSON INC	8,420.84
300854	068334	NEBRASKA AIR FILTER INC	6,081.12
300855	068340	NEBRASKA ASSOCIATION FOR GIFTED	255.00
300856	068343	NEBRASKA ASSN OF SCHOOL BOARDS	190.00
300858	068415	NEBRASKA COUNCIL OF SCHOOL	380.00
300859	068400	NEBRASKA COUNCIL ON ECON ED/SMG	264.00
300860	100216	NEBRASKA EDUCATIONAL TECH ASSN	1,065.00
300861	068445	NEBRASKA FURNITURE MART INC	4,423.00
300862	068466	NEBRASKA PRINTING CENTER	615.26

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Check No	Vend No	Vendor Name	Amount
300863	068684	NEBRASKA SCIENTIFIC	482.75
300864	131550	NANCY G NELSON	19.03
300865	069099	CAROL C NEWTON	295.26
300866	069561	LYNNE NEWVILLE	45.10
300867	109843	NEXTEL PARTNERS INC	5,552.17
300868	137414	TERI J NOLTING	25.58
300869	137391	NORMAN D KOESTER	8,255.00
300870	069930	NOVA HEALTH EQUIPMENT COMPANY	1,574.83
300872	133368	KELLY R O'TOOLE	33.55
300874	050042	ANNE M OETH	196.90
300877	100013	OFFICE DEPOT 84133510	24,696.75
300878	101147	OFFICE MAX #521	44.97
300879	070245	OHARCO DISTRIBUTORS	20.25
300880	137196	ANDREA B OLSON	161.00
300881	070473	ELIZABETH A OLSON	147.89
300882	135820	LUKE T OLSON	18.15
300883	071024	OMAHA TRACTOR, INCORPORATED	686.27
300884	071025	OMAHA TRUCK CENTER INC	72.13
300885	071040	OMAHA WINNELSON COMPANY	181.91
300886	071053	OMAHA WORLD HERALD (EDUC)	691.03
300887	071050	OMAHA WORLD HERALD CO	1,512.88
300888	107815	ON LINE IMAGING SERVICES LLC	3,258.98
300889	133850	ONE SOURCE	1,152.00
300891	130092	MARY M OSTERLOH	76.45
300892	107193	OTIS ELEVATOR COMPANY	4,291.07
300893	071190	OVERHEAD DOOR COMPANY OMAHA	215.40
300894	134428	ELIZABETH A PACHTA	323.88
300896	071515	PAINTIN PLACE CERAMICS INC	398.83
300899	137337	MYRA MCPHERSON-MCMILLAN	88.00
300900	137015	GEORGE PARKER	164.50
300901	132006	ANDREA L PARSONS	105.88
300902	108098	ANGELO D PASSARELLI	457.00
300903	020175	PAUL H BROOKES PUBLISHING CO	56.49
300904	071891	PAYFLEX SYSTEMS USA INC	4,936.00
300905	102047	PAYLESS OFFICE PRODUCTS INC	210.83
300907	131610	PATRICIA D BUFFUM	60.00
300908	071353	WARFIELD PCI LIMITED	27.90
300909	102699	PEARSON EDUCATION	8,650.22
300911	082652	PEARSON EDUCATION	100,066.65
300912	099302	PEGLER-SYSCO FOOD SERVICE CO	469.55
300913	109831	JANET PELSTER	125.00
300914	107783	HEIDI T PENKE	37.95
300915	137009	ANGELA J PETERSON	254.23
300916	134365	VICKY L PETERSON	130.35
300917	130721	MARY J PILLE	121.55
300918	132086	PIONEER VALLEY EDUCATIONAL PRESS	114.80

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Check No	Vend No	Vendor Name	Amount
300919	072750	PITNEY BOWES CREDIT CORP	315.00
300920	072785	PLANK ROAD PUBLISHING INC	127.20
300921	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	14,007.80
300922	072900	POPPLERS MUSIC INC	125.15
300924	073231	PRECISION INDUSTRIES, INC.	1,488.26
300925	135569	CYNTHIA L PRESTON	70.90
300926	109845	CHRISTINA PREUSS	62.50
300927	102423	PRIMARY CONCEPTS	313.60
300928	134598	PRIME COMMUNICATIONS INC	453.75
300929	133745	PRIMEX WIRELESS INC	605.51
300930	131535	RICHARD L KINGORE	106.89
300933	073040	PSI GROUP INC	20,000.00
300934	073840	PSYCHOLOGICAL ASSESSMENT	38.38
300935	075376	QUALITY PRODUCTS INC	50.92
300936	130127	TASA INC	251.64
300937	136035	MICHAEL T QUINT	124.41
300938	090673	QWEST	156.09
300940	135394	RAIN WISE INC	499.40
300941	137208	NIVEDITHA RAJAGOPALAN	85.00
300942	078250	RALSTON PUBLIC SCHOOLS	53,126.50
300943	109143	SANDRA L RALYA	11.55
300944	137118	LISA M RANDS	74.25
300945	137109	KAMELA RANMANZAI	79.94
300946	137415	STEPHANIE L RARICK	52.90
300947	103030	RAYMOND GEDDES & CO INC	84.80
300948	134073	CARLA M REAL	18.65
300949	100642	REALLY GOOD STUFF INC	1,618.57
300950	135690	DEIDRE REEH	10.94
300951	133191	MATTHEW K REGA	27.23
300952	134858	JENNIFER L REID	232.37
300953	099940	RENAISSANCE LEARNING INC.	134.55
300954	100813	MATT RESOURCES INC	73.44
300956	109192	KIMBERLI R RICE	330.62
300957	102186	COMMUNITY PRODUCTS LLC	581.25
300959	109118	JEFFREY E RITZ	12.10
300960	136847	RIVERSIDE TECHNOLOGIES INC	1,381.00
300961	079295	DALE H ROBINSON	250.87
300962	079310	ROCKBROOK CAMERA CENTER	966.40
300963	137006	JOAN E ROGERT	33.66
300964	134882	LINDA A ROHMILLER	19.36
300965	134990	BRITTANY A ROM	93.50
300966	134081	EILEEN A RONCI	185.35
300968	079440	ROSENBAUM ELECTRIC INC	17,423.77
300970	072286	JEAN M RUCHTI	185.08
300971	137077	LAURA RUNGE	19.63
300972	133572	RURAL METRO MEDICAL SERVICES	1,156.00

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Check No	Vend No	Vendor Name	Amount
300973	137098	REE ENTERPRISES INC	228.39
300974	130477	KATHRYN I RYAN	31.35
300975	136595	THOMAS J RZEMYK	221.64
300976	101101	SAFETY KLEEN SYSTEMS INC	364.00
300977	136533	SAFEWAY TRANSPORTATION LLC	12,838.30
300978	081495	LEONARD E SAGENBRECHT	13.75
300979	081630	SAM'S CLUB DIRECT	53.04
300980	073300	SAMMONS PRESTON ROLYAN	163.48
300981	081725	KIMBERLEY K SAUM-MILLS	246.04
300982	133389	RYAN D SAUNDERS	496.23
300983	131353	HARLAND TECHNOLOGY SERVICES	14,283.06
300984	109806	BRENT J SCHADE	27.28
300985	081880	SCHEMMER ASSOCATES INC	7,623.32
300987	106432	KELLI J SCHINSTOCK	62.70
300988	134575	ANN L SCHMIDT	9.77
300989	134174	ELIZABETH M SCHMIDT	59.40
300990	081891	SCHMITT MUSIC CENTER	121.00
300991	137012	SHELLEY L SCHMITZ	54.12
300992	082100	SCHOLASTIC INC	163.27
300994	082200	SCHOOL HEALTH CORPORATION	1,334.43
300995	135488	SCHOOL NURSE SUPPLY	144.97
300996	082350	SCHOOL SPECIALTY INC	-1.50
300997	082336	SCHOOLMART	206.72
300998	082395	CLAUDIA K SCHULTE	170.50
300999	137416	NICHOLE E SCHWAB	192.32
301001	135102	SEAT SACK INC	470.15
301002	082905	KIMBERLY A SECORA	78.21
301003	098765	SECURITY BENEFIT LIFE INS CO	216,827.32
301004	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
301005	082910	SECURITY EQUIPMENT INC	6,462.51
301006	108161	STAN J SEGAL	66.88
301007	082941	KELLY M SELTING	110.55
301008	082960	SERVICE REPRODUCTION COMPANY	606.93
301010	131078	SHAR PRODUCTS COMPANY	54.96
301011	133498	SHARED MOBILITY COACH INC	4,124.70
301012	109800	AMY L SHATTUCK	134.20
301014	137398	SARAH SHILLER	33.88
301016	137008	JULIA A SHIPP	31.46
301017	135819	SHRED-IT USA INC	345.60
301018	131887	SIEMENS BUILDING TECHNOLOGIES INC.	1,573.00
301019	133575	SIGN SOLUTIONS INC	90.00
301020	083400	SIMPLEXGRINNELL	1,102.20
301021	083451	SIMPLICITY PATTERN COMPANY	19.95
301022	136137	JULIA C SINIARD	33.66
301024	132108	SKATELAND 132ND INC	231.78
301025	137070	SKYLINE PHYSICAL THERAPY SERVICES	1,500.20

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Check No	Vend No	Vendor Name	Amount
301027	136871	DESIRAE SMITH	36.38
301028	107093	CHARLENE S SNYDER	48.40
301029	101476	SODEXO INC & AFFILIATES	84,920.43
301030	F03032	SOFTCHOICE CORPORATION	1,053.00
301031	067688	SOLUTION TREE LLC	736.45
301032	109793	LINCOLN OFFICE EQUIPMENT	93.48
301033	130722	LYON FINANCIAL SERVICES	1,968.13
301034	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	563.20
301035	133954	SOUTHSIDE PLUMBING LLC	552.00
301036	131714	JOHN D SOUTHWORTH	20.35
301037	109836	AMY ST AMOUR	77.55
301039	084415	STANDARD STATIONERY SUPPLY CO	343.80
301041	137117	JEANNE STICKNEY	66.00
301042	084630	CYNTHIA F STIGGE	25.39
301043	135211	KENNETH STOBBE	26.65
301046	133207	SUNGARD PUBLIC SECTOR PENTAMATION	24,750.00
301047	084930	SUPER DUPER INC	282.54
301048	102869	SUPER SAVER #20	1,045.39
301049	084959	JAMES V SUTFIN	342.63
301050	137011	CARRIE A SWANEY	204.60
301051	132417	JAMES D SWITZER	23.10
301052	088654	TARGET	1,155.42
301053	103050	DRAPHIX, LLC	238.94
301054	088830	TED'S MOWER SALES & SERVICE INC	46.12
301055	133969	TENNANT SALES & SERVICE COMPANY	1,022.72
301056	049700	TERRY HUGHES TREE SERVICE	20,080.00
301057	102822	THERAPRO INC	130.90
301059	136047	JAC L THIESSEN	46.09
301060	136381	ANNETTE J THOMAS	9.35
301061	107959	NANCY C THORNLAD	89.00
301062	137018	JANE E THORSON	23.37
301063	135006	STEVE D THRONE	217.25
301064	089318	A GERALD TIEGER	41.36
301065	132493	GREGORY E TIEMANN	41.25
301066	132140	TILT GOLF	330.00
301067	135278	MARCEE L TIMMERMANS	280.00
301068	136578	PEGGI S TOMLINSON	39.38
301069	106807	JEAN M TOOHER	42.90
301070	136407	MIRWAIS TOOKHI	87.77
301071	089572	TOOL SHED INC	290.00
301073	131446	TOSHIBA AMERICA INFO SYS INC	0.00
301074	131446	TOSHIBA AMERICA INFO SYS INC	0.00
301075	089574	TOTAL MARKETING INC	96.00
301076	132138	TOYOTA FINANCIAL SERVICES	528.26
301077	106364	AMERICAN STANDARD INC	347.97
301078	131170	TREASURE BAY INC	104.79

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Check No	Vend No	Vendor Name	Amount
301079	137399	KRISTEN L TREAT	180.31
301080	089740	JEFFREY MEYERS	140.00
301081	135247	MARIELA J TRIBULATO	40.00
301082	107719	KIMBERLY P TRISLER	15.40
301083	106493	TRITZ PLUMBING, INC.	657.10
301084	136110	DONNA R TROMBLA	65.17
301085	132268	LYNNE A TRUMAN	35.75
301086	135505	TY'S OUTDOOR POWER & SERVICE INC	450.48
301087	135716	TYCON ELECTRIC INC	530.00
301088	131819	JEAN R UBBELOHDE	225.50
301089	133346	DAN UHING	6,200.00
301090	102846	ULTIMATE OFFICE INC	334.62
301091	090678	UNISOURCE	5,750.40
301092	090214	UNITED ELECTRIC SUPPLY CO INC	48.92
301093	109861	UNITED EQUIPMENT SERVICES CO INC	240.50
301094	090242	UNITED PARCEL SERVICE	368.44
301096	133435	UNIVERSAL INFORMATION SERVICE	65.00
301097	100096	UNIVERSITY OF NE AT LINCOLN	2,345.34
301100	090900	UNIVERSITY PUB, INC.	388.80
301101	090973	UPSTART	0.00
301102	090973	UPSTART	0.00
301103	090440	SPORT SUPPLY GROUP INC	342.38
301104	091040	VAL LTD	149.94
301105	083340	VERNE SIMMONDS COMPANY	514.00
301106	136318	JENNIFER L VEST	302.78
301107	092834	WALKER TIRE INC	444.83
301108	093008	BARBARA N WALLER	426.65
301109	131112	LINDA WALTERS	30.80
301110	093650	WARD'S NATURAL SCIENCE EST LLC	117.75
301111	136756	CAROL L WARDIAN	631.32
301112	136313	DARCY N WARNER	39.54
301113	093765	WATER ENGINEERING, INC.	2,420.50
301114	093976	WEEKLY READER CORPORATION	74.60
301115	093978	BECKY S WEGNER	49.55
301118	137288	SEBASTIAN WERNER	165.00
301119	094174	WEST MUSIC COMPANY	100.80
301120	107563	CAROL M WEST	79.86
301122	094245	WESTLAKE ACE HARDWARE INC	206.51
301123	094650	WESTSIDE COMMUNITY SCHOOLS	96.00
301124	134658	CRAIG T WHALEY	230.90
301125	130510	KIM WHEATLEY	26.65
301126	136909	WHEELER CONTRACTING INC	600.00
301127	133061	JACKIE L WHISENHUNT	139.15
301128	134968	MICHELLE J WHISLER	190.19
301129	094751	DEBBY A WHITAKER	138.71
301130	135587	JOHN A WILSON	23.63

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Check No	Vend No	Vendor Name	Amount
301132	136323	STACIE A WITHERSPOON	200.26
301133	137016	ANGELA L WITTE	86.16
301134	109073	CRAIG J WOLF	240.85
301136	133664	WOODHOUSE FORD INC.	918.71
301137	095355	WOODWORKERS SUPPLY, INC.	72.68
301138	130716	SUSAN J WOOSTER	50.49
301139	107149	MONICA R WORMINGTON	43.00
301140	095491	GLEN E WRAGGE	258.78
301141	095674	XEROX CORPORATION (LEASES)	9,070.52
301142	101370	XEROX CORPORATION (ORDERS)	45,612.00
301143	095674	XEROX CORPORATION (LEASES)	5,303.18
301146	101717	YOUTHLIGHT INC.	415.48
301147	106195	YWCA OF OMAHA	20.00
301148	136452	JESSICA N ZAVADIL	22.57
301149	135340	SHANNON ZIMMERMAN	78.68
301150	136855	PAUL R ZOHLEN	33.22
301151	135647	LACHELLE ZUHLKE	25.52
301152	131446	TOSHIBA AMERICA INFO SYS INC	16,020.11
301153	131446	TOSHIBA AMERICA INFO SYS INC	907.00
301154	090973	UPSTART	238.29
301155	090973	UPSTART	162.13
301156	011651	AMERICAN EXPRESS	2,095.21
301157	136880	ARMBRUST FAMILY YMCA	26.25
301158	025197	CITY OF OMAHA	90.00
301159	049850	HY-VEE INC	43.83
301160	060153	KEITH W LUTZ	216.70
301161	137418	NE ACTION FOR HEALTHY KIDS INC	40.00
301163	107732	BRIAN L NELSON	312.50
301165	137247	PETER LI INC	249.00
301166	099940	RENAISSANCE LEARNING INC.	499.32
301168	131446	TOSHIBA AMERICA INFO SYS INC	91.00
301169	107354	STEPHEN W. VENTEICHER	468.75
<b>Total for GENERAL FUND</b>			<b>3,064,122.80</b>
21709	133617	CONOCOPHILLIPS	48.68
21710	100944	MCDONALD & ASSOCIATES INC	189.50
21711	109843	NEXTEL PARTNERS INC	104.56
21712	100013	OFFICE DEPOT 84133510	367.29
21713	101476	SODEXO INC & AFFILIATES	489,118.59
<b>Total for FOOD SERVICE</b>			<b>489,828.62</b>
300347	137386	LIBRARY VIDEO COMPANY	1,894.00
300440	134884	JULIE K BERGSTROM	58.25
300500	106902	COMMUNICATION SERVICES INC.	4,540.07
300555	136245	DONOVAN PROPERTIES LLC	1,564.18
300732	106314	KIRKHAM MICHAEL & ASSOCIATES INC	1,441.50
301095	090242	UNITED PARCEL SERVICE	126.61

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Check No	Vend No	Vendor Name	Amount
<b>Total for SPECIAL BUILDING</b>			<b>9,624.61</b>
300405	101318	ANTHRO CORP	38.15
300406	012989	APPLE COMPUTER, INC.	2,900.00
300513	108436	COX COMMUNICATIONS INC	89.78
300554	107232	DLR GROUP INC	6,995.45
300640	099888	GRAYBAR ELECTRIC COMPANY INC	184.51
300669	132423	HEWLETT PACKARD CO	5,475.00
300788	134668	MAGNUM RESOURCES INC	9,754.00
300823	102870	MIDLAND COMPUTER INC	438.24
300832	131328	MILLER ELECTRIC COMPANY	28,237.00
300931	132713	PROTEX CENTRAL INC	1,280.00
300960	136847	RIVERSIDE TECHNOLOGIES INC	636.52
301058	108099	THIELE GEOTECH INC	530.00
<b>Total for CONSTRUCTION</b>			<b>56,558.65</b>
300322	137366	NEBRASKA SCHOOL PUBLIC RELATIONS	25.00
300325	068840	UNIVERSITY OF NEBRASKA AT OMAHA	360.00
300372	108180	NEBRASKA HUMANITIES COUNCIL	75.00
300375	106973	RITA PASKOWITZ	560.00
300384	130403	ABILITATIONS	169.98
300413	106167	ASCD (CONFERENCE/REGISTRATIONS)	417.00
300429	099646	BARNES & NOBLE BOOKSTORE	2,984.44
300433	107979	LORI A BARTELS	110.77
300452	101364	BOOKWORM	142.67
300480	133970	CCS PRESENTATION SYSTEMS	5,643.00
300488	106836	KEVIN J CHICK	145.73
300489	024652	CHILDCRAFT EDUCATION CORP	124.88
300492	099222	CLASSROOM DIRECT	1,371.49
300496	025455	COLLEGE BOARD	95.43
300502	099792	CONSOLIDATED ELECTRICAL	89.00
300507	137295	COOPERATIVE ED SERVICE AGENCY #6	175.00
300518	026700	CRITICAL THINKING CO	57.97
300529	131003	DAILY RECORD	7.40
300551	099552	DISCOUNT SCHOOL SUPPLY	160.88
300565	094249	DURHAM MUSEUM	105.00
300573	037525	EDUCATIONAL SERVICE UNIT #3	505.00
300590	035610	ETA/CUISENAIRE	115.85
300652	063347	NANCY J HAITH	29.99
300659	136458	JEAN M HASTINGS	50.42
300666	135616	BAILEY HEMPHILL	225.00
300691	049850	HY-VEE INC	14.50
300703	131157	CHRISTINE A JANOVEC-POEHLMAN	38.26
300705	136953	JSDO I LLC	216.30
300724	056215	KAPLAN EARLY LEARNING CO	172.15
300731	056724	KINKO'S	228.90
300743	133640	JULIA N KROEKER	6.56

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Check No	Vend No	Vendor Name	Amount
300753	058755	LIDLAW TRANSIT INC	2,637.40
300754	099217	LAKESHORE LEARNING MATERIALS	494.64
300761	137408	TASSANDRA F LAYMAN	30.00
300763	130792	LEARNING RESOURCES	287.86
300774	099965	LOVE AND LOGIC INSTITUTE INC	76.92
300779	057770	LRP PUBLICATIONS INC	244.00
300794	133505	SUSAN N MARLATT	13.84
300804	133809	MARY M MCCABE	46.86
300823	102870	MIDLAND COMPUTER INC	1,206.00
300833	100316	MINDWARE	182.11
300840	063150	MSC INDUSTRIAL SUPPLY CO	141.96
300847	067000	NASCO	108.48
300848	136864	CENTER FOR OCCUPATIONAL RESEARCH	75.00
300855	068340	NEBRASKA ASSOCIATION FOR GIFTED	2,190.00
300857	068340	NEBRASKA ASSOCIATION FOR GIFTED	170.00
300859	068400	NEBRASKA COUNCIL ON ECON ED/SMG	204.00
300860	100216	NEBRASKA EDUCATIONAL TECH ASSN	445.00
300861	068445	NEBRASKA FURNITURE MART INC	2,692.50
300877	100013	OFFICE DEPOT 84133510	372.21
300895	133964	LYN E PAHLS	213.19
300906	137390	KRISTEN A PAYZANT	50.00
300908	071353	WARFIELD PCI LIMITED	180.44
300909	102699	PEARSON EDUCATION	924.74
300911	082652	PEARSON EDUCATION	3,365.72
300932	073650	PRUFROCK PRESS INC	2,310.00
300949	100642	REALLY GOOD STUFF INC	32.93
300967	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	401.25
300979	081630	SAM'S CLUB DIRECT	679.95
300986	131256	LOEL SCHETTLER	28.62
300991	137012	SHELLEY L SCHMITZ	157.00
300992	082100	SCHOLASTIC INC	205.23
300996	082350	SCHOOL SPECIALTY INC	93.50
300997	082336	SCHOOLMART	1,100.20
301000	130851	SEARCH INSTITUTE	292.95
301014	137398	SARAH SHILLER	50.00
301015	133155	MICHELLE A SHILLITO	15.80
301028	107093	CHARLENE S SNYDER	313.34
301031	067688	SOLUTION TREE LLC	632.90
301038	101378	STAFF DEVELOPMENT FOR EDUCATORS	1,622.00
301044	109822	BRAD D SULLIVAN	314.00
301048	102869	SUPER SAVER #20	38.73
301052	088654	TARGET	199.97
301053	103050	DRAPHIX, LLC	430.86
301072	135200	BRIDGETTE C TORRING	757.80
301080	089740	JEFFREY MEYERS	103.60
301098	100798	UNIVERSITY OF NE AT OMAHA	1,400.00

Date: 4/8/09

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of April 13, 2009

Check No	Vend No	Vendor Name	Amount
301099	068840	UNIVERSITY OF NEBRASKA AT OMAHA	45.00
301104	091040	VAL LTD	66.00
301121	131499	WESTERN BOWL LLC	24.00
301131	108433	WINGATE INN KEARNEY	700.00
301162	108180	NEBRASKA HUMANITIES COUNCIL	100.00
301164	106973	RITA PASKOWITZ	720.00
301167	081630	SAM'S CLUB DIRECT	101.71
<b>Total for GRANT FUND</b>			<b>43,713.78</b>
300381	010040	A & D TECHNICAL SUPPLY CO INC	1,022.31
300387	010298	TEK INDUSTRIES INC	1,107.20
300402	069689	AMSAN LLC	240.65
300441	133480	BERINGER CIACCIO DENNELL MABREY	665.00
300818	064600	METAL DOORS & HARDWARE COMPANY INC	844.00
300825	064950	MIDWEST METAL WORKS INC	70.00
300985	081880	SCHEMMER ASSOCATES INC	2,300.00
300996	082350	SCHOOL SPECIALTY INC	-14.25
301045	084907	SUNDERLAND BROTHERS COMPANY	146.80
<b>Total for DEPRECIATION</b>			<b>6,381.71</b>
300337	107948	DARREL DRAPER	125.00
300346	108435	DOUG RUZICKA	95.00
300383	010037	ABC SCHOOL SUPPLY COMPANY	68.77
300398	012050	AMERICAN LIBRARY ASSOCIATION	81.20
300407	135051	APPLES & MORE A TEACHERS STORE	239.26
300426	017900	BARCO MUNICIPAL PRODUCTS, INC.	80.00
300429	099646	BARNES & NOBLE BOOKSTORE	484.77
300456	019559	BOUND TO STAY BOUND BOOKS INC	4,277.93
300480	133970	CCS PRESENTATION SYSTEMS	1,644.00
300485	136132	ABBY CHARVAT	40.00
300519	099957	CRYSTAL SPRINGS BOOKS	176.66
300548	033473	DIETZE MUSIC HOUSE INC	1,617.04
300566	136361	NICHOLAS EARDENSOHN	60.00
300587	038431	ROBERT W. ERLANDSON	610.00
300595	136342	KEVIN FALCK	100.00
300609	135701	CHELSEA FISHER	75.00
300643	136464	RACHAEL GROHN	55.00
300644	137223	TY GRUBB	40.00
300650	135078	SHANNON GUY	96.00
300668	137412	ANNA HESSELINK	40.00
300679	132592	WILLIAM SPRAGUE, JR.	110.00
300695	134557	ELLEN R ILLG	120.00
300702	100928	J.W. PEPPER & SON INC.	38.00
300714	054492	JIM L JOHNSON	342.50
300718	134980	ABIGAIL C JORGENSEN	96.00
300733	135079	CHRISTIAN KLAIBER	60.00
300737	136699	COURTNEY KOBOLD	80.00

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of April 13, 2009

Check No	Vend No	Vendor Name	Amount
300742	137045	ALYSON KRIZ	80.00
300744	135103	RON KROENKE	160.00
300754	099217	LAKESHORE LEARNING MATERIALS	34.94
300786	130575	JAYNE MACHOLAN	540.00
300789	137410	TIMOTHY R MAHER	120.00
300800	136051	SHAYLA MATTSON	35.00
300813	131593	MELODY HOUSE	423.00
300817	134982	LYDIA ANN MERKEL	90.00
300834	136960	MLCS LTD	115.65
300842	137375	INFORMAL EDUCATION PRODUCTS LTD	126.95
300844	100883	MUSIC THEATRE INTERNATIONAL	713.50
300871	136130	EMMA O'CONNELL	70.00
300873	131582	ODEYS INC	1,000.00
300877	100013	OFFICE DEPOT 84133510	62.49
300890	071138	ORIENTAL TRADING COMPANY	48.95
300897	135566	MEGAN PALIK	70.00
300898	135518	MEAGAN PAPATYI	96.00
300923	079051	POSITIVE PROMOTIONS INC	260.45
300930	131535	RICHARD L KINGORE	36.90
300939	135884	MARK RABICK	300.00
300949	100642	REALLY GOOD STUFF INC	167.97
300955	134996	BECCA RICE	48.00
300958	137178	MILES RITCHIE	80.00
300967	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	594.00
300969	134997	KATHERINE ROUNDS	48.00
300990	081891	SCHMITT MUSIC CENTER	206.00
300993	136895	BAILEY SCHOLLMAYER	70.00
301009	136754	CCT ENTERPRISES LLC	156.00
301013	137113	BAILEY SHILLER	96.00
301023	134998	SARAH SIROTKIN	48.00
301026	136131	BRENDON SMITH	60.00
301040	136465	JAKE STAUFFER	90.00
301052	088654	TARGET	141.92
301053	103050	DRAPHIX, LLC	71.88
301100	090900	UNIVERSITY PUB, INC.	524.00
301101	090973	UPSTART	0.00
301102	090973	UPSTART	0.00
301116	135522	AMANDA WEIHL	60.00
301117	134999	FAWN WEIHL	96.00
301135	135714	ALEXIS WONG	80.00
301144	135390	CANDACE YONG	100.00
301145	137413	JAMES YONG	60.00
301155	090973	UPSTART	124.47
<b>Total for ACTIVITY FUND</b>			<b>18,158.20</b>

300369	137394	FRANCIS CARROLL MCMANN JR	-40.00
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# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of April 13, 2009

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Check No	Vend No	Vendor Name	Amount
<b>Total for</b>			-40.00
<b>Report Total</b>			3,688,348.37

# Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Funds</b>					
100 General	78,400.41	0.00	149.83	0.00	78,250.58
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	7,896.83	215.35	75.00	0.00	8,037.18
180 Interest Earned - Checking	20,052.60	315.99	0.00	0.00	20,368.59
190 Interest on Savings	44,170.66	0.00	0.00	0.00	44,170.66
<b>A General Funds Totals:</b>	<b>150,520.50</b>	<b>531.34</b>	<b>224.83</b>	<b>0.00</b>	<b>150,827.01</b>
<b>B Administrative Custody Accts</b>					
200 Staff Development	0.00	0.00	0.00	0.00	0.00
209 MPS Activities Calendar	9,588.58	0.00	0.00	0.00	9,588.58
210 Activity Express	73,936.45	4,950.00	7,961.10	0.00	70,925.35
211 Logo Sales	334.05	156.00	177.99	0.00	312.06
213 Student Showcase	60.00	0.00	0.00	0.00	60.00
215 HAL Field Trips/Preschool	-7,940.94	0.00	1,428.62	0.00	-9,369.56
220 WF Student Donation	4,201.98	0.00	0.00	0.00	4,201.98
230 Hospitality	212.18	0.00	20.99	0.00	191.19
235 Educational Services Hospitality	110.93	0.00	0.00	0.00	110.93
240 NFUSSD	1,500.00	0.00	0.00	0.00	1,500.00
245 Paybac	0.00	0.00	0.00	0.00	0.00
<b>B Administrative Custody Accts Totals:</b>	<b>82,003.23</b>	<b>5,106.00</b>	<b>9,588.70</b>	<b>0.00</b>	<b>77,520.53</b>
<b>C School Custody Accts</b>					
300 Instrument Rental	52,347.34	0.00	0.00	0.00	52,347.34
310 South Swim Lessons	7,410.00	0.00	0.00	0.00	7,410.00
320 North Swim Lessons	4,430.00	0.00	0.00	0.00	4,430.00
325 West Swim Lessons	8,330.00	0.00	0.00	0.00	8,330.00
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	1,899.12	0.00	0.00	0.00	1,899.12
355 Tech Vending	1,087.52	0.00	0.00	0.00	1,087.52
360 Facility Use Rental Fee	48,042.53	7,352.53	0.00	0.00	55,395.06
365 Facility Use Building Access	249,444.87	9,193.50	0.00	0.00	258,638.37
366 Facility Use Staffing	68,223.20	6,918.50	0.00	0.00	75,141.70
370 No Longer Used	0.00	0.00	0.00	0.00	0.00
400 Check Collection	42.65	245.50	245.50	0.00	42.65
500 District Wide Coca-Cola	0.00	0.00	0.00	0.00	0.00
<b>C School Custody Accts Totals:</b>	<b>441,257.23</b>	<b>23,710.03</b>	<b>245.50</b>	<b>0.00</b>	<b>464,721.76</b>
<b>D Investments</b>					
900 Savings	-157,378.17	0.00	0.00	0.00	-157,378.17
<b>D Investments Totals:</b>	<b>-157,378.17</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-157,378.17</b>
<b>Q Extra-Curriculars</b>					
1020 HAL Field Trips	7,656.60	836.00	0.00	0.00	8,492.60
1030 Parent Pay PreSchool	0.00	0.00	0.00	0.00	0.00
<b>Q Extra-Curriculars Totals:</b>	<b>7,656.60</b>	<b>836.00</b>	<b>0.00</b>	<b>0.00</b>	<b>8,492.60</b>
<b>Report Totals:</b>	<b>524,059.39</b>	<b>30,183.37</b>	<b>10,059.03</b>	<b>0.00</b>	<b>544,183.73</b>

*Linda K. Mohlman*

Linda K. Mohlman, DSAC  
Executive Secretary

*Chris Hughes*

Chris Hughes, DSAC  
Accounting Manager

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Arranged by:  
Group ID and Activity Number <sup>47</sup>

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	1,622.29	0.00	17.98	0.00	1,604.31
110 GENERAL FUND	24,817.34	5,604.00	5,076.94	0.00	25,344.40
111 INTEREST EARNED CHECKING	1,879.78	19.79	0.00	0.00	1,899.57
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>28,319.41</b>	<b>5,623.79</b>	<b>5,094.92</b>	<b>0.00</b>	<b>28,848.28</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,183.40	94.80	0.00	0.00	2,278.20
502 ENVIRONMENTAL CLUB	0.00	0.00	0.00	0.00	0.00
503 MUSIC CLUB	0.00	0.00	0.00	0.00	0.00
504 LEADERSHIP PROGRAM	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>2,183.40</b>	<b>94.80</b>	<b>0.00</b>	<b>0.00</b>	<b>2,278.20</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 CROSSING GUARD	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
610 MEDIA	1,723.41	3,248.52	2,085.42	0.00	2,886.51
615 FIELD TRIPS	58.58	0.00	355.50	0.00	-296.92
619 World Language	102.48	0.00	0.00	0.00	102.48
620 TEACHER PTO	0.00	0.00	0.00	0.00	0.00
625 TEACHER FUND	0.00	0.00	0.00	0.00	0.00
630 R.E.A.D.	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>1,884.47</b>	<b>3,248.52</b>	<b>2,440.92</b>	<b>0.00</b>	<b>2,692.07</b>
<b>F DISTRICT CUSTODIAL ACCT.</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL ACCT. Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Extra Curricular Activities</b>					
1000 Kindergarten field trips	785.25	0.00	0.00	0.00	785.25
1010 1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1030 3rd Grade Field Trips	247.50	0.00	0.00	0.00	247.50
1040 4th Grade Field Trips	0.03	0.00	0.00	0.00	0.03
1050 5th Grade Field Trips	121.77	0.00	0.00	0.00	121.77
1060 Spanish Class	0.00	0.00	0.00	0.00	0.00
<b>Q Extra Curricular Activities Totals:</b>	<b>1,154.55</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,154.55</b>
<b>R Other Activities</b>					
2000 Leadership Academy	0.00	0.00	0.00	0.00	0.00
2010 Saturday Recreation	0.00	0.00	0.00	0.00	0.00
<b>R Other Activities Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>33,541.83</b>	<b>8,967.11</b>	<b>7,535.84</b>	<b>0.00</b>	<b>34,973.10</b>

*Cynthia Rubin*  
Secretary

*Eric Chaussee*  
Principal

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

48 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
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending	342.83	0.00	277.94	0.00	64.89
110 GENERAL FUND	5,673.19	2,506.50	2,625.06	324.00	5,878.63
115 Interest Earned Checking	639.00	15.22	0.00	-624.00	30.22
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>6,655.02</b>	<b>2,521.72</b>	<b>2,903.00</b>	<b>-300.00</b>	<b>5,973.74</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 Student Council	649.02	0.00	0.00	0.00	649.02
515 Art Club	111.78	0.00	0.00	-111.78	0.00
520 yearbook	0.00	0.00	0.00	0.00	0.00
525 Landscaping	1,227.14	0.00	0.00	0.00	1,227.14
530 Ackerman Readers	0.00	0.00	0.00	550.00	550.00
535 Choir	40.25	0.00	0.00	0.00	40.25
540 Field Day	402.21	0.00	0.00	0.00	402.21
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>2,430.40</b>	<b>0.00</b>	<b>0.00</b>	<b>438.22</b>	<b>2,868.62</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 Social	1,912.53	0.00	71.98	0.00	1,840.55
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	5,784.57	4,047.16	3,183.83	-250.00	6,397.90
615 Field Trip	-3,307.42	0.00	506.91	0.00	-3,814.33
620 Art K-5	5,520.32	11.00	60.21	111.78	5,582.89
625 Birthday Book Club	328.18	0.00	0.00	0.00	328.18
630 Fundraiser	695.09	0.00	0.00	0.00	695.09
635 Teacher Grant Money	635.68	250.00	0.00	0.00	885.68
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>11,568.95</b>	<b>4,308.16</b>	<b>3,822.93</b>	<b>-138.22</b>	<b>11,915.96</b>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q FEE FUND</b>					
0	0.00	0.00	0.00	0.00	0.00
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1001 Kdg. Field Trips	750.75	0.00	0.00	0.00	750.75
1010 First Grade Field Trip	589.00	0.00	0.00	0.00	589.00
1020 Second Grade Field Trip	326.15	104.50	0.00	-5.50	425.15
1030 Third Grade Field Trip	252.00	0.00	0.00	0.00	252.00
1040 Fourth Grade Field Trip	811.50	246.75	0.00	0.00	1,058.25
1050 Fifth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
<b>Q FEE FUND Totals:</b>	<b>2,729.40</b>	<b>351.25</b>	<b>0.00</b>	<b>-5.50</b>	<b>3,075.15</b>
<b>Report Totals:</b>	<b>23,383.77</b>	<b>7,181.13</b>	<b>6,725.93</b>	<b>-5.50</b>	<b>23,833.47</b>

*Michelle Madsen*  
*Myssa Gilbert*

ALL Data

# Current Cash Balance Report

49

Arranged by:

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	245.27	0.00	37.87	0.00	207.40
110 GENERAL FUND	18,741.22	2,346.33	137.48	0.00	20,950.07
120 INTEREST EARNED CHECKING	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>18,986.49</b>	<b>2,346.33</b>	<b>175.35</b>	<b>0.00</b>	<b>21,157.47</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	66.29	0.00	0.00	0.00	66.29
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>66.29</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>66.29</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 SOCIAL COMMITTEE	250.35	0.00	0.00	0.00	250.35
602 NOT IN USE	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	266.71	0.00	0.00	0.00	266.71
615 FIELD TRIPS	-692.53	0.00	0.00	0.00	-692.53
620 BOOKFAIRS	0.00	0.00	0.00	0.00	0.00
630 BIRTHDAY BOOK CLUB	237.33	15.00	0.00	0.00	252.33
640 PLAYGROUND EQUIPMENT	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>61.86</b>	<b>15.00</b>	<b>0.00</b>	<b>0.00</b>	<b>76.86</b>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Fee Fund</b>					
1000 Kindergarten field trip	416.50	0.00	0.00	0.00	416.50
1010 1st grade field trips	577.00	0.00	0.00	0.00	577.00
1020 2nd grade field trips	0.00	0.00	0.00	0.00	0.00
1030 3rd grade field trips	284.00	0.00	0.00	0.00	284.00
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
<b>Q Fee Fund Totals:</b>	<b>1,277.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,277.50</b>
<b>Report Totals:</b>	<b>20,392.14</b>	<b>2,361.33</b>	<b>175.35</b>	<b>0.00</b>	<b>22,578.12</b>

ALDRICH ELEMENTARY  
 FEBRUARY RECONCILIATION  
 03/09/09

*Lori Lirette*  
 \_\_\_\_\_  
 LORI LIRETTE  
 SECRETARY

*Susie Melliger*  
 \_\_\_\_\_  
 SUSIE MELLIGER  
 PRINCIPAL

# Current Cash Balance Report

ALL Data

50 arranged by:

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 GENERAL	6,320.02	2,444.82	381.33	0.00	8,383.51
110 VENDING	37.45	0.00	0.00	0.00	37.45
125 Interest Earned	533.11	28.59	0.00	0.00	561.70
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>6,890.58</b>	<b>2,473.41</b>	<b>381.33</b>	<b>0.00</b>	<b>8,982.66</b>
<b>B Mini-Classes</b>					
800 DO NOT USE	0.00	0.00	0.00	0.00	0.00
801 DO NOT USE	0.00	0.00	0.00	0.00	0.00
802 DO NOT USE	0.00	0.00	0.00	0.00	0.00
803 DO NOT USE	0.00	0.00	0.00	0.00	0.00
804 DO NOT USE	0.00	0.00	0.00	0.00	0.00
805 DO NOT USE	0.00	0.00	0.00	0.00	0.00
806 DO NOT USE	0.00	0.00	0.00	0.00	0.00
807 DO NOT USE	0.00	0.00	0.00	0.00	0.00
<b>B Mini-Classes Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>C SCHOOL CUSTODIAL ACCT.</b>					
101 Reading connections	50.65	0.00	0.00	0.00	50.65
300 ART SUPPLIES	4,914.05	0.00	0.00	0.00	4,914.05
400 Technology	72.10	0.00	0.00	0.00	72.10
401 "Read a thon" for Winnebago	0.00	0.00	0.00	0.00	0.00
410 VIP	28,433.57	0.00	698.45	0.00	27,735.12
<b>C SCHOOL CUSTODIAL ACCT. Totals:</b>	<b>33,470.37</b>	<b>0.00</b>	<b>698.45</b>	<b>0.00</b>	<b>32,771.92</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
113 Fun and Field Day	394.29	0.00	0.00	0.00	394.29
501 STUDENT COUNCIL	265.57	561.36	394.66	0.00	432.27
605 Destination Imagination	1,395.21	0.00	0.00	0.00	1,395.21
607 Choir /T shirts	8.70	0.00	0.00	0.00	8.70
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>2,063.77</b>	<b>561.36</b>	<b>394.66</b>	<b>0.00</b>	<b>2,230.47</b>
<b>E ADMINISTRATIVE CUSTODIAL</b>					
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
610 MEDIA	3,319.69	35.97	44.26	0.00	3,311.40
611 Birthday Book club	2,124.74	100.00	0.00	0.00	2,224.74
615 FIELD TRIPS	-2,312.49	0.00	0.00	0.00	-2,312.49
725 Fundraising	1,432.77	0.00	0.00	0.00	1,432.77
<b>E ADMINISTRATIVE CUSTODIAL Totals:</b>	<b>4,564.71</b>	<b>135.97</b>	<b>44.26</b>	<b>0.00</b>	<b>4,656.42</b>
<b>Q Fee Fund Account</b>					
1001 Kdg. Field Trip	804.50	0.00	0.00	0.00	804.50
1101 First Grade Field Trip	767.75	0.00	0.00	0.00	767.75
1201 Second Grade Field Trp	261.75	0.00	0.00	0.00	261.75
1202 Choir Shirts	455.50	39.00	165.76	0.00	328.74
1301 Third Grade Field Trip	378.90	5.03	0.00	0.00	383.93
1401 Fourth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1501 Fifth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
<b>Q Fee Fund Account Totals:</b>	<b>2,668.40</b>	<b>44.03</b>	<b>165.76</b>	<b>0.00</b>	<b>2,546.67</b>
<b>U Do Not Use</b>					
200 DO NOT USE	0.00	0.00	0.00	0.00	0.00
606 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
1100 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1200 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1300 DO NOT USE	0.00	0.00	0.00	0.00	0.00

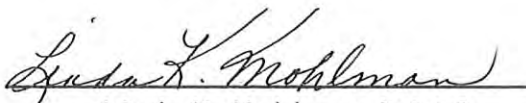
# Current Cash Balance Report

ALL Data

Date: 02/01/2009 thru 02/28/2009

51ranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1350 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1400 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1500 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1600 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1700 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1800 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1900 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:	49,657.83	3,214.77	1,684.46	0.00	51,188.14

  
 Linda K. Mohlman, DSAC  
 Executive Secretary


  
 Josh Fields, Black Elk Elementary  
 Principal


# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

52 arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING/ADULT	434.11	0.00	0.00	0.00	434.11
105 VENDING/STUDENT	278.29	47.75	0.00	0.00	326.04
110 GENERAL FUND	4,772.71	1,465.00	130.81	0.00	6,106.90
115 BUILDING FUNDRAISER	287.00	0.00	0.00	0.00	287.00
200 CHECKING INTEREST	658.13	7.62	0.00	0.00	665.75
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>6,430.24</b>	<b>1,520.37</b>	<b>130.81</b>	<b>0.00</b>	<b>7,819.80</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	382.66	0.00	0.00	0.00	382.66
550 ART CLUB	8.17	0.00	0.00	0.00	8.17
560 DRAMA CLUB	-143.50	0.00	0.00	0.00	-143.50
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>247.33</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>247.33</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 EARLY CHILDHOOD	0.00	0.00	0.00	0.00	0.00
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 MEDIA CENTER	3,570.40	2,313.34	1,159.27	0.00	4,724.47
615 FIELD TRIPS	-856.62	38.50	306.00	0.00	-1,124.12
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>2,713.78</b>	<b>2,351.84</b>	<b>1,465.27</b>	<b>0.00</b>	<b>3,600.35</b>
<b>F DISTRICT CUSTODIAL</b>					
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
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q EXTRA CURRICULAR ACTIVITIES</b>					
1000 KINDERGARTEN FIELD TRIPS	396.50	0.00	0.00	0.00	396.50
1010 FIRST GRADE FIELD TRIPS	357.00	0.00	0.00	0.00	357.00
1020 SECOND GRADE FIELD TRIPS	290.00	0.00	0.00	0.00	290.00
1030 THIRD GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE FIELD TRIPS	658.70	0.00	0.00	0.00	658.70
1050 FIFTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRA CURRICULAR ACTIVITIES Totals:</b>	<b>1,702.20</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,702.20</b>
<b>R CLUBS</b>					
2000 ART CLUB	0.00	170.00	0.00	0.00	170.00
2005 DRAMA CLUB	110.00	0.00	0.00	0.00	110.00
<b>R CLUBS Totals:</b>	<b>110.00</b>	<b>170.00</b>	<b>0.00</b>	<b>0.00</b>	<b>280.00</b>
<b>Report Totals:</b>	<b>11,203.55</b>	<b>4,042.21</b>	<b>1,596.08</b>	<b>0.00</b>	<b>13,649.68</b>

  
Linda K. Mohlman, DSAC  
Executive Secretary

  
Brad Sullivan, Bryan  
Principal



# Current Cash Balance Report

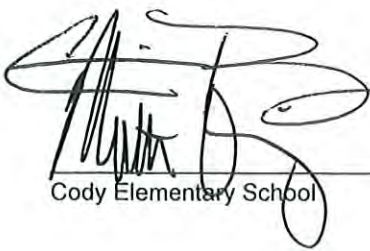
Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	1,165.73	0.00	234.43	0.00	931.30
110 GENERAL	8,935.04	2,175.00	446.50	0.00	10,663.54
120 Paybac/Local Merchants	2,879.50	163.12	0.00	0.00	3,042.62
130 HOSPITALITY	523.06	0.00	0.00	0.00	523.06
140 INTEREST EARNED CHECKING	1,554.34	15.18	0.00	0.00	1,569.52
150 ART	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>15,057.67</b>	<b>2,353.30</b>	<b>680.93</b>	<b>0.00</b>	<b>16,730.04</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,063.01	35.00	0.00	0.00	2,098.01
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>2,140.24</b>	<b>35.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,175.24</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 FIELD TRIPS	-2,312.30	0.00	0.00	0.00	-2,312.30
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	6,846.67	88.90	813.46	0.00	6,122.11
615 Do Not Use	0.00	0.00	0.00	0.00	0.00
625 BOWLING	14.95	0.00	0.00	0.00	14.95
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>4,549.32</b>	<b>88.90</b>	<b>813.46</b>	<b>0.00</b>	<b>3,824.76</b>
<b>F DISTRICT CUSTODIAL</b>					
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q EXTRA -CURRICULAR ACTIVITIES</b>					
1000 KINDERGARTEN FIELD TRIPS	616.05	0.00	0.00	0.00	616.05
1010 1ST GRADE FIELD TRIPS	1,457.00	0.00	0.00	0.00	1,457.00
1020 2ND GRADE FIELD TRIPS	387.60	0.00	0.00	0.00	387.60
1030 3RD GRADE FIELD TRIPS	-3.00	0.00	0.00	0.00	-3.00
1040 4TH GRADE FIELD TRIPS	135.00	0.00	0.00	0.00	135.00
1050 5TH GRADE FIELD TRIPS	256.85	0.00	0.00	0.00	256.85
<b>Q EXTRA -CURRICULAR ACTIVITIES Totals:</b>	<b>2,849.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,849.50</b>
<b>R CLUBS</b>					
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
<b>R CLUBS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Z INACTIVE</b>					
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
<b>Z INACTIVE Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>24,596.73</b>	<b>2,477.20</b>	<b>1,494.39</b>	<b>0.00</b>	<b>25,579.54</b>




# Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	282.24	0.00	0.00	0.00	282.24
110 GENERAL	4,130.39	895.00	421.60	0.00	4,603.79
120 TECHNOLOGY FUND	606.57	0.00	0.00	0.00	606.57
130 COFFEE	30.62	0.00	18.08	0.00	12.54
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	40.54	7.89	0.00	0.00	48.43
180 PTA DISCRETIONARY	135.63	0.00	0.00	0.00	135.63
190 ASSIGNMENT NOTEBOOKS	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>5,241.91</b>	<b>902.89</b>	<b>439.68</b>	<b>0.00</b>	<b>5,705.12</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	4,075.00	0.00	155.90	0.00	3,919.10
502 CODY APPAREL	962.36	25.50	7.50	0.00	980.36
520 STUDENT CLUBS	320.22	0.00	0.00	0.00	320.22
530 LOVE AND LOGIC	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>5,357.58</b>	<b>25.50</b>	<b>163.40</b>	<b>0.00</b>	<b>5,219.68</b>
<b>E ADMINISTRATIVE CUSTODIAL FUND</b>					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	109.45	5.00	71.42	0.00	43.03
610 MEDIA	936.36	0.00	0.00	0.00	936.36
611 MEDIA - DONATIONS	157.71	0.00	0.00	0.00	157.71
615 FIELD TRIP	-520.27	0.00	0.00	0.00	-520.27
620 Instrument Rental	552.26	0.00	45.00	0.00	507.26
630 STUDENT PARTY MONEY	1.75	0.00	0.00	0.00	1.75
640 SPECIAL PROJECTS FUND	850.74	0.00	0.00	0.00	850.74
<b>E ADMINISTRATIVE CUSTODIAL FUND Totals:</b>	<b>2,088.00</b>	<b>5.00</b>	<b>116.42</b>	<b>0.00</b>	<b>1,976.58</b>
<b>F NOT IN USE</b>					
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
<b>F NOT IN USE Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Extra-Curricular Activities</b>					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1005 Kindergarten Field Trips	148.00	0.00	0.00	0.00	148.00
1010 First Grade Field Trips	132.25	0.00	0.00	0.00	132.25
1020 Second Grade Field Trips	175.00	0.00	0.00	0.00	175.00
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q Extra-Curricular Activities Totals:</b>	<b>455.25</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>455.25</b>
<b>R Clubs</b>					
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	145.00	0.00	0.00	0.00	145.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
<b>R Clubs Totals:</b>	<b>145.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>145.00</b>
<b>Report Totals:</b>	<b>13,287.74</b>	<b>933.39</b>	<b>719.50</b>	<b>0.00</b>	<b>13,501.63</b>



3/16/09 Secretary

3-18-09

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	-222.07	0.00	28.09	0.00	-250.16
110 GENERAL FUND	6,902.38	1,880.00	1,693.09	0.00	7,089.29
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	974.04	10.74	0.00	0.00	984.78
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>15,853.63</b>	<b>1,890.74</b>	<b>1,721.18</b>	<b>0.00</b>	<b>16,023.19</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	-179.01	371.08	66.99	0.00	125.08
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>-179.01</b>	<b>371.08</b>	<b>66.99</b>	<b>0.00</b>	<b>125.08</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 READ	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	490.24	2,484.94	0.00	0.00	2,975.18
615 FIELD TRIPS	-145.42	0.00	321.48	0.00	-466.90
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	70.68	0.00	8.06	0.00	62.62
650 GRANT MONEY	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>606.50</b>	<b>2,484.94</b>	<b>329.54</b>	<b>0.00</b>	<b>2,761.90</b>
<b>F DISTRICT CUSTODIAL</b>					
700 REINBURSEMENTS	962.44	0.00	0.00	0.00	962.44
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>962.44</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>962.44</b>
<b>Q FEE FUNDED ACCTS</b>					
1000 KINDERGARTEN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1010 1ST GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1020 2ND GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1030 3RD GRADE FIELD TRIPS	140.00	0.00	0.00	0.00	140.00
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
<b>Q FEE FUNDED ACCTS Totals:</b>	<b>140.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>140.00</b>
<b>Report Totals:</b>	<b>17,383.56</b>	<b>4,746.76</b>	<b>2,117.71</b>	<b>0.00</b>	<b>20,012.61</b>

*Nancy Johnson, principal*  
 Cottonwood Elementary School

*Candy Beth Secretary*  
 03/25/2009 02:45:56 PM Page 1

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	2,322.99	-5.25	337.50	-5.25	1,974.99
110 GENERAL FUND	3,023.53	1,755.00	28.50	0.00	4,750.03
200 INTEREST EARNED CHECKING	1,068.36	10.89	0.00	5.25	1,084.50
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>6,414.88</b>	<b>1,760.64</b>	<b>366.00</b>	<b>0.00</b>	<b>7,809.52</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	605.30	0.00	0.00	0.00	605.30
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>605.30</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>605.30</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	944.21	0.00	0.00	0.00	944.21
610 LIBRARY	976.96	0.00	0.00	0.00	976.96
615 FIELD TRIPS	-332.77	0.00	122.50	0.00	-455.27
620 FIELD TRIPS/PTO FUND	-129.88	0.00	0.00	0.00	-129.88
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>1,458.52</b>	<b>0.00</b>	<b>122.50</b>	<b>0.00</b>	<b>1,336.02</b>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q FIELD TRIP FEES</b>					
1010 Kindergarten Field Trips	235.00	0.00	0.00	0.00	235.00
1011 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1012 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1013 Third Grade Field Trips	0.05	0.00	0.00	0.00	0.05
1014 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1015 Fifth Grade Field Trips	0.00	115.50	0.00	0.00	115.50
1016 K-5 SPED Field Trips	32.25	0.00	0.00	0.00	32.25
<b>Q FIELD TRIP FEES Totals:</b>	<b>267.30</b>	<b>115.50</b>	<b>0.00</b>	<b>0.00</b>	<b>382.80</b>
<b>Report Totals:</b>	<b>8,746.00</b>	<b>1,876.14</b>	<b>488.50</b>	<b>0.00</b>	<b>10,133.64</b>

*Ressa Laprentz 3/23/09*  
*M/All J... 3/23/09*

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	-18.95	0.00	0.00	0.00	-18.95
110 GENERAL FUND	3,189.11	1,860.00	282.30	0.00	4,766.81
120 Interest on checking	29.05	5.57	0.00	0.00	34.62
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>3,199.21</b>	<b>1,865.57</b>	<b>282.30</b>	<b>0.00</b>	<b>4,782.48</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	205.50	160.50	0.00	0.00	366.00
510 Art Projects	0.00	0.00	0.00	0.00	0.00
520 T-shirts	388.00	0.00	0.00	0.00	388.00
550 Pencils	631.41	55.25	0.00	0.00	686.66
590 One Book, One School	156.01	46.06	129.15	0.00	72.92
655 Landscaping	0.00	0.00	0.00	0.00	0.00
690 Marquee Fund	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,380.92</b>	<b>261.81</b>	<b>129.15</b>	<b>0.00</b>	<b>1,513.58</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	1,013.79	0.00	129.12	0.00	884.67
606 MAGAZINES	601.44	1.00	0.00	0.00	602.44
610 LIBRARY	1,376.07	10.00	0.00	0.00	1,386.07
615 FIELD TRIPS	-2,255.31	0.00	192.00	0.00	-2,447.31
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	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>735.99</b>	<b>11.00</b>	<b>321.12</b>	<b>0.00</b>	<b>425.87</b>
<b>Q</b>					
1000 Kindergarten field trips	736.25	0.00	0.00	0.00	736.25
1010 1st grade field trips	0.00	511.00	0.00	0.00	511.00
1020 2nd grade field trips	346.50	0.00	0.00	0.00	346.50
1030 3rd grade field trip	0.00	0.00	0.00	0.00	0.00
1040 4th grade field trips	782.65	0.00	0.00	0.00	782.65
1050 5th grade field trips	1,031.38	0.00	0.00	0.00	1,031.38
1060 Sped field trips	41.00	0.00	0.00	0.00	41.00
<b>Q Totals:</b>	<b>2,937.78</b>	<b>511.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,448.78</b>
<b>R</b>					
2020 Echoes	0.00	0.00	0.00	0.00	0.00
<b>R Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>8,253.90</b>	<b>2,649.38</b>	<b>732.57</b>	<b>0.00</b>	<b>10,170.71</b>

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	-246.84	0.00	0.00	0.00	-246.84
110 GENERAL FUND	6,580.24	900.00	843.86	0.00	6,636.38
115 Interest Earned Checking	1,079.72	8.16	0.00	0.00	1,087.88
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>7,413.12</b>	<b>908.16</b>	<b>843.86</b>	<b>0.00</b>	<b>7,477.42</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
510 STUDENT COUNCIL	638.53	0.00	0.00	0.00	638.53
1060 Choir/Strings/Band	289.25	0.00	0.00	0.00	289.25
1070 HAL	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>927.78</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>927.78</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	-199.36	27.76	44.24	0.00	-215.84
615 FIELD TRIPS	-1,171.20	0.00	83.16	0.00	-1,254.36
620 HOSPITALITY FUND	-11.34	0.00	0.00	0.00	-11.34
630 FUND RAISER	3,427.87	949.62	855.00	0.00	3,522.49
635 SAFETY PATROL	-52.09	0.00	0.00	0.00	-52.09
640 ART	2,197.61	0.00	0.00	0.00	2,197.61
650 5th Grade Art	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>4,191.49</b>	<b>977.38</b>	<b>982.40</b>	<b>0.00</b>	<b>4,186.47</b>
<b>F DISTRICT CUSTODIAL</b>					
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
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Fee Fund</b>					
1000 Kindergarten Field Trips	323.00	0.00	0.00	0.00	323.00
1010 First Grade Field Trips	129.00	0.00	0.00	0.00	129.00
1020 Second Grade Field Trips	230.00	0.00	0.00	0.00	230.00
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	0.00	46.00	0.00	0.00	46.00
<b>Q Fee Fund Totals:</b>	<b>682.00</b>	<b>46.00</b>	<b>0.00</b>	<b>0.00</b>	<b>728.00</b>
<b>Report Totals:</b>	<b>13,214.39</b>	<b>1,931.54</b>	<b>1,826.26</b>	<b>0.00</b>	<b>13,319.67</b>

*Cheyl Gerace*

3-5-09

*Robertal Weimer*

3-5-09

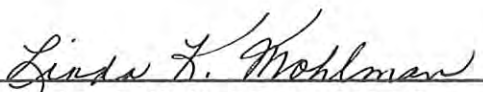
# Current Cash Balance Report


ALL Data

Date: 02/01/2009 thru 02/28/2009

Sorted by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending	838.32	0.00	0.00	0.00	838.32
110 General	11,814.18	956.20	169.36	0.00	12,601.02
112 Bank Charges and Interest	613.76	13.64	0.00	0.00	627.40
615 DO NOT USE	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>13,266.26</b>	<b>969.84</b>	<b>169.36</b>	<b>0.00</b>	<b>14,066.74</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 Student Council	470.12	0.00	0.00	0.00	470.12
502 DO NOT USE	-112.70	0.00	0.00	0.00	-112.70
611 Hitchcock Clothing	60.32	0.00	0.00	0.00	60.32
616 CREATIVE CUBS	163.65	0.00	27.77	0.00	135.88
2001 DO NOT USE	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>581.39</b>	<b>0.00</b>	<b>27.77</b>	<b>0.00</b>	<b>553.62</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
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	683.10	0.00	354.46	0.00	328.64
604 Classroom Supplies	16.00	0.00	0.00	0.00	16.00
605 READ	521.14	0.00	0.00	0.00	521.14
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	1,924.61	1,248.59	15.98	0.00	3,157.22
612 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
613 Art Fund	5,459.16	0.00	398.00	0.00	5,061.16
614 Hitchcock Mini Classes	0.00	0.00	0.00	0.00	0.00
650 Fundraiser	180.00	0.00	0.00	0.00	180.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>8,821.01</b>	<b>1,248.59</b>	<b>768.44</b>	<b>0.00</b>	<b>9,301.16</b>
<b>F DISTRICT CUSTODIAL</b>					
620 NOT USED	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Extra Curricular Activities</b>					
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	54.60	194.05	0.00	0.00	248.65
1030 3rd grade field trips	0.00	0.00	0.00	0.00	0.00
1040 4th grade field trips	0.00	214.50	0.00	0.00	214.50
1050 5th grade field trips	0.00	0.00	0.00	0.00	0.00
1060 SPED Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q Extra Curricular Activities Totals:</b>	<b>54.60</b>	<b>408.55</b>	<b>0.00</b>	<b>0.00</b>	<b>463.15</b>
<b>R Clubs</b>					
2000 Art Club	0.00	0.00	0.00	0.00	0.00
<b>R Clubs Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>22,723.26</b>	<b>2,626.98</b>	<b>965.57</b>	<b>0.00</b>	<b>24,384.67</b>

  
Linda K. Mohlman, DSAC  
Executive Secretary

  
Mandy Johnson, Hitchcock  
Principal

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	2,119.96	0.00	0.00	0.00	2,119.96
110 GENERAL FUND	9,458.70	1,965.00	57.60	0.00	11,366.10
200 INTEREST EARNED CHECKING	1,181.64	12.45	0.00	0.00	1,194.09
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>12,760.30</b>	<b>1,977.45</b>	<b>57.60</b>	<b>0.00</b>	<b>14,680.15</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,505.27	573.00	661.00	0.00	2,417.27
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>2,505.27</b>	<b>573.00</b>	<b>661.00</b>	<b>0.00</b>	<b>2,417.27</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 PTA/TEACHER	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,274.90	0.00	0.00	0.00	3,274.90
615 FIELD TRIPS	437.20	0.00	135.28	0.00	301.92
620 PAYBAC	360.86	0.00	0.00	0.00	360.86
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>4,072.96</b>	<b>0.00</b>	<b>135.28</b>	<b>0.00</b>	<b>3,937.68</b>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q EXTRA-CURRICULAR ACTIVITIES</b>					
1000 KINDERGARTEN	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE	616.25	0.00	0.00	0.00	616.25
1020 SECOND GRADE	0.00	0.00	0.00	0.00	0.00
1030 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE	0.00	0.00	0.00	0.00	0.00
1050 FIFTH GRADE	82.50	50.00	0.00	0.00	132.50
<b>Q EXTRA-CURRICULAR ACTIVITIES Totals:</b>	<b>698.75</b>	<b>50.00</b>	<b>0.00</b>	<b>0.00</b>	<b>748.75</b>
<b>Report Totals:</b>	<b>20,037.28</b>	<b>2,600.45</b>	<b>853.88</b>	<b>0.00</b>	<b>21,783.85</b>

**SUBMITTED BY:** Mary Bobka

**POSITION:** Secretary

**APPROVED:** 



# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

61 Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	98.18	0.00	170.20	107.00	34.98
110 GENERAL	2,871.67	2,812.00	2,889.62	38.50	2,832.55
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	251.62	7.94	0.00	0.00	259.56
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>3,221.47</b>	<b>2,819.94</b>	<b>3,059.82</b>	<b>145.50</b>	<b>3,127.09</b>
<b>C CLUBS AND ORGANIZATIONS</b>					
501 ST. COUNCIL	484.22	10.25	150.00	0.00	344.47
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
<b>C CLUBS AND ORGANIZATIONS Totals:</b>	<b>486.06</b>	<b>10.25</b>	<b>150.00</b>	<b>0.00</b>	<b>346.31</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	470.41	0.00	78.47	0.00	391.94
604 ART	4,062.57	0.00	88.74	-145.50	3,828.33
606 MINI CLASSES	-443.22	0.00	0.00	0.00	-443.22
607 PE/MUSIC	817.93	0.00	0.00	0.00	817.93
610 LIBRARY	2,263.03	1,983.89	1,863.67	0.00	2,383.25
615 FIELD TRIPS	-6,178.70	0.00	1,844.63	0.00	-8,023.33
620 MONTESSORI PRESCHOOL	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>992.02</b>	<b>1,983.89</b>	<b>3,875.51</b>	<b>-145.50</b>	<b>-1,045.10</b>
<b>Q FIELD TRIPS</b>					
1000 KINDERGARTEN	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE	0.00	0.00	0.00	0.00	0.00
1020 SECOND GRADE	145.00	0.00	0.00	0.00	145.00
1030 THIRD GRADE	163.71	0.00	0.00	0.00	163.71
1040 FOURTH GRADE	0.00	0.00	0.00	0.00	0.00
1050 FIFTH GRADE	512.00	0.00	0.00	0.00	512.00
1060 PREPRIMARY MONTESSORI	2,118.25	347.00	0.00	0.00	2,465.25
1070 PRIMARY MONTESSORI	1,532.60	0.00	0.00	0.00	1,532.60
1080 INTERMEDIATE MONTESSORI	1,550.75	114.00	0.00	0.00	1,664.75
1090 PRESCHOOL	860.35	152.00	0.00	0.00	1,012.35
<b>Q FIELD TRIPS Totals:</b>	<b>6,882.66</b>	<b>613.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,495.66</b>
<b>R CLUBS</b>					
2020 SWING CHOIR	0.00	392.95	490.55	0.00	-97.60
<b>R CLUBS Totals:</b>	<b>0.00</b>	<b>392.95</b>	<b>490.55</b>	<b>0.00</b>	<b>-97.60</b>
<b>S MINI-CLASSES</b>					
3000 MINI-CLASSES	1,220.00	1,295.00	0.00	0.00	2,515.00
3010 LEADERSHIP CLASSES	0.00	0.00	0.00	0.00	0.00
<b>S MINI-CLASSES Totals:</b>	<b>1,220.00</b>	<b>1,295.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,515.00</b>
<b>Report Totals:</b>	<b>12,802.21</b>	<b>7,115.03</b>	<b>7,575.88</b>	<b>0.00</b>	<b>12,341.36</b>

✓ Kodigard 3-20-09  
 J. Maltz 3-20-09

# Current Cash Balance Report

ALL Data

Date: 02/01/2009 thru 02/28/2009

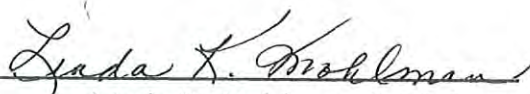
62 Arranged by  
Group ID and Activity Number


Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	693.51	0.00	15.95	0.00	677.56
110 GENERAL FUND	5,537.61	1,902.00	268.46	0.00	7,171.15
115 INTEREST EARNED CHECKING	629.71	12.27	0.00	0.00	641.98
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>6,860.83</b>	<b>1,914.27</b>	<b>284.41</b>	<b>0.00</b>	<b>8,490.69</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,494.64	96.50	536.89	0.00	2,054.25
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
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>2,496.19</b>	<b>96.50</b>	<b>536.89</b>	<b>0.00</b>	<b>2,055.80</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
600 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
601 SITE BASE	40.37	0.00	0.00	0.00	40.37
602 HOSPITALITY	477.26	0.00	0.00	0.00	477.26
603 FIELD TRIPS	761.45	0.00	35.00	0.00	726.45
605 READ	359.22	0.00	0.00	0.00	359.22
610 LIBRARY	5,136.28	60.58	0.00	0.00	5,196.86
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	3,539.90	1,000.00	1,354.48	0.00	3,185.42
640 SPED GRANT	0.00	0.00	0.00	0.00	0.00
650 PLAYGROUND	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>10,314.48</b>	<b>1,060.58</b>	<b>1,389.48</b>	<b>0.00</b>	<b>9,985.58</b>
<b>Q EXTRA CURRICULAR ACTIVITES</b>					
1005 Kindergarten Field Trips	352.80	0.00	0.00	0.00	352.80
1010 First Grade Field Trips	134.25	0.00	0.00	0.00	134.25
1020 Second Grade Field Trips	256.75	0.00	0.00	0.00	256.75
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	156.85	0.00	0.00	0.00	156.85
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRA CURRICULAR ACTIVITES Totals:</b>	<b>900.65</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>900.65</b>
<b>Report Totals:</b>	<b>20,572.15</b>	<b>3,071.35</b>	<b>2,210.78</b>	<b>0.00</b>	<b>21,432.72</b>

*Jayne Snow*  
*Janice R. Burdett*

# Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 STAFF VENDING	1,808.25	0.00	0.00	0.00	1,808.25
101 STUDENT VENDING	-224.68	138.75	0.00	0.00	-85.93
110 GENERAL	16,218.89	1,219.21	163.88	0.00	17,274.22
125 INTEREST EARNED	595.83	14.24	0.00	0.00	610.07
130 MAGNET ART	2,199.32	0.00	0.00	0.00	2,199.32
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>20,597.61</b>	<b>1,372.20</b>	<b>163.88</b>	<b>0.00</b>	<b>21,805.93</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,422.14	0.00	700.00	0.00	722.14
505 CHOIR	165.50	0.00	0.00	0.00	165.50
510 SAFETY PATROL	0.00	0.00	0.00	0.00	0.00
520 ENVIRONMENTAL CLUB	0.00	0.00	0.00	0.00	0.00
521 3-D Club	0.00	0.00	0.00	0.00	0.00
525 Conflict Managers	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,587.64</b>	<b>0.00</b>	<b>700.00</b>	<b>0.00</b>	<b>887.64</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
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	1,955.89	0.00	0.00	0.00	1,955.89
615 FIELD TRIPS	-2,539.82	0.00	816.77	0.00	-3,356.59
620 SITE IMPROVEMENT	0.00	0.00	0.00	0.00	0.00
625 READING INCENTIVE	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>-583.93</b>	<b>0.00</b>	<b>816.77</b>	<b>0.00</b>	<b>-1,400.70</b>
<b>Q FEE FUNDED ACCOUNTS</b>					
1000 Kindergarten Field Trips	1,011.00	0.00	0.00	0.00	1,011.00
1010 First Grade Field Trips	540.00	0.00	0.00	0.00	540.00
1020 Second Grade Field Trips	420.75	171.00	0.00	0.00	591.75
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	556.75	0.00	0.00	0.00	556.75
<b>Q FEE FUNDED ACCOUNTS Totals:</b>	<b>2,528.50</b>	<b>171.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,699.50</b>
<b>Report Totals:</b>	<b>24,129.82</b>	<b>1,543.20</b>	<b>1,680.65</b>	<b>0.00</b>	<b>23,992.37</b>

  
 Linda K. Mohlman, DSAC  
 Executive Secretary

  
 Colleen Beckwith, Neihardt  
 Principal

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending	288.34	0.00	0.00	0.00	288.34
105 Staff Vending	1.84	0.00	0.00	0.00	1.84
110 General	9,678.07	930.00	1,285.76	0.00	9,322.31
120 Interest Earned Checking	865.31	14.26	0.00	0.00	879.57
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>10,833.56</b>	<b>944.26</b>	<b>1,285.76</b>	<b>0.00</b>	<b>10,492.06</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 Student Council	2,407.12	443.00	0.00	0.00	2,850.12
502 Drug Free Club	111.14	0.00	0.00	0.00	111.14
503 5th Grade Club	506.81	0.00	0.00	0.00	506.81
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>3,025.07</b>	<b>443.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,468.07</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 Site Base Plan Annual Updates	0.00	0.00	0.00	0.00	0.00
602 Staff Hospitality	0.00	0.00	0.00	0.00	0.00
603 Field Trips	-2,755.50	0.00	1,129.99	0.00	-3,885.49
608 Grants	31.75	0.00	0.00	0.00	31.75
609 Technology	575.35	0.00	0.00	0.00	575.35
610 Media	1,477.91	10.96	0.00	0.00	1,488.87
611 Fine Arts	1,202.65	0.00	0.00	0.00	1,202.65
612 Safety Patrol	0.00	0.00	0.00	0.00	0.00
614 Montessori Projects	963.38	0.00	0.00	0.00	963.38
615 PayBac	1,035.70	0.00	0.00	0.00	1,035.70
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
619 Home/School Projects	860.35	0.00	0.00	0.00	860.35
620 Norris Special Projects	2,829.00	0.00	0.00	0.00	2,829.00
621 Montessori Snack Account	318.89	0.00	0.00	0.00	318.89
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>7,060.72</b>	<b>10.96</b>	<b>1,129.99</b>	<b>0.00</b>	<b>5,941.69</b>
<b>G DISTRICT CUST. ACCOUNTS</b>					
800 Reimbursement	0.00	0.00	0.00	0.00	0.00
802 Convention	0.00	0.00	0.00	0.00	0.00
<b>G DISTRICT CUST. ACCOUNTS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Fee Fund</b>					
990 PreK Field Trips	0.00	0.00	0.00	0.00	0.00
1000 Kindergarten Field Trips	515.50	0.00	0.00	0.00	515.50
1010 First Grade Field Trips	226.00	0.00	0.00	0.00	226.00
1020 Second Grade Field Trips	119.50	0.00	0.00	0.00	119.50
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	296.00	123.50	0.00	0.00	419.50
1060 Montessori PreK/K Field Trips	868.30	285.00	0.00	0.00	1,153.30
1061 Montessori 1st, 2nd, 3rd Grade Field Trips	1,170.00	0.00	0.00	0.00	1,170.00
1062 Montessori 4th, 5th Grade Field Trips	312.00	104.00	0.00	0.00	416.00
1070 Special Education Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q Fee Fund Totals:</b>	<b>3,507.30</b>	<b>512.50</b>	<b>0.00</b>	<b>0.00</b>	<b>4,019.80</b>
<b>R Clubs</b>					
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
<b>R Clubs Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>24,426.65</b>	<b>1,910.72</b>	<b>2,415.75</b>	<b>0.00</b>	<b>23,921.62</b>

*\* Linda L. Muhlman*

*\* Kevin J. Clark*

ALL Data

# Current Cash Balance Report

65

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

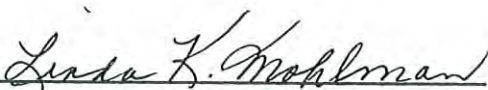
Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL</b>					
100 GENERAL	33,548.87	1,147.51	546.38	0.00	34,150.00
110 VENDING	177.67	0.00	0.00	0.00	177.67
115 INTEREST EARNED CHECKING	223.17	22.03	0.00	0.00	245.20
A ACTIVITY GENERAL Totals:	33,949.71	1,169.54	546.38	0.00	34,572.87
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	183.34	0.00	0.00	0.00	183.34
D CLUBS AND ORGANIZATIONS Totals:	183.34	0.00	0.00	0.00	183.34
<b>E ADMINSTRATIVE CUSTODIAL ACCT</b>					
600 HOSPITALITY	1,229.17	0.00	12.13	0.00	1,217.04
601 FIELD TRIPS	-4,280.32	0.00	0.00	0.00	-4,280.32
610 LIBRARY	2,610.95	56.82	0.00	0.00	2,667.77
615 PAYBAC	0.00	0.00	0.00	0.00	0.00
650 VIP HOSPITALITY	251.44	0.00	0.00	0.00	251.44
E ADMINSTRATIVE CUSTODIAL ACCT Totals:	-188.76	56.82	12.13	0.00	-144.07
<b>Q FEE FUND</b>					
1000 K FIELD TRIPS	798.00	0.00	0.00	0.00	798.00
1010 FIRST GRADE FIELD TRIPS	1,127.00	0.00	0.00	0.00	1,127.00
1020 SECOND GRADE FIELD TRIPS	1,273.20	0.00	0.00	0.00	1,273.20
1030 THIRD GRADE FIELD TRIPS	0.00	520.15	0.00	0.00	520.15
1040 FOURTH GRADE FIELD TRIPS	405.00	0.00	0.00	0.00	405.00
1050 FIFTH GRADE FIELD TRIPS	297.25	319.00	0.00	0.00	616.25
Q FEE FUND Totals:	3,900.45	839.15	0.00	0.00	4,739.60
<b>R CLUBS</b>					
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
<b>Report Totals:</b>	<b>37,844.74</b>	<b>2,065.51</b>	<b>558.51</b>	<b>0.00</b>	<b>39,351.74</b>


# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

66 Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL</b>					
100 GENERAL	4,611.49	1,005.00	223.35	0.00	5,393.14
110 VENDING	206.40	0.00	0.00	0.00	206.40
115 INTEREST EARNED CHECKING	266.70	8.39	0.00	0.00	275.09
A ACTIVITY GENERAL Totals:	5,084.59	1,013.39	223.35	0.00	5,874.63
<b>D CLUBS AND ORGANIZATION</b>					
501 STUDENT COUNCIL	160.94	0.00	0.00	0.00	160.94
D CLUBS AND ORGANIZATION Totals:	160.94	0.00	0.00	0.00	160.94
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
600 SOCIAL	0.00	0.00	0.00	0.00	0.00
601 FIELD TRIPS	-2,985.36	0.00	175.42	0.00	-3,160.78
602 READ	0.00	0.00	0.00	0.00	0.00
603 LIBRARY	1,546.95	215.86	0.00	0.00	1,762.81
604 PAYBAC	5,430.09	0.00	0.00	0.00	5,430.09
605 5TH GRADE BLDG. FUNDRAISER	56.91	0.00	0.00	0.00	56.91
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:	4,048.59	215.86	175.42	0.00	4,089.03
<b>Q FEE FUND</b>					
1005 KINDERGARTEN	894.30	0.00	0.00	0.00	894.30
1010 FIRST GRADE	1,024.00	0.00	0.00	0.00	1,024.00
1020 SECOND GRADE	625.45	131.40	0.00	0.00	756.85
1030 THIRD GRADE	987.25	0.00	0.00	0.00	987.25
1040 FOURTH GRADE	223.20	677.00	0.00	0.00	900.20
1050 FIFTH GRADE	75.60	129.60	0.00	0.00	205.20
1060 MUSIC	5.34	0.00	0.00	0.00	5.34
1070 PE	613.04	0.00	0.00	0.00	613.04
Q FEE FUND Totals:	4,448.18	938.00	0.00	0.00	5,386.18
<b>Report Totals:</b>	<b>13,742.30</b>	<b>2,167.25</b>	<b>398.77</b>	<b>0.00</b>	<b>15,510.78</b>

  
Linda K. Mohlman, DSAC  
Executive Secretary

  
Suzanne Hinman, Reeder  
Principal

# Current Cash Balance Report

ALL Data

Date: 02/01/2009 thru 02/28/2009

67 Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
610 unused library account	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	865.87	0.00	13.35	0.00	852.52
110 GENERAL FUND	8,580.92	3,129.00	448.11	0.00	11,261.81
125 interest earned checking	2,253.64	18.65	0.00	0.00	2,272.29
A ACTIVITY GENERAL FUND Totals:	11,700.43	3,147.65	461.46	0.00	14,386.62
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,470.52	164.40	152.92	0.00	1,482.00
505 GRADE 5 ACTIVITY	0.00	0.00	0.00	0.00	0.00
510 STANDD CLUB	-80.29	0.00	0.00	0.00	-80.29
515 K-KIDS CLUB	353.43	8.00	0.00	0.00	361.43
520 ENVIRONMENTAL CLUB	108.58	0.00	0.00	0.00	108.58
D CLUBS AND ORGANIZATIONS Totals:	1,852.24	172.40	152.92	0.00	1,871.72
<b>E ADMINISTRATIVE CUSTODIAL</b>					
602 HOSPITALITY	29.33	0.00	0.00	0.00	29.33
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	5,248.91	2,327.66	1,507.64	0.00	6,068.93
615 FIELD TRIPS	1,068.42	0.00	157.50	0.00	910.92
620 PAYBACK PARTNER	1,287.60	0.00	13.49	0.00	1,274.11
625 CORPORATE DONATIONS	5,490.15	0.00	0.00	0.00	5,490.15
630 SPELL-A-THON	-78.12	0.00	0.00	0.00	-78.12
635 HOST	0.00	0.00	0.00	0.00	0.00
640 OTHER STUDENT ACTIVITIES	213.82	0.00	0.00	0.00	213.82
645 TOOLS FOR SCHOOLS	1,000.00	0.00	0.00	0.00	1,000.00
650 ARTWORKS	1,309.62	0.00	0.00	0.00	1,309.62
E ADMINISTRATIVE CUSTODIAL Totals:	15,569.73	2,327.66	1,678.63	0.00	16,218.76
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRA CURRICULAR ACTIVITIES</b>					
1005 KG FIELD TRIPS	396.00	289.50	0.00	0.00	685.50
1010 1ST GR. FIELD TRIPS	390.50	0.00	0.00	0.00	390.50
1020 2ND GR. FIELD TRIPS	132.50	0.00	0.00	0.00	132.50
1030 3RD GR. FIELD TRIPS	399.40	0.00	0.00	0.00	399.40
1040 4TH GR. FIELD TRIPS	542.60	0.00	0.00	0.00	542.60
1050 5TH GR. FIELD TRIPS	0.00	259.00	0.00	0.00	259.00
Q EXTRA CURRICULAR ACTIVITIES Totals:	1,861.00	548.50	0.00	0.00	2,409.50
<b>Report Totals:</b>	<b>30,983.40</b>	<b>6,196.21</b>	<b>2,293.01</b>	<b>0.00</b>	<b>34,886.60</b>

Principal

*Jane Wesley* 3/20/09

Secretary

*Mary Van Roy* 3/20/09

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 GENERAL FUND	16,309.10	3,242.00	14.00	0.00	19,537.10
110 VENDING	504.94	108.95	0.00	0.00	613.89
120 INTEREST EARNED CHECKING	1,021.35	14.06	0.00	0.00	1,035.41
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>17,835.39</b>	<b>3,365.01</b>	<b>14.00</b>	<b>0.00</b>	<b>21,186.40</b>
<b>B CLUBS AND ORGANIZATIONS</b>					
201 STUDENT COUNCIL	352.52	208.50	0.00	0.00	561.02
211 SAFETY PATROL	25.00	0.00	0.00	0.00	25.00
<b>B CLUBS AND ORGANIZATIONS Totals:</b>	<b>377.52</b>	<b>208.50</b>	<b>0.00</b>	<b>0.00</b>	<b>586.02</b>
<b>C ADMINISTRATIVE CUSTODIAL ACCT</b>					
301 MEDIA	1,948.48	29.85	0.00	0.00	1,978.33
305 FIELD TRIPS	-2,987.32	3.00	1,076.88	0.00	-4,061.20
310 HOSPITALITY	613.62	697.00	47.56	0.00	1,263.06
320 BIRTHDAY BOOK CLUB	882.49	50.00	0.00	0.00	932.49
325 Battle of the Books	-159.21	0.00	0.00	0.00	-159.21
330 GRANTS	0.00	0.00	0.00	0.00	0.00
340 PTO	1,708.44	2,925.76	0.00	0.00	4,634.20
350 BEAUTIFICATION	-619.92	0.00	0.00	0.00	-619.92
<b>C ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>1,386.58</b>	<b>3,705.61</b>	<b>1,124.44</b>	<b>0.00</b>	<b>3,967.75</b>
<b>Q FEE FUND</b>					
1000 Kindergarten	778.50	9.50	0.00	0.00	788.00
1001 1st Grade	331.50	353.75	0.00	0.00	685.25
1002 2nd Grade	266.25	0.00	0.00	0.00	266.25
1003 3rd Grade	0.00	624.00	0.00	0.00	624.00
1004 4th Grade	0.00	557.50	0.00	0.00	557.50
1005 5th Grade	0.00	1,052.75	0.00	0.00	1,052.75
1010 Self-Contained	0.00	119.50	0.00	0.00	119.50
<b>Q FEE FUND Totals:</b>	<b>1,376.25</b>	<b>2,717.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,093.25</b>
<b>R CLUB--FEE FUND</b>					
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
<b>R CLUB--FEE FUND Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>20,975.74</b>	<b>9,996.12</b>	<b>1,138.44</b>	<b>0.00</b>	<b>29,833.42</b>



# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Fund</b>					
100 VENDING	224.11	0.00	275.00	0.00	-50.89
110 GENERAL FUND	8,968.68	1,273.00	1,319.71	0.00	8,921.97
130 INTEREST EARNED	333.01	7.90	0.00	0.00	340.91
140 Do Not Use	0.00	0.00	0.00	0.00	0.00
<b>A General Fund Totals:</b>	<b>9,525.80</b>	<b>1,280.90</b>	<b>1,594.71</b>	<b>0.00</b>	<b>9,211.99</b>
<b>B Clubs &amp; Organizations</b>					
501 STUDENT COUNCIL	965.55	97.00	421.36	0.00	641.19
<b>B Clubs &amp; Organizations Totals:</b>	<b>965.55</b>	<b>97.00</b>	<b>421.36</b>	<b>0.00</b>	<b>641.19</b>
<b>C Administrative Custodial</b>					
600 Do Not Use	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,013.28	2,808.52	1,557.86	0.00	3,263.94
615 FIELD TRIPS	-612.34	0.00	35.28	0.00	-647.62
620 Do Not Use	0.00	0.00	0.00	0.00	0.00
626 Do Not Use	0.00	0.00	0.00	0.00	0.00
627 Do Not Use	0.00	0.00	0.00	0.00	0.00
628 Do Not Use	0.00	0.00	0.00	0.00	0.00
<b>C Administrative Custodial Totals:</b>	<b>1,400.94</b>	<b>2,808.52</b>	<b>1,593.14</b>	<b>0.00</b>	<b>2,616.32</b>
<b>Q Fee Funded Account</b>					
1000 KG FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1010 FIRST GR. FIELD TRIP	302.25	0.00	0.00	0.00	302.25
1020 SECOND GR. FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1030 THIRD GR. FIELD TRIP	274.25	0.00	0.00	0.00	274.25
1040 FOURTH GR. FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1050 FIFTH GR. FIELD TRIP	0.00	36.93	0.00	0.00	36.93
1060 ELL FIELD TRIP	0.00	0.00	0.00	0.00	0.00
<b>Q Fee Funded Account Totals:</b>	<b>576.50</b>	<b>36.93</b>	<b>0.00</b>	<b>0.00</b>	<b>613.43</b>
<b>Report Totals:</b>	<b>12,468.79</b>	<b>4,223.35</b>	<b>3,609.21</b>	<b>0.00</b>	<b>13,082.93</b>

*Wei Di Penk 3-5-09*  
*Wei Di Penk 3-5-09*

ALL Data

# Current Cash Balance Report

Arranged by:

Date: 02/07/2009 thru 03/06/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Fund</b>					
100 General Fund	1,957.23	431.25	1,178.59	0.00	1,209.89
110 Vending	41.96	0.00	0.00	0.00	41.96
120 Interest Earned Checking	10.85	2.72	0.00	0.00	13.57
<b>A General Fund Totals:</b>	<b>2,010.04</b>	<b>433.97</b>	<b>1,178.59</b>	<b>0.00</b>	<b>1,265.42</b>
<b>B Clubs &amp; Organizations</b>					
200 Student Council	567.18	121.00	17.63	0.00	670.55
<b>B Clubs &amp; Organizations Totals:</b>	<b>567.18</b>	<b>121.00</b>	<b>17.63</b>	<b>0.00</b>	<b>670.55</b>
<b>C Administrative Custodial</b>					
300 Library	1,059.52	2,541.55	1,420.73	0.00	2,180.34
615 Field Trips	-988.36	0.00	0.00	0.00	-988.36
<b>C Administrative Custodial Totals:</b>	<b>71.16</b>	<b>2,541.55</b>	<b>1,420.73</b>	<b>0.00</b>	<b>1,191.98</b>
<b>Q Free Funded Accounts</b>					
1000 Kindergarted Field Trips	709.85	0.00	0.00	0.00	709.85
1010 First Grade Field Trips	256.80	0.00	0.00	0.00	256.80
1020 Second Grade Field Trips	141.00	192.00	0.00	0.00	333.00
1030 Third Grade Field Trips	280.00	0.00	0.00	0.00	280.00
1040 Fourth Grade Field Trips	107.75	0.00	0.00	0.00	107.75
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q Free Funded Accounts Totals:</b>	<b>1,495.40</b>	<b>192.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,687.40</b>
<b>Report Totals:</b>	<b>4,143.78</b>	<b>3,288.52</b>	<b>2,616.95</b>	<b>0.00</b>	<b>4,815.35</b>

*Kyle Perrone*  
*Susan Boyce*

ALL Data

# Current Cash Balance Report

71 Arranged by:

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 GENERAL FUND	7,262.26	1,306.80	55.00	0.00	8,514.06
110 VENDING	84.23	0.00	43.70	0.00	40.53
120 INTEREST EARNED CHECKING	447.25	10.58	0.00	0.00	457.83
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>7,793.74</b>	<b>1,317.38</b>	<b>98.70</b>	<b>0.00</b>	<b>9,012.42</b>
<b>B CLUBS AND ORGANIZATIONS</b>					
201 STUDENT COUNCIL	410.17	0.00	0.00	0.00	410.17
210 GARDEN CLUB	599.00	0.00	0.00	0.00	599.00
<b>B CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,009.17</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,009.17</b>
<b>C ADMINISTRATIVE CUSTODIAL ACCT</b>					
301 Hospitality	1,253.76	0.00	77.48	0.00	1,176.28
310 MEDIA	2,174.49	387.00	401.33	0.00	2,160.16
315 FIELD TRIPS	-3,082.33	0.00	0.00	0.00	-3,082.33
320 BIRTHDAY BOOK CLUB	3,086.76	0.00	149.04	0.00	2,937.72
330 DONATIONS	696.99	0.00	0.00	0.00	696.99
<b>C ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>4,129.67</b>	<b>387.00</b>	<b>627.85</b>	<b>0.00</b>	<b>3,888.82</b>
<b>Q EXTRA CURRICULAR ACTIVITIES</b>					
1000 KINDGARTEN FIELD TRIPS	405.00	0.00	0.00	0.00	405.00
1001 FIRST GRADE FIELD TRIPS	1,201.20	0.00	0.00	0.00	1,201.20
1002 SECOND GRADE FIELD TRIPS	245.25	0.00	0.00	0.00	245.25
1003 THIRD GRADE FIELD TRIPS	1,194.25	0.00	0.00	0.00	1,194.25
1004 FOURTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1005 FIFTH GRADE FIELD TRIPS	747.50	0.00	0.00	0.00	747.50
<b>Q EXTRA CURRICULAR ACTIVITIES Totals:</b>	<b>3,793.20</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,793.20</b>
<b>Report Totals:</b>	<b>16,725.78</b>	<b>1,704.38</b>	<b>726.55</b>	<b>0.00</b>	<b>17,703.61</b>

*Karla Sullivan*  
3-11-09

*Michelle Adame*  
3-11-09

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 STAFF VENDING	3,813.81	0.00	0.00	0.00	3,813.81
101 STUDENT VENDING	-45.05	0.00	0.00	0.00	-45.05
110 GENERAL FUND	1,598.86	0.00	136.73	0.00	1,462.13
115 INTEREST EARNED CHECKING	473.42	6.27	0.00	0.00	479.69
815 ENRICHMENT DAY	1,331.03	0.00	0.00	0.00	1,331.03
5000 FIELD IMPROVEMENT	249.00	0.00	0.00	0.00	249.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>7,421.07</u>	<u>6.27</u>	<u>136.73</u>	<u>0.00</u>	<u>7,290.61</u>
<b>C FAMILY NIGHTS</b>					
400 KINDERGARTEN HOST FAMILY NIGHTS	0.00	0.00	0.00	0.00	0.00
401 GR. 1 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
403 GR. 3 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
404 GR. 4 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
405 GR. 5 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
410 CHOIR HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
411 CHESS CLUB HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
412 SAFETY PATROL HOST FAMILY NIGHT	50.30	0.00	0.00	0.00	50.30
413 PLAYGROUND COM. HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
<b>C FAMILY NIGHTS Totals:</b>	<u>50.30</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>50.30</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	445.88	0.00	0.00	0.00	445.88
901 US WEST VOLUNTEER GRANTS & OTHERS	935.72	0.00	0.00	0.00	935.72
2030 ENVIRONMENTAL CLUB	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>1,381.60</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,381.60</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
610 MEDIA	870.93	0.00	23.64	0.00	847.29
615 FIELD TRIPS	-1,826.65	0.00	934.50	0.00	-2,761.15
701 TECHNOLOGY	948.69	0.00	0.00	0.00	948.69
801 GIFTED/HAL	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>-7.03</u>	<u>0.00</u>	<u>958.14</u>	<u>0.00</u>	<u>-965.17</u>
<b>F DISTRICT CUSTODIAL</b>					
700 NOT USED	0.00	0.00	0.00	0.00	0.00
720 NOT USED	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>H OUTDOOR LEARNING ENVIRONMENT (OLE)</b>					
3000 BRICK ORDERS & OTHER	208.44	0.00	0.00	0.00	208.44
<b>H OUTDOOR LEARNING ENVIRONMENT (OLE) Totals:</b>	<u>208.44</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>208.44</u>
<b>Q FEE FUND FIELD TRIPS</b>					
1000 KINDERGARTEN FIELD TRIPS	138.02	0.00	0.00	0.00	138.02
1010 1ST GRADE FIELD TRIPS	843.65	0.00	0.00	0.00	843.65
1020 2ND GRADE FIELD TRIPS	262.59	0.00	0.00	0.00	262.59
1030 3RD GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1040 4TH GRADE FIELD TRIPS	414.00	0.00	0.00	0.00	414.00
1050 5TH GRADE FIELD TRIPS	336.79	0.00	0.00	0.00	336.79
<b>Q FEE FUND FIELD TRIPS Totals:</b>	<u>1,995.05</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,995.05</u>
<b>R FEE FUND CLUBS</b>					
2020 CHORUS CLUB	0.00	0.00	0.00	0.00	0.00
<b>R FEE FUND CLUBS Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>11,049.43</u>	<u>6.27</u>	<u>1,094.87</u>	<u>0.00</u>	<u>9,960.83</u>

*Cathy George An Kelly*

# Current Cash Balance Report

*Andy Bowen*  
Andy Bowen

73 arranged by  
Group ID and Activity Number

ALL Data

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Funds</b>					
100 VENDING MACHINES	12,348.68	0.00	591.50	0.00	11,757.18
110 OTHER GENERAL	10,437.93	4,633.00	163.75	0.00	14,907.18
115 FINES	6,977.73	0.00	0.00	0.00	6,977.73
120 FUND RAISING ACCOUNT	12,062.24	1,175.80	0.00	0.00	13,238.04
125 VOLUNTEER	965.01	0.00	310.65	0.00	654.36
130 INTEREST EARNED - CHECKING	3,996.76	42.87	0.00	0.00	4,039.63
<b>A General Funds Totals:</b>	<b>46,788.35</b>	<b>5,851.67</b>	<b>1,065.90</b>	<b>0.00</b>	<b>51,574.12</b>
<b>B Athletics</b>					
205 ATHLETIC DEPARTMENT	-2,375.88	585.00	4,461.16	0.00	-6,252.04
<b>B Athletics Totals:</b>	<b>-2,375.88</b>	<b>585.00</b>	<b>4,461.16</b>	<b>0.00</b>	<b>-6,252.04</b>
<b>C Academic Clubs</b>					
300 SCIENCE CLUB	376.12	0.00	0.00	0.00	376.12
310 YEARBOOK	9,428.14	100.00	175.71	0.00	9,352.43
320 YOUTH TO YOUTH	-3,174.53	24.00	131.08	0.00	-3,281.61
330 KIDS HELPING KIDS	4,226.84	20.00	881.12	0.00	3,365.72
340 RENAISSANCE PROGRAM	1,908.09	0.00	0.00	0.00	1,908.09
350 HAL	0.00	0.00	45.00	0.00	-45.00
<b>C Academic Clubs Totals:</b>	<b>12,764.66</b>	<b>144.00</b>	<b>1,232.91</b>	<b>0.00</b>	<b>11,675.75</b>
<b>D Clubs and Organizations</b>					
400 STUDENT COUNCIL	1,436.17	0.00	228.97	0.00	1,207.20
410 VOLLEYBALL CLUB	0.00	0.00	0.00	0.00	0.00
420 LEADERSHIP	1,517.39	0.00	100.00	0.00	1,417.39
430 BOOK CLUB	324.16	0.00	0.00	0.00	324.16
440 SCRAPBOOK CLUB	5.50	0.00	0.00	0.00	5.50
442 FCS CLUB	0.77	0.00	89.91	0.00	-89.14
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 BUILDER'S CLUB	955.35	45.00	173.75	0.00	826.60
480 DRAMA CLUB	38.32	0.00	0.00	0.00	38.32
<b>D Clubs and Organizations Totals:</b>	<b>4,396.33</b>	<b>45.00</b>	<b>592.63</b>	<b>0.00</b>	<b>3,848.70</b>
<b>E School Custodial Accounts</b>					
500 MUSIC	-646.05	23.14	13.00	0.00	-635.91
501 BAND	-209.04	0.00	41.95	0.00	-250.99
502 SOLO AND ENSEMBLE CONTEST	602.52	0.00	0.00	0.00	602.52
505 ART CLASS	0.00	0.00	0.00	0.00	0.00
509 8TH GRADE FAREWELL	1,740.00	0.00	0.00	0.00	1,740.00
510 TRANSPORTATION	725.85	0.00	123.58	0.00	602.27
511 SPECIAL EVENTS	3,863.28	200.00	0.00	0.00	4,063.28
512 HELP FUND	-2,981.25	0.00	2,425.00	0.00	-5,406.25
515 FACULTY VENDING FUND	1,309.60	0.00	244.86	0.00	1,064.74
520 TEACHERS HOSPITALITY FUND	755.11	15.00	0.00	0.00	770.11
525 AMS T-SHIRT SALES	2,357.62	0.00	0.00	0.00	2,357.62
528 A.P.E. T-SHIRTS	116.10	36.00	0.00	0.00	152.10
530 OUTDOOR CLASSROOM	1,665.08	0.00	500.00	0.00	1,165.08
535 SCIENCE BREAKAGE	0.99	0.00	0.00	0.00	0.99
540 INDUSTRIAL ARTS	2,494.00	0.00	0.00	0.00	2,494.00
542 FAMILY CONSUMER SCIENCE	709.03	420.00	78.19	0.00	1,050.84
544 JUMP START	0.00	0.00	0.00	0.00	0.00
545 LIBRARY	3,062.62	84.00	42.70	0.00	3,103.92
555 FITNESS ROOM	939.45	0.00	0.00	0.00	939.45
570 FIELD TRIPS-SPECIAL AREA	0.00	0.00	0.00	0.00	0.00

# Current Cash Balance Report

ALL Data

74 Arranged by:

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
576 FIELD TRIPS-6 GR.	-1,546.40	0.00	0.00	0.00	-1,546.40
577 FIELD TRIPS-7 GR.	-980.70	0.00	0.00	0.00	-980.70
578 FIELD TRIPS-8 GR.	136.28	0.00	0.00	0.00	136.28
580 OTHER SCHOOL CUSTODIAL	984.90	0.00	850.00	0.00	134.90
590 TEAM 6A	176.74	0.00	0.00	0.00	176.74
591 TEAM 6B	0.00	0.00	0.00	0.00	0.00
592 TEAM 6C	227.74	0.00	0.00	0.00	227.74
593 TEAM 7A	0.00	0.00	0.00	0.00	0.00
594 TEAM 7B	34.69	0.00	0.00	0.00	34.69
595 TEAM 7C	0.00	0.00	0.00	0.00	0.00
596 TEAM 8A	2.10	0.00	0.00	0.00	2.10
597 TEAM 8B	121.74	0.00	0.00	0.00	121.74
598 TEAM 8C	100.63	0.00	0.00	0.00	100.63
<b>E School Custodial Accounts Totals:</b>	<b>15,762.63</b>	<b>778.14</b>	<b>4,319.28</b>	<b>0.00</b>	<b>12,221.49</b>
<b>G Investments</b>					
700 SAVINGS	-10,376.54	0.00	0.00	0.00	-10,376.54
710 INTEREST ON SAVINGS	5,376.54	0.00	0.00	0.00	5,376.54
<b>G Investments Totals:</b>	<b>-5,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-5,000.00</b>
<b>Q FIELD TRIP FEES</b>					
1350 HAL FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1570 FIELD TRIPS-SPECIAL AREA	0.00	0.00	0.00	0.00	0.00
1576 FIELD TRIPS-6 GR.	1,469.50	0.00	0.00	0.00	1,469.50
1577 FIELD TRIPS-7 GR.	1,996.00	0.00	0.00	0.00	1,996.00
1578 FIELD TRIPS-8 GR.	0.00	0.00	0.00	0.00	0.00
<b>Q FIELD TRIP FEES Totals:</b>	<b>3,465.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,465.50</b>
<b>R CLUB FEES</b>					
1420 LEADERSHIP	0.00	0.00	0.00	0.00	0.00
2300 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
2320 YOUTH TO YOUTH	3,811.00	363.00	0.00	0.00	4,174.00
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	0.00	85.00	0.00	0.00	85.00
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
2500 MUSIC CLUB	1,268.40	0.00	0.00	0.00	1,268.40
2501 BAND CLUB	1,272.00	250.00	0.00	0.00	1,522.00
2544 JUMP START	0.00	0.00	0.00	0.00	0.00
<b>R CLUB FEES Totals:</b>	<b>6,351.40</b>	<b>698.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,049.40</b>
<b>S ATHLETIC FEES</b>					
3205 ATHLETICS	5,150.00	0.00	0.00	0.00	5,150.00
<b>S ATHLETIC FEES Totals:</b>	<b>5,150.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5,150.00</b>
<b>Report Totals:</b>	<b>87,302.99</b>	<b>8,101.81</b>	<b>11,671.88</b>	<b>0.00</b>	<b>83,732.92</b>

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUND</b>					
100 General Fund	3,764.87	35.00	357.17	0.00	3,442.70
110 Student Vending	4,507.84	0.00	404.67	0.00	4,103.17
115 Staff Vending	1,366.98	0.00	177.34	0.00	1,189.64
120 Staff Contests	7.88	0.00	0.00	0.00	7.88
<b>A GENERAL FUND Totals:</b>	<b>9,647.57</b>	<b>35.00</b>	<b>939.18</b>	<b>0.00</b>	<b>8,743.39</b>
<b>D SCHOOL CUSTODIAL ACCOUNTS</b>					
400 Library	446.78	0.00	0.00	0.00	446.78
405 FCS - Family Consumer Science	129.32	0.00	0.00	0.00	129.32
410 Field Trips	-469.58	0.00	399.50	0.00	-869.08
415 Hospitality	1,345.43	0.00	0.00	0.00	1,345.43
420 IT LAB - Industrial Technology	2,010.41	136.50	0.00	0.00	2,146.91
425 Art	5.00	0.00	0.00	0.00	5.00
430 Spirit Wear	885.68	339.00	247.50	0.00	977.18
435 Book Fines	750.29	0.00	0.00	0.00	750.29
440 School Improvements	6,315.91	2,603.00	0.00	0.00	8,918.91
445 Book Store	-39.73	100.00	167.00	0.00	-106.73
450 PE Shirts	636.71	0.00	0.00	0.00	636.71
455 Jump Start Camp	189.07	0.00	0.00	0.00	189.07
460 Lunch and Learn	-211.56	369.00	45.26	0.00	112.18
465 Guidance Activities	379.95	218.00	102.00	0.00	495.95
470 FRPLS	0.00	0.00	0.00	0.00	0.00
<b>D SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>12,373.68</b>	<b>3,765.50</b>	<b>961.26</b>	<b>0.00</b>	<b>15,177.92</b>
<b>E PROGRAMS</b>					
500 B.A.S.E.	-750.16	0.00	0.00	0.00	-750.16
<b>E PROGRAMS Totals:</b>	<b>-750.16</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-750.16</b>
<b>F ATHLETICS and ACTIVITIES</b>					
600 Athletics Program	-2,643.33	15.00	2,798.89	0.00	-5,427.22
605 Clubs and Activities	22.20	0.00	0.00	0.00	22.20
610 Student Council	1,732.88	0.00	0.00	0.00	1,732.88
615 Youth to Youth	-955.62	0.00	291.88	0.00	-1,247.50
620 Emissary / Peer Mediation / Tutor	0.00	0.00	0.00	0.00	0.00
625 FCS Club	42.53	0.00	39.59	0.00	2.94
630 Swing Choir Club	-671.38	50.00	339.00	0.00	-960.38
635 Environmental Club	335.40	0.00	0.00	0.00	335.40
640 Yearbook	9,783.41	338.00	0.00	0.00	10,121.41
645 Art Club	28.43	0.00	0.00	0.00	28.43
650 HAL	31.06	0.00	0.00	0.00	31.06
655 Dance Club	3.71	0.00	0.00	0.00	3.71
660 Jazz Band	-13.03	0.00	0.00	0.00	-13.03
665 Drama Club	0.00	0.00	0.00	0.00	0.00
670 Cross Country Club	8.47	0.00	0.00	0.00	8.47
675 Solo and Ensemble Contest	0.00	0.00	0.00	0.00	0.00
680 Future Educators Club	16.67	0.00	0.00	0.00	16.67
685 Debate Club	-0.10	0.00	0.00	0.00	-0.10
690 Science Club	0.00	0.00	0.00	0.00	0.00
<b>F ATHLETICS and ACTIVITIES Totals:</b>	<b>7,721.30</b>	<b>403.00</b>	<b>3,469.36</b>	<b>0.00</b>	<b>4,654.94</b>
<b>G INVESTMENTS</b>					
700 Savings	0.00	0.00	0.00	0.00	0.00
705 Checking Interest	1,429.16	30.77	0.00	0.00	1,459.93
710 Interest on Savings	0.00	0.00	0.00	0.00	0.00
<b>G INVESTMENTS Totals:</b>	<b>1,429.16</b>	<b>30.77</b>	<b>0.00</b>	<b>0.00</b>	<b>1,459.93</b>

*John Southworth*  
*Rhonda Headman*

3/5/09

2/15/09

ALL Data

# Current Cash Balance Report

76 arranged by:

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Q FIELD TRIP FEES</b>					
1000 Field Trips	1,053.05	554.00	0.00	0.00	1,607.05
<b>Q FIELD TRIP FEES Totals:</b>	<u>1,053.05</u>	<u>554.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,607.05</u>
<b>R CLUB FEES</b>					
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	1,825.00	0.00	0.00	0.00	1,825.00
2625 FCS Club	125.00	0.00	0.00	0.00	125.00
2630 Swing Choir	1,128.00	0.00	0.00	0.00	1,128.00
2635 Environmental Club	0.00	0.00	0.00	0.00	0.00
2645 Art Club	0.00	0.00	0.00	0.00	0.00
2650 HAL	0.00	0.00	0.00	0.00	0.00
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
2690 Science Club	0.00	0.00	0.00	0.00	0.00
<b>R CLUB FEES Totals:</b>	<u>3,078.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>3,078.00</u>
<b>S ATHLETIC FEES</b>					
3000 Athletics	11,036.83	120.00	0.00	0.00	11,156.83
<b>S ATHLETIC FEES Totals:</b>	<u>11,036.83</u>	<u>120.00</u>	<u>0.00</u>	<u>0.00</u>	<u>11,156.83</u>
<b>T PROGRAM FEES</b>					
4500 B.A.S.E. FEES	5,944.00	545.00	0.00	0.00	6,489.00
<b>T PROGRAM FEES Totals:</b>	<u>5,944.00</u>	<u>545.00</u>	<u>0.00</u>	<u>0.00</u>	<u>6,489.00</u>
<b>Report Totals:</b>	<u>51,533.43</u>	<u>5,453.27</u>	<u>5,369.80</u>	<u>0.00</u>	<u>51,616.90</u>



# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUNDS</b>					
100 VENDING MACHINES	2,841.33	0.00	0.00	0.00	2,841.33
105 STAFF VENDING MACHINES	549.93	0.00	50.00	0.00	499.93
110 GENERAL	1,909.39	2,885.00	1,933.93	-100.00	2,760.46
120 PENCIL FUND (SCHOOL IMPROV )	171.52	0.00	0.00	0.00	171.52
150 INTEREST EARNED CHECKING	911.84	0.00	0.00	0.00	911.84
170 INTEREST EARNED SAVINGS	13,359.15	0.00	0.00	0.00	13,359.15
180 BUILDING IMPROVEMENTS FUND	0.00	0.00	0.00	0.00	0.00
190 PAYBAC FUND	192.16	0.00	0.00	0.00	192.16
<b>A GENERAL FUNDS Totals:</b>	<b>19,935.32</b>	<b>2,885.00</b>	<b>1,983.93</b>	<b>-100.00</b>	<b>20,736.39</b>
<b>B ATHLETICS</b>					
200 ATHLETICS PROGRAM	-755.98	0.00	2,188.05	0.00	-2,944.03
<b>B ATHLETICS Totals:</b>	<b>-755.98</b>	<b>0.00</b>	<b>2,188.05</b>	<b>0.00</b>	<b>-2,944.03</b>
<b>C ACADEMIC CLUBS</b>					
305 ART CLUB	-79.43	0.00	0.00	0.00	-79.43
310 YEARBOOKS	-5,278.34	0.00	0.00	0.00	-5,278.34
315 BOWLING CLUB	165.84	0.00	0.00	0.00	165.84
320 FAMILY CONSUMER SCIENCE CLUB	-54.89	0.00	0.00	0.00	-54.89
330 DRAMA	348.17	0.00	0.00	0.00	348.17
350 SKI CLUB	45.80	0.00	0.00	0.00	45.80
<b>C ACADEMIC CLUBS Totals:</b>	<b>-4,852.85</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-4,852.85</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
400 STUDENT COUNCIL	3,260.12	0.00	38.39	0.00	3,221.73
425 SPARKS	-1,076.00	229.30	34.85	0.00	-881.55
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>2,184.12</b>	<b>229.30</b>	<b>73.24</b>	<b>0.00</b>	<b>2,340.18</b>
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
500 BAND	12.94	0.00	0.00	0.00	12.94
502 HOSPITALITY	1,639.06	0.00	96.99	0.00	1,542.07
503 TREE FUND	942.06	0.00	0.00	0.00	942.06
504 ROTARY ACTIVITY FUND	110.77	0.00	0.00	0.00	110.77
505 FINES	2,026.49	54.95	49.95	0.00	2,031.49
506 MONTESSORI (6TH)	28.60	0.00	0.00	0.00	28.60
508 MONTESSORI 7/8	-3,951.33	0.00	0.00	0.00	-3,951.33
510 FIELD TRIPS	341.52	0.00	0.00	0.00	341.52
511 NEW TEACHER FUND	545.95	0.00	0.00	0.00	545.95
512 PALS	46.11	0.00	0.00	0.00	46.11
513 MONTESSORI SUPPORT FUND	2,624.87	0.00	0.00	0.00	2,624.87
514 LACEY LEGACY FUND	91.44	0.00	0.00	0.00	91.44
515 ASSIGNMENT NOTEBOOKS	1,019.15	10.00	0.00	0.00	1,029.15
516 6A SUPPORT FUND	230.79	0.00	16.83	0.00	213.96
517 6B SUPPORT FUND	224.00	0.00	0.00	0.00	224.00
518 7A SUPPORT FUND	-823.68	0.00	0.00	0.00	-823.68
519 7B SUPPORT FUND	-724.05	0.00	0.00	0.00	-724.05
520 LIBRARY	472.65	0.00	37.57	0.00	435.08
521 7C SUPPORT FUND	0.00	0.00	0.00	0.00	0.00
522 8A SUPPORT FUND	110.34	0.00	0.00	0.00	110.34
523 8B SUPPORT FUND	318.72	0.00	0.00	0.00	318.72
525 M.S. ALTERNATIVE PROGRAM	-200.26	104.50	0.00	0.00	-95.76
528 H.A.L. TRIPS	0.00	0.00	20.00	0.00	-20.00
529 MENTORING HOMEROOMS FUND	136.16	86.35	0.00	100.00	322.51
531 "GOOD FRIENDS" FUND	90.30	0.00	71.00	0.00	19.30
532 "APPLE TREE" DONATIONS	224.00	0.00	0.00	0.00	224.00

## Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
533 BACKPACK PROGRAM	7.57	0.00	0.00	0.00	7.57
534 ASSET SUMMIT	0.00	0.00	0.00	0.00	0.00
535 VOCAL MUSIC	-244.37	0.00	0.00	0.00	-244.37
536 READING LOUNGE	92.00	0.00	0.00	0.00	92.00
537 ASAP	-226.96	0.00	240.12	0.00	-467.08
538 TIME TRAVELERS	-685.37	0.00	0.00	0.00	-685.37
539 CYCLONE SEQUEL	600.00	0.00	0.00	0.00	600.00
540 FUNDRAISER 98-99, LIBRARY	0.00	0.00	0.00	0.00	0.00
545 ORCHESTRA	-302.74	0.00	0.00	0.00	-302.74
550 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
555 FUNDRAISER '07-'08	0.00	0.00	0.00	0.00	0.00
560 PHYSICAL EDUCATION	266.91	0.00	0.00	0.00	266.91
570 CYCLONE PARENT DONATIONS	3,387.17	0.00	0.00	0.00	3,387.17
575 ART FEES	270.61	0.00	0.00	0.00	270.61
580 SEWING (HAAN CRAFT KITS)	99.69	40.00	0.00	0.00	139.69
585 ENVIRONMENTAL EDUCATION	0.00	0.00	0.00	0.00	0.00
586 7TH GR. ENRICHMENT	83.24	0.00	77.57	0.00	5.67
587 CARTRIDGES FOR KIDS	156.10	0.00	0.00	0.00	156.10
588 FUNDRAISER 08-09	4,322.41	0.00	128.24	0.00	4,194.17
590 TECHNOLOGY EDUCATION	1,583.83	139.50	0.00	0.00	1,723.33
595 FUNDRAISER '01-'02 (COMMONS, CAMPUS, SIGN,	0.00	0.00	0.00	0.00	0.00
599 MUSIC SHIRTS	-1,946.75	0.00	0.00	0.00	-1,946.75
<b>E SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>12,999.94</b>	<b>435.30</b>	<b>738.27</b>	<b>100.00</b>	<b>12,796.97</b>
<b>F DISTRICT CUSTODIAL ACCOUNTS</b>					
620 CONFERENCE ACCOUNT	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL ACCOUNTS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>G INVESTMENTS</b>					
700 SAVINGS	-30,413.82	0.00	0.00	0.00	-30,413.82
710 INTEREST ON SAVINGS	0.00	0.00	0.00	0.00	0.00
<b>G INVESTMENTS Totals:</b>	<b>-30,413.82</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-30,413.82</b>
<b>Q FIELD TRIP FEES</b>					
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
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	-9.50	9.50	0.00	0.00	0.00
1045 7TH GRADE FIELD TRIPS	2,097.30	0.00	0.00	0.00	2,097.30
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
1065 8TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1075 FRENCH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1080 GERMAN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1085 SPANISH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1506 MONTESSORI (6) FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1508 MONTESSORI (7,8) FIELD TRIPS	3,723.00	75.00	0.00	0.00	3,798.00
1525 MSAP FIELD TRIPS	228.50	0.00	0.00	0.00	228.50
1528 H.A.L. FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>Q FIELD TRIP FEES Totals:</b>	<b>6,039.30</b>	<b>84.50</b>	<b>0.00</b>	<b>0.00</b>	<b>6,123.80</b>
<b>R CLUB FEES</b>					
2305 ART CLUB	160.00	0.00	0.00	0.00	160.00
2315 BOWLING CLUB	510.00	0.00	0.00	0.00	510.00
2320 FAMILY CONSUMER SCIENCE CLUB	82.00	0.00	0.00	0.00	82.00

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2330 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
2350 SKI CLUB	0.00	0.00	0.00	0.00	0.00
2400 STUDENT COUNCIL	36.00	0.00	0.00	0.00	36.00
2425 SPARKS	1,185.00	0.00	0.00	0.00	1,185.00
2500 BAND	0.00	0.00	0.00	0.00	0.00
2535 VOCAL MUSIC	328.50	0.00	0.00	0.00	328.50
2545 ORCHESTRA	240.00	0.00	0.00	0.00	240.00
2600 MUSIC SHIRTS	1,901.50	0.00	0.00	0.00	1,901.50
R CLUB FEES Totals:	4,443.00	0.00	0.00	0.00	4,443.00
S ATHLETICS FEES					
3200 ATHLETICS	8,810.00	2,740.00	0.00	0.00	11,550.00
S ATHLETICS FEES Totals:	8,810.00	2,740.00	0.00	0.00	11,550.00
Z DO NOT USE CATEGORY					
340 DO NOT USE	0.00	0.00	0.00	0.00	0.00
501 DO NOT USE	0.00	0.00	0.00	0.00	0.00
509 DO NOT USE	0.00	0.00	0.00	0.00	0.00
524 DO NOT USE	0.00	0.00	0.00	0.00	0.00
526 DO NOT USE	0.00	0.00	0.00	0.00	0.00
527 DO NOT USE	0.00	0.00	0.00	0.00	0.00
530 DO NOT USE	0.00	0.00	0.00	0.00	0.00
565 DO NOT USE	0.00	0.00	0.00	0.00	0.00
2550 DO NOT USE	0.00	0.00	0.00	0.00	0.00
Z DO NOT USE CATEGORY Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	18,389.03	6,374.10	4,983.49	0.00	19,779.64

Submitted by Michelle Kraft

Approved by Heath Shupp Date 3-10-09

## Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUNDS</b>					
100 VENDING	24,648.53	2,541.78	132.19	0.00	27,058.12
105 STAFF VENDING	-908.98	2,000.00	607.05	0.00	483.97
110 GENERAL FUND	2,464.83	95.85	0.00	0.00	2,560.68
112 PAYBAC	5,952.31	0.00	0.00	0.00	5,952.31
115 KIEWIT T-SHIRT-SALES/PROJECTS	25,851.91	25.00	0.00	0.00	25,876.91
116 CLASS/ACTIVITY T-SHIRTS	142.01	267.80	268.50	0.00	141.31
117 BOOK ORDERS	10.60	0.00	0.00	0.00	10.60
119 SITE IMPROVEMENT	41,968.21	2,500.00	0.00	0.00	44,468.21
120 SCHOOL IMPROVEMENT TEAM	2,216.00	0.00	0.00	0.00	2,216.00
125 FUNDRAISER	14,065.56	14,639.52	1,407.22	0.00	27,297.86
130 BUS	1,193.41	0.00	229.58	0.00	963.83
140 RETIREMENT	942.25	0.00	0.00	0.00	942.25
150 PARENT/TEACHER RESOURCE LIB	595.53	0.00	0.00	0.00	595.53
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	6,663.05	0.00	0.00	0.00	6,663.05
170 SCHOLARSHIP	3,286.06	0.00	0.00	0.00	3,286.06
180 SPECIAL PROJECTS	1,414.71	140.00	0.00	0.00	1,554.71
185 LEARNING CENTER	930.13	0.00	0.00	0.00	930.13
190 STAFF DEVELOPMENT	1,551.95	0.00	149.00	0.00	1,402.95
195 STUDENT ACTIVITIES	1,133.44	0.00	80.00	0.00	1,053.44
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	61.25	0.00	0.00	0.00	61.25
199 RITONYA-ANNE PAGE	335.18	0.00	0.00	0.00	335.18
<b>A GENERAL FUNDS Totals:</b>	<b>135,139.85</b>	<b>22,209.95</b>	<b>2,873.54</b>	<b>0.00</b>	<b>154,476.26</b>
<b>B ATHLETICS</b>					
200 ATHLETICS	-545.21	0.00	1,027.97	0.00	-1,573.18
205 SUMMER BB CAMP	236.47	0.00	0.00	0.00	236.47
210 MULTI-PURPOSE PROJECT	0.00	0.00	0.00	0.00	0.00
<b>B ATHLETICS Totals:</b>	<b>-308.74</b>	<b>0.00</b>	<b>1,027.97</b>	<b>0.00</b>	<b>-1,336.71</b>
<b>C ACADEMIC CLUBS</b>					
300 INTERNATIONAL CLUB	0.00	0.00	0.00	0.00	0.00
305 VOLUNTEER CLUB	4,443.71	1,635.10	0.00	0.00	6,078.81
310 YEARBOOK	36,427.49	0.00	0.00	0.00	36,427.49
315 DRAMA CLUB	3,834.37	11.00	2,322.03	0.00	1,523.34
320 YOUTH-TO-YOUTH	1,665.36	0.00	0.00	0.00	1,665.36
325 STUDENT COUNCIL	527.18	0.00	63.75	0.00	463.43
330 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
335 ART CLUB	-117.02	0.00	0.00	0.00	-117.02
355 SPEECH CLUB	0.00	0.00	0.00	0.00	0.00
360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
<b>C ACADEMIC CLUBS Totals:</b>	<b>46,781.09</b>	<b>1,646.10</b>	<b>2,385.78</b>	<b>0.00</b>	<b>46,041.41</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
420 SNACK AND STITCH	3.39	0.00	78.38	0.00	-74.99
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>3.39</b>	<b>0.00</b>	<b>78.38</b>	<b>0.00</b>	<b>-74.99</b>
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
520 SOCIAL/HOSPITALITY	2,519.31	0.00	10.00	0.00	2,509.31
530 PE/LOCK	2,585.27	8.00	106.06	0.00	2,487.21
540 HOME ARTS	265.29	9.00	0.00	0.00	274.29
550 INDUSTRIAL ARTS	11,734.25	392.25	0.00	0.00	12,126.50

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

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	2,750.44	40.00	0.00	0.00	2,790.44
581 6A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
582 6B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
583 6C FIELD TRIP	0.00	0.00	0.00	0.00	0.00
584 7A FIELD TRIP	-982.75	0.00	0.00	0.00	-982.75
585 7B FIELD TRIP	-931.50	0.00	0.00	0.00	-931.50
586 7C FIELD TRIP	-404.50	0.00	0.00	0.00	-404.50
587 8A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
588 8B FIELD TRIP	-435.84	0.00	0.00	0.00	-435.84
589 8C FIELD TRIP	-358.80	0.00	0.00	0.00	-358.80
590 FRENCH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
591 GERMAN FIELD TRIP	-93.66	0.00	77.23	0.00	-170.89
592 SPANISH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
593 HAL FIELD TRIPS	-899.76	0.00	0.00	0.00	-899.76
594 AFTER SCHOOL PROGRAM	-14,352.39	-230.00	4,129.68	0.00	-18,712.07
595 SUMMER SCHOOL PROGRAM	9.78	0.00	0.00	0.00	9.78
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
<b>E SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>1,405.14</b>	<b>219.25</b>	<b>4,322.97</b>	<b>0.00</b>	<b>-2,698.58</b>
<b>F DISTRICT CUSTODIAL ACCOUNTS</b>					
620 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL ACCOUNTS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>G INVESTMENTS</b>					
700 SAVINGS	-82,039.62	0.00	0.00	0.00	-82,039.62
710 INTEREST ON SAVINGS	57,637.62	0.00	0.00	0.00	57,637.62
<b>G INVESTMENTS Totals:</b>	<b>-24,402.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-24,402.00</b>
<b>Q FIELD TRIP FEES</b>					
1581 6A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1582 6B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1583 6C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1584 7A FIELD TRIPS	982.75	0.00	0.00	0.00	982.75
1585 7B FIELD TRIPS	931.50	0.00	0.00	0.00	931.50
1586 7C FIELD TRIPS	404.50	0.00	0.00	0.00	404.50
1587 8A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1588 8B FIELD TRIPS	726.00	0.00	0.00	0.00	726.00
1589 8C FIELD TRIPS	468.00	0.00	0.00	0.00	468.00
1590 FRENCH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1591 GERMAN FIELD TRIPS	180.00	25.00	0.00	0.00	205.00
1592 SPANISH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1593 HAL FIELD TRIPS	701.00	175.00	0.00	0.00	876.00
1596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>Q FIELD TRIP FEES Totals:</b>	<b>4,393.75</b>	<b>200.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,593.75</b>
<b>R CLUB FEES</b>					
2320 YOUTH TO YOUTH CLUB	0.00	0.00	0.00	0.00	0.00
2335 ART CLUB	235.00	0.00	0.00	0.00	235.00
2350 CHESS CLUB	0.00	0.00	0.00	0.00	0.00
2355 SPEECH CLUB	0.00	0.00	0.00	0.00	0.00
2360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
2420 SNACK AND STITCH CLUB	188.00	0.00	0.00	0.00	188.00
<b>R CLUB FEES Totals:</b>	<b>423.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>423.00</b>

# Current Cash Balance Report

ALL Data

Arranged by:  
82  
Group ID and Activity Number

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>S ATHLETIC FEES</b>					
3200 ATHLETICS	10,381.50	2,430.00	0.00	0.00	12,811.50
3205 SUMMER BB CAMP	0.00	0.00	0.00	0.00	0.00
<b>S ATHLETIC FEES Totals:</b>	10,381.50	2,430.00	0.00	0.00	12,811.50
<b>T AFTER SCHOOL PROGRAM FEES</b>					
6594 AFTER SCHOOL PROGRAM	18,204.00	3,293.00	0.00	0.00	21,497.00
6595 AFTER SCHOOL/SUMMER SCHOOL	180.00	0.00	0.00	0.00	180.00
<b>T AFTER SCHOOL PROGRAM FEES Totals:</b>	18,384.00	3,293.00	0.00	0.00	21,677.00
<b>Report Totals:</b>	192,200.98	29,998.30	10,688.64	0.00	211,510.64

James DeLuca

3/5/09

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUNDS</b>					
100 Vending (Student)	12,358.30	0.00	0.00	0.00	12,358.30
101 Vending (Pens & Pencils)	351.26	0.00	0.00	0.00	351.26
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)	417.02	0.00	0.00	0.00	417.02
110 General	6,880.96	98.39	209.79	0.00	6,769.56
115 Stalnaker 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 Orders	0.80	143.00	143.00	0.00	0.80
126 Brablec Book Orders	0.00	0.00	0.00	0.00	0.00
127 Bunnell Book Orders	0.00	0.00	0.00	0.00	0.00
128 Butler Book Orders	0.00	0.00	0.00	0.00	0.00
130 MEF Scholarship	30.33	0.00	0.00	0.00	30.33
135 Hospitality/Courtesy Fund	753.15	0.00	0.00	0.00	753.15
140 Not Used	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
<b>A GENERAL FUNDS Totals:</b>	<b>20,791.82</b>	<b>241.39</b>	<b>352.79</b>	<b>0.00</b>	<b>20,680.42</b>
<b>B ATHLETICS</b>					
200 Athletics	0.00	0.00	0.00	0.00	0.00
210 Football	-1,529.08	0.00	0.00	0.00	-1,529.08
220 Basketball	1,905.05	300.00	520.16	0.00	1,684.89
230 Volleyball	254.07	0.00	0.00	0.00	254.07
240 Wrestling	-1,332.18	0.00	441.04	0.00	-1,773.22
250 CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00
260 Track & Field	-22.75	0.00	0.00	0.00	-22.75
<b>B ATHLETICS Totals:</b>	<b>-724.89</b>	<b>300.00</b>	<b>961.20</b>	<b>0.00</b>	<b>-1,386.09</b>
<b>C ACADEMIC CLUBS</b>					
300 Annual	-2,438.55	4,810.00	0.00	0.00	2,371.45
305 Art Club	472.67	0.00	0.00	0.00	472.67
306 Chess Club	-137.70	0.00	19.50	0.00	-157.20
310 Drama Club	-7,149.53	0.00	3,096.00	0.00	-10,245.53
313 Walking Club	0.00	0.00	0.00	0.00	0.00
315 Youth to Youth Club	-20.22	0.00	0.00	0.00	-20.22
317 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
318 MUSTANG MENTORS	-84.99	0.00	0.00	0.00	-84.99
320 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
321 Scrapbook Club	33.98	0.00	0.00	0.00	33.98
325 SKI CLUB	0.00	0.00	0.00	0.00	0.00
330 Cross Country Club	-152.83	0.00	0.00	0.00	-152.83
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 Robotics & Engineering Club	646.19	0.00	0.00	0.00	646.19
350 Forensics	15.00	0.00	0.00	0.00	15.00
<b>C ACADEMIC CLUBS Totals:</b>	<b>-8,741.86</b>	<b>4,810.00</b>	<b>3,115.50</b>	<b>0.00</b>	<b>-7,047.36</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
360 Stang Gang Spirit Club	-159.15	0.00	0.00	0.00	-159.15
400 Student Council	683.48	949.58	150.00	0.00	1,483.06
450 Mustang Scholar Retreat	-18,855.22	0.00	5,245.23	0.00	-24,100.45
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>-18,330.89</b>	<b>949.58</b>	<b>5,395.23</b>	<b>0.00</b>	<b>-22,776.54</b>

## Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
500 Art Projects	452.15	0.00	0.00	0.00	452.15
501 Band Contest/Clinic	-72.78	0.00	101.80	0.00	-174.58
502 Swing Choir	-529.80	0.00	0.00	0.00	-529.80
503 Honor Choir	-53.55	0.00	0.00	0.00	-53.55
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	63.86	0.00	0.00	0.00	63.86
509 7B Field Trips	11.65	0.00	436.77	0.00	-425.12
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	0.00	0.00	50.00	0.00	-50.00
513 Orchestra Contest/Clinic	0.00	0.00	161.93	0.00	-161.93
515 Fund Raising	32,380.03	1,850.00	2,903.75	0.00	31,326.28
520 GYM SUITS	29.30	0.00	0.00	0.00	29.30
525 Home Ec Projects	38.77	0.00	0.00	0.00	38.77
526 Honors Band	0.00	0.00	0.00	0.00	0.00
527 HAL Field Trips	-270.50	0.00	0.00	0.00	-270.50
530 Industrial Tech Projects	7,086.74	89.00	0.00	0.00	7,175.74
535 Instrument Rental	-65.00	0.00	0.00	0.00	-65.00
545 Library Activities	1,461.42	73.00	189.93	0.00	1,344.49
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	-5,529.12	0.00	0.00	0.00	-5,529.12
560 SITE BASE PLAN	0.00	0.00	0.00	0.00	0.00
570 Jump Start	-933.04	0.00	0.00	0.00	-933.04
<b>E SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>34,115.13</b>	<b>2,012.00</b>	<b>3,844.18</b>	<b>0.00</b>	<b>32,282.95</b>
<b>F DISTRICT CUSTODIAL ACCOUNTS</b>					
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
<b>F DISTRICT CUSTODIAL ACCOUNTS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>G INVESTMENTS</b>					
700 Investments	-34,479.91	0.00	0.00	0.00	-34,479.91
710 Interest from Savings	5,672.65	0.00	0.00	0.00	5,672.65
<b>G INVESTMENTS Totals:</b>	<b>-28,807.26</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-28,807.26</b>
<b>Q FIELD TRIP FEES</b>					
1340 RESOURCE	0.00	0.00	0.00	0.00	0.00
1400 Student Council	0.00	0.00	0.00	0.00	0.00
1506 6A Field Trips	0.00	0.00	0.00	0.00	0.00
1507 6B Field Trips	0.00	0.00	0.00	0.00	0.00
1508 7A Field Trips	0.00	0.00	0.00	0.00	0.00
1509 7B Field Trips	353.70	60.50	0.00	0.00	414.20
1510 8A Field Trips	0.00	0.00	0.00	0.00	0.00
1511 8B Field Trips	0.00	0.00	0.00	0.00	0.00
1512 Foreign Language Trip	0.00	50.00	0.00	0.00	50.00
1527 HAL Field Trip	164.00	0.00	0.00	0.00	164.00
1555 Outdoor Education	7,750.00	0.00	0.00	0.00	7,750.00
1570 Jump Start	1,140.00	0.00	0.00	0.00	1,140.00
<b>Q FIELD TRIP FEES Totals:</b>	<b>9,407.70</b>	<b>110.50</b>	<b>0.00</b>	<b>0.00</b>	<b>9,518.20</b>



# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>R CLUB FEES</b>					
2305 Art Club	360.00	0.00	0.00	0.00	360.00
2306 Chess Club	93.50	0.00	0.00	0.00	93.50
2310 Drama Club	13,117.00	140.00	0.00	0.00	13,257.00
2313 WALKING CLUB	0.00	0.00	0.00	0.00	0.00
2315 Youth to Youth	340.00	0.00	0.00	0.00	340.00
2321 Scrapbook Club	0.00	0.00	0.00	0.00	0.00
2330 Cross Country Club	74.25	0.00	0.00	0.00	74.25
2345 Robotics & Engineering Club	0.00	0.00	0.00	0.00	0.00
2350 Forensics	0.00	0.00	0.00	0.00	0.00
2360 Stang Gang Spirit Club	36.00	0.00	0.00	0.00	36.00
2504 Jazz Band	0.00	0.00	0.00	0.00	0.00
2513 Orchestra Contest/Clinic	0.00	40.00	0.00	0.00	40.00
2526 Honors Band	0.00	0.00	0.00	0.00	0.00
2535 Instrument Rental	850.00	0.00	0.00	0.00	850.00
<b>R CLUB FEES Totals:</b>	<b>14,870.75</b>	<b>180.00</b>	<b>0.00</b>	<b>0.00</b>	<b>15,050.75</b>
<b>S ATHLETIC FEES</b>					
3010 Football	2,205.00	0.00	0.00	0.00	2,205.00
3020 Basketball	3,880.00	50.00	0.00	0.00	3,930.00
3030 Volleyball	1,720.00	0.00	0.00	0.00	1,720.00
3040 Wrestling	775.00	0.00	0.00	0.00	775.00
3060 Track & Field	0.00	0.00	0.00	0.00	0.00
<b>S ATHLETIC FEES Totals:</b>	<b>8,580.00</b>	<b>50.00</b>	<b>0.00</b>	<b>0.00</b>	<b>8,630.00</b>
<b>T AFTER SCHOOL PROGRAM FEES</b>					
4500 Mustang Scholar Retreat	39,510.50	5,535.00	0.00	0.00	45,045.50
<b>T AFTER SCHOOL PROGRAM FEES Totals:</b>	<b>39,510.50</b>	<b>5,535.00</b>	<b>0.00</b>	<b>0.00</b>	<b>45,045.50</b>
<b>Report Totals:</b>	<b>70,671.00</b>	<b>14,188.47</b>	<b>13,668.90</b>	<b>0.00</b>	<b>71,190.57</b>

*Paul W. [Signature]*  
Principal

*Steve Bartholomew*  
Bookkeeper

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending - Student	4,261.47	5.00	0.00	-1,200.00	3,066.47
101 Coffee & Water Machines	171.05	40.00	138.65	0.00	72.40
102 Building Beautification	2,457.22	0.00	0.00	0.00	2,457.22
103 Vending machines-staff	681.23	0.00	0.00	1,200.00	1,881.23
110 General	521.68	0.00	252.07	0.00	269.61
150 Sweatshirt Sales	2,144.60	0.00	0.00	0.00	2,144.60
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>10,237.25</b>	<b>45.00</b>	<b>390.72</b>	<b>0.00</b>	<b>9,891.53</b>
<b>B ATHLETICS/ACTIVITIES</b>					
201 Athletics	-191.91	60.00	1,424.87	0.00	-1,556.78
202 Athletics Assistance from Rotary	578.50	0.00	0.00	0.00	578.50
<b>B ATHLETICS/ACTIVITIES Totals:</b>	<b>386.59</b>	<b>60.00</b>	<b>1,424.87</b>	<b>0.00</b>	<b>-978.28</b>
<b>C ACADEMIC CLUBS</b>					
301 Yearbook	19,129.02	30.00	0.00	0.00	19,159.02
<b>C ACADEMIC CLUBS Totals:</b>	<b>19,129.02</b>	<b>30.00</b>	<b>0.00</b>	<b>0.00</b>	<b>19,159.02</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
401 Art Club	81.87	0.00	0.00	0.00	81.87
409 Craft Club	0.00	0.00	0.00	0.00	0.00
410 Student Council	4,754.70	1,778.58	2,088.63	0.00	4,444.65
411 Youth to Youth	1,679.56	0.00	0.00	0.00	1,679.56
412 Writing Club	0.00	0.00	0.00	0.00	0.00
413 Wits Clash/Knowledge Masters	62.02	0.00	0.00	0.00	62.02
420 Japanese Club	48.22	0.00	0.00	0.00	48.22
430 Sister Cities Club	53.62	0.00	23.50	0.00	30.12
501 TASC	-3,241.32	0.00	2,413.79	0.00	-5,655.11
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>3,438.67</b>	<b>1,778.58</b>	<b>4,525.92</b>	<b>0.00</b>	<b>691.33</b>
<b>E ADMIN CUSTODIAL ACCOUNTS</b>					
601 Employee Hospitality	-716.77	1,815.00	2,712.69	0.00	-1,614.46
603 Gym Fees	364.15	0.00	0.00	0.00	364.15
604 Art	141.46	0.00	0.00	0.00	141.46
605 Book Fines	10,753.53	0.00	0.00	0.00	10,753.53
606 Library	506.20	62.66	0.00	0.00	568.86
610 8th Grade Farewell	1,451.34	0.00	0.00	0.00	1,451.34
618 Counseling	367.10	68.25	0.00	0.00	435.35
<b>E ADMIN CUSTODIAL ACCOUNTS Totals:</b>	<b>12,867.01</b>	<b>1,945.91</b>	<b>2,712.69</b>	<b>0.00</b>	<b>12,100.23</b>
<b>F ACADEMIC CUSTODIAL ACCOUNTS</b>					
701 HAL	564.91	46.45	0.00	0.00	611.36
702 Industrial Technology	1,874.20	737.50	0.00	0.00	2,611.70
703 Home Economics	605.80	0.00	0.00	0.00	605.80
704 TEAM 6A	170.39	0.00	0.00	0.00	170.39
705 TEAM 6B	212.50	0.00	0.00	0.00	212.50
706 TEAM 7A	225.78	0.00	0.00	0.00	225.78
707 TEAM 7B	272.34	0.00	49.04	0.00	223.30
708 TEAM 8A	250.54	0.00	0.00	0.00	250.54
709 TEAM 8B	267.13	0.00	0.00	0.00	267.13
710 TEAM 7C	122.50	0.00	5.65	0.00	116.85
711 TEAM 6C	218.51	0.00	0.00	0.00	218.51
712 TEAM 8C	90.94	0.00	0.00	0.00	90.94
713 Field Trips - balance from prior years	941.69	0.00	0.00	0.00	941.69
714 6th grade field trips/team days	-2,974.80	0.00	603.96	0.00	-3,578.76
715 7th grade field trips/team days	0.00	0.00	0.00	0.00	0.00
716 8th grade field trips/team days	-3,331.32	0.00	0.00	0.00	-3,331.32
717 Exploratory Teams	16.43	0.00	0.00	0.00	16.43

# Current Cash Balance Report

ALL Data

Date: 02/01/2009 thru 02/28/2009

Arranged by  
Group ID and Activity Number  
87

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
719 Music	63.82	1,500.00	0.00	0.00	1,563.82
720 Orchestra	17.52	0.00	0.00	0.00	17.52
722 Music field trips	1.00	0.00	0.00	0.00	1.00
723 Orchestra field trips	0.00	0.00	58.99	0.00	-58.99
725 HAL Field trips	-324.00	0.00	172.18	0.00	-496.18
728 Jump Start Program	-1,280.00	0.00	0.00	1,280.00	0.00
<b>F ACADEMIC CUSTODIAL ACCOUNTS Totals:</b>	<b>-1,994.12</b>	<b>2,283.95</b>	<b>889.82</b>	<b>1,280.00</b>	<b>680.01</b>
<b>H INVESTMENTS</b>					
905 Interest on checking	2,789.13	56.91	0.00	0.00	2,846.04
<b>H INVESTMENTS Totals:</b>	<b>2,789.13</b>	<b>56.91</b>	<b>0.00</b>	<b>0.00</b>	<b>2,846.04</b>
<b>I FUNDRAISERS</b>					
1000 Parent Donations	960.00	0.00	0.00	0.00	960.00
1002 MAGAZINE SALES	4,125.77	0.00	268.16	0.00	3,857.61
1003 Entertainment Books	1,562.28	0.00	0.00	0.00	1,562.28
1004 J.C. Penney	0.00	0.00	0.00	0.00	0.00
1006 Donations	3,809.15	2,781.95	0.00	0.00	6,591.10
1010 Coffee Fundraiser	1,172.39	456.00	252.70	0.00	1,375.69
<b>I FUNDRAISERS Totals:</b>	<b>11,629.59</b>	<b>3,237.95</b>	<b>520.86</b>	<b>0.00</b>	<b>14,346.68</b>
<b>Q Student Fees</b>					
1205 6A field trips/team days	1,300.00	0.00	0.00	0.00	1,300.00
1210 6B Field trips/team day	624.00	0.00	0.00	0.00	624.00
1211 6C field trips/team days	1,712.00	0.00	0.00	0.00	1,712.00
1215 7A Field trips/team day	0.00	0.00	0.00	0.00	0.00
1220 7B Field trips/team day	0.00	0.00	0.00	0.00	0.00
1225 7C Field trips/team days	0.00	0.00	0.00	0.00	0.00
1230 8A Field trips/team days	1,694.00	0.00	0.00	0.00	1,694.00
1235 8B Field trip/team days	1,416.00	0.00	0.00	0.00	1,416.00
1240 8C Field trips/team days	470.00	0.00	0.00	0.00	470.00
1245 Foreign Language Field Trips	0.00	0.00	0.00	0.00	0.00
1246 Sister Cities Club Field Trips	0.00	0.00	0.00	0.00	0.00
1260 HAL Field Trips	432.00	115.00	0.00	0.00	547.00
1280 Jump Start	1,280.00	0.00	0.00	-1,280.00	0.00
<b>Q Student Fees Totals:</b>	<b>8,928.00</b>	<b>115.00</b>	<b>0.00</b>	<b>-1,280.00</b>	<b>7,763.00</b>
<b>R Clubs/Activities</b>					
2409 Craft Club Fees	5.00	0.00	0.00	0.00	5.00
<b>R Clubs/Activities Totals:</b>	<b>5.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5.00</b>
<b>S Athletic Fees</b>					
3201 Athletics	9,077.00	85.00	0.00	0.00	9,162.00
<b>S Athletic Fees Totals:</b>	<b>9,077.00</b>	<b>85.00</b>	<b>0.00</b>	<b>0.00</b>	<b>9,162.00</b>
<b>T After School Program Fees</b>					
2501 TASC	18,459.00	1,335.00	0.00	0.00	19,794.00
<b>T After School Program Fees Totals:</b>	<b>18,459.00</b>	<b>1,335.00</b>	<b>0.00</b>	<b>0.00</b>	<b>19,794.00</b>
<b>Z UNUSED ACCOUNTS</b>					
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
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
402 Chess Club	0.00	0.00	0.00	0.00	0.00
403 Computer Club	0.00	0.00	0.00	0.00	0.00
404 Drama Club	0.00	0.00	0.00	0.00	0.00
405 Environmental Club	0.00	0.00	0.00	0.00	0.00

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

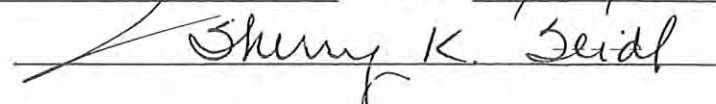
Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
406 Golf Club	0.00	0.00	0.00	0.00	0.00
407 Student Newspaper	0.00	0.00	0.00	0.00	0.00
408 Science Club	0.00	0.00	0.00	0.00	0.00
414 Ski Club	0.00	0.00	0.00	0.00	0.00
415 Photography Club	0.00	0.00	0.00	0.00	0.00
416 Literary Club	0.00	0.00	0.00	0.00	0.00
417 Summer Opportunities	0.00	0.00	0.00	0.00	0.00
418 Spirit Club	0.00	0.00	0.00	0.00	0.00
419 Engineering Club	0.00	0.00	0.00	0.00	0.00
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
612 Peer Tutor/Learning Center	0.00	0.00	0.00	0.00	0.00
718 Packtime	0.00	0.00	0.00	0.00	0.00
721 Band	0.00	0.00	0.00	0.00	0.00
724 Band field trips	0.00	0.00	0.00	0.00	0.00
726 Foreign Language Field Trips	0.00	0.00	0.00	0.00	0.00
727 Youth to Youth Field Trips	0.00	0.00	0.00	0.00	0.00
729 Summer School	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
1250 Vocal Music Field Trips	0.00	0.00	0.00	0.00	0.00
1255 Orchestra Field Trips	0.00	0.00	0.00	0.00	0.00
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
1281 Youth to Youth Field Trips	0.00	0.00	0.00	0.00	0.00
1285 Summer School	0.00	0.00	0.00	0.00	0.00
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
2420 Japanese Club	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:	94,952.14	10,973.30	10,464.88	0.00	95,460.56

Principal signature



Date 3/10/09

Administrative Assistant signature



## Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL</b>					
100 PRIOR YEARS VENDING	153,639.73	0.00	6,668.06	0.00	146,971.67
105 MUSTANG MANIA GRANTS	6,802.28	0.00	60.91	0.00	6,741.37
110 GENERAL	7,851.93	6,702.22	2,176.43	0.00	12,377.72
115 MIT	53.88	0.00	0.00	0.00	53.88
120 ACTIVITIES SUPPORT	0.00	0.00	0.00	0.00	0.00
146 COKE/FOOD SERVICE	57,381.33	0.00	0.00	0.00	57,381.33
170 INTEREST OF CD'S	103,650.53	0.00	0.00	0.00	103,650.53
180 INTEREST ON CHECKING ACCOUNT	16,437.79	6.28	0.00	0.00	16,444.07
185 INTEREST ON MM FUND	25,970.51	196.41	0.00	0.00	26,166.92
190 MN SITE IMPROVEMENTS	419.53	0.00	0.00	0.00	419.53
225 MIGHTY MASCOT	370.46	412.38	486.02	0.00	296.82
<b>A ACTIVITY GENERAL Totals:</b>	<b>372,577.97</b>	<b>7,317.29</b>	<b>9,391.42</b>	<b>0.00</b>	<b>370,503.84</b>
<b>B ATHLETICS/ACTIVITIES</b>					
199 ATHLETIC GATE RECEIPTS	53,851.70	8,408.17	0.00	0.00	62,259.87
200 ACTIVITIES TRANSPORTATION	-27,619.39	641.50	7,323.53	0.00	-34,301.42
201 CONCESSIONS	-218.88	5,154.09	7,507.56	0.00	-2,572.35
202 ATHLETICS	75,114.76	100.00	280.00	0.00	74,934.76
203 SPORT FEES	-90.00	0.00	0.00	0.00	-90.00
204 ACTIVITY TICKETS	22,497.00	0.00	0.00	0.00	22,497.00
205 ATHLETIC CLOTHING	-9,352.63	30.00	0.00	0.00	-9,322.63
206 BASEBALL	0.00	0.00	0.00	0.00	0.00
207 BASKETBALL-BOYS	-4,316.41	0.00	0.00	0.00	-4,316.41
208 BASKETBALL - GIRLS	-1,451.53	0.00	0.00	0.00	-1,451.53
209 CROSS COUNTRY	-935.98	0.00	0.00	0.00	-935.98
211 FOOTBALL	-15,889.07	0.00	2,342.30	0.00	-18,231.37
212 GOLF	-2,022.46	0.00	0.00	0.00	-2,022.46
213 SOCCER - BOYS	-1,072.15	0.00	0.00	0.00	-1,072.15
214 SOCCER - GIRLS	-1,661.68	0.00	0.00	0.00	-1,661.68
216 SOFTBALL	-1,508.88	0.00	312.22	0.00	-1,821.10
217 SWIMMING	-9,591.74	0.00	0.00	0.00	-9,591.74
218 TENNIS	-1,413.26	0.00	0.00	0.00	-1,413.26
219 TRACK - BOYS	-1,955.78	0.00	475.58	0.00	-2,431.36
220 ENTRY FEES	-5,064.65	0.00	323.53	0.00	-5,388.18
221 TRACK - GIRLS	-3,269.91	0.00	0.00	0.00	-3,269.91
222 VOLLEYBALL	-5,702.44	0.00	0.00	0.00	-5,702.44
223 WRESTLING	-4,787.78	0.00	1,129.20	0.00	-5,916.98
224 ATHLETIC TRAINING	-5,551.76	0.00	0.00	0.00	-5,551.76
226 CHEERLEADING	-877.50	0.00	261.66	0.00	-1,139.16
227 DANCE TEAM	-1,882.28	0.00	0.00	0.00	-1,882.28
230 OFFICIALS	-21,689.41	0.00	4,150.01	0.00	-25,839.42
235 DEBATE TRANSPORTATION	-985.07	0.00	1,022.66	0.00	-2,007.73
240 FORENSIC TRANSPORTATION	-6,677.46	0.00	1,985.99	0.00	-8,663.45
250 BAND/ORCHESTRA TACT	-19,036.05	0.00	1,495.40	0.00	-20,531.45
260 CHORAL TRANSPORTATION	-549.89	0.00	0.00	0.00	-549.89
<b>B ATHLETICS/ACTIVITIES Totals:</b>	<b>-3,710.58</b>	<b>14,333.76</b>	<b>28,609.64</b>	<b>0.00</b>	<b>-17,986.46</b>
<b>C ACADEMIC CLUBS</b>					
301 DECA	-8,262.34	0.00	5,330.57	0.00	-13,592.91
302 FRENCH CLUB	1,166.22	0.00	0.00	0.00	1,166.22
303 LATIN CLUB	-272.49	0.00	0.00	0.00	-272.49
305 SPANISH CLUB	165.22	245.00	224.00	0.00	186.22
306 PRIOR YRS YEARBOOK	6,000.00	0.00	0.00	0.00	6,000.00

## Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
307 GERMAN CLUB	-9.25	0.00	0.00	0.00	-9.25
308 YEARBOOK/STAMPEDE	14,599.86	40.00	0.00	0.00	14,639.86
309 NEWSPAPER/HOOFBEAT	5,446.10	995.00	1,039.52	0.00	5,401.58
311 ASTRONOMY CLUB	199.68	0.00	0.00	0.00	199.68
314 HISTORY CLUB	-1,578.11	460.00	192.00	0.00	-1,310.11
315 SPIRIT SHOP	10,181.06	3,558.00	119.10	0.00	13,619.96
316 FCCLA	5,291.38	0.00	8.55	0.00	5,282.83
317 MATH CLUB	58.82	0.00	0.00	0.00	58.82
325 VIA	1,512.54	0.00	0.00	0.00	1,512.54
515 JAPANESE CLUB	0.00	0.00	0.00	0.00	0.00
524 MULTI-CAT	316.63	0.00	0.00	0.00	316.63
614 BROADCAST CLUB	0.00	0.00	0.00	0.00	0.00
615 VICA/SKILLS USA	3,282.56	0.00	1,688.73	0.00	1,593.83
C ACADEMIC CLUBS Totals:	38,097.88	5,298.00	8,602.47	0.00	34,793.41
D CLUBS AND ORGANIZATIONS					
310 VARSITY/JV CHEER FUNDRAISER	529.13	6.00	0.00	0.00	535.13
402 CHEER/DANCE UNIFORMS	-449.75	0.00	0.00	0.00	-449.75
406 DANCE TEAM FUNDRAISER	1,458.88	37.50	32.08	0.00	1,464.30
407 BASEBALL FR	2,347.93	0.00	500.00	0.00	1,847.93
408 INTERNATIONAL THESPIANS	-530.22	0.00	0.00	0.00	-530.22
409 CHESS CLUB	1,028.83	0.00	0.00	0.00	1,028.83
410 CROSS COUNTRY FR	168.31	0.00	0.00	0.00	168.31
411 FOOTBALL FR	2,773.76	0.00	0.00	0.00	2,773.76
412 BOYS TRACK FR	240.13	0.00	0.00	0.00	240.13
413 VOLLEYBALL CONCESSIONS	0.00	0.00	0.00	0.00	0.00
414 GIRLS GOLF FR	951.33	0.00	0.00	0.00	951.33
417 BOYS SOCCER FR	122.54	0.00	0.00	0.00	122.54
418 GIRLS SWIM	57.42	0.00	0.00	0.00	57.42
419 SOFTBALL FR	956.06	0.00	540.87	0.00	415.19
420 SWIM FR	4,427.51	715.81	2,307.00	0.00	2,836.32
421 TENNIS FR	-95.00	0.00	0.00	0.00	-95.00
422 GIRLS TRACK FR	3,572.86	0.00	40.45	0.00	3,532.41
423 VOLLEYBALL FUNDRAISER	1,594.60	400.00	0.00	0.00	1,994.60
424 BOYS SWIM	72.11	0.00	0.00	0.00	72.11
425 LITERARY MAGAZINE	2,071.37	0.00	0.00	0.00	2,071.37
426 BAND	16,305.47	37.10	450.00	-9,659.90	6,232.67
427 FLAGS	1,818.87	0.00	0.00	0.00	1,818.87
429 AMNESTY INTERNATIONAL	970.47	0.00	0.00	0.00	970.47
430 CHORAL	420.43	351.41	0.00	-2,178.13	-1,406.29
431 ORCHESTRA	4,594.55	365.97	420.00	-2,108.55	2,431.97
432 STUDENT COUNCIL	22,132.80	2,900.65	461.63	0.00	24,571.82
434 JUNIOR CLASS BOARD	9,243.57	0.00	0.00	0.00	9,243.57
435 SENIOR CLASS BOARD	3,749.70	0.00	0.00	0.00	3,749.70
437 NATIONAL HONOR SOCIETY	7,134.41	1,815.47	283.20	0.00	8,666.68
439 DEVELOPMENTAL ASSETS	528.76	70.00	0.00	0.00	598.76
440 MUSTANG MENTOR	1,754.74	0.00	0.00	0.00	1,754.74
444 INTRAMURAL SOCCER	-106.00	0.00	0.00	0.00	-106.00
450 INTRAMURALS	616.45	0.00	539.20	0.00	77.25
456 BOYS GOLF F/R	821.47	0.00	0.00	0.00	821.47
459 BOYS BASKETBALL CAMP	-348.34	0.00	64.86	0.00	-413.20
466 WRESTLING FUNDRAISER	1,249.86	0.00	0.00	0.00	1,249.86
477 MILLARD BASKETBALL/OC	40.98	0.00	0.00	0.00	40.98

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Arranged by:  
91 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
480 BAND TRIP	-260,802.56	0.00	70,630.00	13,946.58	-317,485.98
500 NFL ACCOUNT	7,518.74	655.00	6,029.56	0.00	2,144.18
520 GIRLS BASKETBALL CAMP	1,206.34	0.00	0.00	0.00	1,206.34
600 GIRLS SOCCER F/R	542.69	0.00	0.00	0.00	542.69
<b>D CLUBS AND ORGANIZATIONS Totals</b>	<b>-159,308.80</b>	<b>7,354.91</b>	<b>82,298.85</b>	<b>0.00</b>	<b>-234,252.74</b>
<b>E ADMIN CUSTODIAL ACCOUNTS</b>					
601 COURTESY	2,734.03	0.00	50.00	0.00	2,684.03
602 CAREER DEVELOPMENT	748.84	0.00	0.00	0.00	748.84
603 PARKING STICKERS	32,556.09	375.00	1,882.96	0.00	31,048.13
605 FIELDTRIPS	-1,114.13	165.00	572.57	0.00	-1,521.70
606 AFTER PROM	4.31	0.00	0.00	0.00	4.31
607 ART	1,995.69	0.00	19.96	0.00	1,975.73
608 GYM FEES	7,934.54	5.00	311.40	0.00	7,628.14
609 ART/SCHIMENTI	206.40	0.00	5.50	0.00	200.90
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	12,975.84	89.00	0.00	0.00	13,064.84
611 INDUSTRIAL TECH	3,801.40	128.28	1,131.14	0.00	2,798.54
612 STAFF VENDING	-439.70	0.00	395.43	0.00	-835.13
613 LIBRARY	544.99	48.26	10.60	0.00	582.65
616 TRANSCRIPT FEES	1,033.36	50.00	542.21	0.00	541.15
617 POOL	7,766.53	1,048.28	1,861.45	0.00	6,953.36
621 PE FIELDTRIPS	-562.39	0.00	0.00	0.00	-562.39
625 AP EXAMS	2,847.19	0.00	0.00	0.00	2,847.19
629 IB	-31,483.00	0.00	0.00	0.00	-31,483.00
631 PSAT EXAM	-2,203.69	0.00	4,277.00	0.00	-6,480.69
675 SALBERG FIELDTRIPS	-1,170.35	0.00	0.00	0.00	-1,170.35
680 OTT FIELDTRIPS	-175.87	0.00	0.00	0.00	-175.87
<b>E ADMIN CUSTODIAL ACCOUNTS Totals:</b>	<b>38,000.08</b>	<b>1,908.82</b>	<b>11,060.22</b>	<b>0.00</b>	<b>28,848.68</b>
<b>F ACADEMIC CUSTODIAL ACCOUNTS</b>					
300 DEBATE	1,466.47	589.00	1,903.30	0.00	152.17
321 DRAMA	3,706.01	1,192.00	1,392.60	0.00	3,505.41
622 SPEECH	-4,967.92	0.00	0.00	0.00	-4,967.92
701 MANTARO/GRANT	5.85	0.00	0.00	0.00	5.85
750 FCS	529.18	0.00	77.81	0.00	451.37
751 ALEKS MATH PROGRAM	100.00	0.00	0.00	0.00	100.00
755 SENIOR CLASS ACTIVITIES	24,482.10	0.00	0.00	0.00	24,482.10
770 ADVERTISING	12,882.27	0.00	0.00	0.00	12,882.27
<b>F ACADEMIC CUSTODIAL ACCOUNTS Totals:</b>	<b>38,203.96</b>	<b>1,781.00</b>	<b>3,373.71</b>	<b>0.00</b>	<b>36,611.25</b>
<b>G DISTRICT CUSTODIAL ACCOUNTS</b>					
872 LEADERS SCHOLARSHIP	701.31	0.00	0.00	0.00	701.31
<b>G DISTRICT CUSTODIAL ACCOUNTS Totals:</b>	<b>701.31</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>701.31</b>
<b>Q EXTRACURRICULAR</b>					
1000 FIELDTRIPS	1,342.75	925.00	0.00	0.00	2,267.75
1002 PE FIELDTRIPS	500.00	0.00	0.00	0.00	500.00
1005 BAND TRIP	232,443.44	84,612.53	0.00	0.00	317,055.97
1010 DC TRIP	0.00	0.00	0.00	0.00	0.00
1200 SCIENCE FIELDTRIP	0.00	0.00	0.00	0.00	0.00
1300 DEBATE NATIONALS	0.00	270.00	0.00	0.00	270.00
1301 DECA	8,660.00	315.00	0.00	0.00	8,975.00
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	0.00	0.00	0.00	0.00	0.00
1307 GERMAN CLUB	0.00	0.00	0.00	0.00	0.00

# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1314 HISTORY CLUB TRIP	3,650.00	300.00	0.00	0.00	3,950.00
1316 FCCLA	1,450.00	0.00	0.00	0.00	1,450.00
1408 THESPIAN/DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
1430 CHORAL TRIP	0.00	0.00	0.00	0.00	0.00
1431 ORCHESTRA TRIP	0.00	0.00	0.00	0.00	0.00
1450 INTRAMURALS	0.00	0.00	0.00	0.00	0.00
1515 JAPANESE CLUB	0.00	0.00	0.00	0.00	0.00
1615 VICA/SKILLS USA	1,005.00	1,340.00	0.00	0.00	2,345.00
1622 FORENSIC NATIONALS	4,005.00	1,465.00	0.00	0.00	5,470.00
1675 SALBERG FIELDTRIPS	1,241.00	458.00	0.00	0.00	1,699.00
1680 OTT FIELDTRIPS	856.00	0.00	0.00	0.00	856.00
2000 MUSIC ALLSTATE FEES	1,633.00	0.00	0.00	0.00	1,633.00
2005 CHEER/DANCE CAMP	0.00	0.00	0.00	0.00	0.00
4230 SUBS FOR FIELDTRIPS	0.00	0.00	0.00	0.00	0.00
5000 SPORTS PARTICIPATION FEE	47,826.00	120.00	0.00	0.00	47,946.00
5230 ONE ACT PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
5235 DEBATE PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
5240 FORENSIC PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
5260 CHORAL PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRACURRICULAR Totals:</b>	<b>304,612.19</b>	<b>89,805.53</b>	<b>0.00</b>	<b>0.00</b>	<b>394,417.72</b>
<b>R POST SECONDARY EDUCATION</b>					
6625 AP EXAM FEES	0.00	0.00	0.00	0.00	0.00
6629 IB EXAM FEES	32,092.00	0.00	0.00	0.00	32,092.00
6631 PSAT EXAM	5,438.00	700.00	0.00	0.00	6,138.00
<b>R POST SECONDARY EDUCATION Totals:</b>	<b>37,530.00</b>	<b>700.00</b>	<b>0.00</b>	<b>0.00</b>	<b>38,230.00</b>
<b>S BANKING</b>					
999 STARTING CASH	-2,200.00	1,300.00	0.00	0.00	-900.00
<b>S BANKING Totals:</b>	<b>-2,200.00</b>	<b>1,300.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-900.00</b>
<b>Z INVESTMENTS</b>					
900 CERTIFICATES OF DEPOSITS	-300,698.67	0.00	0.00	0.00	-300,698.67
905 MONEY MARKET FUND	-255,928.67	0.00	492.82	0.00	-256,421.49
<b>Z INVESTMENTS Totals:</b>	<b>-556,627.34</b>	<b>0.00</b>	<b>492.82</b>	<b>0.00</b>	<b>-557,120.16</b>
<b>Report Totals:</b>	<b>107,876.67</b>	<b>129,799.31</b>	<b>143,829.13</b>	<b>0.00</b>	<b>93,846.85</b>



## Current Cash Balance Report

Date: 02/02/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL ACCOUNT EXPENSES</b>					
109 Public Relations	-1,039.17	0.00	0.00	0.00	-1,039.17
115 General Account	-4,837.41	0.00	0.00	0.00	-4,837.41
117 Damage and Loss Property	0.00	69.00	65.00	0.00	4.00
120 Extracurr Transportation	-17,785.27	0.00	1,622.66	0.00	-19,407.93
121 Athletic Transportation	-24,986.98	0.00	62.28	0.00	-25,049.26
140 Technology	0.00	0.00	0.00	0.00	0.00
142 Equipment Replacement / Repair	0.00	0.00	0.00	0.00	0.00
143 Building Maintenance	-330.00	0.00	55.00	0.00	-385.00
144 Pride Time	-305.00	0.00	0.00	0.00	-305.00
146 Academic Awards	0.00	0.00	0.00	0.00	0.00
147 Activity Support/Projects	-3,314.47	0.00	1,992.10	0.00	-5,306.57
148 Teachers Grants/Awards	0.00	0.00	0.00	0.00	0.00
151 Personnel Support	-4,802.81	0.00	1,519.84	0.00	-6,322.65
156 Wellness	912.15	0.00	0.00	0.00	912.15
199 Miscellaneous Bank Charges	-462.44	1.00	133.42	0.00	-594.86
<b>A GENERAL ACCOUNT EXPENSES Totals:</b>	<b>-56,951.40</b>	<b>70.00</b>	<b>5,450.30</b>	<b>0.00</b>	<b>-62,331.70</b>
<b>B GENERAL ACCOUNT REVENUE</b>					
100 Vending Machines-Coca-Cola	46,057.78	0.00	0.00	0.00	46,057.78
104 Staff Coke Fund	2,191.23	0.00	0.00	0.00	2,191.23
105 Sanitary Machines	119.25	12.00	0.00	0.00	131.25
152 Other Revenue	2,739.00	4,682.00	0.00	0.00	7,421.00
153 Graduation Revenue	0.00	0.00	0.00	0.00	0.00
155 PAYBAC Partners	642.76	0.00	0.00	0.00	642.76
158 Capital Outlay	-43,472.42	0.00	0.00	0.00	43,472.42
190 Misc. Bank Credit Adjustments	0.00	0.00	0.00	0.00	0.00
901 Interest on Bus MM	104.86	0.00	0.00	0.00	104.86
902 Interest on Business Checking	888.94	0.00	0.00	0.00	888.94
<b>B GENERAL ACCOUNT REVENUE Totals:</b>	<b>96,216.24</b>	<b>4,694.00</b>	<b>0.00</b>	<b>0.00</b>	<b>100,910.24</b>
<b>C ATHLETICS</b>					
201 Concessions	11,672.68	6,853.55	2,292.86	-75.00	16,158.37
202 Athletics	-12,354.31	0.00	0.00	0.00	-12,354.31
203 Athletic Gate Receipts	48,083.61	12,201.74	0.00	0.00	60,285.35
204 Athletic Clothing	0.00	0.00	0.00	0.00	0.00
206 Athletic Tickets	17,620.00	0.00	0.00	0.00	17,620.00
207 Participation Fee	900.00	0.00	0.00	0.00	900.00
208 Sport Facility Use	0.00	0.00	0.00	0.00	0.00
210 Athletic Capital Outlay	244,952.90	0.00	0.00	0.00	244,952.90
211 Activities	-402.36	0.00	879.45	0.00	-1,281.81
212 Athletic Fundraisers	0.00	0.00	0.00	0.00	0.00
213 Summer Clinics	30.00	0.00	0.00	0.00	30.00
214 Little Dribblers	3.21	0.00	0.00	0.00	3.21
216 Strength and Conditioning	-2,649.42	0.00	48.16	0.00	-2,697.58
220 Football	-23,228.59	0.00	20.35	0.00	-23,248.94
221 Volleyball	-3,866.21	0.00	0.00	0.00	-3,866.21
222 Softball	-4,176.23	0.00	0.00	0.00	-4,176.23
223 Tennis (Boys)	-1,055.75	0.00	-30.00	0.00	-1,025.75
224 Tennis (Girls)	0.00	0.00	331.70	0.00	-331.70
225 Golf (Boys)	-1,676.05	0.00	0.00	0.00	-1,676.05
225 Golf (Girls)	-1,480.13	0.00	-50.00	0.00	-1,430.13
227 Wrestling	-13,410.71	1,575.00	3,145.95	0.00	-14,981.66
228 Soccer (Boys)	-1,666.91	0.00	0.00	0.00	-1,666.91

# Current Cash Balance Report

SELECTED Data

Arranged by

Date: 02/02/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
229 Soccer (Girls)	-1,922.84	0.00	0.00	0.00	-1,922.84
230 Baseball	-2,017.50	0.00	206.23	0.00	-2,223.73
231 Cross Country (Boys)	-207.06	0.00	-170.00	0.00	-37.06
232 Basketball (Boys)	-5,986.06	0.00	1,365.00	0.00	-7,351.06
233 Track (Boys)	114.82	0.00	658.16	0.00	-543.34
234 Swimming (Boys)	-2,265.35	1,550.84	2,175.93	0.00	-2,890.44
235 NSAA Competitions	6,937.36	788.21	2,288.00	0.00	5,437.57
240 Athletic Training	-4,355.91	0.00	0.00	0.00	-4,355.91
241 Cross Country (Girls)	-307.05	0.00	0.00	0.00	-307.05
242 Basketball (Girls)	-8,332.22	145.00	2,220.00	0.00	-10,407.22
243 Track (Girls)	0.00	0.00	692.80	0.00	-692.80
244 Swimming (Girls)	-1,500.94	250.84	953.49	0.00	-2,203.59
915 Interest-Athletic Activity MM	104.85	0.00	0.00	0.00	104.85
2200 Summer Football	1,467.85	0.00	110.00	0.00	1,357.85
2221 Summer Volleyball	352.52	0.00	0.00	0.00	352.52
2222 Summer Softball	2,499.74	0.00	0.00	0.00	2,499.74
2228 Summer Boys Soccer	43.87	0.00	0.00	0.00	43.87
2229 Summer Girls Soccer	145.71	0.00	0.00	0.00	145.71
2230 Summer Baseball	2,175.58	0.00	0.00	0.00	2,175.58
2231 Summer Girls Basketball	2,356.26	0.00	219.86	0.00	2,136.40
2232 Summer Boys Basketball	1,461.62	0.00	451.00	0.00	1,010.62
<b>C ATHLETICS Totals:</b>	<b>248,060.98</b>	<b>23,365.18</b>	<b>17,808.94</b>	<b>-75.00</b>	<b>253,542.22</b>
<b>D ORGANIZATIONS AND CLUBS</b>					
301 DECA	-16,351.11	1,224.34	10,191.01	0.00	-25,317.78
12 French Club	2,168.07	0.00	0.00	0.00	2,168.07
303 LEO Club	-996.44	0.00	84.95	0.00	-1,081.39
305 Spanish Club	91.30	0.00	136.00	0.00	-44.70
307 German Club	954.29	15.00	290.00	-15.00	664.29
310 National Forensics League	4,642.73	372.00	1,135.69	0.00	3,879.04
311 Environmental Club	529.88	40.00	0.00	0.00	569.88
312 Forensics Club	256.43	25.00	0.00	0.00	281.43
314 Newspaper	9,862.74	0.00	0.00	0.00	9,862.74
315 Debate Club	-436.00	0.00	0.00	0.00	-436.00
316 Art Club	74.57	0.00	0.00	0.00	74.57
317 Play Production	-2,626.97	0.00	0.00	0.00	-2,626.97
318 Thespians	-1,007.00	0.00	0.00	0.00	-1,007.00
319 Athletic Trainers	657.15	0.00	0.00	0.00	657.15
385 Culinary Competition	0.00	0.00	0.00	0.00	0.00
395 Fashion Merchandising	5.08	0.00	0.00	0.00	5.08
399 Auditorium Manager	-5,346.28	0.00	437.01	0.00	-5,783.29
409 Band Dept Trips	-212,859.05	0.00	52.96	0.00	-212,912.01
410 Band	11,043.89	731.46	389.70	0.00	11,385.65
411 Choir	8,155.92	200.00	472.80	0.00	7,883.12
412 Orchestra	1,161.73	300.00	21.60	0.00	1,440.13
413 Entertainment Books	12,716.00	500.00	0.00	0.00	13,216.00
414 Band Fundraising	10,250.03	0.00	0.00	0.00	10,250.03
415 Choir Fundraising	0.00	0.00	0.00	0.00	0.00
416 Orchestra Fundraising	5,626.20	0.00	0.00	0.00	5,626.20
417 Music Trip	0.00	0.00	0.00	0.00	0.00
1 Senior Class	1,663.12	0.00	0.00	0.00	1,663.12
2 Junior Class	-663.18	648.50	100.00	0.00	-114.68
499 VICA-Skills USA	805.05	0.00	0.00	75.00	880.05

## Current Cash Balance Report

Date: 02/02/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
500 STARS	411.22	0.00	82.50	0.00	328.72
501 Student Council	3,866.39	421.01	279.36	0.00	4,008.04
502 National Honor Society	4,438.26	435.49	1,000.00	0.00	3,873.75
503 Drama Club	0.00	0.00	0.00	0.00	0.00
504 Literary Magazine	341.16	0.00	0.00	0.00	341.16
506 Chess Club	33.10	0.00	0.00	0.00	33.10
507 40 Assets	1,022.31	981.00	691.10	0.00	1,312.21
515 Dance Team	955.24	1,535.00	590.48	0.00	1,899.76
516 Cheerleading-Varsity	-3,339.04	0.00	105.00	0.00	-3,444.04
517 Cheerleading-JV	244.38	0.00	0.00	0.00	244.38
518 Cheerleading-Freshman	117.16	0.00	0.00	0.00	117.16
519 Cheerleading Uniforms/Summer Camp	-17,228.36	3,624.17	0.00	0.00	-13,604.19
525 Prior Yrs Yearbook	7,625.34	0.00	0.00	0.00	7,625.34
527 Yearbook 07-08	4,960.19	0.00	0.00	0.00	4,960.19
528 Yearbook 08-09	7,640.00	0.00	0.00	0.00	7,640.00
555 FCCLA	124.33	44.00	0.00	0.00	168.33
556 Future Educators of America	94.87	0.00	0.00	0.00	94.87
560 Patriot Post	24,851.28	5,494.67	1,580.75	0.00	28,765.20
580 International Leaders Club	0.00	66.67	0.00	0.00	66.67
590 Diversity Club	0.00	0.00	0.00	0.00	0.00
<b>D ORGANIZATIONS AND CLUBS Totals:</b>	<b>-133,464.02</b>	<b>16,658.31</b>	<b>17,640.91</b>	<b>60.00</b>	<b>-134,386.62</b>
<b>E ADMINISTRATIVE CUSTODIAL</b>					
599 Intramurals	126.95	0.00	0.00	0.00	126.95
601 Staff Courtesy Fund	979.49	0.00	0.00	0.00	979.49
602 Parking	22,297.01	525.00	66.94	0.00	22,755.07
603 Field Trips	-2,203.83	0.00	0.00	0.00	-2,203.83
605 Pool Maintenance	2,822.04	2,723.00	3,056.07	0.00	2,488.97
607 Book Fines	14,587.01	130.00	0.00	0.00	14,717.01
610 Information Center	102.29	0.00	0.00	0.00	102.29
611 Advanced Placement	4,106.18	0.00	0.00	0.00	4,106.18
613 Counseling Center	0.00	0.00	0.00	0.00	0.00
614 Transcripts	1,552.41	0.00	0.00	0.00	1,552.41
615 PSAT	-3,340.38	0.00	0.00	0.00	-3,340.38
616 Clearing Account	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	644.11	0.00	0.00	0.00	644.11
623 Manufacturing Tech	593.03	0.00	0.00	0.00	593.03
624 Foundation Tech	152.41	0.00	0.00	0.00	152.41
628 Athletic Trainers Class	0.25	0.00	0.00	0.00	0.25
630 Social Studies Texts	1,667.98	0.00	0.00	0.00	1,667.98
632 Lock Replacement	1,156.38	5.00	0.00	0.00	1,161.38
635 Library Book Fines	356.01	28.00	0.00	0.00	384.01
636 Freshman Transition Day	0.00	0.00	0.00	0.00	0.00
640 Student ID Card Fee	347.44	0.00	0.00	0.00	347.44
641 School Planners	50.00	0.00	0.00	0.00	50.00
645 Family Consumer Science	21.50	0.00	0.00	0.00	21.50
648 MOBA Playhouse	1,062.92	0.00	0.00	0.00	1,062.92
656 Technology Magnet	7.64	0.00	0.00	0.00	7.64
660 PAEMST-Science National Award	62.95	0.00	0.00	0.00	62.95
669 New Frontier Book Fines	24.70	0.00	6.00	0.00	18.70
670 New Frontier (Grants/Donations)	12.03	0.00	0.00	0.00	12.03
681 New Frontier Chuck Wagon	168.30	90.00	0.00	0.00	258.30

# Current Cash Balance Report

Approved by

SELECTED Data

Date: 02/02/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
682 New Frontier Activity	56.68	0.00	0.00	0.00	56.68
683 Graduation Expense	0.00	0.00	0.00	0.00	0.00
684 Post-Prom	0.00	0.00	0.00	0.00	0.00
686 Contributions/Gifts	0.00	0.00	0.00	0.00	0.00
687 Next Frontier	0.00	0.00	0.00	0.00	0.00
688 New Addition	0.00	0.00	0.00	0.00	0.00
689 SpEd Activity	88.75	0.00	0.00	0.00	88.75
<b>E ADMINISTRATIVE CUSTODIAL Totals:</b>	47,507.25	3,501.00	3,129.01	0.00	47,879.24
<b>Q Extracurricular Activities</b>					
1000 Field Trips	1,906.60	254.00	0.00	0.00	2,160.60
2301 DECA	23,857.50	7,309.80	0.00	0.00	31,167.30
2302 French Club	132.00	0.00	0.00	0.00	132.00
2303 LEO Club	1,794.00	0.00	0.00	0.00	1,794.00
2305 Spanish Club	21.00	136.00	0.00	0.00	157.00
2307 German Club	0.00	90.00	0.00	15.00	105.00
2310 National Forensics League	0.00	0.00	0.00	0.00	0.00
2312 Forensics	0.00	0.00	0.00	0.00	0.00
2314 Journalism Trip	750.00	0.00	0.00	0.00	750.00
2315 Debate Club	300.00	0.00	0.00	0.00	300.00
2316 Art Club	40.00	0.00	0.00	0.00	40.00
2317 Play Production	950.00	1,039.00	0.00	0.00	1,989.00
2318 Thespian Club	1,514.00	0.00	0.00	0.00	1,514.00
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
2399 Band Trip	196,666.81	595.00	0.00	0.00	197,261.81
2410 Band	0.00	336.00	0.00	0.00	336.00
2411 Choir Trip	0.00	702.00	0.00	0.00	702.00
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	0.00	90.00	0.00	0.00	90.00
2502 National Honors Society	0.00	0.00	0.00	0.00	0.00
2503 Drama Membership	0.00	0.00	0.00	0.00	0.00
2506 Chess Club	6.00	0.00	0.00	0.00	6.00
2507 40 Assets	0.00	0.00	0.00	0.00	0.00
2515 Dance Camp	0.00	0.00	0.00	0.00	0.00
2516 Varsity Cheerleading Camp	3,725.00	0.00	0.00	0.00	3,725.00
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	47.00	0.00	0.00	0.00	47.00
2556 FEA	0.00	0.00	0.00	0.00	0.00
2560 Patriot Post Trip	1,177.00	0.00	0.00	0.00	1,177.00
2580 International Leaders	0.00	0.00	0.00	0.00	0.00
2599 Intramurals	350.00	0.00	0.00	0.00	350.00
2613 Counseling Center	0.00	0.00	0.00	0.00	0.00
2645 Family Consumer Science	0.00	0.00	0.00	0.00	0.00
2689 SpEd	0.00	0.00	0.00	0.00	0.00
5000 Sport Participating Fee	27,150.00	370.00	0.00	0.00	27,520.00
5001 Sport Facility Use Fee	0.00	0.00	0.00	0.00	0.00
<b>Q Extracurricular Activities Totals:</b>	260,386.91	10,921.80	0.00	15.00	271,323.71

SELECTED Data

# Current Cash Balance Report

Arranged by:

Date: 02/02/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>R Post-Secondary Education</b>					
7010 AP Exam Fees	0.00	0.00	0.00	0.00	0.00
7020 PSAT Exam fees	3,450.00	0.00	0.00	0.00	3,450.00
<b>R Post-Secondary Education Totals:</b>	<b>3,450.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,450.00</b>
<b>S Banking</b>					
999 Starting Cash	-5,750.00	5,400.00	1,800.00	0.00	-2,150.00
<b>S Banking Totals:</b>	<b>-5,750.00</b>	<b>5,400.00</b>	<b>1,800.00</b>	<b>0.00</b>	<b>-2,150.00</b>
<b>Report Totals:</b>	<b>459,455.96</b>	<b>64,610.29</b>	<b>45,829.16</b>	<b>0.00</b>	<b>478,237.09</b>

## Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ADMINISTRATIVE</b>					
100 GENERAL ACTIVITY FUND	6,200.97	0.00	0.00	0.00	6,200.97
105 PRINCIPALS ADMIN	7,569.16	5,230.00	910.97	0.00	11,888.19
110 BUILDING MAINTENANCE	2,125.01	0.00	152.13	0.00	1,972.88
120 AP EXAMS	14,819.39	0.00	0.00	0.00	14,819.39
125 SPECIAL PROJECTS (B-J) SPKR	123.00	300.00	0.00	0.00	423.00
130 COURTESY FUND	311.35	70.00	0.00	0.00	381.35
135 DONATIONS - SR CLASS	4,669.62	0.00	0.00	0.00	4,669.62
138 ELECTRONIC MSG BOARD	0.00	0.00	0.00	0.00	0.00
142 GIFTED	1,322.59	0.00	0.00	0.00	1,322.59
145 GUIDANCE	1,877.00	0.00	289.79	0.00	1,587.21
150 INFORMATION CENTER	65.05	43.45	0.00	0.00	108.50
152 GUIDANCE - PL GRANT	0.00	0.00	0.00	0.00	0.00
157 LETTER JACKETS	11.71	0.00	0.00	0.00	11.71
160 PARKING	20,142.80	80.00	371.37	0.00	19,851.43
165 STAFF WELLNESS	145.87	0.00	0.00	0.00	145.87
170 STAFF CLOTHING	0.09	0.00	0.00	0.00	0.09
172 STAFF VENDING	-130.96	0.00	0.00	0.00	-130.96
174 TECHNOLOGY REBATES	373.22	0.00	0.00	0.00	373.22
182 VENDING-FOOD SERVICE	50,151.14	0.00	0.00	0.00	50,151.14
<b>A ADMINISTRATIVE Totals:</b>	<b>109,777.01</b>	<b>5,723.45</b>	<b>1,724.26</b>	<b>0.00</b>	<b>113,776.20</b>
<b>B ATHLETIC ADMIN</b>					
200 ATHLETIC ADMIN	104,858.58	6,624.00	631.41	200.00	111,051.17
201 AD'S OFFICE	3,254.06	0.00	234.94	0.00	3,019.12
202 ATHLETIC EVENT ADMISSIONS	1,637.87	0.00	0.00	0.00	1,637.87
203 ATHLETIC PROJECT FUND	29,516.12	0.00	0.00	0.00	29,516.12
205 ATHLETIC TRAINING	480.89	0.00	0.00	0.00	480.89
208 BASEBALL FUNDRAISING	5,994.82	311.40	625.90	0.00	5,680.32
210 BOYS BB FUNDRAISING	843.26	80.00	535.98	0.00	387.28
211 BOYS BASKETBALL CAMP	2,274.61	0.00	0.00	0.00	2,274.61
212 BOYS GOLF FUNDRAISING	2,760.65	0.00	0.00	0.00	2,760.65
213 BOYS SOCCER CAMP	0.00	0.00	0.00	0.00	0.00
214 BOYS SOCCER FUNDR	0.00	0.00	0.00	0.00	0.00
215 CROSS COUNTRY FUNDRAISING	1,117.33	0.00	224.58	0.00	892.75
217 COACHES CLINICS	3,496.44	0.00	148.00	0.00	3,348.44
219 CONCESSIONS	7,515.85	2,097.45	1,915.76	96.00	7,793.54
220 INTRAMURALS	-453.56	0.00	1,981.01	0.00	-2,434.57
222 FIT CNTR/EQUIPMENT	5,680.05	0.00	0.00	0.00	5,680.05
223 FIT CNTR/MAINTENANCE	1,586.74	0.00	0.00	0.00	1,586.74
225 FOOTBALL CAMPS	-660.19	9,058.26	500.00	0.00	7,898.07
230 GIRLS BASKETBALL FR	6,628.52	35.00	2,828.62	0.00	3,834.90
233 GIRLS SOCCER FUNDR	1,602.51	0.00	0.00	0.00	1,602.51
235 LADY CAT BB CAMPS	2,051.84	0.00	0.00	0.00	2,051.84
240 SOCCER BLEACHERS	100.00	0.00	0.00	0.00	100.00
245 SOFTBALL FUND RAISING	2,164.13	0.00	437.50	0.00	1,726.63
250 ST TRAINERS (HOSA)	1,101.68	90.00	282.50	0.00	909.18
255 TRACK FUNDR (GIRLS)	-280.00	0.00	0.00	0.00	-280.00
258 TRACK FUNDR (BOYS)	-0.73	0.00	0.00	0.00	-0.73
260 POOL FUNDRAISING	9,675.19	3,302.56	11,431.08	0.00	1,546.67
265 VB FUNDRAISING	588.16	0.00	0.00	0.00	588.16
270 WRESTLING MAT FUND	3,990.78	0.00	0.00	0.00	3,990.78
271 WRESTLING FNDRSR VAR	2,634.14	0.00	121.90	0.00	2,512.24

## Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
275 WRESTLING SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
285 NSAA COMPETITIONS	3,053.82	864.00	126.00	0.00	3,791.82
290 METRO	120.00	5,727.00	5,647.00	-200.00	0.00
295 TOURNAMENTS	9,532.64	470.00	150.15	0.00	9,852.49
299 CORPORATE ADVERTISING	-307.66	0.00	0.00	0.00	-307.66
<b>B ATHLETIC ADMIN Totals:</b>	<b>212,558.54</b>	<b>28,659.67</b>	<b>27,822.33</b>	<b>96.00</b>	<b>213,491.88</b>
<b>C ACADEMIC COURSES</b>					
300 AP EUROPEAN TEXT	2,642.00	0.00	0.00	0.00	2,642.00
303 AP ECONOMICS TEXT	656.00	0.00	0.00	0.00	656.00
310 AP AMERICAN TEXTBOOKS	377.69	0.00	0.00	0.00	377.69
312 AP PSYCHOLOGY TEXT	796.44	0.00	0.00	0.00	796.44
320 ART CLASS FEES	1,389.16	0.00	0.00	0.00	1,389.16
330 BUSINESS	10.93	0.00	0.00	0.00	10.93
338 FAMILY CONSUMER SCIENCE	-411.55	0.00	0.00	0.00	-411.55
340 MATH - GENERAL	40.82	0.00	0.00	0.00	40.82
345 MATH - AP	26.00	0.00	0.00	0.00	26.00
355 PHYSICAL EDUCATION	-3,643.86	500.00	0.00	0.00	-3,143.86
360 PHYSICS	175.71	0.00	0.00	0.00	175.71
370 VOC DRAFTING	162.63	0.00	0.00	0.00	162.63
371 VOC ELECTRICITY BAKER	427.38	0.00	0.00	0.00	427.38
373 VOC FOUNDATIONS	0.00	0.00	0.00	0.00	0.00
374 VOC METALS	223.98	0.00	0.00	0.00	223.98
376 VOC WOODS	-46.28	0.00	0.00	0.00	-46.28
<b>C ACADEMIC COURSES Totals:</b>	<b>2,827.05</b>	<b>500.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,327.05</b>
<b>D CLUBS/ORGANIZATIONS</b>					
400 ART CLUB	148.28	0.00	0.00	0.00	148.28
401 AMNESTY INTERNATIONAL	27.51	0.00	0.00	0.00	27.51
402 BOOKSTORE (Scratchin Post)	-6,842.52	1,814.00	233.77	0.00	-5,262.29
403 CLASSICS CLUB	10.76	0.00	0.00	0.00	10.76
405 CULINARY COMPETITION	252.51	0.00	0.00	0.00	252.51
407 DEBATE TEAM	3,200.37	500.00	2,093.76	0.00	1,606.61
410 DECA	-312.70	1,988.75	21,678.72	0.00	-20,002.67
411 DRAMA - INTL THESPIANS	846.07	0.00	899.00	0.00	-52.93
412 DRAMA PRODUCTION	5,379.98	0.00	25.00	0.00	5,354.98
413 FCCLA FAMILY CARREER	7,708.65	0.00	0.00	0.00	7,708.65
414 FORENSICS TEAM	4,272.88	0.00	930.00	0.00	3,342.88
415 FRENCH CLUB	33.88	0.00	0.00	0.00	33.88
418 FUTURE EDUCATORS	3,201.99	0.00	100.00	0.00	3,101.99
419 40 ASSETS	162.50	15.00	142.50	0.00	35.00
420 GERMAN CLUB	684.68	0.00	408.00	0.00	276.68
425 JUNIOR CLASS	8,709.13	0.00	0.00	0.00	8,709.13
430 LITERARY MAGAZINE	604.63	0.00	0.00	0.00	604.63
433 MATH CLUB	0.00	0.00	0.00	0.00	0.00
435 M CLUB - CRAZIES	2,765.29	0.00	0.00	0.00	2,765.29
440 JUSTICE LEAGUE	8.88	0.00	0.00	0.00	8.88
445 NATL HONOR SOCIETY	1,134.05	1,320.56	0.00	0.00	2,454.61
450 NEWSPAPER	-2,879.88	140.00	0.00	0.00	-2,739.88
452 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
455 SENIOR CLASS	588.49	50.00	0.00	0.00	638.49
460 SPANISH CLUB	1,905.96	0.00	9.66	0.00	1,896.30
465 SPED BUTTON FUND	36.78	0.00	0.00	0.00	36.78
470 STUDENT COUNCIL	15,140.32	0.00	79.98	0.00	15,060.34

# Current Cash Balance Report

ALL Data

100ranged by:

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
471 STUCO WORKSHOPS	494.48	0.00	0.00	0.00	494.48
473 VOC ENGINEERING CLUB	3.28	0.00	0.00	0.00	3.28
475 SKILLS USA	0.00	0.00	93.50	0.00	-93.50
480 YEARBOOK (PROWLER)	59,470.22	570.00	0.00	0.00	60,040.22
485 YEARBOOK TRIP	0.00	0.00	0.00	0.00	0.00
490 ENVIRONMENTAL CLUB	5,460.53	0.00	0.00	0.00	5,460.53
495 YOUTH MAKING A DIFF	162.26	0.00	0.00	0.00	162.26
<b>D CLUBS/ORGANIZATIONS Totals:</b>	<b>112,379.26</b>	<b>6,398.31</b>	<b>26,693.89</b>	<b>0.00</b>	<b>92,083.68</b>
<b>E ATHLETIC TEAMS</b>					
500 BASEBALL CONTESTS	0.00	0.00	0.00	0.00	0.00
501 BASEBALL EQUIPMENT	4,208.21	800.00	2,829.02	0.00	2,179.19
505 BASKETBALL CON BOYS	-4,325.64	0.00	2,391.90	-48.00	-6,765.54
506 BASKETBALL EQUIP - B	1,418.20	0.00	73.58	0.00	1,344.62
510 BASKETBALL CON GIRLS	-3,502.81	0.00	1,874.58	-48.00	-5,425.39
511 BASKETBALL EQUIP G	3,207.24	0.00	39.16	0.00	3,168.08
515 CROSS COUNTRY CON	-2,747.69	0.00	22.68	0.00	-2,770.37
516 CROSS COUNTRY EQUIP	2,279.72	112.75	0.00	0.00	2,392.47
520 FOOTBALL CONTESTS	-4,524.76	0.00	0.00	0.00	-4,524.76
521 FOOTBALL EQUIPMENT	3,003.76	0.00	300.66	0.00	2,703.10
525 GOLF CONTESTS - BOYS	0.00	0.00	1,634.00	0.00	-1,634.00
526 GOLF EQUIPMENT - BOYS	7,316.00	0.00	478.72	0.00	6,837.28
530 GOLF CONTESTS - GIRLS	-2,845.00	0.00	0.00	0.00	-2,845.00
531 GOLF EQUIPMENT - GIRLS	1,157.55	0.00	0.00	0.00	1,157.55
550 SOCCER CONTST BOYS	0.00	0.00	0.00	0.00	0.00
551 SOCCER EQUIP BOYS	4,097.11	35.00	0.00	0.00	4,132.11
555 SOCCER CONTST GIRLS	0.00	0.00	0.00	0.00	0.00
556 SOCCER EQUIP GIRLS	4,288.97	0.00	0.00	0.00	4,288.97
560 SOFTBALL CONTESTS	-2,461.42	0.00	0.00	0.00	-2,461.42
561 SOFTBALL EQUIPMENT	3,653.32	0.00	0.00	0.00	3,653.32
565 SWIM TEAM CONTESTS	-1,632.57	0.00	840.00	0.00	-2,472.57
566 SWIM TEAM EQUIPMENT	-142.44	0.00	0.00	0.00	-142.44
570 TENNIS CONTESTS - BOYS	-140.69	0.00	0.00	0.00	-140.69
571 TENNIS EQUIPMENT BOYS	4,232.41	0.00	0.00	0.00	4,232.41
573 TENNIS CONTESTS - GIRLS	0.00	0.00	0.00	0.00	0.00
574 TENNIS EQUIP GIRLS	6,832.76	0.00	0.00	0.00	6,832.76
575 TRACK CONTESTS - BOYS	631.09	0.00	0.00	0.00	631.09
576 TRACK EQUIPMENT - BOYS	8,794.59	30.00	1,945.85	0.00	6,878.74
580 TRACK CONTESTS - GIRLS	0.38	0.00	0.00	0.00	0.38
581 TRACK EQUIP - GIRLS	6,414.50	35.00	435.65	0.00	6,013.85
585 VOLLEYBALL CONTESTS	-4,190.01	0.00	0.00	0.00	-4,190.01
586 VOLLEYBALL EQUIPMENT	2,651.03	0.00	0.00	0.00	2,651.03
590 WRESTLING CONTESTS	-2,581.00	0.00	1,084.20	0.00	-3,665.20
591 WRESTLING EQUIPMENT	332.58	0.00	2,918.35	0.00	-2,585.77
<b>E ATHLETIC TEAMS Totals:</b>	<b>35,425.39</b>	<b>1,012.75</b>	<b>16,868.35</b>	<b>-96.00</b>	<b>19,473.79</b>
<b>F CHEERLEADERS</b>					
612 DANCE TEAM	78.31	0.00	0.00	0.00	78.31
620 FRESHMAN CHEER	70.80	0.00	0.00	0.00	70.80
625 JV CHEERLEADERS	-827.71	0.00	0.00	0.00	-827.71
630 VARSITY CHEERLEADERS	1,147.24	0.00	16.47	0.00	1,130.77
<b>F CHEERLEADERS Totals:</b>	<b>468.64</b>	<b>0.00</b>	<b>16.47</b>	<b>0.00</b>	<b>452.17</b>



## Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>G MUSIC</b>					
700 BAND	8,272.90	120.00	839.32	0.00	7,553.58
701 BAND UNIFORMS	-270.12	56.00	0.00	0.00	-214.12
710 CHORAL MUSIC	7,207.70	0.00	0.00	0.00	7,207.70
715 COLORGUARD	0.00	0.00	0.00	0.00	0.00
720 MUSICAL	954.39	4,054.00	692.53	0.00	4,315.86
725 MUSIC TECH/AUDITORIUM	5,386.86	0.00	100.00	0.00	5,286.86
730 ORCHESTRA	-595.88	609.95	59.02	0.00	-44.95
733 ORCHESTRA TRIP	628.50	0.00	4,906.50	0.00	-4,278.00
745 VOCAL MUSIC BOOSTERS	2,345.00	0.00	69.76	0.00	2,275.24
750 SHOW CHOIR	-1,872.55	778.25	1,049.61	0.00	-2,143.91
760 BAND TRIP	138.58	500.00	585.22	0.00	53.36
770 CHOIR TRIP	6,792.11	0.00	0.00	0.00	6,792.11
775 TRI M MUSIC HONOR SOCIETY	741.91	0.00	0.00	0.00	741.91
790 MUSIC DONATIONS	1,659.15	0.00	0.00	0.00	1,659.15
<b>G MUSIC Totals:</b>	<b>31,388.55</b>	<b>6,118.20</b>	<b>8,301.96</b>	<b>0.00</b>	<b>29,204.79</b>
<b>H TRANSPORTATION</b>					
800 TRANSPORTATION MISC	-254.70	0.00	84.50	0.00	-339.20
810 TRANS FALL SPORTS	-17,434.81	0.00	0.00	0.00	-17,434.81
820 TRANS SPRING SPORTS	0.00	0.00	0.00	0.00	0.00
830 TRANS WINTER SPORTS	-6,463.08	0.00	4,780.80	0.00	-11,243.88
840 TRANS FIELD TRIPS	-5,855.88	0.00	648.28	0.00	-6,504.16
845 TRANSPORTATION BAND	-6,318.08	0.00	367.36	0.00	-6,685.44
848 TRANSPORTATION SHOW CHOIR	2,524.81	0.00	3,091.44	0.00	-566.63
849 TRANSPORTATION MUSIC MISC	-518.00	0.00	324.84	0.00	-842.84
850 TR DEBATE	2,394.60	1,022.66	2,662.81	0.00	754.45
851 TR DRAMA	-2,399.95	0.00	17.75	0.00	-2,417.70
852 TR FORENSICS	4,033.14	0.00	1,499.75	0.00	2,533.39
<b>H TRANSPORTATION Totals:</b>	<b>-30,291.95</b>	<b>1,022.66</b>	<b>13,477.53</b>	<b>0.00</b>	<b>-42,746.82</b>
<b>I ACADEMIC COURSE FINES</b>					
900 UNIDENTIFIED	693.93	0.00	0.00	0.00	693.93
901 FOREIGN LANG FINES	803.68	94.00	0.00	0.00	897.68
902 ENGLISH FINES	1,261.86	65.00	0.00	0.00	1,326.86
903 MATH FINES	3,075.72	330.60	0.00	0.00	3,406.32
904 SCIENCE FINES	-399.22	135.97	0.00	0.00	-263.25
906 SOCIAL STUDIES FINES	1,929.52	45.00	0.00	0.00	1,974.52
907 BUSINESS FINES	-2.64	0.00	0.00	0.00	-2.64
<b>I ACADEMIC COURSE FINES Totals:</b>	<b>7,362.85</b>	<b>670.57</b>	<b>0.00</b>	<b>0.00</b>	<b>8,033.42</b>
<b>M BANKING (MONEY)</b>					
910 STARTING CASH	-2,584.50	7,665.25	7,400.00	0.00	-2,319.25
915 UNASSIGNED DEPOSITS	0.00	0.00	0.00	0.00	0.00
920 CHECKING ACCCOUNT	5,322.76	5.00	139.40	0.00	5,188.36
930 MONEY MKT INTEREST	10,309.88	274.50	0.00	0.00	10,584.38
940 CD INTEREST	79.14	0.00	0.00	0.00	79.14
<b>M BANKING (MONEY) Totals:</b>	<b>13,127.28</b>	<b>7,944.75</b>	<b>7,539.40</b>	<b>0.00</b>	<b>13,532.63</b>
<b>Q FEE FUND - EXTRA CURRICULAR</b>					
1000 FIELD TRIPS FEE FUND	7,702.90	0.00	0.00	0.00	7,702.90
2220 INTRAMURAL FEE FUND	7,054.25	0.00	0.00	0.00	7,054.25
2338 FCS - FEE FUND	0.00	0.00	0.00	0.00	0.00
2410 DECA FEE FUND	16,016.00	9,254.66	0.00	0.00	25,270.66
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

ALL Data

# Current Cash Balance Report

102ranged by:

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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	1,026.00	0.00	0.00	0.00	1,026.00
2710 CHOIR FEE FUND	2,344.50	0.00	0.00	0.00	2,344.50
2730 ORCHESTRA FEE FUND	1,030.00	0.00	0.00	0.00	1,030.00
2733 ORCHESTRA TRIP FEE FUND	3,254.60	1,032.20	0.00	0.00	4,286.80
2760 BAND TRIP FEE FUND	3,150.00	15,300.00	0.00	0.00	18,450.00
2770 CHOIR TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
5010 PARTICIPATION FEES	40,853.00	135.00	50.00	0.00	40,938.00
<b>Q FEE FUND - EXTRA CURRICULAR Totals:</b>	<b>82,431.25</b>	<b>25,721.86</b>	<b>50.00</b>	<b>0.00</b>	<b>108,103.11</b>
<b>R FEE FUND - POST SECONDARY ED</b>					
7120 AP TESTS	5,261.00	0.00	0.00	0.00	5,261.00
<b>R FEE FUND - POST SECONDARY ED Totals:</b>	<b>5,261.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5,261.00</b>
<b>U NOT IN USE</b>					
122	0.00	0.00	0.00	0.00	0.00
180	0.00	0.00	0.00	0.00	0.00
181	0.00	0.00	0.00	0.00	0.00
183	0.00	0.00	0.00	0.00	0.00
184	0.00	0.00	0.00	0.00	0.00
189	0.00	0.00	0.00	0.00	0.00
226	0.00	0.00	0.00	0.00	0.00
272	0.00	0.00	0.00	0.00	0.00
273	0.00	0.00	0.00	0.00	0.00
332	0.00	0.00	0.00	0.00	0.00
372	0.00	0.00	0.00	0.00	0.00
416	0.00	0.00	0.00	0.00	0.00
536	0.00	0.00	0.00	0.00	0.00
600	0.00	0.00	0.00	0.00	0.00
610	0.00	0.00	0.00	0.00	0.00
635	0.00	0.00	0.00	0.00	0.00
735	0.00	0.00	0.00	0.00	0.00
960	0.00	0.00	0.00	0.00	0.00
<b>U NOT IN USE Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Z INVESTMENTS</b>					
950 OSB-MONEY MKT PLUS	-420,968.45	0.00	274.50	0.00	-421,242.95
<b>Z INVESTMENTS Totals:</b>	<b>-420,968.45</b>	<b>0.00</b>	<b>274.50</b>	<b>0.00</b>	<b>-421,242.95</b>
<b>Report Totals:</b>	<b>161,746.42</b>	<b>83,772.22</b>	<b>102,768.69</b>	<b>0.00</b>	<b>142,749.95</b>

*Cynthia Hunsler 3/17/09*  
*Bookkeeper*  
*JM [Signature] 3/17/09*

ALL Data

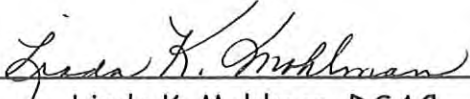
# Current Cash Balance Report

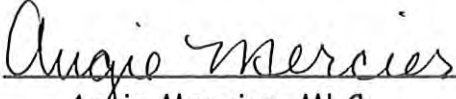
103 arranged by:

Date: 01/29/2009 thru 02/26/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 General Account	<u>2,889.89</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,889.89</u>
A General Funds Totals:	<u>2,889.89</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,889.89</u>
Report Totals:	<u>2,889.89</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,889.89</u>

  
Linda K. Mohlman, DSAC  
Executive Secretary

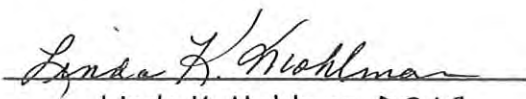
  
Angie Mercier, MLC  
Principal

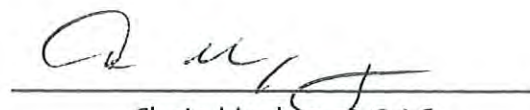
# Current Cash Balance Report

Date: 02/01/2009 thru 02/28/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A SUMMER SCHOOL ACCOUNTS</b>					
100 Elementary Summer School	0.00	5,950.00	0.00	0.00	5,950.00
120 Middle School Summer School	-300.00	1,290.00	0.00	0.00	990.00
130 Senior High Summer School	-500.00	16,100.00	0.00	0.00	15,600.00
140 Special Education	0.00	100.00	0.00	0.00	100.00
145 Special Education Preschool	0.00	0.00	0.00	0.00	0.00
150 Interest	2,279.25	5.91	0.00	0.00	2,285.16
160 Food Service Refunds	156.45	0.00	0.00	0.00	156.45
170 MNHS AP	100.00	0.00	0.00	0.00	100.00
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	0.00	0.00	0.00	0.00	0.00
A SUMMER SCHOOL ACCOUNTS Totals:	<u>1,735.70</u>	<u>23,445.91</u>	<u>0.00</u>	<u>0.00</u>	<u>25,181.61</u>
Report Totals:	1,735.70	23,445.91	0.00	0.00	25,181.61

  
 Linda K. Mohlman, DSAC  
 Executive Secretary

  
 Chris Hughes, DSAC  
 Accounting Manager

April 8, 2009

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for April are Jerry Tieger, school psychologist, and Jim Kroll, chief engineer at Support Services.

AF:sp

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approval of Rule 8340.1 – Internal Board Policies - Meetings

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:** To add the beginning times for Board and Committee meetings throughout the year.

**ACTION DESIRED:** Approval

**BACKGROUND:** n/a/

**OPTIONS/ALTERNATIVE CONSIDERATIONS:** n/a

**RECOMMENDATIONS:** Approve

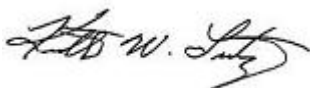
**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:**

**TIME LINE:** Begin April 20, 2009

**PERSONS RESPONSIBLE:** Dr. Keith Lutz

**SUPERINTENDENT'S  
APPROVAL:**



## Internal Board Policies

### Meetings

**8340.1**

#### Notice of Meetings and Contents of the Agenda

Reasonable advance publicized notice of the time and place of all meetings shall be transmitted to all Board members and to the public by a method designated by the Board and recorded in the minutes. The notice shall contain an agenda of subjects known at the time of the publicized notice, or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the Don Stroh Administration Center during normal business hours. Except for items of an emergency nature, the agenda shall not be altered later than twenty-four (24) hours before the scheduled commencement of the meeting.

[Board Meetings and Committee Meetings will begin at 6:30 p.m. August through May, and 6:00 p.m. during June and July. If there would be any deviation from these times it will be publicized in an advance notice of the meeting\(s\).](#)

The Secretary or other designee of the Board shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

#### Emergency Meetings

The Board shall have the right to modify the agenda to include items of an emergency nature at the Board meeting. If any news media have requested notification of Board meetings, the Secretary or other designee shall make reasonable efforts to provide advance notification to them of the time and place of the emergency meeting and the subjects to be discussed at that meeting.

Legal Reference: RRS 84-1411

Related Policies & Rules: 8340P, 8340R2, 8340R3

Rule Approved: August 12, 1991

Reaffirmed: December 16, 2002

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approval of PreK-12 Language Arts Framework

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** Educational Services

**TITLE:** PreK-12 Language Arts Framework

**BRIEF DESCRIPTION:** The PreK-12 Language Arts Framework is being presented for approval. Included in the framework: District Mission and Beliefs; Content Area Philosophy; Academic and Life Skills; Curriculum Planning Committee and Focus Group Participants; and the Timeline of Development Events. Included is the Language Arts Matrix based on the linear State Standards and Indicators already approved by the Board of Education on March 2, 2009.

The Matrix also includes a list of courses where the standards and indicators are taught along with the recommended district primary resources (textbooks) and associated technology including Interactive Whiteboards and projectors for secondary classrooms (see pages 30 and 55). The appendix includes supporting documents and course descriptions.

**ACTION DESIRED:** Approval     X

**BACKGROUND:** The PreK-12 Language Arts Core Committee of 44 members completed Phases I & II of the Curriculum Cycle. Research reviewed by subcommittees in 2008 included the National Council of the Teachers of English, The International Reading Association, Nebraska State Department of Education, the Partnership for 21<sup>st</sup> Century Skills, Center of Instruction, What Works Clearinghouse, Florida Center of Reading Instruction and several additional professional books, articles and various district and technology websites.

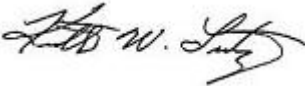
**RECOMMENDATIONS:** Recommend approval of the PreK-12 Language Arts Framework

**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** Delay implementation

**TIMELINE:** Implementation August 2009

**RESPONSIBLE PERSON(S):** Dr. Mark Feldhausen, Dr. Carol Newton, Nancy Johnston, Liz Olson and Susan Wooster

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

**BOARD ACTION:**



# **PreK – 12 Language Arts Framework**

**Spring, 2009**

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## **District Mission and Beliefs Language Arts Philosophy**

### **District Mission:**

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

### **District Beliefs:**

#### **We believe:**

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- The future of our democratic society depends upon educated and involved citizens.
- Public education benefits the entire community.
- Schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.
- Public education is the shared responsibility of all.

### **Language Arts Philosophy Statement PreK-12:**

Language is a cohesive element in a society that empowers learners. Purposeful reading, writing, speaking, and listening inextricably contributes to lifelong learning. Individuals need 21<sup>st</sup> Century literacy skills to participate successfully in an evolving, global society.

## MILLARD ESSENTIAL LEARNER OUTCOMES

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

### ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards on District-wide assessments. This proficiency, along with the successful completion of 225 credits and a Personal Learning Plan (PLP), is used for diploma granting or denial.

#### LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will apply writing skills and strategies to communicate.

#### MATHEMATICS

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

#### SCIENCE

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

#### SOCIAL STUDIES

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

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

#### LANGUAGE ARTS

- Students will learn and apply speaking and listening skills and strategies to communicate.
- Students will identify, locate, and evaluate information.

#### CONSUMER ECONOMICS

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

#### HUMAN RELATIONS

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

#### TECHNOLOGY

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

#### FINE AND PERFORMING ARTS

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

#### WELLNESS

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

### LIFE SKILLS AND PERFORMANCES

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

#### READINESS FOR WORK

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

#### READINESS FOR LIFE-LONG LEARNING

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

#### CITIZENSHIP

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

Revised: Strategic Planning, December 5, 1996  
T-Chart Approved: Millard Board of Education,  
January 13, 1997

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003;  
December 4, 2006; March 2, 2009

Millard Public Schools  
Omaha, NE

## Language Arts Core Committee Members 2008-09

### Elementary

Bunny Rothenberg – READ / Bryan  
 Kristi Kozak – PreK / Cody  
 Cheris Kite – Grade K / Neihardt  
 Julie Elvers – Grade 1 / Aldrich  
 Katie O'Brien – Grade 1 / Holling Heights  
 Bethany Herd – Grade 2 / Rockwell  
 Kim Carbee – Grade 3 / Montclair  
 Jackie Polacek – Grade 4 / Wheeler  
 Suzi Behrns – Grade 5 / Abbott  
 Amy Stenger – Grade 5 / Rohwer  
 Lori Bartels – SPED Multi-Categorical / District  
 Stephanie Kopecky – SPED Resource / Morton  
 Jennifer Reid – ELL / Sandoz  
 Kim Rice – HAL / District  
 Andy DeFreece – Principal / Wheeler  
 Josh Fields – Principal / Black Elk  
 Terry Houlton – Principal / Holling Heights  
 Shelley McCabe – Title I, ELI, Intervention Facilitator / District  
 Mary Ehlers – Technology / District  
 Susie Wooster – MEP Facilitator / District  
 Carol Newton – Director of Elem. Ed, Early Childhood / District

### Secondary

Bobbi Allgood – Grade 6 / Andersen  
 Jan Amidon – Millard North  
 Suzie Antoniak – Department Head / Millard South  
 Mary Bayne – Department Head / Millard North  
 Linda Brablec – Grade 6 / North Middle  
 Lesa Brand – Grade 7 / Andersen  
 Doug Denson – Millard South  
 Nicci Dill – Grade 7 / Russell  
 Janet Larson – Grade 6 / Beadle  
 Tina Elyea – SPED / Kiewit  
 Donna Helvering – Information and Technology / District  
 Lloyd Hoshaw – Millard West  
 Jennifer Jerome – Millard West  
 Marilyn Kerkhove – Department Head / Millard West  
 Deb Kolc – Assistant Principal / Millard West  
 Pat Leamen – Grade 7 / Kiewit  
 Jim Mercer – Millard West  
 Heather Phipps – Assistant Principal / Central  
 Jill Prochaska – Millard South  
 Amber Suhr – Millard South  
 Lori Umstead – Media Specialist / Central  
 Kelly Welsh – Millard North  
 Lisa Wittgren – Grade 8 / Beadle  
 Ted Esser – Coordinator of Secondary Special Education  
 Liz Olson – MEP Facilitator / District  
 Nancy Johnston – Director of Secondary Ed. / District

## Phase 1 PreK-12 Research SubCommittees 2007-08

### 1. Skills & Strategies within Authentic Reading Contexts

- |                                |   |
|--------------------------------|---|
| 1. Linda Brablec, MNMS         | 8. Tara Fabian, Ackerman Grade 3        |
| 2. Sherryl Shannon, MNHS       | 9. Julie Elvers, Aldrich, Grade K       |
| 3. Marilyn Kerkhove, MWHS      | 10. Shelley Schmitz, Interventionist    |
| 4. Kelly Welsh, MNHS           | 11. Bethany Herd, Rockwell Grade 2      |
| 5. Trina Switzer, AMS          | 12. Helen Lykke-Wisler, Ezra Grade 3    |
| 6. Michael Catron, MWHS        | 13. Melissa Gilbert, Ackerman principal |
| 7. Suzi Behrns, Abbott Grade 5 |   |

### 2. Skills & Strategies within Authentic Writing Contexts

- |                                   |  |
|-----------------------------------|--|
| 1. Lloyd Hoshaw, MWHS             | 8. Jackie Polacek, Wheeler Grade 4         |
| 2. Cathy Wollman, MSHS            | 9. Cathy Hall, Aldrich Grade 3             |
| 3. John Deeney, AMS               | 10. Colleen Hood, Bryan Grade 1            |
| 4. Linda Ray, RMS                 | 11. Anne Pane-Ridgeway, Cottonwood Grade 1 |
| 5. Amy Sauser, MNHS               | 12. Jan Frank, Ackerman Grade 3            |
| 6. Bonnie Newgard, KMS            | 13. Josh Fields, Wheeler asst principal    |
| 7. Katie O'Brien, Holling Grade 1 |  |

### 3. 21<sup>st</sup> Century Literacy (Research-based)

- |                            |  |
|----------------------------|--|
| 1. Jean Hastings, BMS      | 7. Angela Griggs, Reeder Tech/Media    |
| 2. Connie Mills, MNHS      | 8. Gina Hill, Ackerman Grade 3         |
| 3. Phyllis Glab, MSHS      | 9. Sandi George, Rockwell Intervention |
| 4. Lauren McKenzie, MWHS   | 10. Molly Erickson, Ezra Grade 3       |
| 5. Amber Suhr, MSHS        | 11. Marsha Edquist, Aldrich Grade 4    |
| 6. Erin Shirmang-Ward, AMS | 12. Donna Helvering, District Media    |

### 4. Skills & Strategies within Authentic Oral Communication Contexts

- |                           |   |
|---------------------------|---|
| 1. Jennifer Jerome, MWHS  | 7. Pam Erixon, Holling READ/ELL         |
| 2. Fred Robertson, MWHS   | 8. Betsy Tonniges, Bryan Grade 4        |
| 3. Rich Brown, MSHS       | 9. Debbie Peterson, Cottonwood SLP      |
| 4. Lynn Bohac, MNHS       | 10. Judy Nance, Reeder SLP              |
| 5. Marilyn Antley, MNMS   | 11. Carrie Novotny-Buss, Ezra principal |
| 6. Diane Christenson, AMS |   |

### 5. Literacy Intervention (Research-based)

- |                                 |  |
|---------------------------------|--|
| 1. Doug Denson, MSHS            | 9. Katrina Reeves, Reeder Resource           |
| 2. Lori Umstead, CMS            | 10. Cindy Bailey, Cody Title 1               |
| 3. Katie Dickerson, AMS Sped    | 11. Deann Bressman, Rockwell Title 1         |
| 4. Bonnie LaMay, MWHS Sped      | 12. Denise Parker, Reeder READ               |
| 5. Marita Mitchell, KMS         | 13. Terry Houlton, Holling Heights principal |
| 6. Liz Carey, HS/District MIT   | 14. Shelley McCabe, MEP                      |
| 7. Bunny Rothenberg, Bryan READ | 15. Matt Dominy, Cody principal              |
| 8. Jaime Bizal, Reagan Grade 1  |  |

### 6. Technology

- |                              |  |
|------------------------------|--|
| 1. Melissa Martinez, KMS     | 8. Sarah Haver, Willowdale Grade 4         |
| 2. Lynn Thurber, BMS         | 9. David Fritson, Disney Grade 3           |
| 3. Kim Bunnell, MNMS         | 10. Lyn Pahls, Ackerman, Grades 4/5        |
| 4. Mary Bayne, MNHS          | 11. Amber Brooks-Johnson, Rockwell Grade 4 |
| 5. Sandy Drummond, MNHS      | 12. Kathy Gates, Abbott Grade 1            |
| 6. Tina Elyea, KMS Sped      | 13. John Kalkowski, CMS                    |
| 7. Sue Fees, Ezra Tech/Media | 14. Mary Ehlers, District Technology       |

## Language Arts Framework Committee Members 2008-2009

### Elementary

Kristi Kozak – PreK / Cody  
 Annie Henning – Grade K / Reeder  
 Sara Bivens – Grade 1 / Holling  
 Barb Hove – Grade 2 / Willowdale  
 Connie Masek – Grade 3 / Wheeler  
 Kelly Pugh – Grade 4 / Black Elk  
 Amy Stenger – Grade 5 / Rohwer

### Secondary

John Deeney – Grade 6 / AMS  
 Brett Metzger – Grade 6 / CMS  
 Heather Spessard – Grade 7 / CMS  
 Jan Dahlgaard – Grade 7 / RMS  
 Pat Leamen – Grade 7 / KMS  
 Lynn Thurber – Grade 8 / BMS  
 Brad Kisicki – Grade 8 / KMS  
 Amy Miller – Grade 8 / MNMS  
 Amy Sauser – Grade 9 / MNHS  
 Jill Prochaska – Grade 9 / MSHS  
 Brooke Pecoraro – Grade 9 / MWHS  
 Nick Kaiser – Grade 10 / MNHS  
 Cathy Wollman – Grade 10 / MSHS  
 Kip Colony – Grade 10 / MWHS  
 Sandy Drummond – Grade 11 / MNHS  
 Tessa Adams – Grade 11 / MSHS  
 Michael Davis – Grade 11 / MWHS  
 Dana Moore – Honors 10 / MNHS  
 Suzi Antoniak – Honors 10 / MSHS  
 Mike Catron – Honor 10 / MWHS  
 Leslie Irwin – Grade 11 / MNHS  
 Natalie Bieber – Grade 11 / MSHS  
 Patty Knudson – Grade 11 / MWHS  
 Kelly Welsh – AP / MNHS  
 Amber Suhr – AP / MSHS  
 Lloyd Hoshaw – AP / MWHS  
 Christi Calder – Grade 6 Reading / CMS  
 Janet Larson – Grade 6 Reading / BMS  
 Linda Brablec – Grade 6 Reading / NMS  
 John Kalkowski – Grade 7 Reading / CMS  
 Barb McKenna – Grade 7 Reading / RMS  
 Tina Gradel – HS Reading / MNHS  
 Doug Denson – HS Reading / MSHS  
 Marilyn Kerkhove – HS Reading / MWHS

## Language Arts Elective Framework Committee Members 2009 (Secondary)

### Electives Committee Members:

Mary Bayne – MNHS  
 Sue Roberts – MNHS  
 Terry Thielen – MNHS  
 Becky Terrell – MNHS  
 Kelly Welsh – MNHS  
 Robyn Baker – MSHS  
 Christine Kaldahl – MSHS  
 Steve Kerkman – MSHS  
 Jill Prochaska – MSHS  
 Vickie Weidenhamer – MSHS  
 Joanne Chapuran – MWHS  
 Lloyd Hoshaw – MWHS  
 Susan Kvasnicka – MWHS  
 Jim Mercer – MWHS  
 Linda Perkins – MWHS

### Elective Framework writers:

Mary Bayne – MNHS  
 Chris Carroll – MNHS  
 Sarah Cushman – MNHS  
 Sabrina Denny-Bull – MNHS  
 Mark Hawkins – MNHS  
 Nick Kaiser – MNHS  
 Scott Milliken – MNHS  
 Amber Ripa – MNHS  
 Sue Roberts – MNHS  
 Amy Sauser – MNHS  
 Becky Terrell – MNHS  
 Terry Thielen – MNHS  
 Tessa Adams – MSHS  
 Dana Christensen – MSHS  
 Doug Denson – MSHS  
 Robyn Baker – MSHS  
 Christine Kaldahl – MSHS

Steve Kerkman – MSHS  
 Tiffany Lauer – MSHS  
 Teresa Oberdorfer – MSHS  
 Amber Suhr – MSHS  
 Vickie Weidenhamer – MSHS  
 Mike Catron – MWHS  
 Joanne Chapuran – MWHS  
 Lloyd Hoshaw – MWHS  
 Jennifer Jerome, MWHS  
 Lauren McKenzie – MWHS  
 Jim Mercer – MWHS  
 Brooke Pecoraro – MWHS  
 Linda Perkins – MWHS  
 Fred Robertson – MWHS  
 Janie Sandoz – MWHS  
 Cathy Squires – MWHS



## Language Arts Curriculum Cycle Meetings

### Phase I (2007-2008)      Elementary & Secondary

Date	Group - Purpose
Aug. 1, 2007	Language Arts Core Committee – Identify critical issues to be researched during research Phase I
Sept. 25, 2007	Language Arts Research Subcommittees – begin research on 6 critical issues identified Aug. 1
Nov. 27, 2007	Language Arts Research Subcommittees – continue research on 6 critical issues identified Aug. 1
Jan. 4, 2008	Language Arts Core Committee – reports from Research Subcommittees on research findings
Jan. 18, 2008	Language Arts Core Committee & Research Subcommittees – data retreat to look at district Language Arts & Reading data
Jan. 24 & 25, 2008	Language Arts Research Subcommittees – review research in light of information from data retreat and make final research reports
Feb. 11, 2008	Business & Community Members – discuss the critical Language Arts skills graduates need to be successful
Mar. 3 & 6, 2008	Language Arts Research Subcommittees – utilize research findings to construct vendor checklist in prep for June 5
June 5, 2008	Language Arts Core Committee & Research Subcommittees – evaluate vendor presentations to determine programs to field study for '08-'09

## Phase II (2008-2009) Elementary

Date	Group - Purpose
June 26 & 27, 2008	Field Study Teachers – training on the materials from company consultants
Aug. 7, 2008	Field Study Teachers – training on the materials from company consultants
Sept. 11, 2008	Language Arts Core Committee – review new state standards and write executive summary for Research Subcommittees who will work on framework objectives
Sept. 18, 19, 25, 26, 2008	Field Study Teachers – evaluate programs being field studied
Oct. 23, 24, 28, 30, 2008	Field Study Teachers – evaluate programs being field studied
Nov. 6, 2008	Language Arts Framework Subcommittee – write framework pieces & look at grade level indicators for each grade level and Language Arts strand
Nov. 25, 2008 Dec. 5, 12, 15, 2008	Field Study Teachers – evaluate programs being field studied
Jan. 15, 2009	Language Arts Subcommittees – finalize framework
Jan. 29, 2009	Language Arts Core Committee – review Language Arts program recommendation from Field Study Teachers to be recommended to the Millard Board of Education
Apr. 13, 2009	Millard Board of Education – Language Arts Framework and program recommendation submitted

## Phase II (2008-2009)      Secondary

Date	Group - Purpose
Aug. 5 & 6, 2008	Field Study Teachers – training on the materials from company consultants
Sept. 11, 2008	Language Arts Core Committee – review new state standards and write executive summary for Research Subcommittees who will work on framework objectives
Sept. 18, 2008	Reading Street Field Study evaluation
Sept. 30, 2008	Field Study Teachers – training and support from company consultants
Oct. 8, 2008	Field Study Teachers – training and support from company consultants
Nov. 6 & 7, 2008	Language Arts Framework Subcommittee – write framework pieces & look at grade level indicators for each grade level and Language Arts standards
Nov. 20, 2008 Dec. 2, 11, 2008 Jan. 13, 15, 20, 2009	Language Arts Framework Electives Committees – write framework and look at grade level indicators for each grade level and Language Arts standards
Jan. 26, 2009	Language Arts Resources committees – evaluate resources
Jan. 29, 2009	Language Arts Core Committee – review Language Arts program recommendation from Field Study Teachers to be recommended to the Millard Board of Education
Apr. 13, 2009	Millard Board of Education – Language Arts Framework and program recommendation submitted

## Introduction to PreK-12 Language Arts Matrix

### Introduction

The PreK-12 Language Arts Standards and Indicators were approved by the Millard Board of Education on March 2, 2009. The PreK-12 Language Arts Matrix contains the identical information, differing only in format. Italicized print indicates an addition to the state indicators. Materials and courses are included at the end of each grade level column. For the purpose of vertical articulation, 5<sup>th</sup> grade is included on both elementary and secondary matrices.

### Nomenclature

The nomenclature for the standards and indicators is as follows:

LA	Language Arts	
S	State Standard	
M	Millard Standard	
P4-12	Grade Level	
1-4	Content Standards	
	1 - Reading	
	2 - Writing	
	3 - Speaking/Listening	
	4 - Multiple Literacies	
1-6	Concepts of each Content Standard	
	Reading Standard	1 - Knowledge of print
		2 - Phonological Awareness
		3 - Word Analysis
		4 - Fluency
		5 - Vocabulary
		6 - Comprehension
	Writing Standard	1 - Writing Process
		2 - Writing Genres
	Speaking/Listening Standard	1 - Speaking Skills
		2 - Listening Skills
		3 - Reciprocal Communication
	Multiple Literacies Standard	

### Example

LA S 03.1.3.a      Language Arts, State Standard, Grade 3, Comprehensive Standard 1, Concept 3, Curricular Indicator a

**K- 12 Comprehensive READING Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concepts	Grade Level Standards						
	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Knowledge of Print</b>	<i>LA M P4.1.1 Students will demonstrate knowledge of the concepts of print.</i>	LA S 00.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 01.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 02.1.1 Concept mastered at a previous grade level	LA S 03.1.1 Concept mastered at a previous grade level	LA S 04.1.1 Concept mastered at a previous grade level	LA S 05.1.1 Concept mastered at a previous grade level
<b>Phonological Awareness</b> <i>(phonemic awareness &amp; phonics)</i>	<i>LA M P4.1.2 Students will demonstrate phonological awareness through oral activities.</i>	LA S 00.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 01.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 02.1.2 Concept mastered at a previous grade level  <i>LA M 02.1.2 Students will demonstrate phonological awareness through oral and written activities.</i>	LA S 03.1.2 Concept mastered at a previous grade level	LA S 04.1.2 Concept mastered at a previous grade level	LA S 05.1.2 Concept mastered at a previous grade level
<b>Word Analysis</b> <i>(Fry's Instant Words for Sight Words)</i>	<i>LA M P4.1.3 Students are introduced to phonetic knowledge as they learn to read, write, and spell grade level text.</i>	LA S 00.1.3 Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.	LA S 01.1.3 Students will use phonetic analysis to read, write, and spell grade level text.	LA S 02.1.3 Students will use phonetic analysis to read, write, and spell grade level text.	LA S 03.1.3 Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text. <i>(Structural analysis means: prefixes, suffixes, roots, and word parts to understand multisyllabic words in all content reading)</i>	LA S 04.1.3 Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text. <i>(Structural analysis means: prefixes, suffixes, roots, and word parts to understand multisyllabic words in all content reading)</i>	LA S 05.1.3 Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text. <i>(Structural analysis means: prefixes, suffixes, roots, and word parts to understand multisyllabic words in all content reading)</i>
<b>Fluency</b>	<i>LA M P4.1.4 Students will be exposed to accuracy, phrasing, and expression during reading experiences.</i>	LA S 00.1.4 Students will develop accuracy, phrasing, and expression during grade level reading experiences.	LA S 01.1.4 Students will develop accuracy, phrasing, and expression while reading grade level text.	LA S 02.1.4 Students will develop accuracy, phrasing, and expression while reading grade level text.	LA S 03.1.4 Students will develop accuracy, phrasing, and expression while reading grade level text.	LA S 04.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	LA S 05.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.
<b>Vocabulary</b>	<i>LA M P4.1.5 Students will build literary, general academic, and content specific vocabulary.</i>	LA S 00.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 01.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 02.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 03.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 04.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.
<b>Comprehension</b>	<i>LA M P4.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</i>	LA S 00.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 01.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 02.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 03.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 04.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 05.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards						
	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Knowledge of Print</b>	<i>LA M P4.1.1</i> Students will demonstrate knowledge of the concepts of print.	LA S 00.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 01.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 02.1.1 Concept mastered at a previous grade level	LA S 03.1.1 Concept mastered at a previous grade level	LA S 04.1.1 Concept mastered at a previous grade level	LA S 05.1.1 Concept mastered at a previous grade level
<b>Curricular Indicators</b>	<i>LA M P4.1.1.a</i> Identify variations in print (e.g., font, size, bold, italic, upper/lower case)	LA S 00.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)	LA S 01.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)				
	<i>LA M P4.1.1.b</i> Identify the purpose of print is to carry information (e.g., environmental print, names)	LA S 00.1.1.b Explain that the purpose of print is to carry information (e.g., environmental print, names)	LA S 01.1.1.b Explain that the purpose of print is to carry information				
	<i>LA M P4.1.1.c</i> Explore and discover voice to print match (e.g., student points to words as someone reads)	LA S 00.1.1.c Demonstrate voice to print match (e.g., student points to words as someone reads)	LA S 01.1.1.c Demonstrate voice to print match (e.g., student points to words while reading)				
	<i>LA M P4.1.1.d</i> Demonstrate understanding that words are made up of letters	LA S 00.1.1.d Demonstrate understanding that words are made up of letters	LA S 01.1.1.d Demonstrate understanding that words are made up of letters				
	<i>LA M P4.1.1.e</i> Identify parts of a book (e.g., cover, pages, title, title page, author, illustrator)	LA S 00.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator)	LA S 01.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, tale of contents)				
	<i>LA M P4.1.1.f</i> Demonstrate knowledge that print reads from left to right and top to bottom	LA S 00.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom	LA S 01.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom				
	<i>LA M P4.1.1.g</i> Identify punctuation (e.g., period, exclamation mark, question mark)	LA S 00.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark)	LA S 01.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark)				

**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards						
	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Phonological Awareness</b>	<i>LA M P4.1.2 Students will demonstrate phonological awareness through oral activities.</i>	LA S 00.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 01.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 02.1.2 Concept mastered at a previous grade level <i>LA M 02.1.2 Students will demonstrate phonological awareness through oral and written activities</i>	LA S 03.1.2 Concept mastered at a previous grade level	LA S 04.1.2 Concept mastered at a previous grade level	LA S 05.1.2 Concept mastered at a previous grade level
<b>Curricular Indicators</b>		LA S 00.1.2.a Segment spoken sentences into words	LA S 01.1.2.a Segment spoken sentences into words	<i>LA M 02.1.2.a Segment spoken sentences into words</i>			
	<i>LA M P4.1.2.a Identify and produce oral rhymes</i>	LA S 00.1.2.b Identify and produce oral rhymes.	LA S 01.1.2.b Identify and produce oral rhymes.	<i>LA M 02.1.2.b Identify and produce oral rhymes.</i>			
		LA S 00.1.2.c Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)	LA S 01.1.2.c Blend and segment syllable sounds in spoken words	<i>LA M 02.1.2.c Blend, segment, and delete syllable sounds in spoken words</i>			
		LA S 00.1.2.d Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)	LA S 01.1.2.d Blend and segment onset and rime orally (e.g., v-an, gr-ab)				
	<i>LA M P4.1.2.b Segment beginning phonemes in spoken words (e.g., recognize same sounds in different words)</i>	LA S 00.1.2.e Segment onsets and rimes orally (e.g., v-an, gr-ab)	LA S 01.1.2.e Manipulate phonemes orally (e.g., blend, segment)				
		LA S 00.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)	LA S 01.1.2.f Manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and: “The word is cat. Change the /t/ to /n/. What’s the new word?” –can)	<i>LA M 02.1.2.d Delete and manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and: “The word is cat. Change the /t/ to /n/. What’s the new word?” –can)</i>			
		LA S 00.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)					

**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards						
Word Analysis	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p><b>LA M P4.1.3</b> <i>Students are introduced to phonetic knowledge as they learn to read, write, and spell grade level text.</i></p>	<p><b>LA S 00.1.3</b> Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.</p>	<p><b>LA S 01.1.3</b> Students will use phonetic analysis to read, write, and spell grade level text.</p>	<p><b>LA S 02.1.3</b> Students will use phonetic analysis to read, write, and spell grade level text.</p>	<p><b>LA S 03.1.3</b> Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.</p>	<p><b>LA S 04.1.3</b> Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.</p>	<p><b>LA S 05.1.3</b> Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.</p>
Curricular Indicators	<p><b>LA M P4.1.3.a</b> <i>Begin to identify upper and lower case letters</i></p>	<p><b>LA S 00.1.3.a</b> Identify upper and lower case letters</p>	<p><b>LA S 01.1.3.a</b> Read, write, and spell words by applying common letter-sound correspondences (e.g. single letter consonants, consonant blends, long and short vowels, digraphs)</p>	<p><b>LA S 02.1.3.a</b> Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., <i>consonant and vowel digraphs, diphthongs</i>)</p>	<p><b>LA S 03.1.3.a</b> Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell</p>	<p><b>LA S 04.1.3.a</b> Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell</p>	<p><b>LA S 05.1.3.a</b> Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)</p>
	<p><b>LA M P4.1.3.b</b> <i>Begin to match consonant sounds to appropriate letters</i></p>	<p><b>LA S 00.1.3.b</b> Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)</p>	<p><b>LA S 01.1.3.b</b> Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)</p>		<p><b>LA S 03.1.3.b</b> Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)</p>	<p><b>LA S 04.1.3.b</b> Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)</p>	
	<p><b>LA M P4.1.3.c</b> <i>Begin to read, write, and spell some sight words (e.g., Fry sight words, familiar words, names)</i></p>	<p><b>LA S 00.1.3.c</b> Read at least 25 basic high frequency words from a commonly used list</p>	<p><b>LA S 01.1.3.c</b> Read at least 100 high-frequency words from a commonly used list</p>	<p><b>LA S 02.1.3.b</b> Read, write, and spell sight words</p>			
	<p><b>LA M P4.1.3.d</b> <i>Use phonetic knowledge to write (e.g. approximated spelling)</i></p>	<p><b>LA S 00.1.3.d</b> Use phonetic knowledge to write (e.g., approximated spelling)</p>	<p><b>LA S 01.1.3.d</b> Spell single syllable phonetically regular words</p>				
	<p><b>LA M P4.1.3.e</b> <i>Recognize known words in connected text (e.g., big book, environmental print, class list, labels)</i></p>	<p><b>LA S 00.1.3.e</b> Recognize known words in connected text (e.g., big book, environmental print, class list, labels)</p>	<p><b>LA S 01.1.3.e</b> Blend sounds to read words</p>	<p><b>LA S 02.1.3.c</b> Blend sounds to form words</p>			
	<p><b>LA M P4.1.3.f</b> <i>Begin to identify basic similarities and differences in words (e.g., word endings, onset and rime)</i></p>	<p><b>LA S 00.1.3.f</b> Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written</p>	<p><b>LA S 01.1.3.f</b> Read words in connected text</p>	<p><b>LA S 02.1.3.d</b> Read words in connected text</p>			
	<p><b>LA M P4.1.3.g</b> <i>Blend sounds to form words.</i></p>	<p><b>LA M 00.1.3.g</b> <i>Blend sounds to form words. (from Grade 1)</i></p>	<p><b>LA S 01.1.3.g</b> Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)</p>	<p><b>LA S 02.1.3.e</b> Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)</p>			
			<p><b>LA S 01.1.3.h</b> Monitor the accuracy of decoding</p>	<p><b>LA S 02.1.3.f</b> Monitor the accuracy of decoding</p>			



<b>K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.</b>							
Concept	Grade Level Standards						
	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Fluency</b>	<i>LA M P4.1.4 Students will be exposed to accuracy, phrasing, and expression during reading experiences.</i>	LA S 00.1.4 Students will develop accuracy, phrasing, and expression during grade level reading experiences.	LA S 01.1.4 Students will develop accuracy, phrasing, and expression while reading grade level text.	LA S 02.1.4 Students will develop accuracy, phrasing, and expression while reading grade level text.	LA S 03.1.4 Students will develop accuracy, phrasing, and expression while reading grade level text.	LA S 04.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	LA S 05.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.
<b>Curricular Indicators</b>		LA S 00.1.4.1 Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)	LA S 01.1.4.a Read in meaningful phrases that sound like natural language to support comprehension	LA S 02.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension	LA S 03.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension	LA S 04.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension	LA S 05.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension
			LA S 01.1.4.b Use a core of high-frequency words and phrases	LA S 02.1.4.b Read high-frequency words and phrases accurately and automatically	LA S 03.1.4.b Read words and phrases accurately and automatically	LA S 04.1.4.b Read words and phrases accurately and automatically	LA S 05.1.4.b Read words and phrases accurately and automatically
	<i>LA M P4.1.4.a Recognize and imitate repeating language patterns during reading (e.g. modeled reading, choral reading)</i>	LA S 00.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)	LA S 01.1.4.c Use repeating language patterns when reading				
			LA S 01.1.4.d Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)	LA S 02.1.4.c Vary voice intonation (e.g., volume, tone) to reflect meaning of text	LA S 03.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text	LA S 04.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and punctuation to reflect meaning of text	LA S 05.1.4.c Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)
		LA S 00.1.4.c Read familiar text with others, maintaining an appropriate pace	LA S 01.1.4.e Read along with others and independently practice keeping an appropriate pace for a text	LA S 02.1.4.d Use appropriate pace while reading to gain and enhance the meaning of text	LA S 03.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing	LA S 04.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	LA S 05.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concept	Grade Level Standards						
Vocabulary	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<i>LA M P4.1.5 Students will build literary, general academic, and content specific vocabulary.</i>	LA S 00.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 01.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 02.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 03.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 04.1.5 Students will build literary, general academic, and content specific grade level vocabulary.
Curricular Indicators		LA S 00.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)	LA S 01.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)	LA S 02.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	LA S 03.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	LA S 04.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)	LA S 05.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)
	<i>LA M P4.1.5.a Relate new grade level vocabulary to prior knowledge and use in new situations</i>	LA S 00.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	LA S 01.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	LA S 02.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	LA S 03.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	LA S 04.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	LA S 05.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations
	<i>LA M P4.1.5.b Develop awareness of text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words</i>	LA S 00.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words	LA S 01.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words	LA S 02.1.5.c Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words	LA S 03.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words	LA S 04.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words	LA S 05.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures
	<i>LA M P4.1.5.c Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)</i>	LA S 00.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)	LA S 01.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)	LA S 02.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)	LA S 03.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)	LA S 04.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)	LA S 05.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)
	<i>LA M P4.1.5.d Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, teacher, peer)</i>	LA S 00.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)	LA S 01.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)	LA S 02.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)	LA S 03.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)	LA S 04.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	LA S 05.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)
			LA S 01.1.5.f Locate words in reference materials (e.g., alphabetical order)	LA S 02.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)	LA S 03.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)		

**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards						
	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Comprehension</b> -Questioning -Determining importance -Making Connections -Creating mental images -Inferencing -Monitoring comp (fix-up strat.) -Synthesizing	<b>LA M P4.1.6</b> <i>Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</i>	<b>LAS 00.1.6</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	<b>LA S 01.1.6</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	<b>LA S 02.1.6</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	<b>LA S 03.1.6</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	<b>LA S 04.1.6</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	<b>LA S 05.1.6</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
<b>Curricular Indicators</b>  <b>Author/Illustrator</b>	<b>LA M P4.1.6.a</b> <i>Explain that the author and illustrator create books</i>	<b>LA S 00.1.6.a</b> Explain that the author and illustrator create books	<b>LA S 01.1.6.a</b> Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)	<b>LA S 02.1.6.a</b> Identify author purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	<b>LA S 03.1.6.a</b> Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	<b>LA S 04.1.6.a</b> Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author's perspective (e.g., beliefs, assumptions, biases) influences text	<b>LA S 05.1.6.a</b> Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author's perspective (e.g., beliefs, assumptions, biases) influences text
<b>Narrative</b>  <div style="border: 1px solid black; padding: 2px; width: fit-content;">           Plot includes sequence of events and conflict/resolution         </div>	<b>LA M P4.1.6.b</b> <i>Identify elements of the story including setting, character, and events</i>	<b>LA S 00.1.6.b</b> Identify elements of the story including setting, character, and events	<b>LA S 01.1.6.b</b> Identify elements of narrative text (e.g., characters, setting, events)	<b>LA S 02.1.6.b</b> Identify elements of narrative text (e.g., characters, setting, plot)	<b>LA S 03.1.6.b</b> Identify elements of narrative text (e.g., characters, setting, plot, point of view)	<b>LA S 04.1.6.b</b> Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)	<b>LA S 05.1.6.b</b> Identify and analyze elements of narrative text (e.g., characters, setting, plot, theme)
	<b>LA M P4.1.6.c</b> <i>Retell information from narrative text including characters, setting, and events</i>	<b>LA S 00.1.6.c</b> Retell information from narrative text including characters, setting, and events	<b>LA S 01.1.6.c</b> Retell information from narrative text including characters, setting, and events	<b>LA S 02.1.6.c</b> Retell information from narrative text including characters, setting, and plot	<b>LA S 03.1.6.c</b> Retell and summarize narrative text including characters, setting, and plot with supporting details	<b>LA S 04.1.6.c</b> Summarize narrative text including characters, setting, and plot with supporting details	<b>LA S 05.1.6.c</b> Summarize narrative text including characters, setting, plot, and theme with supporting details
		<b>LA S 00.1.6.d</b> Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)	<b>LA S 01.1.6.d</b> Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	<b>LA S 02.1.6.d</b> Explore the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	<b>LA S 03.1.6.d</b> Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)	<b>LA S 04.1.6.d</b> Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	<b>LA S 05.1.6.d</b> Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
<b>Informational</b>	<b>LA M P4.1.6.d</b> <i>Retell main ideas from informational text</i>	<b>LA S 00.1.6.e</b> Retell main ideas from informational text	<b>LA S 01.1.6.e</b> Retell the main ideas from informational text	<b>LA S 02.1.6.e</b> Retell and summarize the main ideas from informational text	<b>LA S 03.1.6.e</b> Retell and summarize the main ideas from informational text using supporting details	<b>LA S 04.1.6.e</b> Retell and summarize the main ideas from informational text using supporting details	<b>LA S 05.1.6.e</b> Summarize and analyze the main idea from informational text using supporting details
			<b>LA S 01.1.6.f</b> Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)	<b>LA S 02.1.6.f</b> Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)	<b>LA S 03.1.6.f</b> Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)	<b>LA S 04.1.6.f</b> Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	<b>LA S 05.1.6.f</b> Understand and apply organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

	<i>LA M P4.1.6.e Identify text features in informational text (e.g., titles, bold print, maps, illustrations)</i>	LA S 00.1.6.f Identify text features in informational text (e.g., titles, bold print, illustrations)	LA S 01.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)  <i>LA M 01.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions, table of contents)</i>	LA S 02.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)	LA S 03.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)	LA S 04.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)	LA S 05.1.6.g <sup>128</sup> Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)
Narrative / Informational	<i>LA M P4.1.6.f Begin to demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)</i>	LA S 00.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	LA S 01.1.6.h Identify the basic characteristics of familiar narrative and informational text genres for both (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	LA S 02.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	LA S 03.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	LA S 04.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	LA S 05.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
							LA S 05.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres
		LA S 00.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures	LA S 01.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures	LA S 02.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures	LA S 03.1.6.i Use narrative or informational text to develop a multi-cultural perspective	LA S 04.1.6.i Use narrative or informational text to develop a multi-cultural perspective	LA S 05.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective
Questions / Answers	<i>LA M P4.1.6.g Answering questions (who, what, where, when, why)</i>	LA S 00.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how) supporting answers using prior knowledge and information from the text	LA S 01.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how) supporting answers using prior knowledge and information from the text	LA S 02.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	LA S 03.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	LA S 04.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text	LA S 05.1.6.k Generate, and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources
	<i>LA M P4.1.6.h Begin to identify different purposes for reading (e.g., information, pleasure)</i>	LA S 00.1.6.j Identify different purposes for reading (e.g., information, pleasure)	LA S 01.1.6.k Identify and explain purpose for reading (e.g., information, pleasure)	LA S 02.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)	LA S 03.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)	LA S 04.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)	LA S 05.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)
		LA S 00.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA S 01.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA S 02.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA S 03.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA S 04.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA S 05.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

			<b>LA S 01.1.6.m</b> Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning	<b>LA S 02.1.6.m</b> Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning	<b>LA S 03.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	<b>LA S 04.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	<b>LA S 05.1.6.n</b> <sup>129</sup> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
	<b>LA M P4.1.6.i</b> <i>Make predictions about a text using prior knowledge, pictures, and titles</i>	<b>LA S 00.1.6.l</b> Make predictions about a text using prior knowledge, pictures, and titles	<b>LA S 01.1.6.n</b> Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)	<b>LA S 02.1.6.n</b> Make and confirm/modify predictions before, during, and after reading (e.g., illustrations, personal experience, events, character traits)	<b>LA S 03.1.6.n</b> Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)	<b>LA S 04.1.6.n</b> Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)	<b>LA S 05.1.6.o</b> Use examples and details to make inferences or logical predictions while previewing and reading text
					<b>LA S 03.1.6.o</b> Use examples and details in a text to make inferences about a story or situation	<b>LA S 04.1.6.o</b> Use examples and details in a text to make inferences about a story or situation	
	<b>LA M P4.1.6.j</b> <i>Respond to text verbally, in writing, or artistically</i>	<b>LA S 00.1.6.m</b> Respond to text verbally, in writing, or artistically	<b>LA S 01.1.6.o</b> Respond to text verbally, in writing, or artistically	<b>LA S 02.1.6.o</b> Respond to text verbally, in writing, or artistically	<b>LA S 03.1.6.p</b> Respond to text verbally, in writing, or artistically	<b>LA S 04.1.6.p</b> Respond to text verbally, in writing, or artistically	<b>LA S 05.1.6.p</b> Respond to text verbally, in writing, or artistically

**K-12 Comprehensive WRITING Standard:  
Students will learn and apply writing skills and strategies to communicate.**

Concepts	Grade Level Standards						
	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>Writing Process</b></p> <p><i>NOTE: We believe teachers should start by teaching the writing process at the beginning of the year and should continually revisit the writing process throughout the year.</i></p>	<p><b>LA M P4.2</b> <i>Students will understand and use writing to communicate.</i></p>	<p>LA S 00.2.1 Students will use writing to communicate.</p>	<p>LA S 01.2.1 Students will use the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p>	<p>LA S 02.2.1 Students will use the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p>	<p>LA S 03.2.1 Students will use the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p>	<p>LA S 04.2.1 Students will use the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p>	<p>LA S 05.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p>
<p><b>Writing Genres</b></p> <p><i>NOTE: There should be 2-3 "required" modes/genres per grade level and then a list of options.</i></p> <p><i>It's important to know the assessed mode should not be the <u>only</u> thing taught in that grade level.</i></p>	<p><b>LA M P4.2.2</b> <i>Student will write for a variety of purposes and audiences in multiple genres.</i></p>	<p>LA S 00.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 01.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 02.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 03.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 04.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 05.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>
				<p><i>Descriptive</i></p>	<p><i>Descriptive Narrative</i></p>	<p><i>Narrative Persuasive</i></p>	<p><i>Persuasive</i></p>

*What's assessed at grade level and the next year should be emphasized.*

**K-12 Comprehensive Writing Standard:  
Students will learn and apply writing skills and strategies to communicate.**

Concept	Grade Level Standards						
	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Writing Process</b>	<b>LA M P4.2.1</b> <i>Students will understand and use writing to communicate.</i>	LA S 00.2.1 Students will use writing to communicate.	LA S 01.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	LA S 02.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	LA S 03.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	LA S 04.2.1 Students will use the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	LA S 05.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
<b>Curricular Indicators</b>	<b>LA M P4.2.1.a</b> <i>Demonstrate that writing communicates thoughts and ideas</i>	LA S 00.2.1.a Demonstrate that writing communicates thoughts and ideas	LA S 01.2.1.a Demonstrate that writing communicates thoughts and ideas				
		LA S 00.2.1.b Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)	LA S 01.2.1.b Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)	LA S 02.2.1.a Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)	LA S 03.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)	LA S 04.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)	LA S 05.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)
	<b>LA M P4.2.1.b</b> <i>Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic</i>	LA S 00.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic	LA S 01.2.1.c Generate a draft by: – Selecting and organizing ideas relevant to topic, purpose, and genre Composing sentences of varying length and complexity	LA S 02.2.1.b Generate a draft by: – Selecting and organizing ideas relevant to topic, purpose, and genre – Composing sentences of varying length and complexity (e.g., dictation, labeling, simple sentences, declarative, interrogative, exclamatory) – Developing a coherent beginning and end	LA S 03.2.1.b Generate a draft by: – Selecting and organizing ideas relevant to topic, purpose, and genre – Composing paragraphs with grammatically correct sentences of varying length and complexity, and type (e.g., declarative, interrogative, and exclamatory) – Developing paragraphs with topic sentences and supporting facts and details	LA S 04.2.1.b Generate a draft by: – Selecting and organizing ideas relevant to topic, purpose, and genre – Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) – Developing introductory and concluding paragraphs	LA S 05.2.1.b Generate a draft by: – Selecting and organizing ideas relevant to topic, purpose, and genre – Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) – Developing details and transitional phrases that link one paragraph to another
		LA S 00.2.1.d Revise writing by adding details  <b>LA M 00.2.1.d</b> <i>Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</i>	LA S 01.2.1.d Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	LA S 02.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	LA S 03.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	LA S 04.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	LA S 05.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

			LA S 01.2.1.e Provide feedback to other writers	LA S 02.2.1.d Provide oral feedback to other writers; utilize others' feedback to improve own writing	LA S 03.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing	LA S 04.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	LA S 05.2.1.d <sup>132</sup> Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing
		LA S 00.2.1.e Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)	LA S 01.2.1.f Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark)	LA S 02.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)	LA S 03.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	LA S 04.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	LA S 05.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
		LA S 00.2.1.f Publish a legible document (e.g., handwritten)	LA S 01.2.1.g Publish a legible document (e.g., handwritten)	LA S 02.2.1.f Publish a legible document (e.g., handwritten or electronic)	LA S 03.2.1.f Publish a legible document (e.g., handwritten or electronic)	LA S 04.2.1.f Publish a legible document (e.g., handwritten or electronic)	LA S 05.2.1.f Publish a legible document (e.g., report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)
	<i>LA M P4.2.1.c Begin to print uppercase and lowercase letters</i>	LA S 00.2.1.g Print all uppercase and lowercase letters, attending to the form of the letters	LA S 01.2.1.h Write with appropriate spaces between letters, words, and sentences	LA S 02.2.1.g Print legibly (e.g., letter formation, letter size, spacing, alignment)	LA S 03.2.1.g Write legibly in cursive	<i>LA M 04.2.1.g Write legibly in cursive</i>	
	<i>LA M P4.2.1.d Explore the use of a variety of writing materials (e.g., colors, pencils, colored pencils, markers, different kinds of paper)</i>						



**K-12 Comprehensive Writing Standard:  
Students will learn and apply writing skills and strategies to communicate.**

Concept	Grade Level Standards						
<p><b>Writing Genres</b></p>	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p><i>LA M P4.2.2</i> Student will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 00.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 01.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 02.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 03.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 04.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 05.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>
<p><b>Curricular Indicators</b></p> <div data-bbox="102 731 344 1332" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Examples of Genres: Essay, story, list, poem, instructions, letter, memo, class notes, memoir, biography, summary, response to literature, research paper, interview, web page, play, book/film review, song, journal, job application, resume, news article, email, poster, post-it note, brochure, report consistent with professional standards</p> </div> <div data-bbox="71 1397 801 1507" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Examples of Organizational Structure: Description, sequence, cause and effect, problem/solution, compare and contrast, persuasion</p> </div>	<p><i>LA M P4.2.2.a</i> Write for a specific purpose (e.g., lists, alphabet book, story with picture, in pretend/free play, label objects in classroom)</p>	<p>LA S 00.2.2.a Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)</p>	<p>LA S 01.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)</p>	<p>LA S 02.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)</p>	<p>LA S 03.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)</p>	<p>LA S 04.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)</p>	<p>LA S 05.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)</p>
		<p>LA S 00.2.2.b Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)</p>	<p>LA S 01.2.2.b Write to known audience or specific reader (e.g., letter to familiar person)</p>	<p>LA S 02.2.2.b Write to known audience or specific reader (e.g., letter to familiar person)</p>	<p>LA S 03.2.2.b Write considering audience and what the reader needs to know</p>	<p>LA S 04.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind</p>	<p>LA S 05.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, a business, organization)</p>
			<p>LA S 01.2.2.c Write books and short pieces of writing that tell a story and/or provide information to readers about a topic</p>	<p>LA S 02.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)</p>	<p>LA S 03.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)</p>	<p>LA S 04.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)</p>	<p>LA S 05.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)</p>
			<p>LA S 01.2.2.d Write stories with a beginning, middle, and end</p>	<p>LA S 02.2.2.d Apply an organizational structure that includes a central idea or focus</p>	<p>LA S 03.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)</p>	<p>LA S 04.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)</p>	<p>LA S 05.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)</p>
<p><i>LA M P4.2.2.b</i> Learn about writing by studying own and others' writing</p>	<p><i>LA M 00.2.2.c</i> Learn about writing by studying own and others' writing (from Grade 1)</p>	<p>LA S 01.2.2.e Compare models and examples (own and others) of various genres create similar pieces</p>	<p>LA S 02.2.2.e Compare models and examples (own and others) of various genres to create a similar piece</p>	<p>LA S 03.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece</p>	<p>LA S 04.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece</p>	<p>LA S 05.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece</p>	

**K-12 Comprehensive SPEAKING/LISTENING Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concepts	Grade Level Standards						
	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Speaking Skills</b>	<i>LA M P4.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</i>	LA S 00.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 01.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 02.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 03.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 04.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 05.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
<b>Listening Skills</b>	<i>LA M P4.3.2 Students will develop and demonstrate active listening skills across a variety of situations.</i>	LA S 00.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 01.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 02.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 03.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 04.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 05.3.2 Students will develop and apply active listening skills across a variety of situations.
<b>Reciprocal Communication</b>	<i>LA M P4.3.3 Students will develop reciprocal communication skills.</i>	LA S 00.3.3 Students will develop reciprocal communication skills.	LA S 01.3.3 Students will develop reciprocal communication skills.	LA S 02.3.3 Students will develop reciprocal communication skills.	LA S 03.3.3 Students will develop and apply reciprocal communication skills.	LA S 04.3.3 Students will develop and apply reciprocal communication skills.	LA S 05.3.3 Students will develop and apply reciprocal communication skills.

**K-12 Comprehensive SPEAKING/LISTENING Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards						
<b>Speaking Skills</b>	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<i>LA M P4.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</i>	LA S 00.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 01.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 02.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 03.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 04.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 05.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
<b>Curricular Indicators</b>			LA S 01.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	LA S 02.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	LA S 03.3.1.a Communicate ideas and information in a clear and concise manner (e.g., language, word choice, sequence, relevance)	LA S 04.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting	LA S 05.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
	<i>LA M P4.3.1.a Communicate ideas in daily classroom activities and routines</i>	LA S 00.3.1.a Communicate ideas orally in daily classroom activities and routines	LA S 01.3.1.b Communicate orally in daily classroom activities and routines	LA S 02.3.1.b Demonstrate speaking techniques for a variety of purposes and situations	LA S 03.3.1.b Demonstrate speaking techniques for a variety of purposes and situations	LA S 04.3.1.b Demonstrate speaking techniques for a variety of purposes and situations	LA S 05.3.1.b Demonstrate speaking techniques for a variety of purposes and situations
	<i>LA M P4.3.1.b Communicate ideas and information to others in an age-appropriate manner.</i>	<i>LA M 00.3.1.b Communicate ideas and information to others in an age-appropriate manner.</i>			LA S 03.3.1.c Utilize available media to enhance communication (e.g., poster, overhead)	LA S 04.3.1.c Utilize available media to enhance communication (e.g., presentation software, poster)  <i>(Could use imovie or PowerPoint)</i>	LA S 05.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software)
<b>Activities:</b>							

**K-12 Comprehensive SPEAKING/LISTENING Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards						
Listening Skills	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p><i>LA M P4.3.2</i> <i>Students will develop and demonstrate active listening skills across a variety of situations.</i></p>	<p>LA S 00.3.2 Students will develop and demonstrate active listening skills across a variety of situations.</p>	<p>LA S 01.3.2 Students will develop and demonstrate active listening skills across a variety of situations.</p>	<p>LA S 02.3.2 Students will develop and demonstrate active listening skills across a variety of situations.</p>	<p>LA S 03.3.2 Students will develop and apply active listening skills across a variety of situations.</p>	<p>LA S 04.3.2 Students will develop and apply active listening skills across a variety of situations.</p>	<p>LA S 05.3.2 Students will develop and apply active listening skills across a variety of situations.</p>
Curricular Indicators	<p><i>LA M P4.3.2.a</i> <i>Demonstrate listening skills needed for multiple skills and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)</i></p>	<p>LA S 00.3.2.a Demonstrate listening skills needed for multiple skills and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)</p>	<p>LA S 01.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)</p>	<p>LA S 02.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)</p>	<p>LA S 03.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)</p>	<p>LA S 04.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)</p>	<p>LA S 05.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)</p>
	<p><i>LA M P4.3.2.b</i> <i>Complete a task after listening for information</i></p>	<p>LA S 00.3.2.b Complete a task after listening for information</p>	<p>LA S 01.3.2.b Use information in order to complete a task (e.g., following one/two step directions, responding to questions)</p>	<p>LA S 02.3.2.b Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)</p>	<p>LA S 03.3.2.b Use information in order to complete a task</p>		
	<p><i>LA M P4.3.2.c</i> <i>Listen and retell main ideas of information heard</i></p>	<p>LA S 00.3.2.c Listen and retell main ideas of information</p>	<p>LA S 01.3.2.c Listen and retell specific details of information</p>	<p>LA S 02.3.2.c Listen and retell specific details of information heard</p>	<p>LA S 03.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information</p>	<p>LA S 04.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information</p>	<p>LA S 05.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information</p>
	<p><i>LA M P4.3.2.d</i> <i>Listen to and comprehend thoughts, ideas, and information being communicated</i></p>	<p><i>LA M 00.3.2.d</i> <i>Listen to and comprehend thoughts, ideas, and information being communicated</i></p>	<p>LA S 01.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated</p>	<p>LA S 02.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated</p>	<p>LA S 03.3.2.d Listen to and summarize thoughts, ideas, and information being communicated</p>	<p>LA S 04.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated</p>	<p>LA S 05.3.2.c Listen to, summarize and interpret message and purpose of information being communicated</p>

**K-12 Comprehensive SPEAKING/LISTENING Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards						
Reciprocal Communication	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<i>LA M P4.3.3 Students will develop reciprocal communication skills</i>	LA S 00.3.3 Students will develop reciprocal communication skills	LA S 01.3.3 Students will develop reciprocal communication skills.	LA S 02.3.3 Students will develop reciprocal communication skills.	LA S 03.3.3 Students will develop and apply reciprocal communication skills	LA S 04.3.3 Students will develop and apply reciprocal communication skills	LA S 05.3.3 Students will develop and apply reciprocal communication skills.
Curricular Indicators	<i>LA M P4.3.3.a Develop awareness and sensitivity to the use of words (e.g., helpful and hurtful words)</i>	LA S 00.3.3.a Develop awareness and sensitivity to the use of words (e.g., helpful and hurtful words)	LA S 01.3.3.a Develop awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)	LA S 02.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)	LA S 03.3.3.a Develop awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)	LA S 04.3.3.a Develop sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)	LA S 05.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)
	<i>LA M P4.3.3.b Develop conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)</i>	LA S 00.3.3.b Develop conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)	LA S 01.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)	LA S 02.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)	LA S 03.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)	LA S 04.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)	LA S 05.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)
	<i>LA M P4.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)</i>	LA S 00.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)	LA S 01.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)	LA S 02.3.3.c Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)	LA S 03.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	LA S 04.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	LA S 05.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats
		<i>LA M 00.3.3.c Participate in learning situations (e.g., guided reading groups, cooperative learning activities, class discussions, partners)</i>					

**K-12 Comprehensive MULTIPLE LITERACIES Standard:  
Students will identify, locate, and evaluate information.**

Concept	Grade Level Standards						
Multiple Literacies	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p><i>LA M P4.4.1 Students will gain knowledge and communicate information in a variety of media and formats (textual, visual, digital)</i></p>	<p>LA S 00.4.1 Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).</p>	<p>LA S 01.4.1 Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).</p>	<p>LA S 02.4.1. Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).</p>	<p>LA S 03.4.1 Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).</p>	<p>LA S 04.4.1 Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).</p>	<p>LA S 05.4.1 Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).</p>
<p><b>Strands:</b> <i>1. Using information and technology to learn</i></p>							
<p><i>2. Legal, ethical and responsible use of information (print and digital)</i></p>							
<p><i>3. 21<sup>st</sup> Century Communicating</i></p>							



<b>21<sup>st</sup> Century communicating</b> <i>Credibility of sources</i>					LLA S 03.4.1.e Identify bias and commercialism (e.g., product placement, advertising)	LA S 04.4.1.e Identify bias and commercialism (e.g., product placement, advertising)	LA S 05.4.1.e <sup>140</sup> Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)
<b>21<sup>st</sup> Century communicating</b> <i>Collecting, managing and organizing information</i>	<b>LA M P4.4.1.d</b> <i>Collect, manage, and organize information</i>	LA S 00.4.1.e Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations)	LA S 01.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	LA S 02.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	LA S 03.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	LA S 04.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	LA S 05.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
<i>Communicating ideas - social</i>				LA S 02.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	LA S 03.4.1.g Experience social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	LA S 04.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	LA S 05.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

<b>Course</b>	<b>Pre K Language Arts</b>	<b>Kindergarten Language Arts</b>	<b>Grade 1 Language Arts</b>	<b>Grade 2 Language Arts</b>	<b>Grade 3 Language Arts</b>	<b>Grade 4 Language Arts</b>	<b>Grade 5 Language Arts</b>
<b>Materials</b>	Reading Street Creative Curriculum Framework	Core – Reading Street–Gr. K Intervention – My Sidewalk–Gr. K Supplemental Writing – Write Source – Gr. K	Core – Reading Street–Gr. 1 Intervention – My Sidewalk–Gr. 1 Supplemental Writing – Write Source – Gr. 1	Core – Reading Street–Gr. 2 Intervention – My Sidewalk–Gr. 2 Supplemental Writing – Write Source – Gr. 2 Supplemental Fluency – Quick Read – Gr. 2	Core – Reading Street–Gr. 3 Intervention – My Sidewalk–Gr. 3 Supplemental Writing – Write Source – Gr. 3 Supplemental Fluency – Quick Read – Gr. 3	Core – Reading Street–Gr. 4 Intervention – My Sidewalk–Gr. 4 Supplemental Writing – Write Source – Gr. 4 Supplemental Fluency – Quick Read – Gr. 4	Core – Reading Street–Gr. 5 Intervention – My Sidewalk–Gr. 5 Supplemental Writing – Write Source – Gr. 5 Supplemental Fluency – Quick Read – Gr. 5



**K- 12 Comprehensive READING Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	Grade 12
<b>Knowledge of Print</b>	LA S 05.1.1 Concept mastered at a previous grade level	LA S 06.1.1 Concept mastered at a previous grade level	LA S 07.1.1 Concept mastered at a previous grade level	LA S 08.1.1 Concept mastered at a previous grade level	<i>LA M 09.1.1 Concept mastered at a previous grade level</i>	<i>LA M 10.1.1 Concept mastered at a previous grade level</i>	<i>LA M 11.1.1 Concept mastered at a previous grade level</i>	LA S 12.1.1 Concept mastered at a previous grade level
<b>Phonological Awareness</b>	LA S 05.1.2 Concept mastered at a previous grade level	LA S 06.1.2 Concept mastered at a previous grade level	LA S 07.1.2 Concept mastered at a previous grade level	LA S 08.1.2 Concept mastered at a previous grade level	<i>LA M 09.1.2 Concept mastered at a previous grade level</i>	<i>LA M 10.1.2 Concept mastered at a previous grade level</i>	<i>LA M 11.1.2 Concept mastered at a previous grade level</i>	LA S 12.1.2 Concept mastered at a previous grade level
<b>Word Analysis</b>	LA S 05.1.3 Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text. <i>(Structural analysis means: prefixes, suffixes, roots, and word parts to understand multisyllabic words in all content reading)</i>	LA S 06.1.3 Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text. <i>(Structural analysis means: prefixes, suffixes, roots, and word parts to understand multisyllabic words in all content reading)</i>	LA S 07.1.3 Concept mastered at a previous grade level	LA S 08.1.3 Concept mastered at a previous grade level	<i>LA M 09.1.3 Concept mastered at a previous grade level</i>	<i>LA M 10.1.3 Concept mastered at a previous grade level</i>	<i>LA M 11.1.3 Concept mastered at a previous grade level</i>	LA S 12.1.3 Concept mastered at a previous grade level
<b>Fluency</b>	LA S 05.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	LA S 06.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	LA S 07.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	LA S 08.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	<i>LA M 09.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.</i>	<i>LA M 10.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.</i>	<i>LA M 11.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.</i>	LA S 12.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.
<b>Vocabulary</b>	LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 06.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 07.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 08.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	<i>LA M 09.1.5 Students will build literary, general academic, and content specific vocabulary.</i>	<i>LA M 10.1.5 Students will independently use structural analysis to determine word meanings and relationships.</i>	<i>LA M 11.1.5 Students will build literary, general academic, and content specific vocabulary.</i>	LA S 12.1.5 Students will build literary, general academic, and content specific grade level vocabulary.
<b>Comprehension</b>	LA S 05.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 06.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 07.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 08.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	<i>LA M 09.1.6 Students will extract meaning using prior knowledge and apply strategies to self-monitor comprehension before, during and after reading.</i>	<i>LA M 10.1.6 Students will extract meaning using prior knowledge and apply strategies to self-monitor comprehension before, during and after reading.</i>	<i>LA M 11.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.</i>	LA S 12.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.  <i>LA M 12.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.</i>

**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concepts	Grade Level Standards							
Knowledge of Print	Grade 5	Grade 6	Grade 7	Grade 8	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	Grade 12
	LA S 05.1.1 Concept mastered at a previous grade level	LA S 06.1.1 Concept mastered at a previous grade level	LA S 07.1.1 Concept mastered at a previous grade level	LA S 08.1.1 Concept mastered at a previous grade level	<i>LA M 09.1.1 Concept mastered at a previous grade level</i>	<i>LA M 10.1.1 Concept mastered at a previous grade level</i>	<i>LA M 11.1.1 Concept mastered at a previous grade level</i>	LA S 12.1.1 Concept mastered at a previous grade level
Curricular Indicators								

**K-12 Comprehensive Reading Standard:  
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Concepts	Grade Level Standards							
Phonological Awareness	Grade 5	Grade 6	Grade 7	Grade 8	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	Grade 12
	LA S 05.1.2 Concept mastered at a previous grade level	LA S 06.1.2 Concept mastered at a previous grade level	LA S 07.1.2 Concept mastered at a previous grade level	LA S 08.1.2 Concept mastered at a previous grade level	<i>LA M 09.1.2 Concept mastered at a previous grade level</i>	<i>LA M 10.1.2 Concept mastered at a previous grade level</i>	<i>LA M 11.1.2 Concept mastered at a previous grade level</i>	LA S 12.1.2 Concept mastered at a previous grade level
Curricular Indicators								

**K-12 Comprehensive Reading Standard:  
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Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	Grade 12
<b>Word Analysis</b>	LA S 05.1.3 Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	LA S 06.1.3 Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	LA S 07.1.3 Concept mastered at a previous grade level.	LA S 08.1.3 Concept mastered at a previous grade level.	<i>LA M 09.1.3 Concept mastered at a previous grade level</i>	<i>LA M 10.1.3 Concept mastered at a previous grade level</i>	<i>LA M 11.1.3 Concept mastered at a previous grade level</i>	LA S 12.1.3 Concept mastered at a previous grade level
<b>Curricular Indicators</b>	LA S 05.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)	LA S 06.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)						

<b>K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.</b>								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	Grade 12
<b>Fluency</b>	LA S 05.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	LA S 06.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	LA S 07.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	LA S 08.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	<i>LA M 09.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.</i>	<i>LA M 10.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.</i>	<i>LA M 11.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.</i>	LA S 12.1.4 Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.
<b>Curricular Indicators</b>	LA S 05.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension							
	LA S 05.1.4.b Read words and phrases accurately and automatically							
	LA S 05.1.4.c Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)	LA S 06.1.4.a Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)	LA S 07.1.4.a Apply elements of prosodic reading to a group of related texts and explore their potential for performance	LA S 08.1.4.a Incorporate elements of prosodic reading to communicate text	<i>LA M 09.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations</i>	<i>LA M 10.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations</i>	<i>LA M 11.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations</i>	LA S 12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations
	LA S 05.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	LA S 06.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	LA S 07.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	LA S 08.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	<i>LA M 09.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style</i>	<i>LA M 10.1.4.b Adjust oral or silent reading pace based on purpose, text, difficulty, form, and style</i>	<i>LA M 11.1.4.b Adjust oral or silent reading pace based on purpose, text, difficulty, form, and style</i>	LA S 12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style
				LA S 08.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)	<i>LA M 09.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)</i>	<i>LA M 10.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)</i>	<i>LA M 11.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)</i>	LA S 12.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)

**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concepts		Grade Level Standards						
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Vocabulary</b>	LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 06.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 07.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 08.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	<i>LA M 09.1.5 Students will build literary, general academic, and content specific vocabulary.</i>	<i>LA M 10.1.5 Students will independently use structural analysis to determine word meanings and relationships.</i>	<i>LA M 11.1.5 Students will build literary, general academic, and content specific vocabulary.</i>	LA S 12.1.5 Students will build literary, general academic, and content specific grade level vocabulary.
<b>Curricular Indicators</b>	LA S 05.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)	LA S 06.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	LA S 07.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	LA S 08.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	<i>LA M 09.1.5.a Analyze and use bases/roots, affixes – both prefixes and suffixes to understand word meaning</i>	<i>LA M 10.1.5.a Use bases/roots, affixes – both prefixes and suffixes with emphasis on Anglo-Saxon, Greek, and Latin roots to understand word meaning</i>	<i>LA M 11.1.5.a Use word structure, word origins, and affixes to synthesize word parts in order to determine or change word meaning</i>	LA S 12.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
<div style="border: 1px solid black; padding: 5px; width: fit-content;">                     Academic Vocabulary: Will need to identify academic vocabulary through each content area and ensure vocabulary is introduced within courses.                 </div>	LA S 05.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	LA S 06.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	LA S 07.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	LA S 08.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	<i>LA M 09.1.5.b Use and relate new vocabulary to prior knowledge</i>	<i>LA M 10.1.5.b Use and relate new vocabulary to prior knowledge</i>	<i>LA M 11.1.5.b Use and relate new vocabulary to prior knowledge</i>	LA S 12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations
	LA S 05.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures	LA S 06.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures	LA S 07.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words	LA S 08.1.5.c Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)	<i>LA M 09.1.5.c Select a context clue strategy to determine cross curricular and content specific terms to a variety of texts</i>	<i>LA M 10.1.5.c Select a context clue strategy to determine cross curricular and content specific terms to a variety of texts</i>	<i>LA M 11.1.5.c Independently apply appropriate strategy to determine meanings of unknown words in a variety of texts</i>	LA S 12.1.5.c Independently apply appropriate strategy to determine meanings of unknown words in text
	LA S 05.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)	LA S 06.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)	LA S 07.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	LA S 08.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	<i>LA M 09.1.5.d Analyze semantic relationships and select context clues to determine the meanings of unfamiliar and multi-meaning words, especially as they exist in metaphor, personification and idiom</i>	<i>LA M 10.1.5.d Analyze semantic relationships and select context clues to determine the meanings of unfamiliar and multi-meaning words, especially as used in figurative language</i>	<i>LA M 11.1.5.e Use semantic relationships to evaluate, defend, and make judgments</i>	LA S 12.1.5.d Use semantic relationships to evaluate, defend, and make judgments

	<b>LA S 05.1.5.e</b> Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	<b>LA S 06.1.5.e</b> Determine meanings using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	<b>LA S 07.1.5.e</b> Determine meanings using print and digital reference materials	<b>LA S 08.1.5.e</b> Determine meanings using print and digital reference materials	<b>LA M 09.1.5.e</b> <i>Determine meanings using print and digital reference materials while identifying valid sources of online information</i>	<b>LA M 10.1.5.e</b> <i>Determine meanings using print and digital reference materials while identifying valid sources of online information</i>	<b>LA M 11.1.5.e</b> <i>Determine meanings using print and digital reference materials while identifying valid sources of online information</i>	<b>LA S 12.1.5.e</b> <sup>147</sup> Determine meaning using print and digital reference materials
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**K-12 Comprehensive Reading Standard:  
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Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Comprehension</b>	LA S 05.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 06.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 07.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 08.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	<i>LA M 09.1.6 Students will extract meaning using prior knowledge and apply strategies to self-monitor comprehension before, during and after reading.</i>	<i>LA M 10.1.6 Students will extract meaning using prior knowledge and apply strategies to self-monitor comprehension before, during and after reading.</i>	<i>LA M 11.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.</i>	LA S 12.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
<b>Curricular Indicators</b>  <b>Author's Purpose</b>	LA S 05.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author's perspective (e.g., beliefs, assumptions, biases) influences text	LA S 06.1.6.a Explain how author's purpose and perspective (affect the meaning and reliability of the text	LA S 07.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective	LA S 08.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective and information from additional sources	<i>LA M 09.1.6.a Analyze textual evidence and author's tone to determine author's purpose (inform, entertain, persuade), and author's perspective (viewpoint)</i>	<i>LA M 10.1.6.a Analyze textual evidence and author's tone to determine author's purpose and perspective</i>	<i>LA M 11.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources</i>	LA S 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
<b>Narrative Text</b> -Poetry -Short Story -Drama -Novels -Film -Graphic/Visual Text  Plot includes sequence of events and conflict/resolution	LA S 05.1.6.b Identify and analyze elements of narrative text (e.g., characters, setting, plot, theme)	LA S 06.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)	LA S 07.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)  <i>LA M 07.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme, intro inference)</i>	LA S 08.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)  <i>LA M 08.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes, inference, tone)</i>	<i>LA M 09.1.6.b Identify and analyze elements of narrative text ( e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)</i>	<i>LA M 10.1.6.b Analyze setting, plot, and character through social, cultural, and historical significance to synthesize themes within and/or across cultures</i>	<i>LA M 11.1.6.b Analyze similar and dissimilar themes among different ethnic, cultural, and regional literature that represent varying American perspectives</i>	LA S 12.1.6.b Analyze and evaluate elements of narrative text
	LA S 05.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details	LA S 06.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme  <i>LA M 06.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme (main idea in narrative text)</i>	<i>LA M 07.1.6.p Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme (main idea in narrative text)</i>	<i>LA M 08.1.6.p Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme (main idea in narrative text)</i>	<i>LA M 09.1.6.c Summarize with the ability to interpret theme and support it with an overview of the plot, characters, and setting</i>	<i>LA M 10.1.6.c Summarize whole and parts of a text to evaluate author's craft, analyze theme, and synthesize themes across texts and/or authors</i>	<i>LA M 11.1.6.c Summarize whole and parts of a text to evaluate author's craft, analyze theme, and synthesize themes across texts and/or authors</i>	<i>LA M 12.1.6.p Summarize, analyze, synthesize, and evaluate narrative text</i>



					<i>LA M 09.1.6.d</i> Use preface, epilogue, author's notes to enhance comprehension in narrative text	<i>LA M 10.1.6.d</i> Use preface, epilogue, author's notes to enhance comprehension in narrative text	<i>LA M 11.1.6.c</i> Use and analyze text features (e.g. preface, epilogue, author's notes, glossary, annotation, footnotes, margin notes, etc.) to enhance comprehension of American literature	<i>LA M 12.1.6.q</i> <sup>149</sup> Use preface, epilogue, author's notes to enhance comprehension in narrative text
	<b>LA S 05.1.6.d</b> Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	<b>LA S 06.1.6.d</b> Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	<b>LA S 07.1.6.c</b> Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)	<b>LA S 08.1.6.c</b> Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)	<i>LA M 9.1.6.e</i> Analyze the function and critique the effects of the author's stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)	<i>LA M 10.1.6.e</i> Analyze and evaluate how an author's style and use of complex literary devices work to achieve his or her purpose	<i>LA M 11.1.6.d</i> Evaluate how an author's style and use of complex literary devices work to achieve his or her purpose in American literature	<b>LA S 12.1.6.c</b> Analyze the function and critique the effects of the author's stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)
<b>Informational Text</b>  -Newspaper and Magazine -Digital media -Documentary -Graphic and Visual -Essay (covers genre)	<b>LA S 05.1.6.e</b> Summarize and analyze the main idea from informational text using supporting details	<b>LA S 06.1.6.e</b> Summarize, analyze, and synthesize informational text using main idea and supporting details	<b>LA S 07.1.6.d</b> Summarize, analyze, and synthesize informational text using main idea and supporting details	<b>LA S 08.1.6.d</b> Summarize, analyze, and synthesize informational text using main idea and supporting details	<i>LA M 09.1.6.f</i> Summarize with the ability to paraphrase and analyze author's craft to provide support for a synthesis of main idea(s)	<i>LA M 10.1.6.f</i> Summarize text and analyze author's craft to create a synthesis of main ideas across texts	<i>LA M 11.1.6.e</i> Summarize, analyze, synthesize, and evaluate main ideas across texts.	<b>LA S 12.1.6.d</b> Summarize, analyze, synthesize, and evaluate informational text
	<b>LA S 05.1.6.f</b> Understand and apply organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	<b>LA S 06.1.6.f</b> Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	<b>LA S 07.1.6.e</b> Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)	<b>LA S 08.1.6.e</b> Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)	<i>LA M 09.1.6.g</i> Use knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support) to construct meaning	<i>LA M 10.1.6.g</i> Use knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept/definition, question/answer) to construct meaning	<i>LA M 11.1.6.f</i> Extract and construct meaning using prior knowledge, applying text information and monitoring comprehension	<b>LA S 12.1.6.e</b> Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)
	<b>LA S 05.1.6.g</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	<b>LA S 06.1.6.g</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	<b>LA S 07.1.6.f</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)	<b>LA S 08.1.6.f</b> Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)	<i>LA M 09.1.6.h</i> Use text features to locate information and gain meaning from a text, analyze essential elements (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists, photographs)	<i>LA M 10.1.6.h</i> Use text features to locate information and gain meaning from a text, analyze essential elements (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists, photographs)	<i>LA M 11.1.6.g</i> Analyze and evaluate information from text features (including index, annotations, maps, charts, tables, graphs, headings, subheadings, lists, photographs, glossary, footnotes, margin notes, etc.) to locate information and gain meaning from informational texts	<b>LA S 12.1.6.f</b> Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)

Multi-Genre	LA S 05.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	LA S 06.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	LA S 07.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	LA S 08.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres	<i>LA M 09.1.6.i Recognize the relationship between the concepts and themes of literature and informational text in order to construct meaning</i>	<i>LA M 10.1.6.i Identify and understand the defining characteristics of different genres for both narrative and informational text (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)</i>	<i>LA M 11.1.6.h Utilize strategies to effectively comprehend various genres at varying levels of difficulty</i>	LA S 12.1.6.g <sup>150</sup> Analyze and evaluate make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding
	LA S 05.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres	LA S 06.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres	LA S 07.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of genres	LA S 08.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences	<i>LA M 09.1.6.j Analyze and critique the effects of historical, cultural, political, and biographical influences in a variety of genres</i>	<i>LA M 10.1.6.j Analyze and critique the effects of historical, cultural, political, and biographical influences in a variety of genres</i>	<i>LA M 11.1.6.i Analyze and critique the author's perspective and purpose as determined by historical context and other influences using a variety of American texts</i>	LA S 12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres
	LA S 05.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective	LA S 06.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective	LA S 07.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective	LA S 08.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective	<i>LA M 09.1.6.k Use narrative and informational text to develop a national and global multi-cultural perspective</i>	<i>LA M 10.1.6.k Use narrative and informational text to develop a national and global multi-cultural perspective</i>	<i>LA M 11.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective</i>	LA S 12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective
Questions / Answers	LA S 05.1.6.k Generate, and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources	LA S 06.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources	LA S 07.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers	LA S 08.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers	<i>LA M 09.1.6.l Interact with the text before (preview, identify purpose, activate and evaluate prior knowledge), during (marks and annotates text with paraphrases, inferences) and after reading (retrieves key words, passages, generates and answers multi-level questions)</i>	<i>LA M 10.1.6.l Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers</i>	<i>LA M 11.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing and evaluating prior knowledge, information from the text and additional sources, to support answers</i>	LA S 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers
Purpose	LA S 05.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)	LA S 06.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)	LA S 07.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)	LA S 08.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)	<i>LA M 09.1.6.m Select text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task) and begin to identify more complex purposes for reading (e.g., to evaluate source credibility and author's craft, understand a differing viewpoint)</i>	<i>LA M 10.1.6.m Select text for a particular purpose and begin to identify more complex purposes for reading (e.g., analysis of author's thesis as a means to structure an argument, to compare social, cultural and historical perspectives)</i>	<i>LA M 11.1.6.l Select text for a particular purpose and begin to identify more complex purposes for reading (e.g., to analyze multiple perspectives, to critique elements of author's craft)</i>	LA S 12.1.6.k Select text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)

<b>Connections / Predictions</b>	LA S 05.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA S 06.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA S 07.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading	LA S 08.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading	<i>LA M 09.1.6.n Build and activate relevant prior knowledge to clarify text (understand events, deepen understanding (ideas and themes), draw conclusions, recognize implications, and make connections</i>	<i>LA M 10.1.6.n Build and activate prior knowledge in order to clarify text (recognize assumptions), deepen understanding, and make connections while reading</i>	<i>LA M 11.1.6.m Activate and evaluate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections and recognize possible misconceptions or oversimplification of higher level concepts</i>	LA S 12.1.6.l <sup>151</sup> Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
	LA S 05.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	LA S 06.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	LA S 07.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	LA S 08.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	<i>LA M 09.1.6.o Self-monitor comprehension for accuracy and understanding by applying appropriate strategies to self-correct when errors detract from meaning</i>	<i>LA M 10.1.6.o Self-monitor comprehension for accuracy and understanding by applying appropriate strategies to self-correct when errors detract from meaning</i>	<i>LA M 11.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct</i>	LA S 12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct
	LA S 05.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text	LA S 06.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text	LA S 07.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text	LA S 08.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text	<i>LA M 09.1.6.p Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text</i>	<i>LA M 10.1.6.p Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text</i>	<i>LA M 11.1.6.o Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text</i>	LA S 12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
<b>Response</b>	LA S 05.1.6.p Respond to text verbally, in writing, or artistically	LA S 06.1.6.p Respond to text verbally, in writing, or artistically	LA S 07.1.6.o Respond to text verbally, in writing, or artistically	LA S 08.1.6.o Respond to text verbally, in writing, or artistically	<i>LA M 09.1.6.q Respond to text verbally, in writing, or artistically</i>	<i>LA M 10.1.6.q Respond to text verbally, in writing, or artistically</i>	<i>LA M 11.1.6.p Respond to text verbally, in writing, or artistically</i>	LA S 12.1.6.o Respond to text verbally, in writing, or artistically

**K-12 Comprehensive WRITING Standard:  
Students will learn and apply writing skills and strategies to communicate.**

Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Writing Process</b>	<b>LA S 05.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	<b>LA S 06.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	<b>LA S 07.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	<b>LA S 08.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	<b>LA M 09.2.1</b> <i>Students will use the writing process (plan, draft, revise, edit, and publish) to create essays using correct spelling, grammar, punctuation, and other standard conventions.</i>	<b>LA M 10.2.1</b> <i>Students will use the writing process to plan, draft, revise, edit, and publish using correct spelling, grammar, punctuation, and other standard conventions.</i>	<b>LA M 11.2.1</b> <i>Students will use the writing process to plan, draft, revise, edit, and publish using correct spelling, grammar, punctuation, and other standard conventions.</i>	<b>LA S 12.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
<b>Writing Genres</b>	<b>LA S 05.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.	<b>LA S 06.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.	<b>LA S 07.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.	<b>A S 08.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.	<b>LA M 09.2.2</b> <i>Students will demonstrate knowledge of components specific to the structures of a definition, compare/contrast, descriptive, argumentative, and persuasive essay.</i>	<b>LA M 10.2.2</b> <i>Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.</i>	<b>LA M 11.2.2</b> <i>Students will demonstrate knowledge of components specific to the structures of analysis, problem-solution, synthesis, and personal essay.</i>	<b>LA S 12.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.

**K-12 Comprehensive Writing Standard:  
Students will learn and apply writing skills and strategies to communicate.**

Concept	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Writing Process</b>	<p><b>LA S 05.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p>	<p><b>LA S 06.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p>	<p><b>LA S 07.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p>	<p><b>LA S 08.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p>	<p><b>LA M 09.2.1</b> <i>Students will use the writing process (plan, draft, revise, edit, and publish) to create essay using correct spelling, grammar, punctuation, and other standard conventions.</i></p>	<p><b>LA M 10.2.1</b> <i>Students will use the writing process to plan, draft, revise, edit, and publish using correct spelling, grammar, punctuation, and other standard conventions.</i></p>	<p><b>LA M 11.2.1</b> <i>Students will use the writing process to plan, draft, revise, edit, and publish using correct spelling, grammar, punctuation, and other standard conventions.</i></p>	<p><b>LA S 12.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p>
<b>Curricular Indicators</b>	<p><b>LA S 05.2.1.a</b> Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)</p>	<p><b>LA S 06.2.1.a</b> Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions</p>	<p><b>LA S 07.2.1.a</b> Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions</p>	<p><b>LA S 08.2.1.a</b> Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information</p>	<p><b>LA M 09.2.1.a</b> <i>Use the writing process to compose a compare/contrast essay</i></p>	<p><b>LA M 10.2.1.a</b> <i>Interpret writing prompts to determine their writing purpose and the expectations of the audience</i></p>	<p><b>LA M 11.2.1.a</b> <i>Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information</i></p>	<p><b>LA S 12.2.1.a</b> Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information</p>
	<p><b>LA S 05.2.1.b</b> Generate a draft by:</p> <ul style="list-style-type: none"> <li>– Selecting and organizing ideas relevant to topic, purpose, and genre</li> <li>– Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)</li> <li>– Developing details and transitional phrases that link one paragraph to another</li> </ul>	<p><b>LA S 06.2.1.b</b> Generate a draft by:</p> <ul style="list-style-type: none"> <li>– Selecting and organizing ideas relevant to topic, purpose, and genre</li> <li>– Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity</li> <li>– Concluding with detailed summary linked to the purpose of the composition</li> </ul>	<p><b>LA S 07.2.1.b</b> Generate a draft by:</p> <ul style="list-style-type: none"> <li>– Selecting and organizing ideas relevant to topic, purpose, and genre</li> <li>– Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons</li> <li>– Using effective transitional words and cues to unify important ideas</li> </ul>	<p><b>LA S 08.2.1.b</b> Generate a draft by:</p> <ul style="list-style-type: none"> <li>– Defining and stating a thesis</li> <li>– Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience</li> <li>– Identifying and using parallelism to present items in a series and items juxtaposed for emphasis</li> </ul>	<p><b>LA M 09.2.1.b</b> <i>Generate a draft by:</i></p> <ul style="list-style-type: none"> <li>– <i>Selecting and organizing ideas relevant to topic, purpose, and genre</i></li> <li>– <i>Composing paragraphs with sentences of varying length and complexity</i></li> <li>– <i>Integrating literary terms into the analytical writing process and begin interpreting of text through writing</i></li> </ul>	<p><b>LA M 10.2.1.b</b> <i>Generate a draft by:</i></p> <ul style="list-style-type: none"> <li>– <i>Selecting and organizing ideas relevant to topic, purpose, and genre</i></li> <li>– <i>Composing paragraphs with sentences of varying length and complexity</i></li> <li>– <i>Using the writing process to compose a cause/effect essay</i></li> </ul>	<p><b>LA M 11.2.1.b</b> <i>Generate a draft by:</i></p> <ul style="list-style-type: none"> <li>– <i>Selecting and organizing ideas relevant to topic, purpose, and genre</i></li> <li>– <i>Composing paragraphs with sentences of varying length and complexity</i></li> <li>– <i>Using internal and complex external transitions</i></li> </ul>	<p><b>LA S 12.2.1.b</b> Generate a draft by:</p> <ul style="list-style-type: none"> <li>– Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject</li> <li>– Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience</li> <li>– Applying standard rules of sentence formation, including parallel structure and subordination</li> </ul>

<p><b>LA S 05.2.1.c</b> Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>	<p><b>LA S 06.2.1.c</b> Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>	<p><b>LA S 07.2.1.c</b> Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>	<p><b>LA S 08.2.1.c</b> Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>	<p><b>LA M 09.2.1.c</b> <i>Apply designated items from the grammar continuum to their writing process</i></p>	<p><b>LA M 10.2.1.c</b> <i>Use the writing process to compose a cause/effect essay</i></p>	<p><b>LA M 11.2.1.c</b> <i>Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</i></p>	<p><b>LA S 12.2.1.c</b> <sup>154</sup> Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>
<p><b>LA S 05.2.1.d</b> Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing</p>	<p><b>LA S 06.2.1.d</b> Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing</p>	<p><b>LA S 07.2.1.d</b> Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing</p>	<p><b>LA S 08.2.1.d</b> Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing</p>	<p><b>LA M 09.2.1.d</b> <i>Analyze models and examples (their own and others') in order to create similar pieces</i></p>	<p><b>LA M 10.2.1.d</b> <i>Analyze models and examples (their own and others') of various genres of writing in order to create similar pieces</i></p>	<p><b>LA M 11.2.1.d</b> <i>Analyze models and examples of various genres in order to create similar pieces; provide feedback to other writers; utilize others' feedback to improve own writing</i></p>	<p><b>LA S 12.2.1.d</b> Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing</p>
<p><b>LA S 05.2.1.e</b> Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>	<p><b>LA S 06.2.1.e</b> Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>	<p><b>LA S 07.2.1.e</b> Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>	<p><b>LA S 08.2.1.e</b> Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>	<p><b>LA M 09.2.1.e</b> – <i>Edit writing for format and conventions (e.g., spelling, capitalization, punctuation, grammar, usage)</i> – <i>Use a concession paragraph in an argument or persuasive essay</i></p>	<p><b>LA M 10.2.1.e</b> – <i>Edit writing for format and conventions (e.g., spelling, capitalization, punctuation, grammar, usage)</i> – <i>Apply designated items from the grammar continuum to their writing process</i></p>	<p><b>LA M 11.2.1.e</b> – <i>Edit writing for format and conventions (e.g., spelling, capitalization, punctuation, grammar, usage)</i> – <i>Apply designated items from the grammar continuum to their writing process</i></p>	<p><b>LA S 12.2.1.e</b> Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>
<p><b>LA S 05.2.1.f</b> Publish a legible document (e.g., report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)</p>	<p><b>LA S 06.2.1.f</b> Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)</p>	<p><b>LA S 07.2.1.f</b> Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)</p>	<p><b>LA S 08.2.1.f</b> Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)</p>	<p><b>LA M 09.2.1.f</b> <i>Publish a legible document (e.g., handwritten or electronic) using the writing process to compose a compare/contrast essay</i></p>	<p><b>LA M 10.2.1.f</b> <i>Publish a legible document (e.g., handwritten or electronic) using the writing process to compose a cause/effect essay</i></p>	<p><b>LA M 11.2.1.f</b> <i>Publish a legible document, handwritten or electronic, that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)</i></p>	<p><b>LA S 12.2.1.f</b> Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)</p>

**K-12 Comprehensive Writing Standard:  
Students will learn and apply writing skills and strategies to communicate.**

Concepts	Grade Level Standards							
<b>Writing Genres</b>	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.2.2 Students will write for a variety of purposes and audiences in multiple genres.	LA S 06.2.2 Students will write for a variety of purposes and audiences in multiple genres.	LA S 07.2.2 Students will write for a variety of purposes and audiences in multiple genres.	LA S 08.2.2 Students will write for a variety of purposes and audiences in multiple genres.	<i>LA M 09.2.2 Students will demonstrate knowledge of components specific to the structures of a definition, compare/contrast, descriptive, argumentative, and persuasive essay.</i>	<i>LA M 10.2.2 Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.</i>	<i>LA M 11.2.2 Students will demonstrate knowledge of components specific to the structures of analysis, problem-solution, synthesis, and personal essay.</i>	LA S 12.2.2 Students will write for a variety of purposes and audiences in multiple genres.
<b>Curricular Indicators</b>  <div style="border: 1px solid black; padding: 5px; width: fit-content;">                     Examples of Genres:                      Essay, story, list, poem, instructions, letter, memo, class notes, memoir, biography, summary, response to literature, research paper, interview, web page, play, book/film review, song, journal, job application, resume, news article, email, poster, post-it note, brochure, report consistent with professional standards                 </div>	LA S 05.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	LA S 06.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	LA S 07.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	LA S 08.2.2.a Write in a variety of genres, considering purpose and audience	<i>LA M 09.2.2.a Write in a variety of genres, considering purpose and audience</i> – Vary the five paragraph structure for audience and purpose	<i>LA M 10.2.2.a Write in a variety of genres, considering purpose and audience</i> – Take ownership of the choices in their writing in terms of its purpose, audience and voice – Use appropriate figurative language based on audience, purpose and medium in writing	<i>LA M 11.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology</i>	LA S 12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology
	LA S 05.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, a business, organization)	LA S 06.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)	LA S 07.2.2.b Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)	<i>LA M 08.2.2.e Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)</i>	<i>LA M 09.2.2.b Write in a variety of genres, considering medium and available technology</i> Use appropriate figurative language based on audience, purpose, and medium in writing	<i>LA M 10.2.2.b Write in a variety of genres, considering medium and available technology</i> Use appropriate figurative language based on audience, purpose, and medium in writing	<i>LA M 11.2.2.b Use research skills appropriate for their product considering audience, purpose (e.g., problem-solution, literary analysis, persuasive, etc.), medium, and technology</i>	
	LA S 05.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)	LA S 06.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, e-mail, podcast)	LA S 07.2.2.c Write considering typical characteristics of the selected genre (e.g., letter to the editor, report, email, class notes, research paper, play)	LA S 08.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)	<i>LA M 09.2.2.c Write considering typical characteristics of the selected genre (e.g., business letter, letter to the editor, report, email, class notes, research paper, play)</i> – Use an effective conclusion in narrative writing – Use a concession paragraph in an argument or persuasive essay	<i>LA M 10.2.2.c Write considering typical characteristics of the selected genre (e.g., business letter, letter to the editor, report, email, class notes, research paper, play)</i> – Use appropriate structure for audience and purpose	<i>LA M 11.2.2.c Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, class notes, poem, job application and accompanying cover letter, senior project, college application essay)</i>	LA S 12.2.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)

	<p><b>LA S 05.2.2.d</b> Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)</p>	<p><b>LA S 06.2.2.d</b> Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)</p>	<p><b>LA S 07.2.2.d</b> Select and apply an organizational structure appropriate to the task (e.g., order of importance, similarity and difference, posing and answering a question)</p>	<p><b>LA S 08.2.2.c</b> Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)</p>	<p><b>LA M 09.2.2.d</b> <i>Write using well-crafted, cohesive organization appropriate to the task</i></p> <ul style="list-style-type: none"> <li>- <i>Produce two types of creative writing (Poem, Short Story, Graphic Novel, Play Script, Song, Cartoon, etc.)</i></li> </ul>	<p><b>LA M 10.2.2.d</b> <i>Write using well-crafted, cohesive organization appropriate to the task</i></p> <ul style="list-style-type: none"> <li>- <i>Use internal and external transitions</i></li> </ul>	<p><b>LA M 11.2.2.d</b> <i>Write using well-crafted, cohesive organization appropriate to the task</i></p> <ul style="list-style-type: none"> <li>- <i>Use appropriate structure for audience and purpose</i></li> <li>- <i>Integrate appropriate criteria (e.g., literary terms, artistic devices, rhetorical techniques, historical characteristics, etc.) in order to analyze a text through writing</i></li> </ul>	<p><b>LA S 12.2.2.c</b> <sup>156</sup> Select and apply an organizational structure appropriate to the task</p>
	<p><b>LA S 05.2.2.e</b> Analyze models and examples (own and others') of various genres to create a similar piece</p>	<p><b>LA S 06.2.2.e</b> Analyze models and examples (own and others') of various genres in order to create a similar piece</p>	<p><b>LA S 07.2.2.e</b> Analyze models and examples (own and others') of various genres in order to create a similar piece</p>	<p><b>LA S 08.2.2.d</b> Analyze models and examples (own and others') of various genres in order to create a similar piece</p>	<p><b>LA M 09.2.2.e</b> <i>Analyze models and examples (own and others') of various genres in order to create a similar piece</i></p>	<p><b>LA M 10.2.2.e</b> <i>Analyze models and examples (own and others') of various genres in order to create a similar piece</i></p>	<p><b>LA M 11.2.2.e</b> <i>Analyze models and examples (own and others') of various genres in order to create a similar piece</i></p>	<p><b>LA S 12.2.2.d</b> Analyze models and examples (own and others') of various genres in order to create a similar piece</p>
<div data-bbox="96 963 823 1074" style="border: 1px solid black; padding: 5px;"> <p>Examples of Organizational Structure: Description, sequence, cause and effect, problem/solution, compare and contrast, persuasion</p> </div>					<p><b>LA M 09.2.2.f</b></p> <ul style="list-style-type: none"> <li>- <i>Practice source validation and in-text citations according to MLA format</i></li> <li>- <i>Create a works cited page according to MLA format</i></li> </ul>	<p><b>LA M 10.2.2.f</b> <i>Interpret writing prompts to determine their writing purpose and the expectations of the audience</i></p>	<p><b>LA M 11.2.2.f</b> <i>Use appropriate persuasive techniques based on audience, purpose, and medium in writing</i></p>	<p><b>LA M 12.2.2.e</b> <i>Demonstrate preparedness to write in a variety of future personal and career situations</i></p>



**K-12 Comprehensive SPEAKING/LISTENING Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	Grade 12
<b>Speaking Skills</b>	LA S 05.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 06.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 07.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 08.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	<i>LA M 09.3.1 Students will develop, and refine speaking skills that convey an idea.</i>	<i>LA M 10.3.1 Students will develop, and refine speaking skills that convey an idea.</i>	<i>LA M 11.3.1 Students will develop, and refine speaking skills that convey an idea.</i>	LA S 12.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
<b>Listening Skills</b>	LA S 05.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 06.3.2 Students will develop, apply, and refine active listening skills across a variety of situations.  <i>LA M 06.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.</i>	LA S 07.3.2 Students will develop, apply, and refine active listening skills across a variety of situations.  <i>LA M 07.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.</i>	LA S 08.3.2 Students will develop, apply, and refine active listening skills across a variety of situations.  <i>LA M 08.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.</i>	<i>LA M 09.3.2 Students will develop, and refine listening skills that convey an idea.</i>	<i>LA M 10.3.2 Students will develop, and refine listening skills that convey an idea.</i>	<i>LA M 11.3.2 Students will research, analyze, and communicate information.</i>	LA S 12.3.2 Students will develop, apply, and refine active listening skills across a variety of situations.  <i>LA M 12.3.2 Students will develop and demonstrate active listening skills across a variety of situations.</i>
<b>Reciprocal Communication</b>	LA S 05.3.3 Students will develop and apply reciprocal communication skills.	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.	<i>LA M 09.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.</i>	<i>LA M 10.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.</i>	<i>LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.</i>	LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.

**K-12 Comprehensive SPEAKING/LISTENING Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concepts	Grade Level Standards							
<b>Speaking Skills</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
	LA S 05.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 06.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 07.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 08.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	<i>LA M 09.3.1 Students will develop and refine speaking skills that convey an idea.</i>	<i>LA M 10.3.1 Students will develop and refine speaking skills that convey an idea.</i>	<i>LA M 11.3.1 Students will develop and refine speaking skills that convey an idea.</i>	LA S 12.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
<b>Curricular Indicators</b>	LA S 05.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting	LA S 06.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting	LA S 07.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting	LA S 08.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting	<i>LA M 09.3.1.a Communicate ideas and information in a clear and concise manner appropriate to its purpose</i> – <i>Demonstrate understanding of various discussion practices (e.g., Socratic circles, Literature circles, etc.)</i>	<i>LA M 10.3.1.a Communicate ideas and information in a clear and concise manner appropriate to its purpose</i> – <i>Actively participate in the various group discussion formats</i> – <i>Communicate ideas and insights from a text within a discussion</i>	<i>LA M 11.3.1.a Research, analyze, and communicate information in variety of media and formats (e.g., textual, visual and digital)</i>	LA S 12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
	LA S 05.3.1.b Demonstrate speaking techniques for a variety of purposes and situations	LA S 06.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations	LA S 07.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations	LA S 08.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations	<i>LA M 09.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations</i> – <i>Demonstrate understanding of various discussion practices (e.g., Socratic circles, Literature circles, etc.)</i>	<i>LA M 10.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations</i> – <i>Actively participate in the various group discussion formats</i> – <i>Communicate ideas and insights from a text within a discussion</i>	<i>LA M 11.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations</i>	LA S 12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations
	LA S 05.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software)	LA S 06.3.1.c Utilize available media to enhance communication	LA S 07.3.1.c Utilize available media to enhance communication	LA S 08.3.1.c Utilize available media to enhance communication	<i>LA M 09.3.1.c Utilize available media to enhance communication</i> – <i>Use online information and computer technology to enhance written and oral communication skills</i>	<i>LA M 10.3.1.c Utilize available media to enhance communication</i> – <i>Use appropriate figurative language based on audience, purpose and medium in writing</i> – <i>Synthesize information received from digital sources to enhance written and oral communication products</i>	<i>LA M 11.3.1.c Utilize available media to enhance communication</i>	LA S 12.3.1.c Utilize available media to enhance communication

**K-12 Comprehensive SPEAKING/LISTENING Standard:  
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Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Listening Skills</b>	<p><b>LA S 05.3.2</b> Students will develop and apply active listening skills across a variety of situations.</p>	<p><b>LA S 06.3.2</b> Students will develop, apply, and refine active listening skills across a variety of situations.</p> <p><i>LA M 06.3.2</i> <i>Students will develop, and demonstrate active listening skills across a variety of situations.</i></p>	<p><b>LA S 07.3.2</b> Students will develop, apply, and refine active listening skills across a variety of situations.</p> <p><i>LA M 07.3.2</i> <i>Students will develop, and demonstrate active listening skills across a variety of situations.</i></p>	<p><b>LA S 08.3.2</b> Students will develop, apply, and refine active listening skills across a variety of situations.</p> <p><i>LA M 08.3.2</i> <i>Students will develop, and demonstrate active listening skills across a variety of situations.</i></p>	<p><i>LA M 09.3.2</i> <i>Students will develop, and refine listening skills that convey an idea.</i></p>	<p><i>LA M 10.3.2</i> <i>Students will develop, and refine listening skills that convey an idea.</i></p>	<p><i>LA M 11.3.2</i> <i>Students will research, analyze, and communicate information.</i></p>	<p><b>LA S 12.3.2</b> Students will develop, apply, and refine active listening skills across a variety of situations.</p> <p><i>LA M 12.3.2</i> <i>Students will develop and demonstrate active listening skills across a variety of situations.</i></p>
<b>Curricular Indicators</b>	<p><b>LA S 05.3.2.a</b> Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)</p>	<p><b>LA S 06.3.2.a</b> Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)</p>	<p><b>LA S 07.3.2.a</b> Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)</p>	<p><b>LA S 08.3.2.a</b> Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)</p> <p><i>LA M 08.3.2.a</i> <i>Develop and apply the listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group, summarize)</i></p>	<p><i>LA M 09.3.2.a</i> <i>Develop the listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group, summarize)</i></p> <ul style="list-style-type: none"> <li>- <i>Listen and respond appropriately to peers during discussion</i></li> </ul>	<p><i>LA M 10.3.2.a</i> <i>Develop the listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group, summarize)</i></p> <ul style="list-style-type: none"> <li>- <i>Actively participate in the various group discussion formats</i></li> <li>- <i>Communicate ideas and insights from a text within a discussion</i></li> </ul>	<p><i>LA M 11.3.2.a</i> <i>Develop the listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group, summarize)</i></p>	<p><b>LA S 12.3.2.a</b> Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)</p>
					<p><i>LA M 09.3.2.b</i> <i>Listen to multi-step directions in order to complete a task</i></p>	<p><i>LA M 10.3.2.b</i> <i>Listen to multi-step directions in order to complete a task</i></p>	<p><i>LA M 11.3.2.b</i> <i>Listen to multi-step directions in order to complete a task</i></p>	
	<p><b>LA S 05.3.2.b</b> Listen and ask questions to clarify, and take notes to ensure accuracy of information</p>	<p><b>LA S 06.3.2.b</b> Listen, ask questions to clarify, and take notes to ensure accuracy of information</p>	<p><b>LA S 07.3.2.b</b> Listen and ask probing questions to elicit information</p>	<p><b>LA S 08.3.2.b</b> Listen and ask questions concerning the speaker's content, delivery and purpose</p>	<p><i>LA M 09.3.2.c</i> <i>Listen attentively, ask questions to clarify, and take notes to ensure accuracy of information</i></p>	<p><i>LA M 10.3.2.c</i> <i>Listen attentively, ask questions to clarify, and take notes to ensure accuracy of information and respond appropriately with validated statements/opinions</i></p>	<p><i>LA M 11.3.2.c</i> <i>Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmation</i></p>	<p><b>LA S 12.3.2.b</b> Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmation</p>
	<p><b>LA S 05.3.2.c</b> Listen to, summarize and interpret message and purpose of information being communicated</p>	<p><b>LA S 06.3.2.c</b> Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated</p> <p><i>LA M 06.3.2.c</i> <i>Listen to and comprehend thoughts, ideas and information being communicated</i></p>	<p><b>LA S 07.3.2.c</b> Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated</p> <p><i>LA M 07.3.2.c</i> <i>Listen to and comprehend thoughts, ideas and information being communicated</i></p>	<p><b>LA S 08.3.2.c</b> Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated</p>	<p><i>LA M 09.3.2.d</i> <i>Listen to and comprehend thoughts, ideas, and information being communicated</i></p>	<p><i>LA M 10.3.2.d</i> <i>Listen to and comprehend thoughts, ideas, and information being communicated</i></p>	<p><i>LA M 11.3.2.d</i> <i>Listen to, and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated</i></p>	<p><b>LA S 12.3.2.c</b> Listen to, and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated</p>

**K-12 Comprehensive SPEAKING/LISTENING Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concepts	Grade Level Standards							
Reciprocal Communication	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.3.3 Students will develop and apply reciprocal communication skills.	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.	<i>LA M 09.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.</i>	<i>LA M 10.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.</i>	<i>LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.</i>	LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Curricular Indicators	LA S 05.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	LA S 06.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	LA S 07.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	LA S 08.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)	<i>LA M 09.3.3.a Develop awareness of and sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)</i> – <i>Listen and respond appropriately to peers during discussion</i> – <i>Communicate ideas and insights from a text within a discussion</i>	<i>LA M 10.3.3.a Develop awareness of and sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)</i> – <i>Actively participate in the various group discussion formats</i> – <i>Listen and respond appropriately with validated statements/opinions</i> – <i>Communicate ideas and insights from a text within a discussion</i>	<i>LA M 11.3.3.a Develop awareness of and sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)</i>	
	LA S 05.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)	LA S 06.3.3.b Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)	LA S 07.3.3.b Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues)	<i>LA M 08.3.3.d Use conversation strategies (e.g., gain the floor, stay on topic, balanced participation, non-verbal cues when participate in small group discussions or 1-on-1)</i>	<i>LA M 09.3.3.b Use conversation strategies (e.g., gain the floor, stay on topic, balanced participation, non-verbal cues when participate in small group discussions or 1-on-1)</i>	<i>LA M 10.3.3.b Use conversation strategies (e.g., gain the floor, stay on topic, balanced participation, non-verbal cues when participate in small group discussions or 1-on-1)</i>	<i>LA M 11.3.3.b Use conversation strategies (e.g., gain the floor, stay on topic, balanced participation, non-verbal cues when participate in small group discussions or 1-on-1)</i>	
	LA S 05.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	LA S 06.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	LA S 07.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	LA S 08.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	<i>LA M 09.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats</i> – <i>Communicate ideas and understanding of a text to the class orally</i>	<i>LA M 10.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats</i> – <i>Communicate ideas and insights from a text within a discussion</i>	<i>LA M 11.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats</i>	LA S 12.3.3.a Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

				<p><b>LA S 08.3.3.c</b>  <b>Respect diverse perspectives while collaborating and participating as a member of the community</b></p>	<p><b><i>LA M 09.3.3.d</i></b>  <b><i>Respect diverse perspectives while collaborating and participating as a member of the community</i></b></p>	<p><b><i>LA M 10.3.3.d</i></b>  <b><i>Respect diverse perspectives while collaborating and participating as a member of the community</i></b></p>	<p><b><i>LA M 11.3.3.d</i></b>  <b><i>Respect diverse perspectives while collaborating and participating as a member of the community</i></b></p>	<p><b>LA S 12.3.3.b</b> <sup>161</sup>  <b>Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)</b></p>
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**K-12 Comprehensive MULTIPLE LITERACIES Standard:  
Students will identify, locate, and evaluate information.**

Concepts	Grade Level Standards							
Multiple Literacies	Grade 5	Grade 6	Grade 7	Grade 8	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	Grade 12
	<p>LA S 05.4.1 Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).</p>	<p>LA S 06.4.1 Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p><i>LA M 06.4.1 Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).</i></p>	<p>LA S 07.4.1 Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p><i>LA M 07.4.1 Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).</i></p>	<p>LA S 08.4.1 Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p><i>LA M 08.4.1 Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).</i></p>	<p><i>LA M 09.4.1 Students will identify appropriate digital resources and synthesize information in a variety of media and formats.</i></p>	<p><i>LA M 10.4.1 Students will identify appropriate digital resources and synthesize information in a variety of media and formats.</i></p>	<p><i>LA M 11.4.1 Students will analyze and synthesize visual media to infer meaning and/or purpose in a variety of media and formats.</i></p>	<p>LA S 12.4.1 Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).</p>

**K-12 Comprehensive MULTIPLE LITERACIES Standard:  
Students will identify, locate, and evaluate information.**

Concepts	Grade Level Standards							
Multiple Literacies	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	<p><b>LA S 05.4.1</b> Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).</p>	<p><b>LA S 06.4.1</b> Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p><i>LA M 06.4.1</i> <i>Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).</i></p>	<p><b>LA S 07.4.1</b> Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p><i>LA M 07.4.1</i> <i>Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).</i></p>	<p><b>LA S 08.4.1</b> Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p><i>LA M 08.4.1</i> <i>Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).</i></p>	<p><i>LA M 09.4.1</i> <i>Students will identify appropriate digital resources and synthesize information in a variety of media and formats.</i></p>	<p><i>LA M 10.4.1</i> <i>Students will identify appropriate digital resources and synthesize information in a variety of media and formats.</i></p>	<p><i>LA M 11.4.1</i> <i>Students will analyze and synthesize visual media to infer meaning and/or purpose in a variety of media and formats.</i></p>	<p><b>LA S 12.4.1</b> Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).</p>
<p><b>Curricular Indicators</b></p> <p>Multiple Literacies include:</p> <ul style="list-style-type: none"> <li>• Core Subject Areas</li> <li>• Learning and Innovation Skills</li> <li>• Information, Media, and Technology Skills</li> <li>• Life and Career Skills</li> </ul> <p><a href="http://www.21stcenturyskills.org">http://www.21stcenturyskills.org</a></p> <p><b>Strands:</b></p> <ol style="list-style-type: none"> <li>1. Using information and technology to learn</li> <li>2. Legal, ethical and responsible use of (print and digital) information.</li> <li>3. 21<sup>st</sup> Century communicating</li> </ol>	<p><b>LA S 05.4.1.a</b> Select, and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)</p> <p><i>LA M 05.4.1.a</i> <i>Select, and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)</i> <i>- Identify and narrow topics</i></p>	<p><b>LA S 06.4.1.a</b> Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)</p>	<p><b>LA S 07.4.1.a</b> Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)</p>	<p><b>LA S 08.4.1.a</b> Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)</p> <p><i>LA M 08.4.1.a</i> <i>Select, use, and evaluate multiple resources to answer guiding questions and establish validity of information (e.g., print, subscription databases, web resources)</i> <i>-connect information to make new ideas</i></p>	<p><i>LA M 09.4.1.a</i> <i>Select, use, and evaluate multiple resources to answer guiding questions and establish validity of information (e.g., print, subscription databases, web resources)</i></p> <ul style="list-style-type: none"> <li>- Connect information to make new ideas</li> <li>- Identify valid sources of online information</li> </ul>	<p><i>LA M 10.4.1.a</i> <i>Select, use, and evaluate multiple resources to answer guiding questions and establish validity of information (e.g., print, subscription databases, web resources)</i></p> <ul style="list-style-type: none"> <li>- Connect information to make new ideas</li> <li>- Integrate information from outside sources (weaving, synthesizing, and evaluating/validating ) into a product</li> <li>- Analyze visual composition for meaning</li> <li>- Evaluate and deduce author/artist's purpose/audience</li> <li>- Analyze the components of valid digital sources (e.g. domain, date, author, advertising).</li> <li>- Synthesize information received from digital sources to enhance written and oral communication products</li> </ul>	<p><i>LA M 11.4.1.a</i> <i>Select, use, and evaluate multiple resources to answer guiding questions and establish validity of information (e.g., print, subscription databases, web resources)</i></p> <ul style="list-style-type: none"> <li>- Connect information to make new ideas</li> <li>- Evaluate visual messages for bias, commercialism, and hidden agendas (e.g., television, newspaper, magazines, movies, internet, billboards, photographs, artwork. etc.)</li> </ul>	<p><b>LA S 12.4.1.a</b> Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources)</p>

<p><b>LA S 05.4.1.b</b> Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)</p>	<p><b>LA S 06.4.1.b</b> Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)</p>	<p><b>LA S 07.4.1.b</b> Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)</p>	<p><b>LA S 08.4.1.b</b> Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)</p>	<p><b>LA M 09.4.1.b</b> <i>Recognize and comply with legal, ethical, and responsible use of digital information</i></p>	<p><b>LA M 10.4.1.b</b> <i>Recognize and comply with legal, ethical, and responsible use of digital information</i></p>	<p><b>LA M 11.4.1.b</b> <i>Demonstrate ethical and legal use of digital information and academic style</i></p>	<p><b>LA S 12.4.1.b</b> <sup>164</sup> Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)</p>
<p><b>LA S 05.4.1.c</b> Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)</p>	<p><b>LA S 06.4.1.c</b> Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)</p>	<p><b>LA S 07.4.1.c</b> Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)</p>	<p><b>LA S 08.4.1.c</b> Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)</p>	<p><b>LA M 09.4.1.c</b> <i>Use safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)</i></p>	<p><b>LA M 10.4.1.c</b> <i>Use safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)</i></p>	<p><b>LA M 11.4.1.c</b> <i>Use safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)</i></p>	<p><b>LA S 12.4.1.c</b> Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)</p>
<p><b>LA S 05.4.1.d</b> Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)</p>	<p><b>LA S 06.4.1.d</b> Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)</p>	<p><b>LA S 07.4.1.d</b> Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)</p>	<p><b>LA S 08.4.1.d</b> Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)</p>	<p><b>LA M 09.4.1.d</b> <i>Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)</i> – <i>Use online information and computer technology to enhance written and oral communication skills</i></p>	<p><b>LA M 10.4.1.d</b> <i>Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)</i></p>	<p><b>LA M 11.4.1.d</b> <i>Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)</i></p>	<p><b>LA S 12.4.1.d</b> Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)</p>
<p><b>LA S 05.4.1.e</b> Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)</p>	<p><b>LA S 06.4.1.e</b> While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)</p>	<p><b>LA S 07.4.1.e</b> While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)</p>	<p><b>LA S 08.4.1.e</b> While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)</p>	<p><b>LA M 09.4.1.e</b> <i>While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)</i> – <i>Identify valid sources of online information</i> – <i>Identify the elements of a visual text (e.g., specific words or phrases, colors, and individual images)</i> – <i>Identify contrast of elements</i> – <i>Explain the purpose of a visual text</i></p>	<p><b>LA M 10.4.1.e</b> <i>While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)</i> – <i>Synthesize information received from digital sources to enhance written and oral communication products (e.g., podcasts, video chats, distance learning, video productions, message boards, etc.)</i></p>	<p><b>LA M 11.4.1.e</b> <i>While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)</i> – <i>View and analyze visual messages in order to make historical and thematic connections in American literature</i> – <i>Identify and analyze the meaning of color, proximity, organization, and sequences in a piece of American graphic literature</i></p>	<p><b>LA S 12.4.1.e</b> While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)</p>



	LA S 05.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	LA S 06.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	LA S 07.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	LA S 08.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	LA M 09.4.1.f <i>Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)</i> – Explain the purpose of a visual text – Use online information and computer technology to enhance written and oral communication skills	LA M 10.4.1.f <i>Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)</i> – Communicate ideas and insights from a text within a discussion	LA M 11.4.1.f <i>Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)</i>	LA S 12.4.1.f <sup>165</sup> Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
	LA S 05.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	LA S 06.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	LA S 07.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	LA S 08.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	LA M 09.4.1.g <i>Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</i>	LA M 10.4.1.g <i>Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</i>	LA M 11.4.1.g <i>Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</i>	LA S 12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)

<b>Course</b>	Grade 5 Language Arts	English 6 Reading 6	English 7 Reading 7	English 8	English 9 Honors English 9 Literacy Enrichment I Speech Debate I Forensics Intro to Journalism Intro to Photojournalism Theatre Appreciation Drama I Drama II Theatre Technology	English 10 Honors English 10 Literacy Enrichment II Speech Debate I Advanced Debate Forensics Intro to Journalism Intro to Photojournalism Newspaper Theatre Appreciation Drama I Drama II Theatre Technology	English 11 Literacy Enrichment III AP Language Contemporary Literature Literature and Film Speech Debate I Advanced Debate Forensics Intro to Journalism Intro to Photojournalism Newspaper Theatre Appreciation Drama I Drama II Theatre Technology 21st Century Media Literacy Creative Writing Research Methods	AP Language AP Literature A Global Perspective through Literature Contemporary Literature Literacy for Life Literature and Film Speech Debate I Advanced Debate Forensics Intro to Journalism Intro to Photojournalism Newspaper 21st Century Media Literacy Theatre Appreciation Drama I Drama II Theatre Technology Creative Writing Research Methods
<b>Materials</b>	Core – Reading Street–Gr. 5 Intervention – My Sidewalk–Gr. 5 Supplemental Writing – Write Source – Gr. 5 Supplemental Fluency – Quick Read – Gr. 5	McDougal Littell Literature Plugged Into Nonfiction Interactive technology	McDougal Littell Literature Plugged into Nonfiction Interactive technology	McDougal Littell Literature Interactive technology	Seeing the Pattern Perfection Learning Literature & Thought Interactive technology	Patterns for College Writing Holt 6 <sup>th</sup> Ed EMC American Tradition Interactive technology	Patterns for College Writing EMC American Tradition Interactive technology	Interactive technology TBD - Electives

## PreK-12 Language Arts Courses and Electives

### Introduction

The PreK-12 Language Arts Courses and Electives list on the following page provides a listing of all required and elective courses offered to Millard Public School students. It provides an overall course sequence.

### Background

Committees spent a year completing research and participating in discussions focused on current course offerings, materials, resources, assessment data and literacy development while working with the Nebraska State Language Arts Standards and Indicators.

During those discussions, committee members felt it was important to focus on our students being able to serve as literate members of society, whether preparing for college, the workplace or specialized fields of study.

Discussions led to purposeful decisions to serve the needs of all students. Focus was given to the current proficiency levels of students to be sure all levels of student reading and writing needs were addressed while determining courses needed in today's world.

Balance between the needs of students and current staffing within buildings was also considered in these discussions and decisions. It was determined to continue to offer the same courses PreK-8<sup>th</sup> grades. It was decided to create a specific focus in ninth through eleventh grades:

English 9: Contemporary Fiction and Non-Fiction

English 10: Roots of Western Civilization through Literature

English 11: American Perspectives through Literature

Elective courses were also part of these discussions and decisions were made to abandon, replace or rewrite a course with the end result being the same number of course options for our students but with some reorganization. Supporting documentation for these decisions is included within the appendix section.

## Language Arts Courses and Electives

Pre-Kindergarten Language Arts

Kindergarten Language Arts

Grade 1 Language Arts

Grade 2 Language Arts

Grade 3 Language Arts

Grade 4 Language Arts

Grade 5 Language Arts

English 6

Reading 6

English 7

Reading 7

English 8

English 9: Contemporary Fiction/Nonfiction

English 10: Roots of Western Civilization through Literature

English 11: American Perspective through Literature

Honors English 9: Contemporary Fiction/Nonfiction; Roots of Western Civilization

Honors English 10: American Perspective through Literature

A Global Perspective through Literature I & II (1 semester; 12)

Literacy Enrichment I / English 9 (2 semesters; English and elective credit)

Literacy Enrichment II / English10 (2 semesters; English and elective credit)

Literacy Enrichment III / English 11 (2 semesters; English and elective credit)

Introduction to Journalism (1 semester; 9-12)

Newspaper (2 semesters; 10-12)

Yearbook (2 semesters; 10-12)

Introduction to Photojournalism (1 semester; 9-12)

Speech (1 semester; 9-12)

Forensics (2 semesters; 9-12)

Debate I (1 semester; 9-12)

Advanced Debate (2 semesters; 10-12)

Drama I (1 semester; 9-12)

Drama II (1 semester; 9-12)

Theatre Technology (1 semester; 9-12)

21<sup>st</sup> Century Media Literacy (1 semester; 11-12)

Literacy for Life I (1 semester; 11-12)

Literacy for Life II (1 semester; 11-12)

Creative Writing (1 semester; 11-12)

Research Methods (1 semester; 11-12)

Theatre Appreciation (1 semester; 9-12)

Literature and Film (1 semester; 11-12)

Contemporary Literature (1 semester; 11-12)

AP Language (2 semesters; 11-12)

AP Literature (2 semesters; 12)

# Appendix

2 December 2008

MNHS: Becky Terrell, Kelly Welsh, Mary Bayne, Sue Roberts, Terry Thielen

MSHS: Christine Kaldahl, Steve Kerkman, Jill Prochaska, Robyn Baker, Vickie Weidenhamer

MWHS: Jim Mercer, Lloyd Hoshaw, Susan Kvasnicka, Linda Perkins, Joanne Chapuran

Current Courses and Proposed Changes		Rationale
Mass Media	21 <sup>st</sup> Century Media Literacy; include a presentation with an audience beyond peers as part of the frameworks	Critical in this multi-modal, global culture.
Creative Writing	Watch class sizes	Extends writing instruction. Offers creative outlet. Also prepares them for college, as many freshman classes have this type of writing.
Career English	Practical English I & II or Literacy for Life I/II: a combination of literature, non fiction, writing for a purpose, reading for a purpose ... Whatever this population needs to be able to do when they leave.	Overlaps with business/consumer class. Serves non-college bound.
Comp & Lit		Fulfills needs of those not attending a 4-yr college. Revamp to include technical writing & hone literary skills.
Research Methods	Research Methods: Coordinate w/ the Metro 1120(#?)	
<b>College Prep Grammar and Reading</b>	<b>Abandon</b>	A test prep class; does not count for English credit; does not need Eng teacher. Resources available elsewhere now. Bldgs may still offer it.
<b>Shakespeare</b>	<b>Abandon</b> Concern that it needs to be represented within the curriculum elsewhere (tragedy, comedy, history, poetry) like Roots of Western Civ, Literature & Film, Humor & Satire, etc.	Focus on only one writer; appeals to small percentage of students; can incorporate this in other classes.
<b>Study Skills</b>	<b>Abandon: Literacy Enrichment course is teaching study skills</b>	Plan is that the intervention piece of our curriculum will absorb this. In addition, all content areas should teach study skills; does not require an English FTE.
<b>World Lit</b>	<b>Abandon due to new curriculum... in E10/Roots of Western Civ.</b>	Will be absorbed by English 10 and new elective, Global Lit.
<b>British Lit</b>	<b>Abandon due to new curriculum... in E10/Roots of Western Civ.</b>	Will be absorbed in English 10 and Global Lit elective, as well as AP classes.

Proposed New Courses		Rationale
Literature & Film	Shakespeare? Comics & graphic novels to film; compare book to film; how music changes film;	21 <sup>st</sup> century research, Heidi Hayes Jacobs, NCTE point to inclusion of film and visual elements as essential in today's world. This class will connect celebrated written works with film.
Contemporary Literature		A choice for those not wishing to take AP, but still desire to hone their literary skills. Engage students in focused study of contemporary literature. Reading level and age appropriate.
A Global Perspective through Literature	Global literature outside of western civilization and how our literature interacts with it	A class for 12 <sup>th</sup> graders. Will continue the skills established in previous English courses.

<b>Course: Career English / Literacy for Life I &amp; II; 2 semesters; either semester</b>	
<b>Positives</b>	<b>Negatives</b>
<p><i>(e.g., Research methods- prepares students for independent research)</i>  <i>Non-college bound (intent)</i>  <i>Immediate application to work force</i>  <i>Meets needs of vocational students &amp; enhances their communication skills; Precise focus &amp; students are interested in the content</i>  <i>Creates a more productive vocational worker</i>  <i>World-applicable English</i>  <i>Technical reading</i>  <i>Research career component – credibility of sources; search skills</i>  <i>Reinforce the tools needed to access information</i>  <i>Focuses on non-fiction</i>  <i>Taking instead of business</i>  <i>Authentic learning and writing</i>  <i>Meets needs of voc students</i>  <i>Enhances communication skills</i>  <i>Precise focus for specific audience</i>  <i>Serves lower achieving group</i>  <i>Lower achieving students have a class where they can be successful</i>  <i>Need a class like this – Needs to be restructured for those not going to college; *class for non-English major – how am I going to use English after I graduate? (include email etiquette; bks)</i>  <i>Technical writing</i>  <i>Credit recovery</i></p>	<p><i>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</i>  <i>Overlap with business class and/or consumer class</i>  <i>Is this an English class?</i>  <i>Isn't this a Business class?</i>  <i>Resume is in PLP's now</i>  <i>Why use an ENGLISH FTE for this?</i>  <i>Repeats some curriculum</i>  <i>Can become a dumping ground for students who should be in the alternative school.</i>  <i>Overlap with biz classes &amp;/or speech classes</i>  <i>Lakes literature (quality)</i>  <i>May not take business classes</i>  <i>Repeats business</i>  <i>Becomes dumping ground</i>  <i>Copies existing business class</i>  <i>Outdated!</i>  <i>Copies Oral Communication</i>  <i>Technical writing is not business writing (taken care of in business classes)</i>  <i>10 this year' 17 last year</i>  <i>Overlaps with speech and other business classes</i>  <i>Really getting anything new out of this?</i>  <i>Should they be taking Mass media instead?</i>  <i>Overlap with a business class tech ed</i>  <i>Don't take anything new w/ them when they leave</i></p>
<b>Consequences of NOT offering this course</b>	
<p><i>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</i>  <i>* Take Mass Media instead? Better equipped for 21<sup>st</sup> Century</i>  <i>Big turn off by kids interested in vocational occupations if forces to study literature rather than practical job information</i>  <i>Combine Comp &amp; Lit -&gt;Practical English: teach informational reading and some fiction – higher level thinking</i>  <i>Not servicing vocational/SPED/lower achieving students</i>  <i>Segment of student population will not be reached</i>  <i>Lower level kids – alternative candidates</i>  <i>They'll be absorbed w/ a ripple</i></p>	

Maintain \_\_\_\_\_ Abandon   x   Add \_\_\_\_\_ Revamp \_\_\_\_\_

**Big Question: SHOULD this class be part of the English curriculum? Need to research to see what skills are needed.**

**NEED 21<sup>st</sup> CENTURY SKILLS**

**Maintain BUT CHANGE; Abandon as it currently stands – Comp & Lit seems to fill this – same kids**

<b>Course: College Prep Grammar</b>	
<b>Positives</b>	<b>Negatives</b>
<p><i>(e.g., Research methods- prepares students for independent research)</i>  <b>Direct grammar Instruction</b>  <i>Helps the district ACT student scores</i>  <b>Specific focus – ACT</b>  <i>Increases ACT scores</i>  <i>Students identify w/ purpose</i>  <i>Very focused, specific purpose</i>  <i>Strong readiness to/for students</i>  <i>Teaches usage, mechanics &amp; grammar not focused in other courses</i>  <i>Students don't know <u>basics</u> when get to high school</i>  <i>Fulfills need for college prep for students can't afford ACT prep</i>  <b>SAT included</b>  <i>Prepares kids for English ACT</i>  <i>College bound &amp; up – will help prepare for ACT</i>  <i>Helps students score better in reading and LA on ACT</i>  <b>Test prep class (free!)</b>  <i>Content is valuable, so why not put into English 11 where most students take the ACT</i></p>	<p><i>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</i>  <b>Test Prep class</b>  <i>Not easily applicable outside of the test</i>  <i>Still make the same mistakes when they actually write</i>  <i>Reading scores go up from Content Courses teaching reading</i>  <i>Takes away from outside economy w/ test prep</i>  <i>Takes an FTE but no college credit</i>  <b>No English credit</b>  <i>Does not qualify for college</i>  <i>Wait till 12<sup>th</sup> ACT/SAT</i>  <i>May be administered(Liz's note – not sure of this word) w/in bldgs with test (block AB; 4 x 4 block)</i>  <b>Only elective credit</b>  <i>Students may not enroll b/c/ no credit who <u>need</u> this material</i>  <b>Scheduling issues – ties up an FTE</b>  <i>Many take a paid course that covers the entire test</i>  <i>13- this year; 38 last year . . .</i>  <b>Don't earn Eng/credit college</b>  <i>Grammar taught separately from writing – not applicable</i>  <i>Does not count for English credit at colleges</i>  <i>Based on reenrollment of 2 schools, can we justify the FTE?</i>  <b>Not cost effective</b></p>
<b>Consequences of NOT offering this course</b>	
<p><i>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</i>  <b>Potentially lower ACT scores (not if following new course frameworks)</b>  <i>ACT help for students unable to pay for extra classes (although grants, MPS foundation, etc could step up)</i>  <b>Parents and students will lose</b>  <i>Parents and students will be upset class is canceled</i>  <i>Do not get opportunity for grammar/mechanics</i>  <i>Some families may not afford ACT/SAT prep</i>  <i>Some kids really “believe” in this, but those are becoming less and less</i>  <b>ACT scores may go down?</b>  <i>Kids will pay for test prep, should the district offer this class before or after school, maybe?</i></p>	

Maintain \_\_ (2) \_\_ Abandon \_\_X\_ (13) \_\_

Add \_\_\_\_\_

Revamp \_\_\_\_\_

Great Summer School class

Maintain BUT . . . NOT COST EFFECTIVE so ABANDON



<b>Course: Comp and Lit/ Literacy for Life I &amp; II?</b> <b>Combine w/ career Eng</b>	
<b>Positives</b>	<b>Negatives</b>
<p><i>(e.g., Research methods- prepares students for independent research)</i>  <i>Serves a specific clientele whose needs are not met otherwise</i>  <i>Serves at risk kids or barely proficient kids</i>  <i>Need a class like this – see how English fits into their lives beyond High school</i>  <i>Have time to deal with their non-inst needs</i>  <i>Developmentally ready</i>  <i>SPED ready/ELL ready – PACING</i>  <i>Fulfills needs of credits for kids who aren't college bound</i>  <i>Discussion</i>  <i>Lots of opportunities to do well</i>  <i>Teachers high level thinking</i>  <i>Writing skills – positive</i>  <i>1<sup>st</sup> time they've read book beg to end</i>  <i>Teacher becomes an aspect</i>  <i>Credit recovery</i>  <i>Available 2 semesters</i>  <i>Safety net course</i>  <i>Nonfiction – newspapers, online resources</i>  <i>Fiction – Real world, novels (mass market)</i>  <i>Blogs, etc* (Shouldn't they take mass media?)</i>  <i>Reaches vocational segment</i>  <i>If fused with career, voc student would have needed material</i>  <i>Serves those not attending a 4-yr college</i>  <i>Includes lit and a true research component</i>  <i>Contains writing</i>  <i>Emphasizes practical skills – authentic learning</i>  <i>Encourages lifelong reading</i>  <i>Students use this course instead of business elective</i></p>	<p><i>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</i>  <i>Naming?</i>  <i>Doesn't count for 4 yr college</i>  <i>Perceived as easy</i>  <i>Not rigorous</i>  <i>Feeding the same thing as the previous unsuccessful _____</i>  <i>Does not meet the needs of the intended audience</i>  <i>Overlaps career English</i></p>
<b>Consequences of NOT offering this course</b>	
<p><i>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</i>  <i>We need it for these kids. What else will they take?</i>  <i>Lower level kids would have no alternative</i>  <i>Kids won't graduate O/T</i>  <i>Students would be left out</i>  <i>Students not headed to college would not have an English course for them</i>  <i>These kids (vocational) will not be serviced</i></p>	

**Maintain \_\_x\_\_      Abandon \_\_\_\_\_      Add \_\_\_\_\_      Revamp \_\_x\_\_**  
**Needs serious re-tooling; Audience exists; content doesn't match the 21<sup>st</sup> century; needs to be 2 semesters**  
**Revamp – see Career handout**

<b>Course: Mass Media (Retitle 21<sup>st</sup> Century Media Literacy)</b>	
<b>Positives</b>	<b>Negatives</b>
<i>(e.g., Research methods- prepares students for independent research)</i> 21 <sup>st</sup> Century necessity Relevant; 21 <sup>st</sup> century literacy	<i>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</i>
<i>Critical to understanding the world</i> <i>Multi-modal culture</i> <i>More media that students face every day</i> <i>Dangers of being uneducated</i>	<i>Currently a dumping ground</i> <i>Often seen as “easy” class (not as academic, so becomes dumping ground)</i> <i>Misconception of course – college bound course</i>
<i>Analysis of message/sender</i> <i>Advertising techniques; Look for motives – who’s sending message and why</i> <i>Analyzes message, medium, audience, response, print, online,</i> <i>Visual “film”; analysis of message, sender</i>	<i>Question the amount of reading and writing to justify it as an English class</i> <i>Many colleges do not accept this as an English class</i> <i>Colleges may not take it seriously</i>
<i>Social networks</i> <i>More globally connected</i> <i>Censorship</i> <i>Vital – democracy communication process</i> <i>Critical thinkers</i> <i>Making learning applicable</i> <i>Burgeoning sources of media</i> <i>Media analysis</i>	<i>History played too large a role</i> <i>Overlaps in research – evaluating sources</i>
<i>Contemporary (don’t read old dead men (white)!AA!</i> <i>reading &amp;evaluating current news &amp; information</i> <i>Learn where to rev info</i> <i>Current world happenings</i> <i>Filtering/media savvy</i> <i>Function in society</i>	<i>Will the district support the technology needed?</i>
<i>Different from other English offerings;</i> <i>New media – changing technology &amp; climate</i> <i>Reading, writing, speaking</i> <i>Dissect (?)/evaluate sources from internet</i> <i>Identifies posted/aspects of visual literacy</i> <i>Teaches students how to read/respond to a script</i>	
<i>Audience: college-level, non-college, and at –risk</i> <i>Serves a variety of clients</i> <i>Enrollment numbers high</i>	
<b>Consequences of NOT offering this course</b>	
<i>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</i> <i>Media illiteracy and the fall of democracy</i> <i>Not serving many kids</i> <i>A gap in offerings</i> <i>Missing a class with very current topics</i>	
<i>Lack 21<sup>st</sup> century understanding of media – their world</i> <i>Lack</i> <i>Students would not be informed about blogs, what is truthful about their world</i> <i>Who would we not be serving? Enrolling in addition to other English classes or just because?</i> <i>Would be ignoring major sources of info</i>	
<i>Critical thinkers/questioners</i> <i>Vocational/military clients</i> <i>Taking away societal learners</i> <i>Kids would be left defenseless against media assaults</i> <i>Should be required</i>	

Maintain   x  Abandon       Add       Revamp   x

<b>Course: Shakespeare</b>	
<b>Positives</b>	<b>Negatives</b>
<p><i>(e.g., Research methods- prepares students for independent research)</i>  <i>Small target audience</i>  <i>Highly selective elective</i>  <i>No other course like this one for students</i>  <i>Caters to AP, college bound, &amp; theatre Arts kids</i>  <i>Prep for those majors</i>  <i>Diagnosis of Shakespearean language helps higher level reading comprehension</i>  <i>Appreciation for English language grows</i>  <i>Focus is only on ONE writer/dramatists</i>  <i>Outlet for drama students</i>  <i>It is Shakespeare</i>  <i>Exposes students to the Bard</i>  <i>Helps students understand the language</i>  <i>Deals w/cultural literacy</i>  <i>Helps students work on reading challenging material</i>  <i>Needs to be covered somewhere</i></p>	<p><i>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</i>  <i>Only one section in each school</i>  <i>Can we justify the FTE? (one section)</i>  <i>A very narrow population of students</i>  <i>Duplication of 9 &amp; 10</i>  <i>Only single author selection – in HS do we need to” single out” one author?</i>  <i>Low enrollment</i>  <i>Some plays in other classes</i>  <i>Outcomes allow course to exclude major areas</i>  <i>Some overlap w/old Brit lit (history)</i>  <i>Very selective – texts</i>  <i>Low enrollment</i>  <i>Focus on only one writer – fits only a small percentage</i>  <i>It’s a nice to have; not <u>need</u> to have</i>  <i>Shakespeare will be covered in new Eng 10 class</i>  <i>Numbers are low across district</i>  <i>Covered in AP Lit &amp; IB</i>  <i>Only single elective offered to only one person</i>  <i>Subject for a small percentage of students</i></p>
<b>Consequences of NOT offering this course</b>	
<p><i>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</i>  <i>Will Shakespeare be part of some of the 9, 10, or Global I or II</i>  <i>Students transfer knowledge to college course literature texts</i>  <i>Eliminating would create void, esp. for those w/ literature, theatre major</i>  <i>Not much</i>  <i>Will students get enough exposure to Shakespeare with revamped curriculum?</i>  <i>Could be in Drama II? Maybe a place in Global Lit</i></p>	

Maintain   (3)        Abandon (12)   X        Add             Revamp         
**Make sure we have Shakespeare in our required courses**

<b>Course: Study Skills</b>	
<b>Positives</b>	<b>Negatives</b>
<p><i>(e.g., Research methods- prepares students for independent research)</i>  <i>Helps kids learn organization, tools for life, &amp; future education</i>  <i>Real help w/ other courses</i>  <i>Specialized course in an area of weakness</i>  <i>Lower level kids learn how to study</i>  <i>Helps students in other classes/such as understanding before-during- and after reading skills</i></p>	<p><i>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</i>  <i>Why is this an English FTE?</i>  <i>Can we split it w/ Eng, Sci, SS, and Math?</i>  <i>Teachers may teach study skills in other classes</i>  <i>PLP, PT (Homeroom)</i>  <i>Not enough students enrolled to justify an FTE</i>  <i>Being dealt at the bldg level</i></p>
<b>Consequences of NOT offering this course</b>	
<p><i>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</i>  <i>There is not a comprehensive course for these specific skills (bits and pieces of other courses)</i>  <i>Few consequences because we have guided study, study lab, relooping, and this is embedded in the entire school philosophy</i></p>	

Maintain \_\_\_\_\_ Abandon   X   Add \_\_\_\_\_ Revamp \_\_\_\_\_

**Note: Hope is that the intervention piece of our curriculum will take care of this  
 Could this be absorbed by Literacy Intervention & English 9 -> ALL SUBJECTS!**

<b>Course: World Lit/Brit Lit</b>	
<b><i>Positives</i></b>	<b><i>Negatives</i></b>
<i>(e.g., Research methods- prepares students for independent research)</i>	<i>(e.g., Research Methods – Overkill - already write research paper in Eng 11) General comments: Absorbed by English 10 – Roots of Western Civ and Global Lit No point: Absorbed by Roots of Western Civ and Global Lit</i>
<b><i>Consequences of NOT offering this course</i></b>	
<i>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</i>	

Maintain \_\_\_\_\_ Abandon   X   Add \_\_\_\_\_ Revamp \_\_\_\_\_  
 Absorbed in required classes

## Contemporary Literature

11<sup>th</sup> - 12<sup>th</sup> Grade

1 Semester

### **Description:**

Contemporary Literature is a course that will engage students in a focused study of contemporary literature written over the last several decades. The literature that students read will be representative of different genres; we will be reading a wide variety of fiction and non-fiction. Students will critically examine why different genres of contemporary literature appeal to different readerships, how and why different readers determine if a book is worth reading, and the role that literature may play in their lives. Students will study a variety of genres of literature; possibilities include Memoir/Biography/Historical Fiction, Multicultural Perspectives, Fantasy/Science Fiction, Adventure/Survival, Non-Fiction, Crime/Mystery, and Coming of Age. Students will be expected to read 5 to 8 novels, which are reading level and age appropriate, some as a class and some independently, during the semester. The class will be assessed using a variety of methods, including, but not limited to, essays, creative critical thinking activities, journals, and blogs.

### **Standard 1: Reading**

Students will learn and apply reading skills and strategies to comprehend text.

### **Curricular Indicators:**

Students will:

- Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from sources.
- Analyze and evaluate elements of narrative text (e.g. characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
- Analyze the function and critique the effects of the author's stylistic and literary devices (e.g. allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices).
- Analyze and evaluate, make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding.
- Generate and/or answer literal, inferential, critical, and interpretative questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers.
- Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading.
- Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text.
- Respond to text verbally, in writing, or artistically.

**Standard 2: Writing**

Students will learn and apply writing skills and strategies to communicate.

**Curricular Indicators:**

Students will:

- Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information.
- Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject.
- Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience.
- Applying standard rules of sentence formation, including parallel structure and subordination.
- Provide oral, written, and/or electronic feedback to other writers; utilize others feedback to improve own writing (e.g. writer's workshop, peer editing, conferencing)
- Edit writing for format and conventions appropriate to the audience and purpose.
- Analyze models and examples (own and others') of various genres in order to create a similar piece.
- Publish a document that applies formatting to contribute to the readability and impact of the document (e.g., images, style, font, color, spacing, appropriate formatting [essay, script, blog, etc.]).
- Write in a variety of genres, considering purpose, audience, medium, and available technology (e.g., compare/contrast, analysis, reviews, adaptations).
- Write considering typical characteristics and organizational structures of the selected genre.

**Standard 3: Speaking/Listening**

Students will learn and apply speaking and listening skills and strategies to communicate.

**Curricular Indicators:**

Students will:

- Apply listening skills needed to summarize, evaluate and synthesize information given in multiple situations and modalities (e.g., group, one-to-one)
- Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmation.
- Generate notes concerning: themes, key points, strengths, weaknesses, characteristics of genre, relevant questions.
- Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
- Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community.

**Standard 4: Multiple Literacies**

Students will identify, locate, and evaluate information.

**Curricular Indicators:**

Students will:

- Select and use multiple resources to answer questions and defend conclusions about literature using valid information.
- Demonstrate ethical and legal use of information and media by citing sources using prescribed formats and tools (e.g., online, citation, publication guidelines).
- Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language).
- While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, body image, sexism).
- Gather and share information and opinions about literature as a result of communication with others (e.g., discussion board, e-mail, podcast, multi-media).
- Use social networks and information tools to gather and share information relevant to literature (e.g., online collaborative tools, webpage/blog, discussion board).



## A Global Perspective through Literature I & II

**12<sup>th</sup> Grade**

**1 Semester**

### **Description:**

A Global Perspective through Literature is a course that continues the skills established in previous English courses. Students will study a variety of texts, including short stories, novels, poetry, drama, memoirs, graphic novels, film, and images. The readings will come from countries other than the United States and Western Europe. Students may take either semester or both semesters for credit. First semester themes are Wisdom and Knowledge, the Hero's Journey, and the Individual in Society. Second semester themes are Appearance vs. Reality, Women and Men, and the Struggle Against Injustice. This class will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities.

### **Standard 1: Reading**

Students will learn and apply reading skills and strategies to comprehend text.

### **Curricular Indicators:**

Students will:

- Evaluate how an author's perspective (e.g. beliefs, assumptions, biases, culture, historical contexts) affects the meaning of the text.
- Analyze and critique the effects of the author's style and complex literary devices (e.g. allusion, symbolism, irony, foreshadowing, dialect, tone).
- Utilize knowledge of the defining characteristics of both narrative and informational text to impact/influence understanding.
- Independently apply appropriate strategy to determine meanings of unknown words in a variety of texts.
- Use semantic relationships to evaluate, defend, and make judgments.
- Establish and adjust purpose for reading (e.g. understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task).
- Build and activated prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections, monitor comprehension of difficult text to avoid possible misconceptions.

### **Standard 2: Writing**

Students will learn and apply writing skills and strategies to communicate.

### **Curricular Indicators:**

Students will:

- Analyze models and examples (student and professional) of various genres in order to create a similar piece.
- Use research skills appropriate to the Purpose, Audience, Medium, and Technology.
- Use relevant and authentic styles of publication (e.g. Wiki pages, podcasts, presentations, essays).
- Use composition skills to complete compare/contrast, analysis, and synthesis products.

- Incorporate research skills into a minimum of one product.
- Apply appropriate and correct grammar, usage, and mechanics as determined by Purpose, Audience, Medium, and Technology (see Grammar Continuum).

### **Standard 3: Speaking/Listening**

Students will learn and apply speaking and listening skills and strategies to communicate.

#### **Curricular Indicators:**

Students will:

- Develop an awareness of and sensitivity to the use of words in general as well as to a particular audience (e.g. stereotypes, connotations, subtleties of language).
- Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community.

### **Standard 4: Multiple Literacies**

Students will identify, locate, and evaluate information.

#### **Curricular Indicators:**

Students will:

- Utilize online discussion boards (e.g. Gagle, turnitin.com) in order to communicate discussion.
- Use safe and ethical behaviors when communicating and interacting with others (e.g. safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- Engage in activities with learners from a variety of cultures through electronic means (e.g. podcasts, video chats, distance learning).
- Independently apply the use of visual techniques present in a variety of images.
- Evaluate the message for bias, commercialism and hidden agendas (e.g. product placement, television ad, radio ad, movie, body image, sexism).
- Analyze the synthesis of visual and textual elements in a graphic novel.

## Literature and Film

11<sup>th</sup> - 12<sup>th</sup> Grade

1 Semester

### **Description:**

Literature and Film is a course that involves the student in a comprehensive analysis of literature and the medium of film. The three compulsory parts of the course will include an in-depth study of: textual analysis of literature; introduction of film language, sequences, theory and history; and analytical writing. The curriculum of this course will center on literature – novels, stories, and plays. In addition, connecting the powerful medium of film to celebrated written works will allow the students to deepen their cultural understanding as well as gain an appreciation for the traditional medium of literature. Students will study a variety of genres in literature and film; possibilities include Drama, Comedy/Romantic Comedy, Thriller/Mystery/Film Noir, Western/Action & Adventure, Sci Fi/Fantasy, and Nonfiction. This class will be assessed using a variety of methods, including, but not limited to, essays, script writing, and creative critical thinking activities.

### **Standard 1: Reading**

Students will learn and apply reading skills and strategies to comprehend text.

### **Curricular Indicators:**

Students will:

- Relate new literature and film vocabulary to prior knowledge and use in new situations.
- Determine meaning using print and digital reference materials.
- Evaluate the reliability, and validity of the film text considering an author's original purpose, perspective, and information.
- Evaluate how an author's perspective (e.g. beliefs, assumptions, biases, culture, historical contexts) affects the meaning of the text.
- Evaluate how various filmmakers' perspectives (e.g. beliefs, assumptions, biases, culture, historical contexts) affect the meaning of the film.
- Analyze the function, evaluate, and critique the elements of narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
- Analyze the function, evaluate, and critique the elements of film language (e.g., camera angle, point of view, lighting, location/setting, sound, structure, tone, mood).
- Summarize, analyze, synthesize, and evaluate informational text as it applies to the relationship between literature and film.
- Apply knowledge of organizational patterns found in literature and film text.
- Support answers using prior knowledge, information from the texts and additional sources, in order to analyze, synthesize and evaluate texts.
- Identify appropriate audience and purpose for a variety of genres found in literature and film.
- Make complex or abstract inferences or predictions by synthesizing information while previewing and reading literature and previewing and viewing film.

**Standard 2: Writing**

Students will learn and apply writing skills and strategies to communicate.

**Curricular Indicators:**

Students will:

- Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information.
- Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject.
- Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience.
- Applying standard rules of sentence formation, including parallel structure and subordination.
- Provide oral, written, and/or electronic feedback to other writers; utilize others feedback to improve own writing (e.g. writer's workshop, peer editing, conferencing)
- Edit writing for format and conventions appropriate to the audience and purpose.
- Analyze models and examples (own and others') of various genres in order to create a similar piece.
- Publish a document that applies formatting to contribute to the readability and impact of the document (e.g., images, style, font, color, spacing, appropriate formatting [essay, script, blog, etc.]).
- Write in a variety of genres, considering purpose, audience, medium, and available technology (e.g., compare/contrast, analysis, reviews, adaptations).
- Adapt short passages from literature for film using a variety of written and visual methods (e.g., storyboard, screenplay, audio/video plot structure, shooting script).
- Write considering typical characteristics and organizational structures of the selected genre.

**Standard 3: Speaking/Listening**

Students will learn and apply speaking and listening skills and strategies to communicate.

**Curricular Indicators:**

Students will:

- Apply listening skills needed to summarize, evaluate and synthesize information given in multiple situations and modalities (e.g., group, one-to-one, audio, film)
- Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmation).
- Generate notes concerning: themes, key points, strengths, weaknesses, characteristics of genre, relevant questions.
- Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
- Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community.

**Standard 4: Multiple Literacies**

Students will identify, locate, and evaluate information.

**Curricular Indicators:**

Students will:

- Select and use multiple resources to answer questions and defend conclusions about literature and film using valid information.
- Demonstrate ethical and legal use of information and media by citing sources using prescribed formats and tools (e.g., online, citation, publication guidelines).
- Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language).
- While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, body image, sexism).
- Gather and share information and opinions about literature and film as a result of communication with others (e.g., discussion board, e-mail, podcast, multi-media).
- Use social networks and information tools to gather and share information relevant to literature and film (e.g., online collaborative tools, webpage/blog, discussion board).

## Literacy for Life I/II

11<sup>th</sup> - 12<sup>th</sup> Grade

1 Semester

### **Description:**

Literacy for Life I and II are one semester courses designed for students who are looking to improve literacy skills while preparing for their future careers. Coursework includes the everyday skills (such as conflict resolution and workplace communication) required in oral and written 21<sup>st</sup> century communication, literary and informational text (print and online) and its relevance to their lives, and analysis of individual strengths and applying those strengths to help them succeed. Students may take either one or two semesters. Successful completion of Literacy for Life I is not required to enroll in Literacy for Life II.

### **Standard 1: Reading**

Students will learn and apply reading skills and strategies to comprehend text.

### **Curricular Indicators:**

Students will:

- Understand and use advanced spelling patterns to improve reading, writing, and spelling.
- Determine meaning of words through structural analysis and prior knowledge
- Independently apply appropriate strategies to determine meanings of unknown words in texts.
- Determine meaning using print and digital reference materials.
- Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
- Analyze and evaluate elements of narrative text (e.g. characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
- Summarize, analyze, synthesize, and evaluate informational text.
- Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)
- Analyze and evaluate information from text features (e.g. index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)
- Critique the effects of historical, cultural, political, and biographic influences as it applies to the texts.
- Generate and/or answer literal, inferential, critical, and interpretive questions. Analyze, synthesize, and evaluate prior knowledge and information from the text and additional sources to support answers.
- Select text for a particular purpose (e.g. understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)
- Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading.
- Respond to text verbally, in writing, or artistically.

**Standard 2: Writing**

Students will learn and apply writing skills and strategies to communicate.

**Curricular Indicators:**

Students will:

- Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information
- Generate a draft by constructing clearly worded thesis statements, structuring ideas and arguments in an effect and sustained way, and applying standard rules off sentence formation.
- Revise to improve writing using the 6 traits based on teacher and peer feedback.
- Write in a variety of genres considering purpose, audience, medium and available technology.
- Write considering typical characteristics of selected genre (e.g. resume, brochure, web page/blog, news article, etc.)
- Select and apply an organizational structure appropriate to the task
- Analyze models and examples of various genres in order to create a similar piece

**Standard 3: Speaking/Listening**

Students will learn and apply speaking and listening skills and strategies to communicate.

**Curricular Indicators:**

Students will:

- Communicate ideas and information in a manner appropriate for the purpose and setting using available media to enhance communication
- Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmation
- Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
- Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community.

**Standard 4: Multiple Literacies**

Students will identify, locate, and evaluate information.

**Curricular Indicators:**

Students will:

- Select and use multiple resources to answer questions and defend conclusion using valid information
- Will accurately identify bias and hidden agendas in the medium.
- Will use the technology appropriately to avoid plagiarism and accurately interpret the information
- Practice safe and ethical behaviors when communicating and interacting with others
- Will demonstrate appropriate tone in the use of technology (e.g., email etiquette, phone etiquette, blogging, etc.)
- Will share information in an appropriate and unbiased manner for the technology used

## Literacy Enrichment I / English 9

### Literacy Enrichment I / English 9

2 Semesters

#### **Description:**

Literacy Enrichment I/English 9 is a skill building course designed for 9<sup>th</sup> grade students who need more practice with reading and/or writing. This course uses diagnostic and formative assessments to build reading and writing skills based on individual student needs. Students will benefit from additional instruction in vocabulary, fluency, comprehension, and the reading process. Students will be given additional practice in various writing genres, and intensive instruction in the use of the writing process. Lessons are designed to build skills in reading and writing so that students can be successful in the English 9 curriculum and meet the standards on district and state reading and writing assessments (10 elective credits, 10 English credits).

#### **Standard 1: Reading**

Students will learn and apply reading skills and strategies to comprehend text.

#### **Curricular Indicators:**

Students will:

- Demonstrate application of prior knowledge by relating existing word knowledge to new vocabulary.
- Demonstrate application of context clues strategies to determine the meaning of unfamiliar and multi-meaning words.
- Demonstrate analysis of semantic relationships by identifying metaphor, personification, and idioms in text.
- Demonstrate knowledge of word meanings by analyzing word structure of bases/roots, and affixes (prefixes and suffixes).
- Demonstrate comprehension of text by orally reading phrases, clauses, and sentences by sounding like natural language.
- Demonstrate comprehension of text by reading (orally and silently) accurately, automatically and paying attention to spaces and punctuation.
- Demonstrate application of pacing techniques to build silent reading endurance (e.g. skimming, scanning, determining importance – by paragraph or section – word chunking, and adjusting reading rate).
- Demonstrate analysis of author’s perspective (viewpoint) by distinguishing the author’s beliefs, assumptions, and biases.
- Demonstrate knowledge of author’s purpose by differentiating between informative, entertaining, or persuasive text.
- Demonstrate analysis of author’s purpose by inferring tone and understanding textual evidence.
- Demonstrate comprehension of theme by summarizing an overview of the plot, characters, and setting in narrative text.
- Demonstrate comprehension of author’s purpose/craft by analyzing literary devices (e.g. figurative language, imagery, irony, conflict, characterization, setting) in narrative text.
- Demonstrate analysis of main idea by summarizing with the ability to paraphrase parts and synthesize informational text.
- Demonstrate knowledge of signal words to identify a variety of organizational patterns in informational text.
- Demonstrate comprehension of informational text by utilizing text features (e.g. index,



- annotations, maps, charts, tables, graphs, headings, subheadings, lists, glossary, footnotes, and margin notes).
- Demonstrate application of metacognitive strategies by utilizing:
    - before (e.g. preview, identify purpose, activate and build prior knowledge, predict)
    - during (e.g. marks and annotates text with paraphrases and inferences, underline/highlight possible answers to questions)
    - after (e.g. retrieves key words and passages, generates and answers multi-level questions, and summarizes an entire selection).
  - Demonstrate application of metacognitive strategies to self-correct when errors detract from comprehension.
  - Demonstrate knowledge of purposes for reading (to read for information, entertainment, to form an opinion, etc.) by identifying the rationale for reading a particular text.
  - Demonstrate an application of their prior knowledge and experiences with the text by synthesizing events, ideas, themes and implications.
  - Demonstrate application of prediction skills by forming and confirming predictions before, during, and after reading.

## **Standard 2: Writing**

Students will learn and apply writing skills and strategies to communicate.

### **Curricular Indicators:**

Students will:

- Demonstrate knowledge of prewriting activities by using a prewriting organizer (e.g. webs, t-charts, Venn Diagram) to generate and organize information and to guide writing.
- Demonstrate synthesis of ideas by composing a draft of writing (with a focus on a genre) with sentences of varying lengths and complexity.
- Demonstrate analysis of compositions by revising to improve writing (e.g. ideas, organization, sentence fluency, word choice, voice).
- Demonstrate evaluation of compositions by providing feedback to other writers and to utilize others' feedback to improve own writing by setting writing goals.
- Demonstrate evaluation of compositions by editing for format and conventions (e.g. spelling, capitalization, punctuation, grammar, and usage).
- Demonstrate synthesis of the writing process by producing a composition of publishable quality (e.g. legible-handwritten or electronic).
- Demonstrate knowledge and application of in text citation and works cited by employing the use of each in a research project.
- Demonstrate knowledge of introductory paragraphs by being given multiple opportunities to practice and write introductions in a given genre.
- Demonstrate knowledge of body paragraphs by being given multiple opportunities to practice and write body paragraphs in a given genre.
- Demonstrate knowledge of concluding paragraphs by being given multiple opportunities to practice and write concluding paragraphs in a given genre.
- Demonstrate synthesis of the parts of a genre of writing by composing a narrative, expository, persuasive, and compare/contrast essay.

## Literacy Enrichment II / English 10

**Literacy Enrichment / English 10**

**2 Semesters**

### **Description:**

Literacy Enrichment II/English 10 is a skill building course designed for 10<sup>th</sup> grade students who need more intense practice with strands of the Reading Essential Learner Outcome and/or practice with the genres of writing for the Analytical Writing Assessment. This course uses diagnostic and formative assessments to build reading and writing skills based on individual student needs. Students will benefit from additional instruction in vocabulary, fluency, comprehension, and the reading process. Students will be given additional practice in various writing genres, and intensive instruction in the use of the writing process. Lessons are designed to build skills in reading and writing so that students can be successful in the English 10 curriculum and meet the standards on district and state reading and writing assessments (10 elective credits, 10 English credits).

### **Standard 1: Reading**

Students will learn and apply reading skills and strategies to comprehend text.

### **Curricular Indicators:**

Students will:

- Demonstrate application of prior knowledge by relating existing word knowledge to new vocabulary.
- Demonstrate application of context clues strategies to determine the meaning of unfamiliar and multi-meaning words, cross-curricular, and content specific terms.
- Demonstrate analysis of semantic relationships by identifying metaphor, personification, and idioms in text.
- Demonstrate knowledge of word meanings by analyzing word structure and origins (e.g. Anglo-Saxon, Greek, and Latin).
- Demonstrate comprehension of text by orally reading phrases, clauses, and sentences by sounding like natural language.
- Demonstrate comprehension of text by reading (orally and silently) accurately, automatically and paying attention to spaces and punctuation.
- Demonstrate application of pacing techniques to build silent reading endurance (e.g. skimming, scanning, determining importance – by paragraph or section – word chunking, and adjusting reading rate).
- Demonstrate analysis of author’s perspective (viewpoint) by distinguishing the author’s beliefs, assumptions, biases in relationship to the text and the credibility of the source.
- Demonstrate knowledge of author’s purpose by differentiating between informative, entertaining, or persuasive text.
- Demonstrate analysis of author’s purpose by inferring tone and understanding textual evidence.
- Demonstrate comprehension of theme by summarizing an overview of the plot, characters, and setting through social, cultural, and historical significance to synthesize themes within and/or across cultures in narrative text.
- Demonstrate comprehension of author’s purpose/craft by analyzing how an author’s use of literary devices (e.g. figurative language, imagery, irony, conflict, characterization, setting) work to achieve his or her purpose in narrative text

- Demonstrate analysis of main idea by summarizing with the ability to paraphrase parts and synthesize informational text with focus of understanding author's craft (understatement, allusion, allegory, and paradox).
- Interpret the components of multiple organizational patterns to develop a global understanding of text patterns.
- Demonstrate comprehension of informational text by utilizing text features (e.g. index, annotations, maps, charts, tables, graphs, headings, subheadings, lists, glossary, footnotes, and margin notes).
- Demonstrate application of metacognitive strategies and respond to the difficulty of the text, the achievement of reading purpose, and the quality of comprehension by utilizing:
  - before (e.g. preview, identify purpose, activate and build prior knowledge, predict)
  - during (e.g. marks and annotates text with paraphrases and inferences, underline/highlight possible answers to questions)
  - after (e.g. retrieves key words and passages, generates and answers multi-level questions, and summarizes an entire selection).
- Demonstrate application of metacognitive strategies to self-correct when errors detract from comprehension.
- Identify more complex purposes for reading (analysis of author's thesis as a means to structure an argument, to compare social, cultural, and historical perspectives).
- Demonstrate an application of their prior knowledge and experiences with the text by synthesizing events, ideas, themes, implications, and underlying assumptions.
- Demonstrate application of prediction skills by forming and confirming predictions before, during, and after reading.
- Demonstrate the ability to respond to text by discussion, written or artistic responses.

## **Standard 2: Writing**

Students will learn and apply writing skills and strategies to communicate.

### **Curricular Indicators:**

Students will:

- Demonstrate knowledge of prewriting activities by using a prewriting organizer (e.g. webs, t-charts, Venn Diagram) to generate and organize information and to guide writing.
- Demonstrate synthesis of ideas by composing a draft of writing (with a focus on a genre) with sentences of varying lengths and complexity.
- Demonstrate analysis of compositions by revising to improve writing (e.g. ideas, organization, sentence fluency, word choice, voice).
- Demonstrate evaluation of compositions by providing feedback to other writers and to utilize others' feedback to improve own writing by setting writing goals.
- Demonstrate evaluation of compositions by editing for format and conventions (e.g. spelling, capitalization, punctuation, grammar, and usage).
- Demonstrate synthesis of the writing process by producing a composition of publishable quality (e.g. legible-handwritten or electronic).
- Demonstrate knowledge and application of in text citation and works cited by employing the use of each in a research project.
- Demonstrate knowledge of introductory paragraphs by being given multiple opportunities to practice and write introductions in a given genre.
- Demonstrate knowledge of body paragraphs by being given multiple opportunities to practice and write body paragraphs in a given genre.

- Demonstrate knowledge of concluding paragraphs by being given multiple opportunities to practice and write concluding paragraphs in a given genre.
- Demonstrate synthesis of the parts of a genre of writing by composing a narrative, expository, persuasive, and cause/effect essays.

## Literacy Enrichment III / English 11

### Literacy Enrichment III/ English 11

2 Semesters

#### **Description:**

Literacy Enrichment III/English 11 is a skill building course designed for 11<sup>th</sup> grade students who need more intense practice with strands of the Reading Essential Learner Outcome and the Nebraska State Reading Test. The course also focuses on intense practice with the genres of writing for the Analytical Writing Assessment and the Nebraska State Persuasive Writing Assessment. This course uses diagnostic and formative assessments to build reading and writing skills based on individual student needs. Students will benefit from additional instruction in vocabulary, fluency, comprehension, and the reading process. Students will be given additional practice in various writing genres, and intensive instruction in the use of the writing process. Lessons are designed to build skills in reading and writing so that students can be successful in the English 11 curriculum and meet the standards on district and state reading and writing assessments (10 elective credits, 10 English credits).

#### **Standard 1: Reading**

Students will learn and apply reading skills and strategies to comprehend text.

#### **Curricular Indicators:**

Students will:

- Demonstrate application of prior knowledge by relating existing word knowledge to new vocabulary.
- Demonstrate application of context clues strategies to determine the meaning of unfamiliar and multi-meaning words, cross-curricular, content specific terms, and technical and post-secondary vocabulary.
- Demonstrate analysis of semantic relationships by identifying metaphor, personification, idioms and analogies in text.
- Demonstrate knowledge of word meanings by analyzing word structure and origins (e.g. Anglo-Saxon, Greek, and Latin) with a focus on affixes (prefixes, suffixes, and roots), abbreviations, acronyms, and content-related words.
- Demonstrate comprehension of text by orally reading phrases, clauses, and sentences by sounding like natural language.
- Demonstrate comprehension of text by reading (orally and silently) accurately, automatically and paying attention to spaces and punctuation.
- Demonstrate application of pacing techniques to build silent reading endurance (e.g. skimming, scanning, determining importance – by paragraph or section – word chunking, and adjusting reading rate).
- Recognize and represent writer's tone and style while silent and oral reading narrative and informational text by reading familiar and unfamiliar text (cold reads).
- Demonstrate analysis of author's perspective (viewpoint) by distinguishing the author's beliefs, assumptions, and biases and synthesizing across a variety of similar and/or contradictory text.
- Demonstrate knowledge of author's purpose by differentiating between informative, entertaining, or persuasive text.
- Demonstrate analysis of author's purpose by inferring tone and understanding textual evidence.
- Demonstrate comprehension of theme by summarizing an overview of the plot,

- characters, and setting in narrative text through social, cultural and historical significance to synthesize themes within and/or across cultures.
- Demonstrate comprehension of author’s purpose/craft by analyzing and evaluating how an author’s use of literary devices (e.g. figurative language, imagery, irony, conflict, characterization, setting) work to achieve his or her purpose in narrative text.
  - Demonstrate analysis of main idea by synthesizing and evaluating main ideas across texts.
  - Demonstrate knowledge of signal words to identify a variety of organizational patterns in informational text.
  - Demonstrate comprehension of informational text by utilizing text features (e.g. index, annotations, maps, charts, tables, graphs, headings, subheadings, lists, glossary, footnotes, and margin notes).
  - Demonstrate application of metacognitive strategies by utilizing:
    - before (e.g. preview, identify purpose, activate and build prior knowledge, predict)
    - during (e.g. marks and annotates text with paraphrases and inferences, underline/highlight possible answers to questions)
    - after (e.g. retrieves key words and passages, generates and answers multi-level questions, and summarizes an entire selection).
  - Demonstrate application of metacognitive strategies to self-correct when errors detract from comprehension.
  - Demonstrate knowledge of purposes for reading (to read for information, entertainment, to form an opinion, etc.) by identifying more complex purposes for reading (to analyze multiple perspectives and to critique elements of author’s craft).
  - Demonstrate an application of their prior knowledge and experiences with the text by synthesizing events, ideas, themes and implications, and to recognize possible misconceptions.
  - Demonstrate application of prediction skills by forming and confirming predictions before, during, and after reading.
  - Demonstrate the ability to respond to text by discussion, written or artistic responses.

## **Standard 2: Writing**

Students will learn and apply writing skills and strategies to communicate.

### **Curricular Indicators:**

Students will:

- Demonstrate knowledge of prewriting activities by using a prewriting organizer (e.g. webs, t-charts, Venn Diagram) to generate and organize information and to guide writing.
- Demonstrate synthesis of ideas by composing a draft of writing (with a focus on a genre) with sentences of varying lengths and complexity.
- Demonstrate analysis of compositions by revising to improve writing (e.g. ideas, organization, sentence fluency, word choice, voice).
- Demonstrate evaluation of compositions by providing feedback to other writers and to utilize others’ feedback to improve own writing by setting writing goals.
- Demonstrate evaluation of compositions by editing for format and conventions (e.g. spelling, capitalization, punctuation, grammar, and usage).
- Demonstrate synthesis of the writing process by producing a composition of publishable quality (e.g. legible-handwritten or electronic).
- Demonstrate knowledge and application of in text citation and works cited by employing

the use of each in a research project, and be able to apply research skills that are appropriate for the purpose, audience, medium, and technology.

- Demonstrate knowledge of introductory paragraphs by being given multiple opportunities to practice and write introductions in a given genre.
- Demonstrate knowledge of body paragraphs by being given multiple opportunities to practice and write body paragraphs in a given genre.
- Demonstrate knowledge of concluding paragraphs by being given multiple opportunities to practice and write concluding paragraphs in a given genre.
- Demonstrate synthesis of the parts of a genre of writing by composing a narrative, expository, and with an emphasis on persuasive essays.

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Meal Prices for 09-10

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Meal Prices for 09-10 – The establishment of school breakfast and lunch prices for the coming school year.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** Last year the food service program operated at a deficit of close to \$300,000 (including the allocations to the middle schools and high schools). This year the deficit is anticipated to be about \$400,000. We expect the remaining cash reserve in the food service program to be about \$200,000 at the end of this fiscal year.

In light of the above, some changes are being proposed for next year. Those changes are reflected in the attached “Food Service Budget Overview 09-10” attached. Also attached is information on meal prices in other school districts.

In summary, the changes include:

1. Increasing student meal prices
2. Increasing in adult meal prices
3. Requiring Kids Network to pay the same price as other students on school days and to pay a “break-even” or “cost” price on days when school is not in session (i.e., when no state or federal subsidies are available for the meals).
4. Reducing the allocations to middle schools and high schools by 10%

**OPTIONS AND ALTERNATIVES:** n/a

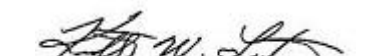
**RECOMMENDATION:** It is recommended that student meal prices for 09-10 be established as follows: Elementary School Breakfast (\$1.20) and Lunch (\$1.90); Middle School Breakfast (\$1.45) and Lunch (\$2.10); High School Breakfast (\$1.70) and Lunch (\$2.30, \$2.60, and \$3.00) as submitted.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

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

**SUPERINTENDENT’S APPROVAL:** 



<b>FOOD SERVICE BUDGET OVERVIEW 09-10</b>
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<u>Meals</u>	<u>08-09 Current</u>	<u>09-10 Proposed</u>	<u>Change</u>	<u>Budget Impact</u>
Elem - Breakfast	1.10	1.20	0.10	22,920
Elem - Lunch	1.80	1.90	0.10	111,299
MS - Breakfast	1.35	1.45	0.10	3,225
MS - Lunch	1.90	2.10	0.20	123,014
HS - Breakfast	1.60	1.70	0.10	3,927
HS - Lunch	2.00 / 2.60 / 3.00	2.30 / 2.60 / 3.00	0.30 / 0.00 / 0.00	94,426
HS - Ala Carte (3%)	-	-	3%	36,346
Adult - Elem Breakfast	1.60	1.70	0.10	
Adult - Elem Lunch	2.60	2.70	0.10	
Adult - MS Breakfast	1.85	1.95	0.10	4,200
Adult - MS Lunch	2.60	2.70	0.10	
Adult - HS Breakfast	2.10	2.20	0.10	
Adult - HS Lunch	2.60 / 3.10 / 3.60	2.70 / 3.20 / 3.70	0.10 / 0.10 / 0.10	
Kid Net Breakfast Same as Others				53,659
Kids Net Meals at "Cost" for Non-School Days				18,150
Kids Net Summer "Break-Even" Program				37,991
MS/HS Allocations (-10%)	447,000	402,300	-44,700	44,700
Federal Reimbursement Increase (7 cent increase in federal reimbursements)				179,200
08-09 Deficit (estimate)				-402,689
09-10 Inflation (3% for salary, benefits, and food cost increases)				<u>-298,559</u>
ESTIMATED 2010 YEAR END BALANCE				31,809

**Assumptions in Budget Estimates**

- 3% inflation on Salaries and Benefits
- 3% inflation on Food and Direct Expense Costs
- 7 cent increase on Federal Reimbursments

<b>2008-2009 Meal Prices</b>
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<u>Contact Information</u>	<u>Schools</u>		<u>Elementary</u>	<u>Middle</u>	<u>High</u>	<u>Comments</u>
Mary Hansen 293-5030 Connie	Bellevue	Bkfst Lunch	1.45 1.95	1.45 2.35	1.45 2.50	No incr 2009-10 planned
Lynn Lurvey 238-3044	Bennington	Bkfst Lunch	1.10 1.85	1.10 2.00	1.10 2.00	Increased \$.20 last year - Hope for \$.05 incr 2009-10
Virginia Bechtold 328-6420 Donna	Council Bluffs	Bkfst Lunch	1.00 1.75	1.10 2.00	1.25 2.25	Undecided abt. Incr 2009-10
Bruce Kueger 727-3050 727-3068 kitchen high schl.	Fremont	Bkfst Lunch	not offered 1.60/1.80	not offered 1.95	not offered 2.00	Too soon to know abt incr
Chris 308-385-5900, X172 Mary Lee	Grand Island	Bkfst Lunch	1.25 1.75	1.30 1.95	1.30 2.05	Too soon to know abt incr
Terri or Janet 308-698-8158 Kate Murphy	Kearney	Bkfst Lunch	1.10 1.90	1.35 2.10	1.35 2.15	Too soon to know of incr
Edith Zimwaldt 402-436-1000	Lincoln	Bkfst Lunch	1.00 1.90	1.20 2.10	1.20 2.25	Too soon to know abt incr
Tammy Yarmon 557-2230 Mike	Omaha	Bkfst Lunch	no charge 1.35	no charge 1.65	no charge 1.65	Too soon to know abt incr
Sue Sucha 537-6250 Melanie Kozar	Papillion/LaVista	Bkfst Lunch	1.10 1.75	not available 2.00	not available 2.10	Too soon to know abt incr
Dominic McClain 331-4700	Ralston	Bkfst Lunch	1.35 1.95	1.75 2.35	2.25 2.55	Incr every 2 yrs. - Looking to incr 2009-10 possibly
Westside 390-3382 Michelle	Westside Omaha	Bkfst Lunch	1.20 1.85	1.45 2.20	1.60 2.35/2.60/2.90	No increase planned 2009-10

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Policy 6750 (Student Fees)

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** Rule 6750

**ACTION DESIRED:** Reaffirm

**BACKGROUND:** A public hearing on Policy 6750 and Rule 6750.1 will be held prior to the meeting on April 13. The Policy and Rule need to be reviewed annually and included in all student handbooks.

**OPTIONS AND ALTERNATIVES:** The district could elect to provide everything for students free of charge.

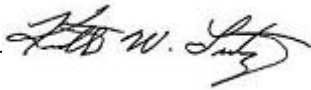
**RECOMMENDATIONS:** Reaffirm Policy 6750

**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** If Policy 6750 and Rule 6750.1 are not approved, we will be required to provide everything to students at no charge and would need to budget accordingly.

**TIMELINE:** Immediate

**RESPONSIBLE PERSON(S):** Dr. Mark Feldhausen, Dr. Carol Newton, Charlene Snyder and Nancy Johnston

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

**BOARD ACTION:**

## Curriculum, Instruction, and Assessment

### Student Fees

**6750**

The District may require and collect fees or other funds from or on behalf of students or require students to furnish or provide materials, supplies, equipment, or attire consistent with the Public Elementary and Secondary Student Fee Authorization Act.

The Superintendent (or designee) shall promulgate the rules and/or procedures necessary for implementation of this policy. For purposes of Neb. Rev. Stat. §79-2,133 and §79-2,134, such rules and/or procedures, when adopted or approved, shall be incorporated in their entirety into this policy by this reference.

Annually, the school board shall hold a public hearing at a regular or special meeting of the Board on a proposed student fee policy, following a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the prior school year. The student fee policy shall be adopted by a majority vote of the school board and shall be published in the student handbook. The Board shall provide a copy of the student handbook to every student at no cost to the student.

Legal References: Neb. Rev. Stat. §79-2,125 *et seq.*

Related Policies & Rules: 6750.1

Policy Adopted: July 15, 2002

Reaffirmed: May 17, 2004; June 6, 2005; April 17, 2006; April 21, 2008; [April 13, 2009](#)

Revised: April 23, 2007

Millard Public Schools  
Omaha Nebraska

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Rule 6750.1 Student Fees

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** Rule 6750.1 Student Fees

**ACTION DESIRED:** Approval

**BACKGROUND:** A public hearing on Policy 6750 and Rule 6750.1 will be held prior to the meeting on April 13. The Policy and Rule need to be reviewed annually and included in all student handbooks.

**OPTIONS AND ALTERNATIVES:** The district could elect to provide everything for students free of charge.

**RECOMMENDATIONS:** Approve Rule 6750.1

**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** If Policy 6750 and Rule 6750.1 are not approved, we will be required to provide everything to students at no charge and would need to budget accordingly.

**TIMELINE:** Immediate

**RESPONSIBLE PERSON(S):** Dr. Mark Feldhausen, Dr. Carol Newton, Charlene Snyder and Nancy Johnston

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

**BOARD ACTION:**

**Curriculum, Instruction, and Assessment****6750.1****Student Fees**

Pursuant to Policy 6750 and Neb. Rev. Stat. §79-2,135 et seq., the District may, and hereby does, require and collect fees or other funds from or on behalf of district students or require district students to furnish or provide, supplies, equipment, or attire as provided for herein below.

**I. Elementary School Fees:****A. Extracurricular Activities \***

1. Field Trips: Students pay a fee of up to \$15 (but not to exceed actual cost) per field trip.
2. All Clubs: Students pay a fee of up to \$30 (but not to exceed actual cost of conducting the club activities) for membership and activities in each club.
3. School will not fund competition beyond the state level.
4. Optional High Ability Learner (HAL) Field Trips: Students pay up to \$22 (but not to exceed actual cost) per trip.
5. Choir: Students pay a fee of \$15 (but not to exceed actual cost) for screen-printed T-shirt.

**B. Special Transportation**

1. §79-241 (option enrollment students): n/a
2. §79-605 (tuition students): n/a
3. §79-611 (students within 4 miles): n/a

**C. Copies of Files/Records**

1. Students pay 10 cents per page.

**D. Lost/Damaged Property**

1. Student pays for repair or replacement cost of property.

**E. Before/After/~~P~~reSchool**

1. Mini-Classes: Students pay up to \$60 per class, including materials (6-8 sessions, but not to exceed actual cost).

**F. Summer/Night School \***

1. Regular Education Summer School: Students pay \$100 (for 3 instructional hours per day for 12 days).
2. Special Education Summer School: Elementary students pay \$95 (for 3.25 hours per day for 12 days in June).

3. Building Level Summer School: Students pay up to \$3 per hour, including materials.

#### G. Breakfast/Lunch Programs \*

1. Students pay for breakfast (i.e., current cost of breakfast is ~~\$1.10~~ 1.20).
2. Students pay for lunch (i.e., current cost of lunch is ~~\$1.80~~ 1.90).

#### H. Non-Specialized Attire

1. PE: Students provide tennis shoes.
2. Art: Students provide a paint shirt.

#### I. Musical Instruments (Optional Courses, Non-Extracurricular) \*

1. Band & Strings: Students provide their own instruments.

\* *The requirements marked with an asterisk (\*) may be waived for students who qualify for free and reduced-priced lunches.*

## II. Middle School Fees:

### A. Extracurricular Activities\*

1. Optional High Ability Learner (HAL) Field Trips: Students pay up to \$20 (but not to exceed actual cost) per trip - such trips may include the NASA Space Workshop (Des Moines Science Center); Lewis & Clark; Writer's Workshop; Archeology Workshop; City Planning Workshop; as well as other opportunities that may arise as a result of programming by area institutions.
2. Montessori Immersion Experiences: Students pay up to a total of \$400 ~~\$150 per trip~~ (but not to exceed actual cost) for up to four trips.
3. School will not fund competition beyond the state level.
4. Sixth Grade Outdoor Education at North Middle School: Students pay up to \$50.
5. Other optional field trips sanctioned by the building administration: Students pay up to \$15 (but not to exceed actual cost) for each trip.
6. All Clubs: Students pay \$0 to \$140 (not to exceed the cost of conducting club activities) for membership and activities in each club.
7. Athletics: Students pay a \$35 participation fee in football. Students pay a \$30 participation fee for interscholastic sports. Students pay a \$25 participation fee for intramural sports.
8. All Sports: Students provide elastic waist shorts, t-shirt, socks and cold weather attire as needed.
9. Football: Students provide appropriate athletic shoes.

10. Volleyball: Students provide appropriate athletic shoes for use indoors only.
  11. Basketball: Students provide appropriate athletic shoes for use indoors only.
  12. Wrestling: Students provide appropriate athletic shoes for use indoors only.
  13. Track: Students provide appropriate athletic shoes.
  14. Other Requirements: Students [who participate in athletics and/or the Cross Country Club](#) are required to have a sports physical (except for intramural basketball/volleyball) and must be covered by health insurance. Health insurance is available through private carriers, or, for those who qualify, the State of Nebraska.
- B. Spectator Admission / Transportation
1. Students pay an admission fee to activities, not to exceed \$10 per person per event. The site administrator shall determine the admission charges to each “home” middle school event.
- C. Special Transportation
1. §72-241 (option enrollment students): n/a
  2. §79-605 (tuition students): n/a
  3. §79-611 (students within 4 miles): Transportation for students whose residences are two miles or more from school is provided through [Laidlaw First Student](#) Busing at \$1.25 per trip (with the balance of the cost paid by the District).
- D. Copies of Files/Records
1. Students pay 10 cents per page.
- E. Lost/Damaged Property
1. Students pay for repair or replacement of property.
- F. Summer/Night School \*
1. Regular Summer School: Students pay \$100 (for 3 instructional hours per day for 12 days - one course); \$200 (for 6 instructional hours per day for 12 days - two courses); \$35 (for 3 instructional hours per day for 4 days).
  2. Special Education Summer School: Students pay \$100 (for 3.75 hours per day for 12 days in June).
  3. Middle School After-School Program: Students pay \$30 (for one hour per day for one week); \$60 (for 2.5 hours per day for one week).
  4. Summer Opportunities instruction for students: no more than \$35 (per opportunity per student)
  5. Russell: summer activity not to exceed \$150 per activity



6. Transition Programs: \$10

G. Breakfast/Lunch Programs \*

1. Students pay for breakfast (i.e., current cost of breakfast \$~~1.35~~ 1.45).
2. Students pay for lunch (i.e., current cost of lunch \$~~1.90~~ 2.10). A la carte selections vary in price.

H. Non-Specialized Attire

1. PE: Students provide athletic shoes, elastic waist shorts, t-shirt, and cold weather attire as needed.

I. Musical Instruments (Optional, Non-extracurricular) \*

1. Band & Strings: Students provide their own instruments.

J. Music Items (Extracurricular) \*

1. Swing Choir & Jazz Band: Students provide their own instruments and attire. Required performance attire will not exceed a cost of \$75.

\* *The requirements marked with an asterisk (\*) may be waived for student s who qualify for free and reduced-priced lunches.*

### III. High School Fees:

A. Extracurricular Activities \*

1. Optional Field Trips: Students pay a fee (not to exceed \$1500 or actual cost less revenue raised via fundraising activities and/or donations) for all optional field trips approved by the building administration.
2. All Clubs: Students pay up to \$800 (not to exceed the cost of conducting club activities) for membership and/or activities in each club.
3. All Activities: Students pay a \$50 fee for participation in athletics and activities governed by the Nebraska School Activities Association (fee includes an Athletic Admission Ticket for “home” school events). (Journalism, Concert Choir, and Orchestra are excluded.)
4. Note: For curriculum related activities (i.e., Marching Band, DECA, VICA, FCCLA, Debate, Forensics, and FCS), the school district does not fund competitive activities for students beyond the state level. Fundraising and/or donations must cover the cost of competition beyond the state level.
5. Drama Club: Students pay \$25 for supplies, materials, and services (Millard South High School).
6. Athletics, Cheerleading and Dance: Students are required to have a physical and must be covered by health insurance to participate. (Health insurance is available through private carriers, or, for those who qualify, the State of Nebraska.)

7. All Athletics: Students provide elastic waist shorts, t-shirt, towels and cold weather attire as needed.
8. Football: Students provide appropriate athletic shoes and practice jersey.
9. Volleyball: Students provide appropriate athletic shoes for use indoors only.
10. Basketball: Students provide appropriate athletic shoes for use indoors only and practice jersey.
11. Cross Country: Students provide appropriate athletic shoes.
12. Tennis: Students provide tennis racquet and appropriate athletic shoes and pay indoor court fees up to \$30.00 per season.
13. Golf: Students provide golf clubs, golf bag, golf balls, and appropriate athletic shoes and pay range or green fees up to \$30.00 per season.
14. Softball: Students provide softball glove, bat, appropriate athletic shoes, and colored socks.
15. Baseball: Students provide baseball glove, bat, appropriate athletic shoes, and colored socks and pay indoor facilities fees up to \$30 per season.
16. Soccer: Students provide shin guards, appropriate athletic shoes, and colored socks and pay indoor facilities fees up to \$30 per season.
17. Wrestling: Students provide appropriate athletic shoes for use indoors only.
18. Swimming: Students provide swimsuits, towels, goggles and fins.
19. Track: Students provide appropriate athletic shoes.
20. Dance Team/Cheerleading: Students purchase selected uniforms and pay fees to a summer camp.
21. Swing Choir: Students will purchase required selected performance attire at a cost not to exceed \$350 per student.

#### B. Spectator Admission / Transportation

1. Students pay admission fees, not to exceed \$30 (per event, per person), to school activities. The site administrator shall determine the admission charges to each "home" high school event.
2. Athletic Admission Ticket: Student pays \$35 for admission to all "home" high school athletic events (non-tournament competitions).

#### C. Post-Secondary Education

1. Post-Secondary Education Costs: Students pay the cost tuition and other fees only associated with obtaining credits from a postsecondary educational institution if the student chooses to apply for postsecondary education credit [i.e., currently ~~\$116 per credit hour for Peru State College~~, \$34.50 21.50 per ~~quarter~~ credit hour for Metropolitan Community College (MCC), ~~\$200~~ 225 per course at UNO, University of Nebraska

– Omaha or ~~\$100~~ 140 per credit hour and registration at UNL, University of Nebraska – Lincoln (online classes)].

2. Advanced Placement Exams Fees: Students pay the cost of each exam (i.e., currently ~~\$84~~ \$86 per exam).
3. International Baccalaureate Exams Fees: Students pay for the cost of testing (i.e., currently approximately \$650 for two years of testing).
4. PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test): Students pay for the cost of testing (i.e., currently up to \$20 per exam).

#### D. Special Transportation

1. §72-241 (option enrollment students): n/a
2. §79-605 (tuition students): n/a
3. §79-611 (students within 4 miles): n/a

#### E. Copies of Files/Records

1. Transcript fee: Students pay \$5.
2. Other Requests: Students pay 10 cents per page.

#### F. Lost/Damaged Property

1. Student pays for cost of repair or replacement of property.

#### G. Summer/Night School \*

1. Summer School: Students pay \$100 (for 3 instructional hours per day for ~~23~~ 24 days, 1 one-semester course); \$200 (for 6 instructional hours per day for ~~23~~ 24 days, 2 one-semester courses); \$60 (for 3 instructional hours per day for 14 days, non-credit mini-class).
2. Special Education Summer School: Students pay \$100 (for 3.75 hours per day for 14 days in June)
3. Summer Opportunities instruction for students - no more than \$40 (per opportunity per student).

#### H. Breakfast/Lunch Programs \*

1. Students pay for breakfast (i.e., current cost of breakfast - ~~\$1.60~~ 1.70).
2. Students pay for lunch (i.e., current cost of lunch - ~~\$2.00~~ 2.30, \$2.60 or \$3.00). A la carte selections vary in price.

#### I. Parking Permit

1. Students wishing to park in school lots during the school day must obtain a parking permit for \$30.

J. Non-Specialized Attire

1. PE: Students provide athletic shoes, socks, swimsuit, towel, elastic-waist shorts, t-shirt, cold weather attire as needed.
2. Lifeguarding: Students provide a CPR mouth guard.

K. Musical Instruments (Optional, Non-Extracurricular) \*

1. Band & Strings: Students provide their own instruments.

L. Music Items (Extracurricular) \*

1. Pep Band: Students provide a colored polo shirt (general description by band instructor).
2. Band: Students may provide black or white leather shoes as generally described by band instructor.

\* *The requirements marked with an asterisk (\*) may be waived for students who qualify for free and reduced-priced lunches.*

**IV. Student Fee Fund:**

- A. The District shall establish a Student Fee Fund, which shall be a separate fund not funded by tax revenue.
- B. All money collected from students pursuant to §79-2,127(1) (related to extracurricular activities), §79-2,127(3) (related to post secondary education costs), and §79-2,127(8) (related to summer school and night school) shall be deposited into the Student Fee Fund. Money expended from such fund shall be for the purposes for which it was collected from students.

**V. Waiver of Fees and/or Requirements:**

- A. Students who qualify for free or reduced-priced lunches under the USDA child nutrition programs may have fees and requirements waived for the following:
  1. §79-2,133(1) Related to participation in extracurricular activities
  2. §79-2,133(1) Related to participation in extracurricular activities
  3. § 79-2,131 Related to optional music courses and extracurricular music activities
- B. Participating in a free-lunch program or a reduced-price lunch program shall not be required for students to qualify for a waiver of fees and/or requirements.
- C. Any qualified student desiring a waiver of fees and/or requirements shall complete and submit a Request for Waiver of Fees and/or Requirements form to the building principal (or his/her designee). Once the Request is processed, the principal (or his/her designee) shall inform the student as to whether the Request was approved or denied.

**Related Policy :** 6750 [\\_\\_\\_\\_\\_](#)

**Date of Adoption:** July 15, 2002

**Date of Revision:** April 21, 2003; July 21, 2003; May 17, 2004; June 6, 2005; April 17, 2006; April 23, 2007; April 21, 2008

**Legal Reference:** Neb. Rev. Stat. § 79-2, 125 *et seq.*

The Millard Public School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age in its employment, programs, and activities.

Questions can be directed to: Superintendent, 5606 S. 147 St.,  
Omaha, NE 68137, 402-715-8200.

Privacy Statement

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Rule 7100.1

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** Technology Division

**TITLE AND BRIEF DESCRIPTION:** Rule 7100.1 - Use of District Computers, Software, and Data Files: Compliance with Applicable Law

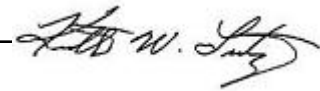
**ACTION DESIRED:** Approval of Rule 7100.1

**BACKGROUND:** Rule 7100.1 —Use of District Computers, Software, and Data Files. Change responsibility to Executive Director of Technology

**STRATEGIC PLAN REFERENCE:**

**RESPONSIBLE PERSON:** Victoria Hoskovec, Executive Director of Technology

**SUPERINTENDENT APPROVAL:** \_\_\_\_\_



**BOARD ACTION:**

## **Technology**

### **Use of District Computers, Software, and Data Files**

**7100**

District personnel will adhere to the laws, policies, and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, acts of terrorism, assault, threats and personnel and student rights of privacy created by federal and state law.

Legal Reference:           The Copyright Act; Family Educational Rights and Privacy Act; Neb. Rev. Stat. §§ 79-2, 104 and 79-8, 109 (Reissue 1996).

Policy Adopted: May 17, 1993  
Revised: Dec. 20, 1999; April 2, 2007

Millard Public Schools  
Omaha, Nebraska

April 2, 2007: Renumbered from 4157

## Technology

### Compliance with Applicable Law

**7100.1**

The District will comply with license agreements and/or policy statements contained in software packages used by the District. Questions about compliance with license agreements or use of a software package will be resolved through direct negotiation and mutual agreement with the software publisher, copyright holder, and/or licensor.

In an effort to prevent violation of copyright laws and illegal software use, the following rules will apply:

- I. The legal and ethical implications of software use will be taught to personnel and students at all levels where there is software use.
- II. The building principal, principal's designee, or appropriate supervisor will be responsible for informing district personnel of the District Computer and Software Policy and Rules.
- III. When permission is obtained from a copyright holder to use software on a disk-sharing system, reasonable efforts will be made to prevent unauthorized copying.
- IV. Under no circumstances will illegal copies of copyrighted software be made or used on district equipment.
- V. The ~~Assistant Superintendent~~ Executive Director of Technology or designee is authorized to sign software license agreements for district schools. The District and each school using licensed software shall keep a file containing a signed copy of software agreements for that school.
- VI. The school principal or principal's designee will be responsible for establishing practices which will enforce the District Computer and Software Policy and Rule.
- VII. The following uses of district computers and telecommunications devices will be strictly prohibited:
  - A. **Offensive Messages.** The use, display or transmission of (i) sexually explicit images, messages, cartoons; (ii) ethnic slurs or racial epithets; or (iii) acts of terrorism, assault, or threats.
  - B. **Personal, Commercial, and/or Religious Messages.** Use for the purpose of solicitation or proselytization for commercial, religious, political, personal or any other non-job-related activity.
  - C. **Inappropriate Use of E-mail and/or Internet.** The use of the District's network, internet, e-mail system and telecommunications systems, shall remain under the control of the District and may only be used for district business subject to applicable law, policy and rule. This includes, but is not limited to, the downloading of any inappropriate materials, games, or other files not required for staff to fulfill their job duties. Sexual harassment delivered by e-mail is covered by the same policy and rule which covers verbal or physical harassment.

Violation of this rule may result in disciplinary action.

The District reserves all rights it has under the fair use doctrine of the Copyright Act.

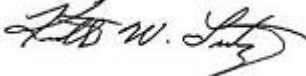
Legal Reference: The Copyright Act

Rule Approved: May 17, 1993  
 Revised: Dec. 20, 1999; April 2, 2007; April 13, 2009

Millard Public Schools  
 Omaha, Nebraska

April 2, 2007: Renumbered from 4157.1



**AGENDA SUMMARY SHEET****AGENDA ITEM:** Rule 7310.1**MEETING DATE:** April 13, 2009**DEPARTMENT:** Technology**TITLE AND BRIEF DESCRIPTION:** Rule 7310.1—Internet Safety: Filtering**ACTION DESIRED:** Approval of Rule 7310.1**BACKGROUND:** Change responsibility to Executive Director of Technology. This Rule is necessary for compliance with the Children's Internet Protection Act (CIPA) and to maintain E-Rate eligibility.**RECOMMENDATIONS:** Approve Rule 7310.1**TIMELINE:** Immediate**RESPONSIBLE PERSON(S):** Victoria Hoskovec, Executive Director of Technology**SUPERINTENDENT APPROVAL:** \_\_\_\_\_  \_\_\_\_\_**BOARD ACTION:**

## **Technology**

### **Internet Safety: Filtering**

**7310**

The District shall install and enforce the operation of a technology protection measure that protects against Internet access for both adults and minors to visual depictions that are obscene (pornography), and, with respect to use of computers by minors, harmful to minors. The District shall certify, to the appropriate agencies, that it has adopted policies and rules commensurate thereto, including the monitoring of online activities by minors. The District shall certify, to the appropriate agencies, that it has adopted and implemented an Internet safety policy to address other issues, such as the unauthorized access by minors online, the safety and security of minors when using electronic mail, chat rooms, and other forms of communication.

Legal References: P.L. No. 106-554. Children's Internet Protection Act

Related Policies & Rules: 5800, 5800.1, 4157, 4157.1, 7310.1

Approved: 4/16/01

Revised: June 7, 2004

Reaffirmed: August 21, 2006; October 16, 2006

Millard Public Schools

Omaha, NE

*Renumbered from 1103: June 7, 2004*

## Technology

### Internet Safety: Filtering

7310.1

- I. **Internet Technology Protection.** The District will provide for or contract for services that provide for the technology protection measure as required by law. The technology protection measure will filter sites containing visual depictions that are obscene, child pornography, and with respect to computer use by minors, harmful to minors.
  
- II. **Definitions.**
  - A. The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are:
    1. Obscene, as that term is defined in 18 U.S.C. § 1460;
    2. Child pornography, as that term is defined in 18 U.S.C. § 2256; or
    3. Harmful to minors.
  - B. The term “harmful to minors” means any picture, image or graphic image file, or other visual depiction that:
    1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
    2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
    3. Taken as a whole, lacks serious literary, artistic, political, or scientific values as to minors.
  - C. The term “minor” means an individual who has not attained the age of 17.
  - D. The term “sexual act” or “sexual contact” have the meanings given such terms in 18 U.S.C. § 2246.
  
- III. **Monitoring Student Use.** The building principal, principal’s designee, or appropriate supervisor or teacher will be responsible for monitoring student usage of the Internet to ensure compliance with this and related District policies and rules.
  
- IV. **Disabling Internet Filtering.**
  - A. Requests to disable the technology protection measure shall be made to the ~~Assistant Superintendent~~ **Executive Director** of Technology who shall review said requests and Internet sites to ensure that the content is not a violation of the Children’s Internet Protection Act.
  - B. The Superintendent or designee is authorized to disable the technology protection measure so as to enable access for bona fide research or other lawful purposes.

- V. **Privacy.** While complying with the provisions of the Children’s Internet Protection Act, all reasonable steps shall be taken to ensure that the use of the Internet shall not abridge the right of privacy of students or staff as provided by law including, but not limited to, the Family Educational Rights and Privacy Act (FERPA).

Related Policies & Rules: 7310

Approved: April 16, 2001

Millard Public Schools

Revised: June 7, 2004; August 21, 2006; [April 13, 2009](#)

Omaha, NE

Reaffirmed: October 16, 2006

*Renumbered from 1103.1: June 7, 2004*

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Rule 7600.1

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** Technology

**TITLE AND BRIEF DESCRIPTION:** Rule 7600.1—Technology: Electronic Monitoring and Surveillance

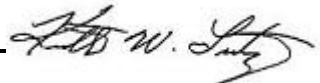
**ACTION DESIRED:** Approval of Rule 7600.1

**BACKGROUND:** Change responsibility to Executive Director of Technology. Policy 7600—Electronic Monitoring and Surveillance Systems and the accompanying Rule 7600.1 were written to provide parameters for the use of digital camera recording systems, closed circuit television systems, covert camera systems, Global Positioning Satellite (GPS) in-vehicle location identification systems, tracking and asset identification software, electronic pass-key systems, and other similar systems that the District may wish to use within the District.

**RECOMMENDATIONS:** Approve Rule 7600.1

**TIMELINE:** Immediate

**RESPONSIBLE PERSON(S):** Victoria Hoskovec, Executive Director of Technology

**SUPERINTENDENT APPROVAL:** \_\_\_\_\_  \_\_\_\_\_

**BOARD ACTION:**

**Technology****Electronic Monitoring and Surveillance Systems****7600**

The Board of Education has the responsibility to maintain and protect the property of the District and to provide for the safety and security of its students, staff and visitors. To meet this responsibility, the District may utilize electronic monitoring and surveillance systems at its facilities and in school buses and vehicles used by the District. Such systems will be used to promote the safety and security of students, staff, visitors and to protect district property. Electronic monitoring and surveillance shall only be utilized as approved by the Superintendent or designee, and will comply with all applicable state and federal law.

Legal Reference:

Related Policies & Rules: 7600.1

Policy Adopted: March 19, 2007

Millard Public Schools  
Omaha, Nebraska

## Technology

### Electronic Monitoring and Surveillance Systems

7600.1

#### I. Definitions

Monitoring and Surveillance Systems may include, but are not limited to, analog/digital camera recording systems, closed circuit television systems, covert camera systems, Global Positioning Satellite (GPS) in-vehicle location identification systems, tracking and asset identification software, electronic pass-key systems, and other similar systems that the District may utilize (hereinafter "systems").

#### II. Purpose/System Coverage

- A. The District may use such systems to monitor and protect district property and promote and foster the safety and security of students, staff and visitors.
- B. The District shall notify its students and staff that electronic surveillance and monitoring may take place on all district property and in all transportation vehicles used by the District. The District shall incorporate such notice in the student handbooks and staff handbooks.
- C. The District shall notify visitors and members of the public of the use of such surveillance by appropriate signage at the main entrance of each building.
- D. The Superintendent or designee shall be responsible for designating authorized users and shall provide for the necessary training of such authorized users.
- E. The District shall provide reasonable safeguards to the system to restrict unauthorized access and to protect the system from unauthorized use. All students, staff and visitors are strictly prohibited from any unauthorized use, tampering or otherwise interfering with any monitoring or surveillance system.

#### III. System Records

- A. The use of such systems shall be the responsibility of the Superintendent or designee. Building Principals or Administrators shall be authorized users and shall monitor the system on a regular basis to ensure the system is operational and functioning properly.
- B. Data from the system is only to be viewed by authorized users or other specified personnel as may be authorized by the Superintendent or designee. Such data including, but not limited to, recordings and logs should be reviewed when necessary as determined by the Superintendent or designee.
- C. Data recorded or logged on the system shall be kept no longer than 21 days from the date such data was recorded or logged unless a request for preservation of such data is received by the District or the District personnel have determined that it is necessary to retain such data for a longer period.
- D. In the event that data from the system is to be preserved longer than the 21 days, the Building Principal or Administrator shall contact the ~~Assistant Superintendent~~ Executive Director of Technology who shall thereafter be responsible for securing, preserving and storing the requested data. Such data retained by the District shall be kept so long as is necessary or required by law.

#### IV. Surveillance System Modifications & Expansion

- A. The monitoring and surveillance system(s) at any site shall not be modified, equipment moved or relocated, or the system otherwise altered from its installed state without prior consultation with and approval of the District's Technology Division. Alterations to the monitoring and surveillance system shall be documented in writing with a signature of approval from the Superintendent or designee.
- B. Electronic monitoring and Surveillance systems throughout the District shall include like equipment and technologies and functionality. New equipment should be compatible with legacy systems and interoperable.

Legal Reference:

Related Policies & Rules: 7600

Policy Adopted: March 19, 2007

**Revised: April 13, 2009**

Millard Public Schools  
Omaha, Nebraska



## AGENDA SUMMARY SHEET

**Agenda Item:** Enter into Agreement for third party administration of 403(b) and 457(b) retirement plans.

**Meeting Date:** April 13, 2009

**Department** Human Resources / General Administration

**Title and Brief Description:** Enter into Common Remitter and Compliance Oversight Service Agreement with CPI Qualified Plan Consultants, Inc. for third party administration of the District's 403(b) and 457(b) retirement plans.

**Action Desired:** Approval

**Background:** The District's former third party administrator, Gatekeeper, has failed to provide services in an accurate or timely fashion. Therefore, the District terminated the agreement with Gatekeeper and is in need of a new third party administrator for its 403(b) and 457(b) retirement plans. Silverstone consulting reviewed the District's needs and recommended CPI Qualified Plan Consultants, Inc. as a new third party administrator.

**Options/Alternatives Considered:** N/A

**Recommendations:** It is recommended that the District Enter into Common Remitter and Compliance Oversight Service Agreement with CPI Qualified Plan Consultants, Inc. for third party administration of the 403(b) and 457(b) retirement plans and that the superintendent or his designee be authorized to execute any and all contract documents related to such retirement plans.

**Strategic Plan Reference:** N/A

**Timeline:** Immediate

**Responsible Persons:** Chad Meisgeier, Kirby Eltiste, and Ken Fossen

**Superintendent's Signature:** \_\_\_\_\_  \_\_\_\_\_

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**CPI Qualified Plan Consultants, Inc.**  
**CPI Common Remitter Services**  
4903 10th Street - P O Box 110  
Great Bend, KS 67530-0110

**Common Remitter and Compliance Oversight Service Agreement**

This document sets forth the agreement of CPI Qualified Plan Consultants, Inc. (CPI), the Plan Sponsor (Client), and the Plan concerning the services to be provided as referred to in this Service Agreement. During the term of this agreement CPI will perform certain services for the Client. The services to be provided, subject to the provisions of Sections A and B, are listed in the attached Features and Fees. The term Vendor is used throughout this contact and is defined as a company that has been approved by the Client to offer annuity contracts and/or custodial accounts to eligible employees of the Client under the Client's 403(b) Plan.

**A. Obligations of the Client.** The Client will furnish an electronic payroll and contribution file on a monthly or per payroll basis, that contains the following employee data in a format specified by CPI, and other information as CPI may require in order to perform services under this agreement: employee name, social security number, address, date of birth, date of hire, date of termination, date of rehire, gross compensation, pre-tax salary deferral amounts, Roth (After-Tax) contributions, 457(b) deferrals, 414(h) picked-up contributions and participant loan payments, if withheld through payroll. In addition, under the Basic Service level, Client will maintain the amounts on their payroll system to be sent to each Vendor per employee per contribution type, i.e., pre-tax, Roth after-tax and 457(b) deferrals and will provide this information with the above electronic file. CPI will send an e-mail confirming receipt of each electronic file received. It is the responsibility of the Client to provide this information timely. CPI will not be responsible for following up on any information that is not provided.

In addition, if the Client does not furnish, on a timely and accurate basis, all the information necessary to remit contributions, perform limitation testing and issue vouchers, CPI will be held blameless for any and all consequences arising from untimely or inaccurate information and any penalties imposed upon the Plan and/or Plan Sponsor will be solely the Client's responsibility.

The Client shall be responsible for calculating the amount of any employer contributions (e.g., match, non-elective, etc.) unless CPI specifically agrees to perform this service. CPI has no duty to review the calculations provided by the Client, to determine that correct compensation was used per the plan document for the calculations, monitor the compensation limit, or report any discrepancies to the Client.

CPI shall be entitled to rely upon the accuracy and completeness of all information furnished to it by any person(s) designated by the Client and shall have no duty to inquire about such information. In addition, CPI shall be entitled to rely on information furnished by the participants for the determination of catch-up contribution limits and for obtaining vouchers for hardship withdrawals, participant loans and transfers.

The Client hereby authorizes and empowers CPI, in its sole and absolute discretion, to act in the Client's name in any and all matters concerning:

1. Common remitter services;
2. Internal Revenue Code §§402(g), 415(c), 414(v) and 457(b) Limitation Testing including catch-up contribution limits;
3. Determining eligibility for and amount of hardship withdrawals from the Plan;
4. Determining eligibility for loans as well as the maximum loan amounts available from the Plan to participants; and
5. Determining eligibility for transfers to and from the Plan(s) and between the Vendors.

If the Client provides a payroll file that contains excess contributions or errors in contribution or loan payment amounts, which need to be returned to the Participant, Client agrees to return these as a negative adjustment on the next payroll.

If the Plan document provides for lesser contributions than the maximums allowed by law, the Client will be responsible for controlling through their payroll system. CPI will not be responsible for the monitoring of any lesser limits.

**B. Obligations of CPI.** The obligations of CPI are based on the level of service the Client has engaged CPI to provide. Please refer to the attached Feature and Fees.

**C. Fees.** The party selected in the Engagement Agreement will be responsible for payment of fees. However, if the participant or Vendor is the paying party and the participant or Vendor does not pay, the Client will be responsible for payment of the

unpaid fees. A fee schedule is attached. CPI retains the right to change fees for services from time to time upon 30 days written notice.

CPI will invoice the fees for such services as agreed to in the Engagement Agreement at the end of each month unless the Participants are responsible for payment of fees. In that event, CPI will net the fees from the contributions prior to remitting to the Vendors. Payment of such fees will be due and payable as stipulated within 30 days of the date of CPI's invoice. One-time fees will be due and payable upon start of work. Services not paid within 30 days will be charged a service fee of 1-1/2% per month. The Plan Sponsor and Plan will be jointly responsible for the fees incurred. If the fees have not been paid within 30 days of the invoice, CPI may, at its discretion, suspend work in progress until unpaid balances have been paid in full. However, if fees are paid by the Vendor and the fees remain unpaid for over 30 days, work will not be suspended until the Client has an opportunity to pay the fees in lieu of the Vendor. If CPI suspends work due to unpaid past due balances, CPI will be held blameless for all consequences to include, but not limited to, market fund losses, or excise taxes that may result.

Should the Client decide before remitting the first payroll files to not use CPI's services, CPI will not be obligated to refund any portion of the deposit or any other payment for services rendered.

CPI receives an offset to expenses derived from any float received on contributions. This offset is a percentage of the annual amount of any float. The offset for the float is computed at the rate of 1.75 percentage points below the federal funds target rate. For contributions that are ACHed, the float period commences when the contributions are received. Contributions made prior to the receipt of payroll information that are not ACHed, will be sent to the Vendor within three working days after receipt of accurate payroll and contribution information.

**D. Responsibility for Errors: Indemnification.** The Client will promptly notify CPI of any errors or omissions in information supplied by the Client. In such event, CPI's sole obligation shall be to use its reasonable efforts to correct any resulting errors in its own records or in any reports it has prepared for the Client. Such services shall be treated as additional services pursuant to the Additional Fees Addendum.

Participants are responsible for reviewing confirmations available on the CPI Web Site for changes in deferral amounts or changes in Vendors. Participants are also responsible for reviewing benefit statements received from their respective Vendors to verify that their contributions were invested in accordance with their previous instructions. Failure by a participant to object to an incorrect confirmation or benefit statement within 30 days of the date of posting of the confirmation or receipt of the benefit statement, which ever is earlier, will be deemed an acceptance of the Vendor choices on the confirmation or benefit statement. CPI will not reimburse a participant's account for lost earnings caused by CPI's failure to properly comply with changes in deferral amounts or changes in Vendors for a period of time greater than the period which begins on the date the error is made and ends 30 days after the earlier of the date of the posting of confirmation or receipt of the benefit statement disclosing the error.

The Client will indemnify CPI and its officers, directors, employees, and other representatives (anyone which is hereafter referred to as an "Indemnified Person") to the full extent lawful. This indemnification will protect an Indemnified Person from all losses, claims, damages, liabilities and expenses incurred by an Indemnified Person (including reasonable fees and disbursements of counsel) which (A) are related to or arise out of (i) actions taken or omitted to be taken (including any untrue statements made or any statements omitted to be made) by the Client or (ii) actions taken or omitted to be taken by an Indemnified Person with the Client's consent or in conformity with the Client's actions or omissions or (B) are otherwise related to or arise out of CPI's activities on behalf of the Client. The Client will reimburse an Indemnified Person within 30 days for all expenses (including fees and disbursements of counsel) as they are incurred by such Indemnified Person in connection with investigating, preparing or defending any such action or claim, whether or not in connection with pending or threatened litigation. In addition, if CPI's services are required, including deposition, expert testimony, related meeting, conferences and preparation time for such events, whether by agreement or subpoena by any party in litigation in which CPI's services may be relevant, the Client agrees that they will pay CPI's then current hourly rate for the Indemnified Person(s) involved. The Client will not be responsible, however, for any losses, claims, damages, liabilities or expenses pursuant to clause (B) of the preceding sentence which are finally judicially determined to have resulted primarily from the bad faith or gross negligence of an Indemnified Person.

CPI will indemnify the Client from all losses, claims, damages, liabilities and expenses incurred (including reasonable fees and disbursements of counsel) which are related to or arise out of (A) actions taken or omitted to be taken by CPI (including any untrue statements made or any statements omitted to be made) except those taken with the Client's consent or in conformity with the Client's actions or omissions or (B) errors in the work performed by CPI. CPI will not be responsible, however, for any losses, claims, damages, liabilities or expenses which are finally judicially determined to have resulted primarily from the bad faith or gross negligence of the Client.

6. It is understood that, in connection with this agreement, CPI may also be engaged by the Client in one or more additional capacities, and that the terms of this original agreement or any additional agreement may be embodied in one or more separate written agreements. Regardless whether or not the terms of this original agreement are embodied in any additional or separate agreement this indemnification shall apply to the original agreement, any such additional agreement and any modification of the original agreement, additional agreement or separate agreement and shall remain in full force and effect following the completion or termination of this agreement.
7. CPI will correct at its own expense any errors in its records and in any reports prepared by it which are attributable to its errors.
8. In case of errors or loss of data caused by acts of God, acts of terrorism, power failure, mechanical difficulties with information storage and retrieval systems, including phone and internet systems, failure of the U. S. Post Office or any other mail delivery service to deliver such data, human or machine errors, omissions, delays and losses caused by a computer virus or computer hacker, fund information provided by third parties and system failures by said third parties or other events not attributable to its own gross negligence or willful misconduct or to the negligence or willful misconduct of its employees, CPI will not be responsible for any collateral or consequential damages and its sole obligation will be at its own expense to use its reasonable efforts to reconstruct any records of the Client maintained by CPI and to amend any reports prepared by it which have been affected by such event. Under the circumstances described in the preceding sentence, the Client will provide duplicate data where available, and as needed, in order to assist in the reconstruction of such records.
9. In no event will CPI be liable for any loss to the Client or its Plan Participants or anyone for the refusal or failure of any Vendor or a Plan Representative to act on instructions from CPI.
10. CPI in no way will be responsible for any loss incurred, due to the inaccuracy, incompleteness, or lack of timeliness of information received from any Vendor or a Plan Representative.
11. CPI is not responsible, and the Client will be responsible, for alterations of information made by the Client after CPI has transmitted such information via electronic mail, facsimile, or regular mail to the Vendor.
12. CPI is in no way responsible for any loss incurred due to CPI disregarding unapproved alterations to CPI forms or due to CPI disregarding extraneous instructions or comments inserted by the Client or their Participants. "Extraneous instructions or comments" does not include information inserted as specifically directed on the form itself or its instructions.

**E. Term.** This agreement shall continue until terminated: Any party may terminate this agreement upon sixty days written notice delivered to the other parties. The non-payment of an invoice does not constitute notice of termination and all fees for services performed through the date a written notice is received are due and payable to CPI. The obligation of the Client to pay fees for services performed through the date of termination, and the rights and obligations of the parties under sections B, C, D, and E will survive such termination.

Upon the termination of this agreement and payment of any outstanding fees, CPI will provide the Client with copies of records, if so requested in writing by the Client at any time within 180 days of the date of termination of this agreement subject to payment of any outstanding fees. Forms, procedures, software, worksheets, checklists and other processes developed by CPI to perform the services required under this agreement are the property of CPI and not considered the records of the Client. A fee will be charged based on time and charges to perform any work necessary for the new administrator to takeover the work or at the request of the Client. A separate servicing agreement termination fee will be charged to cover file maintenance after services are terminated.

In the event the Client shall breach any term of this agreement and CPI is required to institute legal proceedings to collect fees and costs, CPI would be entitled to reasonable attorney fees and other costs of collection.

**Confidentiality of Records.** CPI agrees to regard and preserve as confidential all records and other information relative to the Client and will not, without written authority from the Client, disclose to others during the term of this agreement or

thereafter any such records or other information except as required by applicable law. However, should a Court of Law, Governmental Agency, Participant/Employee whether current or former (or attorney there of) request information that is otherwise legally available to them, CPI shall be held harmless for inadvertently and without malice disclosing such information requested.

CPI agrees that during the term of this agreement, all records maintained for the Plan shall be open to inspection and audit by the Client at reasonable times, and that such records shall be preserved and retained by CPI, for the greater of five years after the related filing date or such other period as may be required by applicable governing regulations as in effect from time to time.

**G. Status of Parties.** In the execution and performance of this agreement the relationship of CPI to the Client shall be that of independent contractor. Nothing in this agreement shall constitute CPI a fiduciary of any employee benefit plan of the Client.


**H. Notice.** Any notice under this agreement shall be given in writing by certified mail, return receipt requested, to the address listed below:

If to CPI:	If to Client:
CPI Qualified Plan Consultants, Inc. Attn. Quality Assurance Division 1809 24th St., P.O. Box 1167 Great Bend, Kansas 67530	As listed on the address of record.

**I. Governing Law.** This agreement, its interpretation, construction and enforcement, shall be governed by the laws of the State of Kansas. The situs of this agreement shall be Barton County, Kansas. Any breach of this agreement will be considered to have occurred in Barton County, Kansas for purposes of determining venue.

**J. Entire Agreement, Amendment.** This agreement and the attached addendums constitute the entire agreement between the parties with respect to the administration of the Client's Plan(s) and supersede all prior and contemporaneous agreements, representations and understandings of the parties. This agreement may be amended and any provision hereof waived, but only in writing signed by the party against whom such amendment or waiver is sought to be enforced. The waiver by either party hereto of a breach of any provision of this agreement shall not operate or be construed as a waiver of this agreement for purposes of any other subsequent breach.

**K. Signatures.** In witness whereof the parties have executed this contract on the date indicated below. (Please print all data with the exception of signatures.)

Plan Sponsor Representative: <u>Chad M. Meisgoier</u>
Date: <u>APRIL 13, 2009</u>
Signature:  **Signed by the person representing the Plan Sponsor adopting the Plan**
Title of Signing Authority: <u>SUPERINTENDENT</u>
Plan Name: <u>Millard Public Schools</u>

CPI Qualified Plan Consultants, Inc.

By: Dana C. Miller  
Title: Chief Operating Officer

INTERNAL USE ONLY	
Ref. # _____	_____
Date Rec'd _____	_____

**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Assistant Principal at Millard South High School

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised in the Omaha World Herald and in Millard's job postings. Twenty-six applications were received (seventeen from outside the district and nine from within the district). The applications were reviewed by Dr. Kirby Eltiste, Dr. Curtis Case, Dr. Jim Sutfin, and Dr. Keith Lutz. Four applicants from within the district and four from outside the district were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Dr. Keith Lutz, Dr. Mark Feldhausen, Kraig Lofquist, Kevin Chick, Ted Esser, Dr. KimSaum-Mills, Dr. Jim Sutfin, Dr. Curtis Case, Rex Barker, Shelly Gauthier, Heidi Weaver, Vicki Kaspar, Madeline Onumbu (Student) and Dee Felici (Parent). I am recommending the following individual for the position.

**Andrew Pinkall** Recommended for Assistant Principal at Millard South High School. He is currently Dean of Students at Bellevue West High School. He has been in this position since 2007. Prior to that, he was a teacher at Northwest High School, Omaha, NE from 2004/2007.

**Education:** BA—University of Nebraska at Lincoln in 1996; BA in Education from Peru State College in 2003; MA of Education in Educational Leadership from Doane College in 2008.

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Dr. Kirby Eltiste

**SUPERINTENDENT APPROVAL:**

**AGENDA SUMMARY SHEET**

MEETING DATE: April 13, 2009

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

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

OPTIONS & ALTERNATIVES: NA

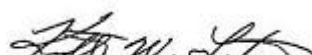
RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL: \_\_\_\_\_  \_\_\_\_\_

April 13, 2009

## **AMENDMENT TO CONTINUING CONTRACTS**

### **Recommend: amendment to the following contracts:**

1. Sharon Kim Johansen – Speech Pathologist at Abbott Elementary School. Amend contract to 100%. (She is currently 90% Speech Pathologist at Abbott.)
2. Nicole Wojtowicz – 2<sup>nd</sup> grade teacher at Willowdale Elementary School. Amend contract to 100%. (She is currently 50% READ teacher at Holling Heights.)
3. Nichol Dolezal – ELI teacher at Abbott Elementary School. Amend contract to 50%. (She is currently 100% 2<sup>nd</sup> grade teacher at Cody Elementary.)
4. Nichole Larson – Family Consumer Science teacher at Millard South High School. Amend contract to 50%. (She is currently 100% FCS teacher at Millard South High School.)
5. Tana Wallace – Art teacher (50%) at Ackerman Elementary and (50%) at Aldrich Elementary. Amend contract to 100%. (She is currently 50% Art teacher at Aldrich Elementary.)

April 13, 2009

### **LEAVE OF ABSENCE REQUESTS**

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

1. Amy Rangeloff – 1<sup>st</sup> grade teacher at Neihardt Elementary School. She is requesting a 1<sup>st</sup> year Leave of Absence for the 2009/2010 school year for family reasons.
2. Meg Schwartz – Speech Pathologist at Ezra Elementary School. She is requesting a 1<sup>st</sup> year Leave of Absence for the 2009/2010 school year for family reasons.

April 13, 2009

## RESIGNATIONS

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

1. Lisa Belk – 2<sup>nd</sup> grade teacher at Aldrich Elementary School. She is resigning at the end of the 2008/2009 school year for family reasons.
2. Jenna Lichter – Assistant Principal at Millard South High School. She is resigning at the end of the 2008/2009 school year for personal reasons.
3. Molly Checksfield – PE teacher at Morton Elementary School. She is resigning at the end of the 2008/2009 school year for another job in education.



April 13, 2009

## **TEACHERS RECOMMENDED FOR HIRE**

### **Recommend: the following teachers be hired for the 2009/2010 school year:**

1. Jenna Hoffman – BA – University of Nebraska at Lincoln. 4<sup>th</sup> grade teacher at Sandoz Elementary School.
2. Bill Eich – MA – Iowa State University. Math teacher at the Millard Learning Center. Previous Exp: Glenwood, IA (1992/2008); Afton, IA (1989/1992); Audubon, IA (1980/1989); Bayard, IA (1975/1980).
3. Debra Powell – BA – University of Nebraska at Omaha. 4<sup>th</sup> grade teacher at Abbott Elementary School.
4. Sarah Wolfe – BA – College of St Mary. Language Arts teacher at South High School.
5. Dian Carlson – BA – University of Montevallo, Montevallo AL. Family Consumer Science teacher at West High School. (Previous Exp: Columbus, GA (1984/1986).
6. Natalie Peterson – BA – University of Nebraska at Lincoln. Family Consumer Science teacher at South High School. Previous Exp: Bellevue Public Schools (2007/2008).
7. Heidi Hansen – BA+15 – Augustana College. Foreign Language teacher at North High School. Previous Exp: Burbank, IL (2006/2009); Milford, NE (2004/2006).
8. Alicia Krogstrand – BA – University of Nebraska at Omaha. Math teacher at North High School.
9. Melissa Schram – MA – NW Missouri. Business teacher at West High School. Previous Exp: Ralston Public Schools (2007/2009); Murdock, NE (2005/2007); Maryville, MO (2002/2005).
10. Krista Barger – BA – Nebraska Wesleyan. Foreign Language teacher at Beadle Middle School.
11. Bryce Meyers – BA – Briar Cliff College. Special Ed Millard Learning Center teacher.
12. Marie Abbott – BA – Wayne State. Computer teacher at Russell Middle School.
13. Amanda West – BA – University of Nebraska at Omaha. 6<sup>th</sup> Grade teacher at North Middle School.
14. McKayla Laborde – MA –California State College. Special Ed Program Facilitator at Beadle Middle School. Previous Exp: Poway, CA (2003/2009); Palm Springs, CA (2000/2003).

### **The following individual was hired on a short-term contract for the 2008/2009 school year and has now been offered a regular contract for the 2009/2010 school year.**

1. Marilyn O'Connell – 3<sup>rd</sup> grade teacher at Neihardt Elementary School.

# AGENDA SUMMARY SHEET

**AGENDA ITEM:** March Enrollment Report

**Meeting Date:** 04/14/09

**Department:** Planning and Evaluation

**Title and Brief Description:** Once each quarter, we will put a summary sheet on the monthly enrollment report, indicating why the high school numbers are down. The information in the table below presents changes from August 13, 2008 to March 20, 2009.

**Action Desired:** Approval \_\_\_ Discussion \_\_\_ Information Only  x

**Background:**

Reason	North	South	West	MLC
Transfer out of district	46	62	27	5
Early Graduate	29	34	51	32
Not attending, eligible to return		0	5	0
Withdraw for personal or academic reasons	13	5	5	14
Exiter, neither completer or drop out	8			2
TOTAL	96	101	88	53
Reason	North	South	West	MLC

The totals above indicate 338 students have left the high schools since the start of the year. The enrollment sheet shows a loss of 197 which means 141 have enrolled in the high schools since August 2008.

**Options/Alternatives Considered:** N.A.

**Recommendations:** N.A.

**Strategic Plan Reference:** N.A.

**Implications of Adoption/Rejection:** N.A.

**Timeline:** N.A.

**Responsible Persons:** Dr. Jon Lopez

**Superintendent's Signature:** 

**March 20, 2009  
Millard Public Schools  
Total Enrollment**

Elementary	K	1	2	3	4	5	SpEd	Current	YTD	Official 9/08	
							Cluster				Enrollment
							Prgm	Total	Change	Change	
Abbott (3 unit)	82	66	68	69	62	68		415	1	4	411
Ackerman (4 unit)	100	96	82	86	93	94		551	2	1	550
Aldrich (3 unit)	56	50	97	69	84	68		424	-1	-5	429
Black Elk (3 unit)	81	90	99	85	100	92		547	0	10	537
Bryan (3 unit)	67	71	61	59	58	62		378	-4	-3	381
Cather (3 unit)	75	79	75	72	68	66		435	-3	5	430
Cody (2 unit)	31	35	38	30	33	26	20	213	3	3	210
Cottonwood (3 unit)	58	57	56	57	66	50		344	2	-2	346
Disney (3 unit)	46	42	45	33	53	31	13	263	0	-1	264
Ezra Millard (3 unit)	59	62	62	63	62	82	9	399	1	8	391
Harvey Oaks (2 unit)	48	44	57	52	47	46		294	5	6	288
Hitchcock (2 unit)	24	26	29	25	24	35	18	181	1	6	175
Holling Heights (3 unit)	68	65	67	67	65	55	9	396	2	8	388
Montclair (4 unit)	85	88	94	93	68	104		532	0	2	530
Morton (3 unit)	45	59	59	66	55	71	13	368	-2	11	357
Neihardt (4 unit)	83	105	108	106	73	87		562	2	13	549
Norris (3 unit)	63	50	57	60	53	54		337	1	-3	340
Reagan (3 unit)	117	102	102	82	85	57		545	1	2	543
Reeder (3 unit)	60	91	71	78	63	59	14	436	-1	1	435
Rockwell (3 unit)	52	49	52	44	48	33	21	299	0	4	295
Rohwer (3 unit)	70	80	77	79	84	61	15	466	0	-5	471
Sandoz (3 unit)	54	53	47	53	46	55		308	-4	-4	312
Upchurch (3 unit)	81	57	51	43	37	26		295	2	8	287
Wheeler (4 unit)	98	97	100	99	81	89	23	587	0	6	581
Willowdale (3 unit)	53	68	70	84	68	77		420	0	3	417
<b>Totals</b>	<b>1656</b>	<b>1682</b>	<b>1724</b>	<b>1654</b>	<b>1576</b>	<b>1548</b>	<b>155</b>	<b>9995</b>	<b>24</b>	<b>78</b>	<b>9917</b>

	6	7	8	SpEd	Total	Change	Change	Official 9/08
				Prgm				Enrollment
Andersen MS	243	274	243	11	760	-1	4	756
Beadle MS	299	303	240	31	842	-2	3	839
Central MS	252	219	255	27	726	-7	-9	735
Kiewit MS	300	293	336	3	929	2	0	929
North MS	248	238	238	13	724	-2	-8	732
Russell MS	282	291	284	7	857	1	6	851
MS Alternative	8	12	14		34	5	16	18
<b>Totals</b>	<b>1632</b>	<b>1630</b>	<b>1610</b>	<b>92</b>	<b>4872</b>	<b>-4</b>	<b>12</b>	<b>4860</b>

	9	10	11	12	SpEd	Total	Change	Change	Official 9/08	
					Prgm				Enrollment	
North HS		585	586	616	578	32	2365	-7	-71	2436
South HS		507	518	486	486	21	1997	-18	-78	2075
West HS		525	529	560	463	24	2077	-5	-33	2110
Millard Learning Center		0	0	33	61		94	0	11	83
<b>Totals</b>		<b>1617</b>	<b>1633</b>	<b>1695</b>	<b>1588</b>	<b>77</b>	<b>6533</b>	<b>-30</b>	<b>-171</b>	<b>6704</b>

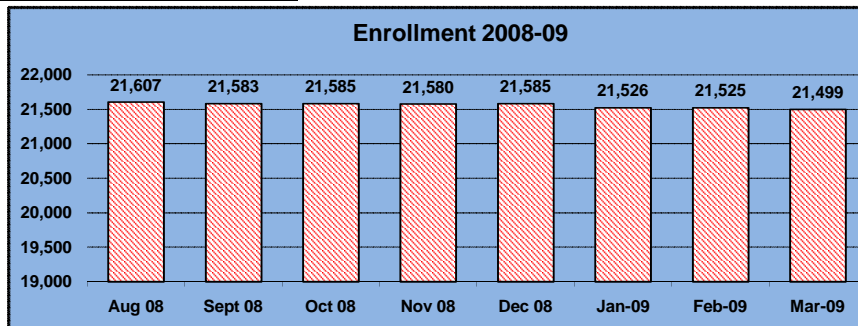
\* High school enrollments reflect early graduates: North - 30, South - 34, West - 51, MLC 32 (TOTAL = 146)

Preschool	
Cody Early Start	13
Norris	18
Sandoz ELL	17
Montessori - Montclair	83
Montessori - Norris	17
Bryan	36
Disney	18
Holling Heights	34
Neidhardt	37
Rockwell	36
<b>Total</b>	<b>309</b>

Preschool SPED	
Cody	68
Disney	29
Hitchcock	30
Montclair	34
Reeder	36
Sandoz	20
Contracted	6
Infants	87
<b>Total</b>	<b>310</b>

Contracted SPED	44	0	-1	45
Young Adult Program	55	0	-2	57
<b>Total District K-12</b>	<b>21499</b>	<b>-10</b>	<b>-84</b>	<b>21583</b>
<b>Total District PreK-12</b>	<b>22118</b>	<b>-26</b>	<b>-11</b>	<b>22129</b>

3/20/2009	
Elementary	9995
Middle Sch	4872
High Sch	6533
Contracted	44
Young Adult	55
<b>Total</b>	<b>21499</b>
10/20/2008	
Elementary	9922
Middle Sch	4868
High Sch	6695
Contracted	45
Young Adult	55
<b>Total</b>	<b>21585</b>
Current Chg	-10
YTD Change	-84



Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 09/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Abbott	21	22	23	23	21	23				232	
	20	21	23	23	20	22					
	20	23	22	23	21	23					
	21										
Total Students	82	66	68	69	62	68	415	1	4	411	415
Total Teachers	4.0	3	3	3	3	3	19.0				19.0
Classroom Avg	21	22.0	22.7	23.0	20.7	22.7	22				22

Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 09/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Ackerman	21	17	20	21	23	24					
	19	19	20	21	25	24					
	21	20	21	22	23	23					
	19	20	21	22	22	23					
	20	20									
Total Students	100	96	82	86	93	94	551	2	1	550	551
Total Teachers	5	5	4	4	4	4	26.0				26.0
Classroom Avg	20.0	19.2	20.5	21.5	23.3	23.5	21				21

Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Aldrich	20	17	23	22	21	23					
	16	17	25	24	21	22					
	20	16	25	23	20	23					
			24		22						
Total Students	56	50	97	69	84	68	424	-1	-5	429	424
Total Teachers	3	3	4	3	4	3	20.00				20
Classroom Avg	18.7	16.7	24.3	23.0	21.0	22.7	21				21

Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Black Elk	21	22	25	22	20	23					
	20	23	25	21	20	23					
	19	22	24	21	20	23					
	21	23	25	21	19	23					
					21						
Total Students	81	90	99	85	100	92	547	0	10	537	547
Total Teachers	4	4	4	4	5	4	25				25
Classroom Avg	20.3	22.5	24.8	21.3	20.0	23.0	22				22

Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Bryan	16	24	19	20	19	21					
	17	24	21	19	19	20					
	17	23	21	20	20	21					
	17										
Total Students	67	71	61	59	58	62	378	-4	-3	381	378
Total Teachers	4	3	3	3	3	3	19				19
Classroom Avg	16.8	23.7	20.3	19.7	19.3	20.7	20				20

Elementary	Classroom Enrollment						SpEd Cluster Prgm						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5					Size W/out SPED
Cather	12	15	15	22	22	23	24	24	23	25	22	23					
	15	16	14				24	24	23	25	24	20					
Total Students	27	31	29	22	22	23	48	48	46	50	46	43	435	-3	5	430	435
Total Teachers	2	2	2	1	1	1	2	2	2	2	2	2	21				21
Classroom Avg	13.5	15.5	14.5	22.0	22.0	23.0	24.0	24.0	23.0	25.0	23.0	21.5	21				21

Elementary	Classroom Enrollment						SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5	Size W/out SPED					
Cody	14	18	19	15	16	13	6					
	17	17	19	15	17	13	7					
							7					
Total Students	31	35	38	30	33	26	20	213	3	3	210	193
Total Teachers	2	2	2	2	2	2	3	15				12
Classroom Avg	15.5	17.5	19.0	15.0	16.5	13.0	6.7	14				16

Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Cottonwood	20	18	19	20	23	25					
	18	20	18	18	21	25					
	20	19	19	19	22						
Total Students	58	57	56	57	66	50	344	2	-2	346	344
Total Teachers	3	3	3	3	3	2	17				17
Classroom Avg	19.3	19.0	18.7	19.0	22.0	25.0	20				20

Elementary	Classroom Enrollment						SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5	Size W/out SPED					
Disney	22	21	16	17	18	17	7					
	24	21	13	16	18	14	6					
			16		17							
Total Students	46	42	45	33	53	31	13	263	0	-1	264	250
Total Teachers	2	2	3	2	3	2	2	16				14
Classroom Avg	23	21	15	17	18	16	7	16				18

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	Class Size W/out SPED
							Cluster Prgm					
Ezra Millard	19	21	20	22	21	22	2				233	
	19	20	21	19	21	19	7					
	21	21	21	22	20	20						
Total Students	59	62	62	63	62	82	9	399	1	8	391	390
Total Teachers	3	3	3	3	3	4	2	21				19
Classroom Avg	19.7	20.7	20.7	21.0	20.7	20.5	5	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	16	22	20	26	23	24					
	16		18								
Total Students	48	44	57	52	47	46	294	5	6	288	294
Total Teachers	3	2	3	2	2	2	14.0				14
Classroom Avg	16.0	22.0	19.0	26.0	23.5	23.0	21				21

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Program					
Hitchcock	24	13	13	25	24	20	9					
		13	16			15	9					
Total Students	24	26	29	25	24	35	18	181	1	6	175	163
Total Teachers	1	2	2	1	1	2	2	11.0				9
Classroom Avg	24.0	13.0	14.5	25.0	24.0	17.5	9.0	16				18

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Program					
Holling Heights	23	22	23	23	21	19	3					
	23	21	22	21	23	19	6					
	22	22	22	23	21	17						
Total Students	68	65	67	67	65	55	9	396	2	8	388	387
Total Teachers	3	3	3	3	3	3	2	20.0				18
Classroom Avg	22.7	21.7	22.3	22.3	21.7	18.3	4.5	20				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	19	21	19	16	17	22	15	23	21					
				18		14	17	24	19					
								23	20					
								24						
								24						
Total Students	37	43	38	51	35	58	48	143	79	532	0	2	530	532
Total Teachers	2	2	2	3	2	3	2	6	4	26				26
Classroom Avg	18.5	21.5	19.0	17.0	17.5	19.3	24.0	23.8	19.8	20				20

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Program					
Morton	22	23	17	19	18	22	7					
	23	22	20	23	19	24	6					
		14	22	24	18	25						
Total Students	45	59	59	66	55	71	13	368	-2	11	357	355
Total Teachers	2	3	3	3	3	3	2.0	19				17.0
Classroom Avg	22.5	19.7	19.7	22.0	18.3	23.7	6.5	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	17	21	21	21	25	22					
	17	21	22	21	24	22					
	17	21	22	21		22					
	17	21	21	22							
Total Students	83	105	108	106	73	87	562	2	13	549	562
Total Teachers	5	5	5	5	3	4	27.0				27.0
Classroom Avg	16.6	21.0	21.6	21.2	24.3	21.8	21				21

	K	1	2	3	4	5	M-K	M1-3	M-4	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	21	15	19	20	17	20	13	18	17					
								20						
Total Students	42	28	39	41	33	41	21	59	33	337	1	-3	340	337
Total Teachers	2	2	2	2	2	2	2	3	2	19.0				19.0
Classroom Avg	21.0	14.0	19.5	20.5	16.5	20.5	10.5	19.7	16.5	18				18

	K	1	2	3	4	5	M-K	M1-3	M-4	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	19	22	23	21	23	22								
	20	14	16	20	23	20								
	20	22	24	21	16									
	20	22	24											
	19													
Total Students	117	102	102	82	85	57	545	1	2	543	545			
Total Teachers	6	5	5	4	4	3	27.0				27.0			
Classroom Avg	19.0	20.0	19.5	20.5	21.3	19.0	20				20			

		SpEd					Total	Current Change	YTD Change	Official 9/08 Enrollment	
K	1	2	3	4	5						
Reeder	20	23	24	26	21	22	7				
	20	23	24	26	21	23	7				
	20	23	23	26	21	14					234
		22									
Total Students	60	91	71	78	63	59	14	436	-1	1	435
Total Teachers	3	4	3	3	3	3	2.0	21.0			19.0
Classroom Avg	20.0	23.0	23.7	26.0	21.0	19.7	7.0	21			22

		SpEd					Total	Current Change	YTD Change	Official 9/08 Enrollment	
K	1	2	3	4	5						
Rockwell	17	16	17	15	16	16	6				
	17	17	17	14	16	17	6				
	18	16	18	15	16		9				
Total Students	52	49	52	44	48	33	21	299	0	4	295
Total Teachers	3.0	3	3	3	3	2	3	20.0			17.0
Classroom Avg	17.3	16.3	17.3	14.7	16.0	16.5	7.0	15			16

		SpEd					Total	Current Change	YTD Change	Official 9/08 Enrollment	
K	1	2	3	4	5						
Rohwer	24	21	19	22	21	20	8				
	23	20	20	22	21	20	7				
	23	20	17	19	21	21					
		19	21	16	21						
Total Students	70	80	77	79	84	61	15	466	0	-5	471
Total Teachers	3	4	4	4	4	3	2	24.0			22
Classroom Avg	23.3	20.0	19.3	19.8	21.0	20.3	8.0	19			21

		SpEd					Total	Current Change	YTD Change	Official 9/08 Enrollment	
K	1	2	3	4	5						
Sandoz	18	19	15	17	22	18					
	17	17	14	18	24	18					
	19	17	18	18	19						
Total Students	54	53	47	53	46	55		308	-4	-4	312
Total Teachers	3	3	3	3	2	3		17			17
Classroom Avg	18.0	17.7	15.7	17.7	23.0	18.3		18			18

		SpEd					Total	Current Change	YTD Change	Official 9/08 Enrollment	
K	1	2	3	4	5						
Upchurch	22	19	25	21	18	26					
	22	18	26	22	19						
	22	20									
	15										
Total Students	81	57	51	43	37	26		295	2	287	287
Total Teachers	4	3	2	2	2	1		14			14
Classroom Avg	20.3	19.0	25.5	21.5	18.5	26.0		21			21

		SpEd					Total	Current Change	YTD Change	Official 9/08 Enrollment	
K	1	2	3	4	5						
Wheeler	21	21	20	19	21	22	12				
	17	19	19	20	21	21	4				
	21	16	22	21	22	23	7				
	21	21	19	19	17	23					
	18	20	20	20							
Total Students	98	97	100	99	81	89	23	587	0	6	581
Total Teachers	5	5	5	5	4	4	3	31			28
Classroom Avg	19.6	19.4	20.0	19.8	20.3	22.3	7.7	19			20

		SpEd					Total	Current Change	YTD Change	Official 9/08 Enrollment	
K	1	2	3	4	5						
Willowdale	17	22	23	21	21	26					
	18	23	24	21	24	26					
	18	23	23	21	23	25					
				21							
Total Students	53	68	70	84	68	77		420	0	3	417
Total Teachers	3	3	3	4	3	3		19.0			19
Classroom Avg	17.7	22.7	23.3	21.0	22.7	25.7		22			22

Elementary Totals		SpEd					Total	Current Change	YTD Change	Official 9/08 Enrollment	
Grade	K	1	2	3	4	5					
Students	1656	1682	1724	1654	1576	1548	155	9995	8	78	9917
Teachers	86.0	81.0	81.0	77.0	74.0	71.0	23.0	508			485.0
Classroom Avg	19.3	20.8	21.3	21.5	21.3	21.8	6.7	19.68			20.289

		SpEd					Total	Current Change	YTD Change	Official 9/08 Enrollment	
6	7	8	9	10	11	12					
Andersen MS	243	274	243				11	760	-1	4	756
Beadle MS	299	303	240				31	842	-2	3	839
Central MS	252	219	255				27	726	-7	-9	735
Kiewit MS	300	293	336				3	929	2	0	929
North MS	248	238	238				13	724	-2	-8	732
Russell MS	282	291	284				7	857	1	6	851
MS Alternative	8	12	14					34	5	16	18
Totals	1632	1630	1610				92	4872	-4	12	4860

		SpEd					Total	Current Change	YTD Change	Official 9/08 Enrollment	
9	10	11	12	Contracted SPED	Young Adult Program						
North HS		585	586	616	578		32	2365	-7	-71	2436
South HS		507	518	486	486		21	1997	-18	-78	2075
West HS		525	529	560	463		24	2077	-5	-33	2110
Millard Learning Center		0	0	33	61			94	0	11	83
Totals		1617	1633	1695	1588		77	6533	-30	-171	6704
								44	0	-1	45
								55	0	-2	57
								<b>21499</b>	<b>-26</b>	<b>-84</b>	<b>21583</b>

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Legislative Update

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:** Legislative Update for the 101st Legislature.

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

### **Calendar**

Senators have now completed 59 days of 90 day session. Hearings are complete and debate on proposed legislation is proceeding all day. The Appropriation Committee budget is due to be released in short order.

### **Stimulus Dollars**

State aid projections indicate that it would take an additional \$290 million over two years to fund the current formula. The current plan is to use \$234 million in stimulus funding to fund TEEOSA for two years. The state will not put any additional dollars into the formula. They are looking at LB 545 to change the formula to meet the proposed budget of \$234 million (a shortfall of \$56 million).

### **Learning Community**

Senator Adams is going to use the Education Committee priority bill LB 392 to bring the changes we requested to the floor. The elements of LB 391 (growth factor, distribution of funds, and hold harmless) will be amended into LB 392 (primary, new school adjustment, delay elementary learning centers) and LB 545.

### **National News**

The House and Senate voted and approved the Administration's budget for FY 2010. A conference committee has to work out a few minor differences in the house and senate versions. Secretary of Education Arne Duncan stated that the Administration's budget request for the Department of Education is \$46.7 billion, which reflects a \$500 million increase from FY2009. The funding is in addition to \$81.8 billion in grants for K-12 programs from the *American Recovery & Reinvestment Act*.

### **Learning Community Bills**

LB 391 (Adams) Change the manner of distribution of tax revenue within learning communities

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB391.pdf>

LB 392 (Adams) Change provisions relating to learning communities

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB392.pdf>

LB 521 (Pankonin) Provide additional tax levy authority for learning communities

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB521.pdf>

LB 597 (Ashford) Change provisions relating to collaborative focus schools and programs and magnet schools

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB597.pdf>

### **ESU Bills**

LB 22 (Friend) Change tax levy authority of educational service units and school districts

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB22.pdf>

LB 281 (Mello) Change educational service unit board membership provisions

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB281.pdf>

LB 521 (Pankonin) Provide additional tax levy authority for learning communities

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB521.pdf>

**Funding Bills**

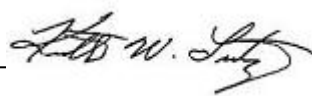
LB 545 (Adams) Change the Tax Equity and Educational Opportunities Support Act

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB545.pdf>

**STRATEGIC PLAN:** Implemented Strategies and Superintendent's Goals

**RESPONSIBLE PERSON:** Angelo Passarelli

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



\_\_\_\_\_



# MILLARD PUBLIC SCHOOLS

## LEGISLATIVE SUMMARY

### 101st Legislature - First Session - 2009



530 South 13th Street, Suite 110  
Lincoln, Nebraska 68508  
Telephone: 402.434.3399  
Fax: 402.434.3390

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB22	Friend	<p>Change tax levy authority of educational service units and school districts</p> <p>NTRC Summary: Change the tax levy authority of School Districts and Educational Service Units, add an additional one and one half cents per hundred dollars of valuation in certain instances.</p>	<p>Education 02/23/09 at 1:30 p.m. Room 1525</p>		Monitor
LB61	Adams	<p>Change certification dates for state aid to schools</p> <p>NCSA Summary: Changes the certification date for state aid notification from February 1st to April 1st for 2009 only. The bill, if passed, would essentially buy the Legislature time to revise the school finance formula prior to April 1, 2009 to help address the state's significant budget shortfall. It was revealed late in 2008 that state aid appropriations would likely be reduced as a part of the Governor's biennium budget proposal. Changes the school finance formula (TEEOSA), but only to the extent that it relieves the Department of Education of the obligation to certify by February 1, 2009.</p>	<p>Education 01/20/09 at 1:30 p.m. Room 1525</p>	<p>Signed by Governor 01/29/09</p>	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	238 POSITION
LB62	Adams	<p>Change enrollment option program provisions</p> <p>Statement of Intent: Allows for option enrollment in the first school year a learning community is in place. Currently, option enrollment ends within a learning community once the learning community is established, but open enrollment is not in effect until the second school year after the learning community is established. Specific procedures for option enrollment within a learning community during the first school year reflect the provisions for open enrollment. The new learning community transportation adjustment would be delayed one year to line up with the current open enrollment provisions, which take effect for the second full school year of a learning community. The Department of Education would also be assigned responsibility for determining the average percentage of students qualifying for free or reduced price lunches in learning communities and member districts.</p>	Education 01/20/09 at 1:30 p.m. Room 1525	Signed by Governor 02/12/09	Support
LB64	Howard	<p>Adopt the Lindsay Ann Burke Act and provide duties for the State Department of Education and school districts with respect to dating violence</p> <p>Requires each school district to establish and publish a policy for responding to incidents of dating violence and for each school district to provide dating violence training to 6th through 12th grade level administrators, teachers, coaches, nurses, and sponsors of student groups. Also requires incorporation of dating violence education into health curriculum for 6th through 12th grade students.</p>	Education 02/03/09 at 1:30 p.m. Room 1525	General File 02/12/09	Oppose
LB67	Friend	<p>Adopt the Elementary and Secondary Education Opportunity Act</p> <p>NCSA Summary: Creates the Elementary and Secondary Education Opportunity Act and creates tax credits for voluntary contributions to certified school tuition organizations for scholarships to private elementary/secondary schools.</p>	Revenue 02/27/09 at 1:30 p.m. Room 1524		Oppose
LB72	Cornett	<p>Provide for management of students' and children's life-threatening allergies</p> <p>The Dept of Education and the Dept of Health and Human Services shall develop policy guidelines for schools and early childhood education programs to manage students with life-threatening allergies, including annual education and training and anaphylaxis education and emergency response training, individualized emergency health care plans, treatment plans and communication strategies.</p>	Education 01/20/09 at 1:30 p.m. Room 1525	General File 02/20/09	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	239 POSITION
LB102	Adams	<p>Provide a definition of high school graduate for postsecondary admission and financial aid purposes</p> <p>NCSA Summary: Provides that, for purposes of applying for and receiving financial aid relating to postsecondary education and admission to postsecondary educational institutions, a student would be deemed a "high school graduate": (1) if the student has obtained an associate of arts degree or an associate of science degree from a community college in Nebraska; and (2) if the student earning such degree has completed, at an accredited high school in Nebraska, a community college in Nebraska, or a combination, the following academic credits: (a) Four units of English; (b) Three units of mathematics; (c) Three units of natural science; and (d) Four units of social science.</p>	Education 01/26/09 at 1:30 p.m. Room 1525	Signed by Governor 03/05/09	Monitor
LB138	Avery	<p>Provide an income tax credit for public school teachers</p> <p>NCSA Summary: Amends the Nebraska Revenue Act and creates an income tax credit for public school teachers. Effective January 1, 2009, each resident individual who is a full-time public school teacher in a K-12 classroom in Nebraska during the taxable year would be allowed a refundable credit against the income tax imposed by the Nebraska Revenue Act equal to \$1,000. Part-time public school teachers in a K-12 classroom in Nebraska during the taxable year would be allowed a refundable credit equal to \$1,000 multiplied by the percentage representing the individual's portion of full-time employment as a public school teacher.</p>	Revenue 02/25/09 at 1:30 p.m. Room 1524	Killed 03/09/09	Monitor
LB144	Avery	<p>Allow accessibility to certain disciplinary records regarding police officers and school district personnel</p> <p>NCSA Summary: LB144 contains two major provisions. First, it provides that any record of disciplinary action in the personnel file that is final and relates to misconduct involving physical or sexual abuse will be regarded a public record if the individual is: a town marshal, a chief of police or a local police officer, a sheriff or a deputy sheriff, a deputy state sheriff, a special deputy sheriff, the Superintendent of Law Enforcement and Public Safety, an officer of the Nebraska State Patrol, a carrier enforcement officer, a Game and Parks Commission conservation officer, or any other person with similar authority to make arrests under authority granted by this state or by any of its political subdivisions. Second, LB144 amends the existing law that states no other person, except school officials while engaged in their professional duties, shall be granted access to personnel files and the contents shall not be divulged in any manner to any unauthorized person. [§ 79-8,109] LB144 provides an exception to the existing law for records in a personnel file regarding disciplinary action taken by the public school district's administration against a teacher, administrator, or full-time employee involving any event, occurrence, or act which was deemed to be in violation of public school district policy or rule or state law.</p>	Judiciary 02/26/09 at 1:30 p.m. Room 1113	Killed 03/03/09	Oppose

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	240 POSITION
LB145	Avery	<p>Prohibit firearms at schools, colleges, and universities as prescribed</p> <p>Changes name of offense of unlawful possession of a firearm on school grounds to “at a school”. Also provides that school shall mean a public, private, denominational, or parochial elementary, vocational, or secondary school, a private postsecondary career school as defined in section 85-1603, a community college, a public or private college, a junior college, a university, or any other educational institution. Uses that definition of school in the exceptions list for where a concealed handgun may be carried.</p> <p>NCSA Summary: Strikes from existing law (§ 28-1204.04) the often-used phrase, “in a school, on school grounds, in a school-owned vehicle, or at a school-sponsored activity or athletic event.” The purpose of this phrase is to offer jurisdiction to the school district in incidents occurring, for instance, on a school bus or at an athletic event at a location other than the school district. The question becomes whether striking this language helps or hurts a school district’s attempt to act in such incidents and occurrences.</p>	Judiciary 03/19/09 at 1:30 p.m. Room 1113	General File 04/06/09	Monitor
LB187	Nebraska Retirement Systems Committee	<p>Change employee deposits under the School Employees Retirement Act</p> <p>NCSA Summary: Provides that, beginning on September 1, 2010, and ending August 31, 2011, the employee contribution rate will be “xxx” percent of compensation. The exact percentage is deliberately left open in the event it is determined that a rate increase becomes necessary due the current economic situation we face. The current employee contribution rate is 7.28% of compensation and the employer rate is 101% of the employee rate. If the bill is not needed this session, it would automatically carryover to the following session (2010).</p>	Nebraska Retirement Systems 03/04/09 at 12:10 pm Room 1525		Monitor
LB205	Nordquist	Require educational and ethics training for board members of certain retirement systems	Nebraska Retirement Systems 02/05/09 at 1:30 p.m. Room 1525	General File 03/17/09	Monitor
LB226	Rogert	<p>Change the age of majority to eighteen years of age for certain purposes</p> <p>Changes the age of majority in the Nebraska from nineteen years of age to eighteen.</p>	Judiciary 03/25/09 at 1:30 p.m. Room 1113		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	241 POSITION
LB228	Rogert	<p>Prohibit school membership in certain activity-regulating organizations</p> <p>NCSA Summary: States that no school offering instruction in grades 9-12 may hold membership in any organization which: Infringes in any manner on the right of a student, with parental consent, to participate in, train for, or compete in any activity, duly sanctioned by the national governing body for that activity, whether sponsored by the school or a nonschool organization; or Imposes any sanction against any student who, with parental consent, participates in, trains for, or competes in any activity, duly sanctioned by the national governing body for that activity, whether sponsored by the school or a nonschool organization.</p>	Education 02/03/09 at 1:30 p.m. Room 1525		Monitor
LB240	Pahls	<p>Require a minimum level of expenditures for direct classroom instruction</p> <p>NCSA Summary: Requires that all public school districts must spend no less than sixty-five percent of its total operating expenditures on direct classroom instruction in any fiscal year.</p>	Education 03/17/09 at 1:30 p.m. Room 1525		Oppose
LB255	Harms	<p>Require lap-shoulder belts in school buses</p> <p>NCSA Summary: Requires that each seat on each school bus manufactured on or after the effective date of the bill and purchased on or after January 1, 2010, by a school board to be operated for the transportation of public school children in Nebraska must be equipped with lap-shoulder belts sufficient to allow each passenger who is being transported to use a separate belt. The belts must meet the standards under federal law (49 C.F.R. 571.208). School districts would be required to provide instruction in proper use of lap belts, shoulder belts, or lap-shoulder belts. Each passenger on a school bus that is equipped with lap belts, shoulder belts, or lap-shoulder belts must be transported only in a designated seating position and must wear such a belt, properly adjusted and fastened, at all times while the bus is in operation.</p>	Transportation and Telecommunications 02/17/09 at 1:30 p.m. Room 1113		Monitor
LB281	Mello	<p>Change educational service unit board membership provisions</p> <p>NCSA Summary: The narrowly defined provisions of LB 281 would appear to allow Bellevue Public Schools to terminate its existing association with ESU #3 in Omaha and join ESU #19 (OPS), through modification of election law and ESU reorganization laws. While the bill permits other member schools within the learning community to take similar action, Bellevue Public Schools is the only learning community school known to have a desire to attach to a different ESU.</p>	Education 02/03/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	242 POSITION
LB361	Avery  GOVERNMENT MILITARY AND VETERAN AFFAIRS COMMITTEE PRIORITY BILL 2009	<p>Change roll call provisions under the Open Meetings Act</p> <p>Committee Statement: Allows entities created under the Interlocal Cooperation Act, the Joint Public Agency Act and the Municipal Cooperative Financing Act to utilize an electronic voting device to record roll call or viva voce votes of the governing body of such entities. Currently, only municipalities are authorized to utilize an electronic voting device. Explanation of amendments: The committee amendment makes several changes to the bill. The first change adds counties to the list of entities who are allowed to utilize electronic voting devices to satisfy the requirements of a roll call or viva voce vote. The committee amendment also adds the provisions of two bills: LB 465 and LB 639. The provisions of LB 465 add educational service units to the list of public entities which are allowed to hold public meetings by videoconferencing and telephone conference. The provisions of LB 639 allow a governing body of a risk management pool and the advisory committees of the governing body to hold more than half of their meetings by telephone conference if the governing body's quarterly meetings are held in person. Under current law, no more than one-half of the meetings in a calendar year held by governing body of a risk management pool or its advisory committees may be held by telephone conference call.</p> <p>(LB361-Change roll call provisions under the Open Meetings Act) (LB465- Provide for videoconferencing and telephone conferences for educational service unit board meetings) (LB639- Change provisions relating to telephone conferencing for public meetings)</p>	Government, Military and Veterans Affairs 02/19/09 at 1:30 p.m. Room 1507	Advanced for Engrossment 04/06/09  LB465 and LB639 amended into LB361.	Monitor
LB364	Pankonin	<p>Permit school districts to exceed expenditure limits for costs relating to voluntary termination agreements</p> <p>NCSA Summary: LB364 attempts to address a long-standing issue relevant to harmony between levy and expenditure lid exclusions for school districts as it pertains to voluntary termination of employment (early retirement programs). Current law [§ 77-3442(2)(d)] excludes from the levy limitations amounts levied to pay for sums agreed to be paid by a school district to certificated employees in exchange for a voluntary termination of employment. This has been the law since the passage of the levy limitations under LB1114 (1996). LB364 provides a corresponding expenditure lid exception so that a school district may exceed its budget of expenditures by a specific dollar amount for sums agreed to be paid to certificated employees in exchange for a voluntary termination occurring prior to July 1, 2009. The lid exception would apply to school fiscal years 2009-10 and beyond.</p>	Education 02/10/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	243 POSITION
LB377	Pankonin	<p>Adopt the Nebraska Governmental Unit Credit Facility Act</p> <p>Finds that it is currently challenging for many governmental units to sell bonds or obtain credit at reasonable interest rates; declares an emergency; provides that any governmental unit in the Nebraska may obtain credit support for its bonds by entering into or obtaining a credit facility for any of its bonds from any United States governmental enterprise or from any bank providing a credit facility which is confirmed or otherwise supported by a credit facility provided by a United States governmental enterprise.</p>	Banking, Commerce and Insurance 02/02/09 at 1:30 p.m. Room 1507	Passed 04/03/09	Monitor
LB385	Pahls  PAHLS PRIORITY BILL 2009	<p>Terminate sales tax provisions</p> <p>The schedule of sunsets in the bill is as follows: 1. Sales tax exemptions listed in sections of law that were enacted or last amended prior to 2005 sunset July 1, 2011; 2. Sales tax exemptions listed in sections of law that were enacted or last amended since January 1, 2005 sunset July 1, 2012; 3. Sales tax exemptions on rebates on motor vehicles and motorboats and the sales tax on services sunset on July 1, 2013. 4. The authorization for cities or counties to enact a local sales tax on top of the state sales tax sunsets on July 1, 2014.; 5. Sales tax obligations on the storage, use, lease, and rental fees sunsets on July 1, 2015; 6. The state sales tax sunsets on July 1, 2016.</p> <p>NCCI Summary: Sunsets exemptions over three years, then sunset the sales tax itself over two years. If Nebraska eliminated all its sales tax exemptions, thus requiring sales tax be paid on all products, the state would raise another \$3 billion a year in tax revenue, according to the bills' sponsor. Some products that would lose their, tax-exempt status under the bills include: garage sales; newspapers; fuel for aircraft and cars; food; the sale, lease, rental of manufacturing machinery; railroad rolling stock; prepaid telephone service; semen and insemination services in ranching and farming; seeds and plants when used for human consumption; agricultural chemicals; parent-booster clubs, lottery tickets; fine art purchased by a museum; medicine and medical supplies and government purchases. The additional revenue would be enough money to eliminate the property tax; end the corporate income tax; end fees and taxes on motor vehicles; and lower the state sales tax rate from 5.5 percent to 4.73 percent, according to Senator Pahls.</p> <p>See LB386 and LB583.</p>	Revenue 03/20/09 at 1:30 p.m. Room 1524	Killed 04/06/09	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	244 POSITION
LB386	Pahls	<p>Change and suspend sales tax exemptions, change collection fees, change tax rates, state intent relating to property tax relief</p> <p>Provides for a suspension between January 1, 2010 and January 1, 2015 of motor vehicle fees and taxes as found in 60-3,110 to 60-3,112 and 60-3,143 to 60-3,155 and 60-3,184 to 60,3190. Lowers the state sales tax rate under section 77-2703 from 5.5% to 4.73% beginning July 1, 2010 and then raises it back to 5.5% on July 1, 2015. Provides for the suspension of the sales tax exemptions found in section 77-2704 between January 1, 2010 to January 1, 2015. Changes the amount that collectors of the use tax can keep as a reimbursement for collecting the tax from 2.5% of the first \$3000 collected to 5% of the first \$1500 collected. Provides for the corporate tax rate as found in section 77-2734 to be zero for the tax years starting January 1, 2009 through the tax year starting January 1, 2014. The rate goes back to the current rate on January, 1 2015. Provides that the intent of the legislature is to fund the Property Tax Credit Act in 77-4212 at a level that will reduce property taxes to zero starting in 2010 through 2015.</p> <p>See LB385 and LB583.</p>	Revenue 03/20/09 at 1:30 p.m. Room 1524	Killed 04/02/09	Monitor



BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	245 POSITION
LB387	Gay	<p>Eliminate certain taxing authority of learning communities and change state aid calculations</p> <p>NCSA Summary: In 2006 the Legislature passed LB1024 to create the Learning Community Reorganization Act and to establish a common levy for member school districts belonging to a learning community distributed by the learning community coordinating council. The current law provides that a learning community may levy a maximum levy for the general fund budgets of member school districts of 95¢. A learning community may levy a maximum levy of 2¢ for special building funds for member school districts. A learning communities may levy a maximum of 5¢ for elementary learning center facilities and for up to 50% of the estimated cost for capital projects approved by the learning community coordinating council. School districts that are members of learning communities may levy for purposes of the districts' general fund budget and special building funds a maximum combined levy of the difference of \$1.05 minus the learning community levies. LB387 appears to reverse the direction of LB1024 (2006) to the extent that the common levy provisions are eliminated. Each school district within a learning community would be allowed to individually levy a maximum of \$1.05 (the same as all other school districts in Nebraska). A learning community would still be allowed to levy a maximum of 5¢ for elementary learning center facilities and for up to 50% of the estimated cost for capital projects approved by the learning community coordinating council. The bill amends the school finance formula (TEEOSA) and the duties and powers of the learning community coordinating council to harmonize with the changes in the levy provisions.</p>	Education 02/23/09 at 1:30 p.m. Room 1525	Killed 02/27/09	Support
LB391	Adams	<p>Change the manner of distribution of tax revenue within learning communities</p> <p>Provide that County Treasurer shall distribute any funds collected from the common general fund levy and the common building fund levy to each member school district at least once each month and not to the Learning Community Coordinating Council. Provide that the growth factor shall equal 100% plus one-half of the allowable growth rate for each year beginning with the first school fiscal year for which the learning community levies a common general fund property tax for school districts and ending with the school fiscal year for which the distribution is being made. Extend (hold harmless) the phase-in provision from three years to five years.</p>	Education 02/23/09 at 1:30 p.m. Room 1525		Support

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	246 POSITION
LB392	Adams  EDUCATION COMMITTEE PRIORITY BILL 2009	Change provisions relating to learning communities  NCSA Summary: Changes the election method as follows. Each voter would be allowed to cast votes for one candidate at both the primary and general elections to represent the election district in which the voter resides. The four candidates receiving the most votes at the primary election in each election district would advance to the general election. The two candidates receiving the most votes in each election district at the general election would be elected. The original learning community law did not provide for election at the primary election stage. Provides that the application form for new school adjustments for new focus schools and new focus programs would require evidence (i) supporting an estimate of the expected average yearly enrollment in the focus school or focus program for the first two years of the new focus school or focus program and (ii) that the school fiscal year for which the district would receive the first-year adjustment will be the first full school fiscal year for which students will attend such focus school or focus program. Changes the timeline for establishing elementary learning centers. Provides that each achievement subcouncil will consist of the three voting coordinating council members representing the election district plus any nonvoting coordinating council members choosing to participate who represent a school district that has territory within the election district. The voting coordinating council members would also be the voting members on the achievement subcouncil. The duties of the achievement subcouncils would remain essentially the same.	Education 02/24/09 at 1:30 p.m. Room 1525		Support
LB393	Adams	Change agenda provisions for meetings of the Educational Service Unit Coordinating Council  NCSA Summary: In 2007 the Legislature passed LB603 to create the Educational Service Unit Coordinating Council (ESUCC), which became operative on July 1, 2008. The council is composed of one administrator from each ESU. LB393 makes several changes to the activities of the ESUCC as follows. The bill clarifies that the council must provide each ESU administrator with notice of council meetings, including an agenda. Each ESU administrator is responsible for sharing the agenda with the ESU board he/she represents and for receiving input from his/her board prior to the council meeting. The bill changes the Open Meetings Act relating to meetings of the ESUCC and provides that notice of meetings of the council must be transmitted to all ESU administrators at least thirty days before the scheduled commencement of the meeting except in the case of emergency meetings.	Education 02/03/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	247 POSITION
LB418	Price	<p>Require valuation changes by the Tax Equalization and Review Commission among counties which have learning communities</p> <p>Require valuation changes by TERC so that the level of value in all counties which have a school district that is a member of the learning community are at the same percentage in the acceptable range.</p>	Revenue 03/26/09 at 1:30 p.m. Room 1524		Monitor
LB448	Campbell	<p>Require an influenza vaccination pilot program</p> <p>Establishes the two year "School-Based Influenza Vaccination Pilot Project" to afford influenza vaccinations for all children six months to eighteen years. The pilot shall be established in school districts on a voluntary basis. The vaccinations shall be administered with the consent of participating students' parents and guardians. Pilot Project to begin in the 2009-2010 school year with evaluation report prepared by Health and Human Services by October 31, 2011.</p>	Health and Human Services 02/06/09 at 1:30 p.m. Room 1510		Monitor
LB449	Campbell  LOUDEN PRIORITY BILL 2009	<p>Change disability retirement allowance provisions of the School Employees Retirement Act</p> <p>NCSA Summary: Amends a long-standing provision under the School Employees Retirement System relevant to disability and restoration of active service. Adds another provision stating that (i) if a disability beneficiary under the age of 65 years is restored to active service as a school employee AND (ii) the examining physician certifies that the beneficiary has a permanent disability, then the beneficiary would retain his/her disability retirement allowance IF the beneficiary's monthly income does not exceed the applicable "Substantial Gainful Activity" (SGA) amount determined annually by the Social Security Administration for blind and non-blind individuals. NOTE: A person who is earning more than a certain monthly amount (net of impairment-related work expenses) is ordinarily considered to be engaging in SGA. The amount of monthly earnings considered as SGA depends on the nature of a person's disability. The Social Security Act specifies a higher SGA amount for statutorily blind individuals; Federal regulations specify a lower SGA amount for non-blind individuals. Both SGA amounts increase with increases in the national average wage index.</p>	Nebraska Retirement Systems 03/04/09 at 12:10 pm Room 1525	Select File 04/01/09	Monitor
LB461	Adams	<p>Change provisions relating to the Commissioner of Education and the State Board of Education</p> <p>Strikes the provision that states the Commissioner of Education must decide disputed points of school law, which decisions must have the force of law until changed by the courts. Adds a provision that the Commissioner has the authority to faithfully execute the policies and directives of the State Board of Education. States that the Commissioner of Education shall not be a member of the State Board of Education. Requires all meetings of the Board to be in compliance with the Open Meetings Act.</p>	Education 03/10/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	248 POSITION
LB464	Gay  SPEAKER PRIORITY BILL 2009	Require certain booster immunizations for students entering seventh grade  NCSA Summary: Currently, each school district and private school must require each student to be protected against measles, mumps, rubella, poliomyelitis, diphtheria, pertussis, and tetanus by immunization prior to enrollment. Provides that, beginning July 1, 2010, every student entering the 7th grade must have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine, which meets the standards approved by the U.S. Public Health Service for such biological products. Existing law provides that the cost of immunization is paid by the parent or guardian of the student who is immunized OR by the Department of Health and Human Services for those students whose parent or guardian is financially unable to meet the cost. This provision remains unchanged under LB 464.	Education 02/02/09 at 1:30 p.m. Room 1525	Advanced for Engrossment 04/06/09	Monitor
LB465	Christensen	Provide for videoconferencing and telephone conferences for educational service unit board meetings  NCSA Summary: Amends the Educational Service Units Act and the Open Meetings Act to permit an ESU board to conduct a meeting by videoconferencing or telephone conference. In keeping with existing law, at least one member of the ESU board must be present at each site of the telephone conference call identified in the public notice for the meeting.  (LB361-Change roll call provisions under the Open Meetings Act) (LB465- Provide for videoconferencing and telephone conferences for educational service unit board meetings) (LB639- Change provisions relating to telephone conferencing for public meetings)	Government, Military and Veterans Affairs 02/19/09 at 1:30 p.m. Room 1507	LB465 and LB639 amended into LB361.	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	249 POSITION
LB473	Louden	<p>Adopt the Nebraska Elementary Attendance Region Act</p> <p>NCSA Summary: Creates the Nebraska Elementary Attendance Region (NEAR) Act and permits certain school districts to create elementary attendance regions. Elementary attendance regions are community-governed elementary sites established by residents of a single Class II, III or IV K- 12 district with the primary purpose of assuring community educational governance in sparsely populated areas of the state. Certain criteria would have to be met to authorize the creation of such a region. Establishes criteria for creating a NEAR either through school board approval after submission of a proposal or through a petition process by a group of residents within the proposed region. A NEAR operating council, consisting of three to five residents of the region, will make recommendations to the K-12 board regarding operations of the school. All annual operational and maintenance costs are the responsibility of the K-12 district. The school district may provide a facility or impose a levy on the residents of the K-12 school district of one cent per \$100 valuation not to exceed \$50,000 for five years for construction, purchase, renovation or lease of a facility. If the facility for a NEAR is not provided by the K-12 board, the NEAR Operating Council may levy a tax on the property within the elementary region, not to exceed five and one fifths cents per \$100 of valuation not to exceed \$50,000 in total over five years.</p>	Education 03/09/09 at 1:30 p.m. Room 1525		Monitor
LB476	Stuthman  STUTHMAN PRIORITY BILL 2009	<p>Adopt the Center for Student Leadership and Extended Learning Act</p> <p>NCSA Summary: Creates the Center for Student Leadership and Extended Learning Act, a career education program to be administered by the Nebraska Department of Education (NDE). The idea behind the bill is to provide opportunities to educate young people with leadership and employability skills to: a. meet the needs of business and industry and remain economically viable, b. educate and nurture future entrepreneurs for successful business ventures to diversify and strengthen our economic base, c. foster rewarding personal development experiences that involve students in their communities and encourage them to return to their community after completing postsecondary education, and d. invest in and support the leadership development of our future state and community civic leaders.</p>	Education 03/10/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	250 POSITION
LB479	Rogert	Change enrollment provisions relating to early childhood education  NCSA Summary: In 2008, LB 1153 (§ 2) was passed into law and included a provision stating that, for 2008-09 only, early childhood education programs established by school districts or ESUs that are not receiving a grant through the early childhood education grant program may serve children who meet the age requirements to attend kindergarten, but are not of mandatory attendance age. Changes this provision to state that any early childhood education program established by a school board or an ESU that is not receiving an early childhood grant or funding through the TEEOSA may enroll children: who meet the age requirements to be enrolled in kindergarten, who have not previously been enrolled in an early childhood education program, who are not then enrolled in kindergarten, and who are not of mandatory attendance age.	Education 02/02/09 at 1:30 p.m. Room 1525	Killed 02/20/09	Monitor
LB480	Dierks	Change budget limit and tax levy limitation provisions  Provides that budget limitations shall not apply to restricted funds budgeted to pay for any drug prevention or drug enforcement costs in excess of the amount budgeted for such costs for FY2008-09. Property tax levies for capital improvements are not included in the levy limits.	Revenue 02/19/09 at 1:30 p.m. Room 1524		Monitor
LB486	Karpisek	Require certain governmental entities to identify themselves as such in their official name  When engaging in an activity in competition with a private enterprise for a special benefit or profit or in any other proprietary activity, the state and each political subdivision and any entity created pursuant to the Interlocal Cooperation Act or Joint Public Agency Act shall include as part of its official name the words political subdivision, a government entity, or other similar words that identify it as a unit of government.	Government, Military and Veterans Affairs 03/05/09 at 1:30 p.m. Room 1507		Monitor
LB521	Pankonin	Provide additional tax levy authority for learning communities  NCSA Summary: Provides that a quarter of one cent may be levied and used for learning community general fund purposes with the approval of the learning community coordinating council. Changes the calculation of adjusted valuation for ESUs such that the adjusted valuation for member districts of a learning community is reduced by 10% rather than 50% for purposes of calculating aid to applicable ESUs. The adjusted valuation for each learning community would equal 10%, rather than 50%, of the total adjusted valuation of the member school districts. Changes the calculation of adjusted students for each ESU for purposes of calculating ESU state aid. Changes the percentages relevant to the learning community and learning community schools from 50% to 10%.	Revenue 03/26/09 at 1:30 p.m. Room 1524		Support

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	251 POSITION
LB534	Price	<p>Change provisions relating to learning community diversity plans</p> <p>NCSA Summary: Provides that any school district in the learning community that has attendance areas within the district may assign open enrollment students to a building, or choice of buildings, that is consistent with district policy for assigning resident students or option enrollment students. Districts within a learning community that use their attendance areas for the purpose of assigning open enrollment students must maintain records with supporting data showing the efforts made to provide improvement in socioeconomic diversity of enrollment within the buildings in the district. These records and supporting data must be made available to the learning community coordinating council upon request within forty-five days.</p>	Education 02/24/09 at 1:30 p.m. Room 1525	Killed 02/27/09	Monitor
LB538	Giese	<p>Exempt government employee retirement benefits from income tax</p> <p>Statement of Intent: Provides that up to \$75,000 of the federal adjusted gross pension income for all retirees from all state operated public employee retirement systems, the U.S. Civil Service Retirement System, the U.S. Military Retirement System, and individuals receiving Social Security benefits would be excluded from paying state income tax, with the exemption phased in over five years. The applicable retirement systems which would receive this benefit are the School Employees Retirement System, the Omaha School Employees Retirement System, the County Employees Retirement System, the Judges Retirement System, the Nebraska State Patrol Retirement System, the State Employees Retirement System, the U.S. Civil Service Retirement System, and the U.S. Military Employees Retirement System. Under the bill, taxpayers filing a single return in 2008 would be able to exclude up to \$15,000 in retirement income. If both spouses receive qualifying retirement income, the exclusion would be \$30,000. The exclusion would be phased in over a five-year period, increasing the excluded amount by 20% of the final cap each year until the \$75,000 maximum exclusion for single taxpayers is reached in 2013.</p>	Revenue 02/04/09 at 1:30 p.m. Room 1524	Killed 03/09/09	Monitor
LB545	Adams  ADAMS PRIORITY BILL 2009	<p>Change the Tax Equity and Educational Opportunities Support Act</p> <p>NCSA Summary: Reduces state aid to school districts by lowering the base limitation rate from 2.5% to 1% for 2009-10 and 2010-11, continuing to subtract \$20 million from allocated income tax funds (rebate) for 2009-10 and 2010-11, modifying the averaging adjustment, and extending the transitional multiplier for the teacher education adjustment.</p>	Education 02/09/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	252 POSITION
LB546	Adams	<p>Change school organization provisions</p> <p>NCSA Summary: LB 546 attempts to breathe some life into the school district reorganization incentive program. It opens a new window for schools to apply for incentive payments through consolidation from May 31, 2009 to June 1, 2011. The bill changes the allocation of the Education Innovation Fund (state lottery proceeds). Currently, the first \$750,000 of available funds is transferred to the Attracting Excellence to Teaching Program Cash Fund and the amount remaining in the Education Innovation Fund is allocated for distance education equipment and incentives. LB 546 would change the distribution for 2009-10 only. First, the bill states that any amounts transferred to the Education Innovation Fund from the School District Reorganization Fund must be returned to the School District Reorganization Fund. There could be as much as \$200,000 that would be transferred to the Reorganization Fund through this provision although it is not known as yet whether any funds would be transferred. This provision represents a cautionary clause in the event such funds exist and are available to be transferred. After such transfer is made, if at all, the next \$1 million would be transferred to the Attracting Excellence to Teaching Program Cash Fund and the amount remaining in the Education Innovation Fund would be allocated for distance education equipment and incentives.</p>	Education 03/09/09 at 1:30 p.m. Room 1525		Monitor
LB547	Adams  HAAR PRIORITY BILL 2009	<p>Change the Attracting Excellence to Teaching Program Act</p> <p>Statement of Intent: Modifies the Attracting Excellence to Teaching Program by allowing certificated teachers employed by accredited or approved schools access to the forgivable loan program and by restricting the program for students working toward their initial certification to students majoring in a shortage area. Participating certificated teachers would be required to major in a shortage area, a subject area in which they already have a secular teaching endorsement, or in a secular teaching area approved by their superintendent or head administrator. The maximum loans would also be increased from \$2,500 to \$3,000 per year and new participants would have to work as a teacher in Nebraska for two years following graduation before forgiveness would begin. The existing one million dollars annual allocation of lottery funding would be divided with up to \$300,000 for students working toward their initial certification and the remainder (\$700,000) for certificated teachers.</p>	Education 02/02/09 at 1:30 p.m. Room 1525	Advanced for Engrossment 04/06/09	Monitor



BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	253 POSITION
LB548	Adams  SPEAKER PRIORITY BILL 2009	Change provisions relating to student files and the State Board of Education  NCSA Summary: Current law requires that a copy of a public or private school's files or records concerning a student must be provided at no charge, upon request, to any public or private school to which the student transfers. This bill specifies that such files and records may include academic and any disciplinary material. This bill also changes the powers and duties of the State Board of Education. Existing law requires the board to adopt and promulgate rules and regulations containing reasonable standards governing: The general design, equipment, color, operation, and maintenance of any vehicle with a manufacturer's rated seating capacity of eleven or more passengers used for the transportation of school children; and the equipment, operation, and maintenance of any vehicle with a capacity of ten or less passengers used for the transportation of school students, when such vehicles are owned, operated, or owned and operated by any school district or privately owned or operated under contract with any school district in this state. First, this bill clarifies that the above provisions apply to both public and private school students. Second, this bill stipulates that the transportation provisions do not apply to home school students.	Education 03/10/09 at 1:30 p.m. Room 1525	Signed by Governor 03/26/09	Monitor
LB549	Adams  EDUCATION COMMITTEE PRIORITY BILL 2009	Change provisions relating to schools  NCSA Summary: represents the technical cleanup bill offered on behalf of the Department of Education (NDE).	Education 03/10/09 at 1:30 p.m. Room 1525	Select File 04/06/09	Monitor
LB558	Nantkes	Require use of funds from the temporary school fund for enhancing salaries of certificated teachers  NCSA Summary: Dedicates funding for teacher salary enhancement. It requires each school district to expend funds received from the temporary school fund only for enhancement of the salaries of certificated teachers under contract with the district. The salary enhancement funds must be paid to certificated teachers in addition to the compensation agreed upon between the teachers and the district in the employment contract. NOTE: The temporary school fund is the holding fund to which the interest, dividends, and any other income from the permanent school fund, the net income from the school lands, and the money from all other sources required or provided by law are credited.	Education 02/02/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	254 POSITION
LB578	Fulton	<p>State intent relating to the state aid distribution to schools</p> <p>NCSA Summary: Provides both intent language and requirements upon school districts to annually expend on teachers' salaries and benefits a percentage of its annual state aid distribution under TEEOSA (presumably equalization aid), which is equivalent to the percentage of the school district's annual budget for such salaries and benefits.</p>	Education 02/09/09 at 1:30 p.m. Room 1525	Killed 02/20/09	Oppose
LB583	Dierks	<p>Change sales, property, and income tax provisions and education funding</p> <p>Changes the sales tax rate to an unspecified percent beginning January 1, 2010. Provides that all services, except medical services, shall be subject to the sales tax. Provides for collection of sales tax on food, except food purchased with food coupons issued by the USDA. Provides for a food sales tax credit for qualified resident individuals. Strikes the maximum levy for school districts and learning communities but does not yet specify the replacement levy per one hundred dollars of taxable valuation. Removes language authorizing community college levies. Generally provides that the compensation of school district and learning community employees and their employer retirement contributions are the responsibility of the State through the General Fund. Provides that funding of community college areas shall be a state responsibility through the General Fund. Creates Property Tax Relief and Reorganization Fund to provide property tax relief, but does not appear to establish a funding mechanism for the fund.</p> <p>See LB385 and LB386.</p>	Revenue 02/11/09 at 1:30 p.m. Room 1524		Monitor
LB597	Ashford	<p>Change provisions relating to collaborative focus schools and programs and magnet schools</p> <p>NCSA Summary: Provides that if multiple member districts collaborate on a focus program, focus school, or magnet school, such districts must either: establish an interlocal agreement by which the collaborative effort is designed and governed and which determines how legal, financial, and academic responsibility will be shared; or one member school district must be designated as the primary school district and must maintain legal, financial, and academic responsibility for the focus program, focus school, or magnet school.</p>	Education 02/24/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	255 POSITION
LB612	Avery	<p>Prohibit school districts from making contributions or reimbursements relating to retirement benefits</p> <p>NCSA Summary: amends both the School Employees Retirement System and the Class V School Employees Retirement System (OPS). The measure is aimed at school administrator contracts that provide for the school district to pay, on the employee's behalf, both the employee and employer share of the respective retirement plans or reimburse the employee for the employee's share to the retirement plan. The bill appears to prohibit such contractual provisions unless the school district provides the same benefit to all school employees of the district.</p>	Nebraska Retirement Systems 02/18/09 at 12:10 pm Room 1525		Monitor
LB665	Janssen	<p>Adopt the Teacher Shortage Loan Repayment Act</p> <p>Statement of Intent: Adopts the Teacher Shortage Loan Repayment Act. This proposal would permit students at Nebraska's public and private universities and colleges to participate in a loan forgiveness plan if they agree to teach in a shortage area school district for a certain period of time. The program would be administered by the Coordinating Commission for Postsecondary Education (CCPE). It would have a limited appropriation and the CCPE would be required to report the results of the program to the Legislature and Governor to evaluate its performance.</p>	Education 02/02/09 at 1:30 p.m. Room 1525		Monitor
LB678	Haar	<p>Change provisions relating to minutes of public meetings</p> <p>NARD Summary: The bill allows minutes of meetings subject to the Open Meetings Act to be written or in an electronic recording, including audio or video recording of the meeting.</p>	Government, Military and Veterans Affairs 02/19/09 at 1:30 p.m. Room 1507		Monitor

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Quarterly Summer Projects Report (Not Bond Issue Related)

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Quarterly Summer Projects Report – A report of the on-going progress on summer construction projects (other than bond issue projects) in the District.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** n/a

**OPTIONS AND ALTERNATIVES:** n/a

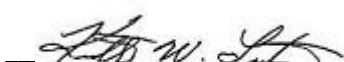
**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** n/a

**RESPONSIBLE PERSON:** Ed Rockwell (Gen. Mgr. for Support Services) and Ken Fossen (Assoc. Supt. Gen. Admin.)

**SUPERINTENDENT'S APPROVAL:** 

# Construction Report to the Board of Education

Board meeting date: April 13, 2009

For quarter ending: March 31, 2009

Location: **Bryan Elementary**  
 Project Title: **Paving Improvements**  
 Architect / Engineer: **Lamp-Rynearson**  
 Contractor: **U.S. Asphalt**

Project Manager: **Ed Rockwell**  
 Bid Award: **\$ 375,594**  
 Change Orders: **\$ 00,000 (0.0%)**  
 Amended Contract: **\$ 000,000**

Description of work:

All existing asphalt paving and significant areas of concrete sidewalk are being replaced with new concrete paving and sidewalks. Beyond replacement due to condition, the two main goals of the project are to significantly improve traffic flow and staging capacity, and to reduce ponding by improving water drainage.

Status of progress:

Project has been awarded to contractor. Preparations are underway for a June 4<sup>th</sup> start.

Change Order information:



Location: **Harvey Oaks Elementary**  
Project Title: **Intercom System Replacement**  
Architect / Engineer: **Morrissey Engineering**  
Contractor: **Electronic Sound**

Project Manager: **Kim Thompson<sup>258</sup>**  
Bid Award: **\$ 17,460**  
Change Orders: **\$ 0,000 (0.00%)**  
Amended Contract: **\$ 00,000**

Description of work:

**The main intercom head-end system and all classroom components are being replaced and upgraded to current standards.**

Status of progress:

**Project has been awarded to contractor. Preparations are underway for a June 4<sup>th</sup> start.**

Change Order information:



Location: **Rockwell Elementary**  
Project Title: **Intercom System Replacement**  
Architect / Engineer: **Morrissey Engineering**  
Contractor: **Electronic Sound**

Project Manager: **Kim Thompson<sup>259</sup>**  
Bid Award: **\$ 26,680**  
Change Orders: **\$ 0,000 (0.00%)**  
Amended Contract: **\$ 00,000**

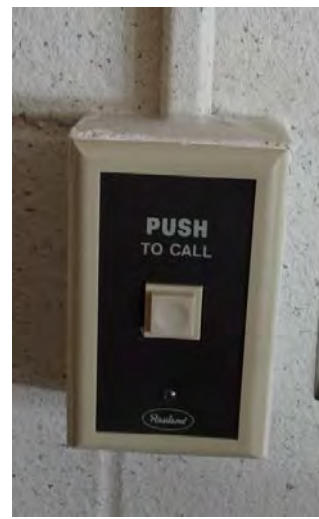
Description of work:

**The main intercom head-end system and all classroom components are being replaced and upgraded to current standards.**

Status of progress:

**Project has been awarded to contractor. Preparations are underway for a June 4<sup>th</sup> start.**

Change Order information:



*Location:* **Harvey Oaks Elementary**  
*Project Title:* **Wash Fountain Replacements**  
*Architect / Engineer:* **Morrissey Engineering**  
*Contractor:* **J & R Mechanical**

*Project Manager:* **Kim Thompson<sup>260</sup>**  
*Bid Award* **\$ 21,710**  
*Change Orders:* **\$ 0,000 (0.0%)**  
*Amended Contract:* **\$ 00,000**

Description of work:

**The existing wash fountains in the two main student restroom areas are original to the building and are being replaced to current standards.**

Status of progress:

**Project has been awarded to contractor. Preparations are underway for a June 4<sup>th</sup> start.**

Change Order information:





*Location:* **Central Middle**  
*Project Title:* **Media Center Carpet Replacement**  
*Architect / Engineer:* **Bahr-Vermeer-Haecker**  
*Contractor:* **Midwest Floor Covering**

*Project Manager:* **Kim Thompson<sup>261</sup>**  
*Bid Award:* **\$ 20,982**  
*Change Orders:* **\$ 0,000 (0.0%)**  
*Amended Contract:* **\$ 00,000**

*Description of work:*

**All carpeting in the Media Center and the adjacent Computer Lab is being replaced with materials and methods meeting current standards.**

*Status of progress:*

**Project has been awarded to contractor. Preparations are underway for a June 4<sup>th</sup> start.**

*Change Order information:*



Location: **Cather, Cody, Norris**  
Project Title: **Weatherproofing Improvements**  
Architect / Engineer: **None**  
Contractor: **McGill Restoration**

Project Manager: **MPS Maintenance**  
Contract Amount: **\$ 127,000**  
Change Orders: **\$ 00,000 (0.0%)**  
Amended Contract: **\$ 000,000**

Description of work:

Each year a group of 3 to 5 buildings is identified to receive a scope of work that typically includes replacement of damaged brick, brick mortar tuck pointing, brick sealing, removal and replacement of exterior caulking, flashing repairs, etc.

Status of progress:

Project has been awarded to contractor. Preparations are underway for a June 4<sup>th</sup> start.

Change Order information:



*Cather*



*Cather*



*Cody*



*Norris*

*Location:* **Montclair, Sandoz, North Middle**  
*Project Title:* **Metal Door & Frame Replacements**  
*Architect / Engineer:* **TSA**  
*Contractor:* **McGinnis Construction**

*Project Manager:* **Kim Thompson<sup>263</sup>**  
*Bid Award:* **\$ 32,820**  
*Change Orders:* **\$ 0,000 (0.0%)**  
*Amended Contract:* **\$ 00,000**

Description of work:

**In multiple locations at the 3 buildings, exterior and vestibule metal door frames, metal doors and door hardware are being replaced due to age and deterioration.**

Status of progress:

**Project has been awarded to contractor. Preparations are underway for a June 4<sup>th</sup> start.**

Change Order information:



*Montclair*



*Sandoz*



*North Middle*



*North Middle*

Location: **Cather Elementary**  
Project Title: **Carpet Replacement**  
Architect / Engineer: **BCDM Architects**  
Contractor: **Floors, Inc.**

Project Manager: **Kim Thompson<sup>264</sup>**  
Contract Amount: **\$ 90,115**  
Change Orders: **\$ 00,000 (0.0%)**  
Amended Contract: **\$ 00,000**

Description of work:

All carpeting and select areas of tile flooring are being replaced and upgraded to current standards.

Status of progress:

Project has been awarded to contractor. Preparations are underway for a June 4<sup>th</sup> start.

Change Order information





Location: **South High**  
Project Title: **Bleacher Improvements**  
Architect / Engineer: **None**  
Contractor: **B & R Erectors**

Project Manager: **MPS Maintenance**  
Contract Award: **\$ 26,692**  
Change Orders: **\$ 0,000 (0.0 %)**  
Amended Contract: **\$ 00,000**

Description of work:

End rails and aisle rails will be replaced to current standard on both sets of main floor bleachers and the mezzanine bleachers in the main gym. This is one of the two alternate projects that have been enabled by favorable bids received on the base projects.

Status of progress:

Project has been awarded to contractor. Preparations are underway for summer completion. The contractor may be able to complete the work before summer, if schedules allow access.

Change Order information:



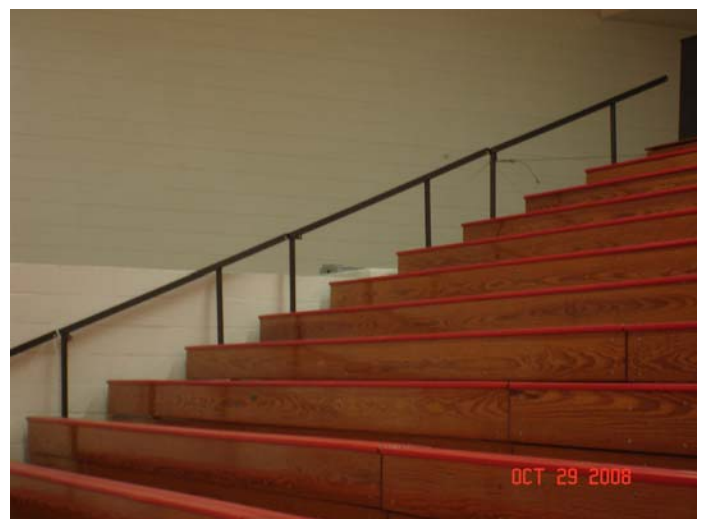
*Main Floor - Home*



*Main Floor - Visitors*



*Mezzanine Level*



*Mezzanine End Railing*

Location: **Cather Elementary**  
Project Title: **RTU Heat Exchanger Replacements**  
Architect / Engineer: **Morrissey Engineering**  
Contractor: **TBD**

Project Manager: **Ed Rockwell**  
Contract Award: **\$ 00,000**  
Change Orders: **\$ 0,000 (0.0 %)**  
Amended Contract: **\$ 00,000**

Description of work:

On Roof Top Units (RTU) 1 and 2, the heat exchangers have cracked, cannot be repaired and replacements are no longer manufactured for these 42 year-old units. As an interim measure until all 5 RTU's are replaced in the future, we plan to replace the gas-fired heat exchangers with hot water coils, powered by small packaged boilers. This is an emergency project that has been added into the current budget. The project was not originally on the list requested for summer 2009.

Status of progress:

Project is currently in design, with completion expected prior to August 12th. Cost estimates range to \$90,000.

Change Order information:



# Current Summary Status of 2009 Summer Project Budget

## From original board committee presentation of November 10, 2008:

Estimated total construction awards	825,934
Construction contingency (5%)	41,297
Estimated total soft costs (16%)	<u>132,149</u>
Total Summer 09 budget request	\$ 999,380

## Construction budget current encumbered through March 31, 2009:

Actual total construction awards	762,253	(Cather RTU's not yet included)
Construction contingency (5%)	00,000	(41,297 reserved)
Actual total soft costs to-date	<u>149,461</u>	
Current Total Encumbrance	\$ 911,714	(87,666 balance remaining)

Budget and schedule details follow on next page.....



MPS Summer Projects 2009 - Control Worksheet - Revised 3-31-09

Site		MPS Project Manager	Architect or Engineering Firm	A-E Project Numbers	Architect or Engineering Fees	Consulting or Commissioning Firm	Consulting or Commissioning Fees	Surveyor	Surveyor Fees	Geotech and Construction Testing Firm	Geotech Fees	Date Out to Bid	Project Publicly Advertised	Daily Record Ad Placed	Bids Due Date & Time	Bid Opening Location	Date to Seek Board Approval of Award (Mondays)	Alternates Accepted	Contract Start Date	Earliest Possible Start Date w/2 Snow Days	Contract Completion Date (demobilized and off-site)	Liquidated Damages Start Date	Amount of Liquidated Damages Per Calendar Day	Contractor Awarded	Amount of Original Contract Award	A/E Original Estimate	Variance from A/E Estimate to Contract Award	Qty Change Orders	Net Change Orders	% Change Orders to Orgl Crct	Total of Current Construction Contract	NIC (not in contract) Products and/or Services	NIC Amount	Total Fees & Costs	Total Current Project Amount (includes all fees & costs)	% Of All Fees & Costs to Current Contract (w/ C.O.'s)	Amount Budgeted (includes all fees & costs)	Budget Variance Amount (AN - AL)	% of Budget Variance																					
Bryan	Paving Improvements (parking, drives, play areas, sidewalks)	ER	LRA		70,000	na	na	LRA	incl	Thiele	7,360	2/4/09	yes	2-2-09	3/3/09 9:00 AM	DSAC - A	03/16/09		June 4 - 09	June 6 - 09	July 24 - 09	July 27 - 09	7,000	US Asphalt	375,594	448,574	72,980					Daily Record	10	77,964	453,538																									
																																	A&D Technical	594																										
Harvey Oaks	Intercom System Replacements	KT	MEI	8200	2,850	na	na	na	na	na	na	01/27/09	no	no	2/25/09 10:00 AM	A-E Office	02/26/09	na	June 4 - 09	June 6 - 09	July 24 - 09	July 27 - 09	500	Electronic Sound	17,460	28,500	11,040								2,850	20,310																								
Rockwell	Intercom System Replacements				3,300	na	na	na	na	na	na					A-E Office		na	June 4 - 09	June 6 - 09	July 24 - 09	July 27 - 09	500	Electronic Sound	26,680	33,000	6,320								3,300	29,980																								
Harvey Oaks	Wash Fountain Replacements (two student pod area restrooms)	KT	MEI	8200	3,000	na	na	na	na	na	na	1/20/09	no	no	2/18/09 10:00 AM	A-E Office	2/19/09	A & B	June 4 - 09	June 6 - 09	July 24 - 09	na	250	J&R Mechanical	21,710	19,500	-2,210								3,000	24,710																								
Central Middle	Media Center Carpet Replacement	KT	BVH		5,500	AMI	0	na	na	na	na	2/3/09	no	no	3/12/09 11:00 AM	A-E Office	3/5/09		June 4 - 09	June 6 - 09	July 24 - 09	July 27 - 09	500	Midwest Floor Covering	20,982	25,300	4,318								5,500	26,482																								
Cather	Weatherproofing Improvements	ER / DB	na	na	na	na	na	na	na	na	na	RFP	no	no	RFP	na	P.O.								McGill Restoration	39,200	39,200	0								0	39,200																							
Cody																										43,500	43,500	0									0	43,500																						
Norris																										44,300	44,300	0										0	44,300																					
North MS	Exterior Door and Window Replacements	KT	TSA		13,000	na	na	na	na	na	na	2/3/09	yes	2/4/2009	3/3/09 10:00 AM	DSAC - A	3/16/09	Alt 1.	June 4 - 09	June 6 - 09	July 24 - 09	na	500	McGinnis Construction	32,820	48,000	15,180							Daily Record	24	13,297	46,117																							
Sandoz																																		A&D	273																									
Montclair																																																												
Cather	Carpet Replacement (all carpet throughout - single phase)	KT	BCDM		10,800	AMI	0	na	na	na	na	2/3/09	yes	2/6/09	3/3/09 10:30 AM	DSAC - A	03/16/09		June 4 - 09	June 6 - 09	July 24 - 09	July 27 - 09	2,000	Floors, Inc.	90,115	96,060	5,945							770	11,750	101,865																								
																																	A&D	156																										
																																	Daily Record	24																										
Central Middle	Repainting (gym walls & ceiling, commons ceiling panels)	KT	BVH		6,800	na	na	na	na	na	na	3/5/09	no	no	3/18/09 2:00 PM	A-E Office	03/19/08		June 4 - 09	June 6 - 09	July 24 - 09	na	0	Darden Globet Reeder	23,200	32,116	8,916								6,800	30,000																								
South H S	Bleacher End Rail Improvements (main gym and mezzanine)	ER / DB	na	na	na	na	na	na	na	na	na	RFP	no	no	RFP	RFP	3/5/09		June 4 - 09	June 6 - 09	July 24 - 09	na	0	B & R Bleachers	26,692	26,692	0								0	26,692																								

Cather	Replace Heat Exchangers for RTU 1 and 2	ER	MEI		20,000	Building Cx	5,000	na	na	na	na													TBD										25,000	25,000																							
					estimated fee		estimated fee																																																			
																											762,253	884,742	122,489																												149,461	911,714
																											incl estimated fees for Cather RTU																															

Location: **Reagan Elementary**  
Project Title: **Classroom and Multi-Purpose Additions**  
Architect / Engineer: **Schemmer Associates**  
Contractor: **Construct, Inc.**

Project Manager: **Ed Rockwell** 270  
Bid Award: **\$1,515,000**  
Change Orders: **\$ 00,000 (0.00%)**  
Amended Contract: **\$0,000,000**

Description of work:

Two separate additions are being added to the building. The 2-story classroom addition will provide 5 standard classrooms and one kindergarten classroom at the west edge of the courtyard, near the playground. The multi-purpose room addition at the gym near the southeast corner will add a large multi-purpose space and adjacent storage capacity.

Status of progress:

Contract has been awarded and the contractor has begun to mobilize on-site, including the construction of a temporary road to access the classroom addition area.

Change Order information:



Location: **Central Middle**  
Project Title: **Utility Tunnel Reconstruction**  
Architect / Engineer: **BCDM Architects**  
Contractor: **TBD**

Project Manager: **Ed Rockwell**  
Bid Award: **\$ 000,000** 271  
Change Orders: **\$ 00,000** (0.00%)  
Amended Contract: **\$ 00,000**

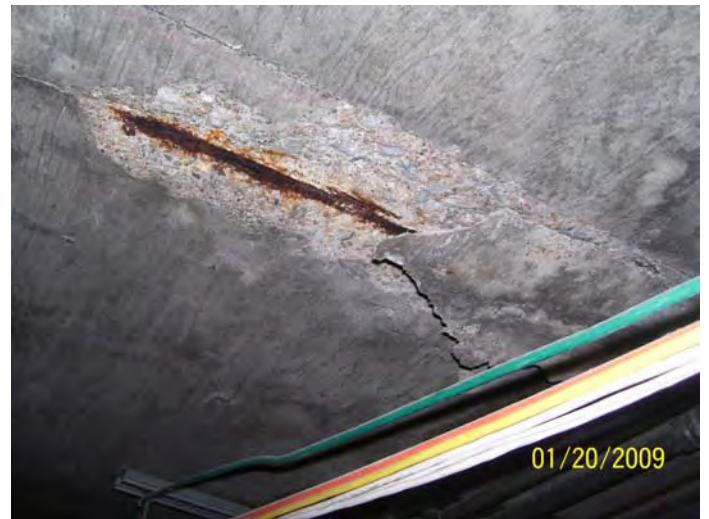
Description of work:

The sidewalk connecting the second floor classroom wing with the Annex and the boiler plant building is failing structurally, due to corrosion of the steel reinforcement in the concrete. This sidewalk also serves as the ceiling of a large utility tunnel directly below. A structural engineer was consulted immediately and the District installed temporary shoring to ensure safe conditions until the reconstruction can be completed over the summer.

Status of progress:

Design is completed and plans were released for bidding April 6th, with bids due April 28th. We will seek award of the project at the May 4<sup>th</sup> meeting. Cost estimates range up to \$100,000.

Change Order information:



## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Investment Report

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** Business

**TITLE & BRIEF DESCRIPTION:** Investment Report – A report of the current investments and investment practices of the district.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** Attached is the Quarterly Investment Report for the period ending March 31, 2009.

**OPTIONS AND ALTERNATIVES:** n/a

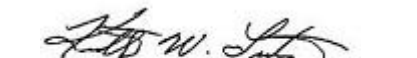
**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** n/a

**RESPONSIBLE PERSON:** Chris Hughes (Accounting Manager) & Ken Fossen (Assoc. Supt.)

**SUPERINTENDENT'S APPROVAL:** 

Millard Public Schools  
Investment of Funds  
March 31, 2009

**Nebraska School District Liquid Asset Fund**

The Millard Public Schools utilizes the Nebraska School District Liquid Asset Fund (referred to as either NSDLAF or CADRE, the financial services firm which manages the fund) for day-to-day investing. NSDLAF was established in 1988. The fund is offered exclusively to Nebraska school districts, educational service units, and technical community colleges. The fund's objective is to allow school districts to pool their dollars for investment. The fund invests in items permitted by Nebraska law (i.e. repurchase agreements, U.S. Government Agency Obligations, U.S. Treasury Bills and Certificates of Deposit).

MPS maintains two liquid accounts that can be accessed daily. The General Fund, Food Service Fund, Administrative Activity Fund, Special Building Fund, Bond Fund, Depreciation Fund, Construction Fund and Employee Benefit Fund utilize one account. This account is used throughout the month as taxes, state aid, etc. are received and as bills or payroll are paid. The other account is utilized by the various middle schools. As of March 31, 2009, the 7-day current yield for these accounts was 0.33%. MPS also utilizes long term fixed investments (examples: 30, 60, 90 day US Government Securities, Certificates of Deposits, etc). The current rate of return depends on the term, with the district currently earning 3.95% to 4.25%.

**Sweep Account for General Checking Account**

Each day, any balance remaining in the District's main checking account above the level necessary to avoid service charges is invested in either U.S. Government agency backed repurchase agreements (amounts under \$25,000) or commercial paper notes (amounts over \$25,000). The interest rate for the sweep account is currently 0.20%.

**Bond Fund Trust Account at First National Bank of Omaha**

Taxes and other revenues received for the repayment of bond principal and interest are invested through the trust department at First National Bank of Omaha. The funds are invested in U.S. Treasury Bills, individual U.S. Government Agency backed securities, or a money market account which invests in U.S. Government backed agency securities, based on the funds available, the time line until the next debt service payment, and the available yields. The trust account balance as of March 31, 2009 was \$5,889,381.21.

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Quarterly M&O Report

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Quarterly M&O Report – The quarterly report from Sodexo regarding the District’s Maintenance and Operations.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** n/a

**OPTIONS AND ALTERNATIVES:** n/a

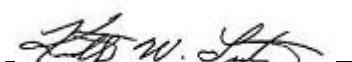
**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** n/a

**RESPONSIBLE PERSON:** Bob Snowden, General Manager (Sodexo) and Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT’S APPROVAL:** 



## **Millard Public Schools Executive Summary**

### **Quarterly Review January – March 2009**

#### **I. Accomplishments**

##### MAINTENANCE HIGHLIGHTS

- Indoor Air Quality/Environmental issues were investigated at the following locations:
  - Reeder Elementary – Classroom; no issues found
  - Cody – Office; issues being investigated
- Completed HVAC Project work at both Neihardt and Willowdale. During this project, pneumatic controls were fixed and calibrated, along with air balancing of the buildings. This project was started as a result of numerous temperature issues and building concerns over the inconsistency of the heating and cooling system.
- Installed Pool Drain Covers at all three High Schools due to new legislation.
- Replaced the dish machine at South High.
- Replaced refrigeration unit on the freezer at Russell.
- Found two rooftop units at Cather that had cracked heat exchangers.
- Began rebalancing all HVAC equipment at Aldrich.
- Replaced defective multi-stack compressor at North High.
- Installed kitchen steamers at Morton, Holling Heights, Disney and Cottonwood.
- Replaced boilers in two kitchen steamers that were rusted through.
- Completed bid for the District-wide Chemical Treatment Contract.
- Repaired various roof leaks throughout the District.

##### GROUNDS HIGHLIGHTS

- Grounds handled 10 snow and/or ice events during the quarter
- Began re-mulching throughout the District.
- Continued tree trimming throughout the District.
- Secured the contract for parking lot sweeping throughout the District to begin in April and conclude in May.
- Began preparations for spring sports on appropriate fields.



### CUSTODIAL HIGHLIGHTS

- No major custodial projects occurred during the quarter. The majority of the later part of the quarter was the preparations that are occurring for the following:
  - Spring break carpet cleaning training courses
  - Spring break project cleaning
  - Summer custodial chemical orders
  - Summer moves for project coordination (carpet replacement projects, etc.)
  - Development of the Custodian II Training Program

More details on the above will occur in the next Quarterly Report.

### GENERAL HIGHLIGHTS

- The Facilities Capital Action Plan was presented to the Board on January 12. Tina Reisma was present to review the FCAP.
- Tim Tingelhoff, Custodial Supervisor, attended a Sodexo Training Seminar for new managers March 10 – March 12.
- Paul Tebo, Sodexo District Manager was in town on February 25 and March 25.
- Pat O’Hara, Sodexo Project Engineer, was in town March 10 – March 12 to review our training program with Duane Blobaum, and assist in any changes that may be needed.
- The first edition of the *“Safety Observer Newsletter”* was developed and distributed to all Maintenance, Grounds, Custodians and Food Service employees.
- Completed 6 budgets for the 2009/2010 school year for Program Budgeting. Budgets ranged from 100% to 106%.
- Maintenance, Grounds and Custodial Departments received their annual Physical Safety Audit conducted by NSF International, an independent audit company contracted by Sodexo. **For the first time, Millard received 100% on the audit!** *(During the past 5 years, we have been in the mid to upper 90% range)*

## **II. Training**

### **January:**

- Back Injury Prevention Training was given to 129 employees: **Total Training Hours: 64.5**
- Carpet Spotter Training was given to 23 employees: **Total Training Hours: 11.5**
- Facility Center Training was given to 3 employees: **Total Training Hours: 3.0**
- First Aid Training was given to 161 employees: **Total Training Hours: 40.25**
- Holiday Safety Training was given to 5 employees: **Total Training Hours: 1.25**
- Man-Lift Training was given to 12 employees: **Total Training Hours: 24.0**





- New Custodian Training was given to 7 employees: **Total Training Hours: 120.0**
- Custodial Orientation was given to 7 employees: **Total Training Hours: 28.0**
- Workers Comp Review/Return to Work Training was given to 161 employees: **Total Training Hours: 40.25**
- T3 Auto Scrubber Training was given to 4 employees: **Total Training Hours: 3.5**
- T5 Auto Scrubber Training was given to 5 employees; **Total Training Hours: 5.0**
- Proper way to lift trash Training was given to 129 employees: **Total Training Hours: 32.25**
- Winter Driving Training was given to 32 employees: **Total Training Hours: 8.0**

#### February:

- Tim Tingelhoff attended a Sodexo Training Seminar covering basic new manager instruction and orientation. **Total Training Hours: 24.0**
- Personal Protective Equipment Training was given to 148 employees: **Total Training Hours: 39.25**
- Blood Borne Pathogen Training was given to 145 employees: **Total Training Hours: 36.25**
- Safe Machine Operation Training was given to 3 employees: **Total Training Hours: 0.75**
- Facility Center Training was given to 3 employees: **Total Training Hours: 3.0**
- New Employee Orientation was given to 4 custodians: **Total Training Hours: 14.0**
- Duane Blobaum attended a Sodexo Training Seminar on "Actions and Attitudes." **Total Training Hours: 8.0**

#### March:

- Personal Protective Equipment Training was given to 3 employees: **Total Training Hours: 2.25**
- Electrical Safety Training was given to 147 employees: **Total Training Hours: 36.75**
- Safe Machine Operation Training was given to 147 employees: **Total Training Hours: 37.0**
- Facility Center Training was given to 3 employees: **Total Training Hours: 3.0**
- New Employee Orientation was given to 10 employees: **Total Training Hours: 40.0**
- Custodial Training for new employees was given to 5 employees: **Total Training Hours: 117.0**
- Tree Trimming Training was given to 14 employees: **Total Training Hours: 3.5**
- Tim Tingelhoff attended a Sodexo Training Seminar on Diversity: **Total Training Hours: 8.0**
- Duane Blobaum attended a Custodial Floor Training Class in Nixa, Missouri: **Total Training Hours: 12.0**



### MPS Training by Quarter with Comparison to Previous Quarters

Training Period	2008-2009 Total Hours	2007-2008 Total Hours	2006-2007 Total Hours	2005-2006 Total Hours
January – March	766.25	470.00	235.75	469.25
October – December	508.75	294.00	234.50	159.00
July – September	580.00	264.50	116.25	205.25
School Year to Date	1855.00	1028.50	586.50	833.50
% Increase/Decrease	80.4%	75.4%	-29.6%	-

- Upcoming training classes and training courses under development:
  - Updated Grounds and Maintenance Orientation
  - Updated Custodial Orientation
  - Carpet Cleaning class to occur over Spring Break
  - Development of a Custodian II (Elementary Day Custodian) Training class
  - Hard Surface Floor class to occur early June
  - Development and implementation of Forklift Training

### III. Quality and Productivity

#### MONTHLY CUSTODIAL INSPECTIONS

The Monthly Inspections continued throughout the quarter. Results will be reported quarterly.

#### Monthly Custodial Inspections

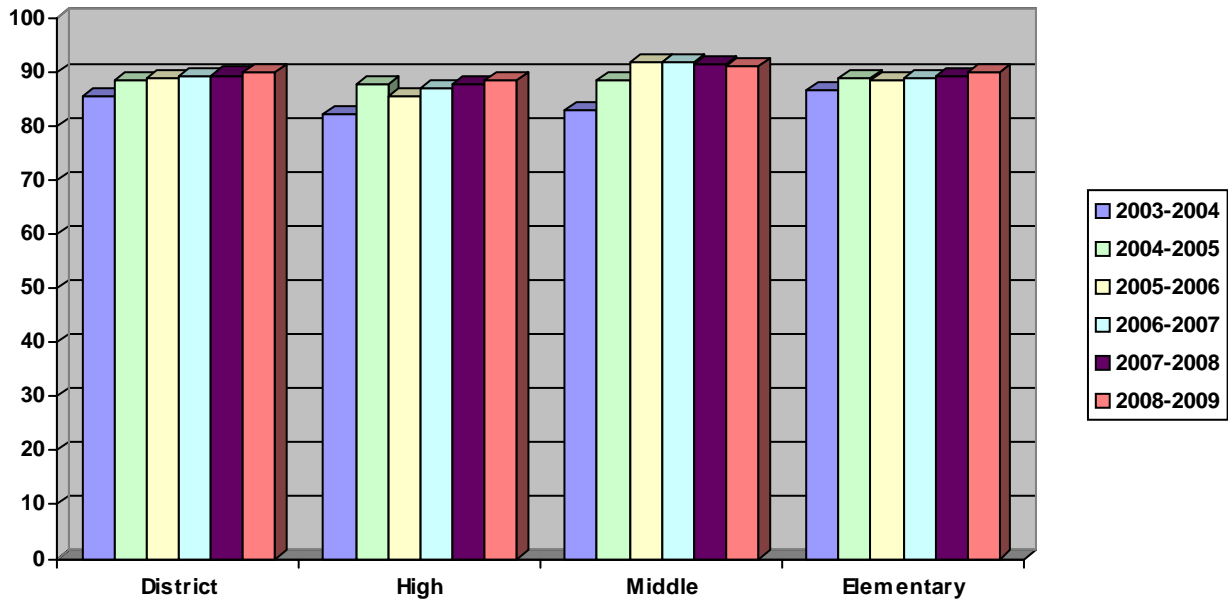
	January 2009	January 2008
<b>District Average</b>	<b>90.160%</b>	89.426%
High School	89.433%	87.009%
Middle School	91.642%	91.541%
Elementary School	89.937%	89.228%



	February 2009	February 2008
<b>District Average</b>	<b>89.535%</b>	89.016%
High School	87.569%	88.271%
Middle School	90.743%	90.454%
Elementary School	89.483%	88.779%

	March 2009	March 2008
<b>District Average</b>	<b>90.725%</b>	88.927%
High School	89.050%	87.339%
Middle School	91.609%	90.989%
Elementary School	90.779%	88.646%

	YTD 08-09	YTD 07-08	YTD 06-07	YTD 05-06	YTD 04-05	YTD 03-04
<b>District Average</b>	<b>89.926%</b>	<b>89.305%</b>	<b>89.067%</b>	<b>88.626%</b>	<b>88.515%</b>	<b>85.387%</b>
High School	88.429%	87.537%	86.910%	85.362%	87.716%	82.037%
Middle School	91.106%	91.359%	91.819%	91.604%	88.395%	82.741%
Elementary/Other	89.875%	89.034%	88.679%	88.316%	88.640%	86.443%





### TEACHER SURVEYS – All Department Survey

Teacher Surveys continued for the quarter. Results are below along with comparisons to previous years.

#### January 2009

189 Surveys

	Overall Average	Custodial Average	Maintenance Average	Grounds Average
<b>District Average</b>	<b>4.32</b>	<b>4.30</b>	<b>4.40</b>	<b>4.14</b>
High School	4.31	4.25	4.46	4.16
Middle School	4.35	4.30	4.47	4.22
Elementary School	4.31	4.33	4.35	4.11

#### February 2009

150 Surveys

	Overall Average	Custodial Average	Maintenance Average	Grounds Average
<b>District Average</b>	<b>4.08</b>	<b>4.04</b>	<b>4.22</b>	<b>3.88</b>
High School	3.79	3.68	3.97	3.70
Middle School	4.37	4.27	4.67	3.91
Elementary School	4.02	4.00	4.10	3.89

#### March 2009

154 Surveys

	Overall Average	Custodial Average	Maintenance Average	Grounds Average
<b>District Average</b>	<b>4.29</b>	<b>4.26</b>	<b>4.41</b>	<b>4.13</b>
High School	4.39	4.40	4.47	4.14
Middle School	4.43	4.36	4.62	4.17
Elementary School	4.17	4.11	4.27	4.10

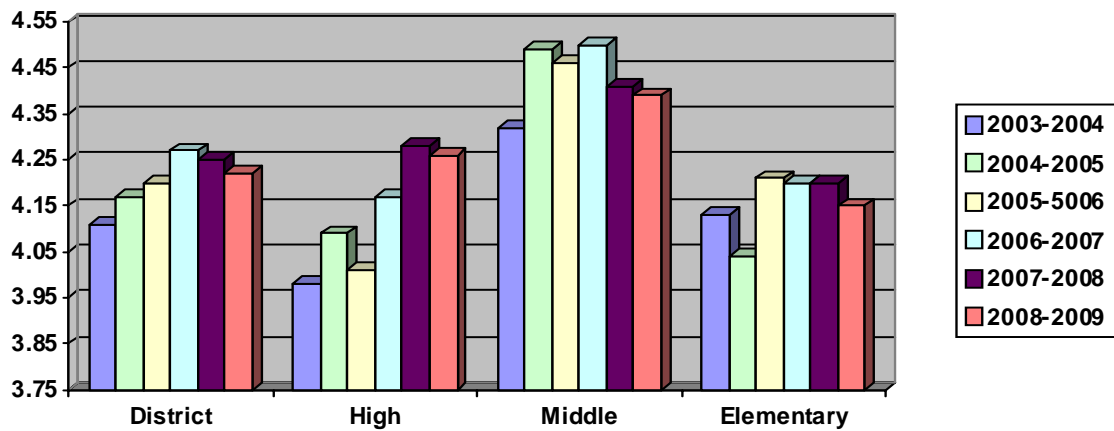
#### Comparison of District Average by Year and Department

	Number of Surveys	District Average	Custodial Average	Maintenance Average	Grounds Average
<b>2008-2009 YTD</b>	<b>1000</b>	<b>4.22</b>	<b>4.21</b>	<b>4.28</b>	<b>4.07</b>
2007-2008 YTD	1398	4.25	4.25	4.31	4.10
2006-2007 YTD	1128	4.27	4.26	4.34	4.13
2005-2006 YTD	1001	4.20	4.16	4.29	4.13
2004-2005 YTD	1074	4.17	4.14	4.25	4.02
2003-2004 YTD	351	4.11	4.10	4.19	3.96



**Comparison by School Type**

	High School	Middle School	Elementary School
<b>2008-2009 YTD</b>	4.26	4.39	4.15
2007-2008 YTD	4.28	4.41	4.20
2006-2007 YTD	4.17	4.50	4.20
2005-2006 YTD	4.01	4.46	4.21
2004-2005 YTD	4.09	4.49	4.04
2003-2004 YTD	3.98	4.32	4.13



Below is a breakdown on how the teachers rated their school grounds. The crews were re-organized last mowing season, so we now have four crews as opposed to the three crews in the previous years. Below are the break downs for the crew assignments and how the teachers in those areas rated grounds. For comparison purposes, the previous school year Teacher Surveys were re-calculated reflecting the new assignments.

	East	West	Central	North
<b>2008-2009 YTD</b>	3.85	4.26	4.03	4.11
2007-2008 YTD	4.21	4.07	4.06	3.99
2006-2007 YTD	4.04	4.23	4.05	4.35

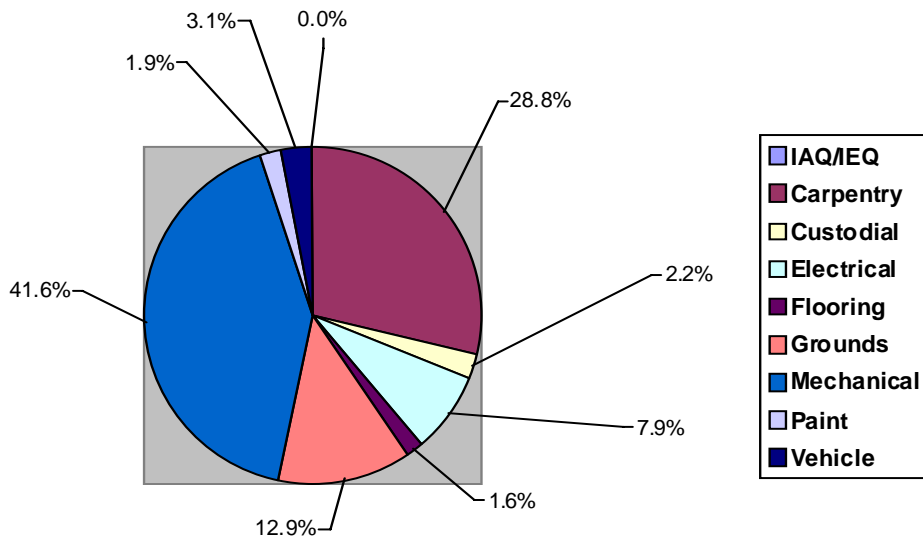


**MAINTENANCE WORK ORDERS**

Below is a breakdown for work orders received and completed for the period of January – March, 2009

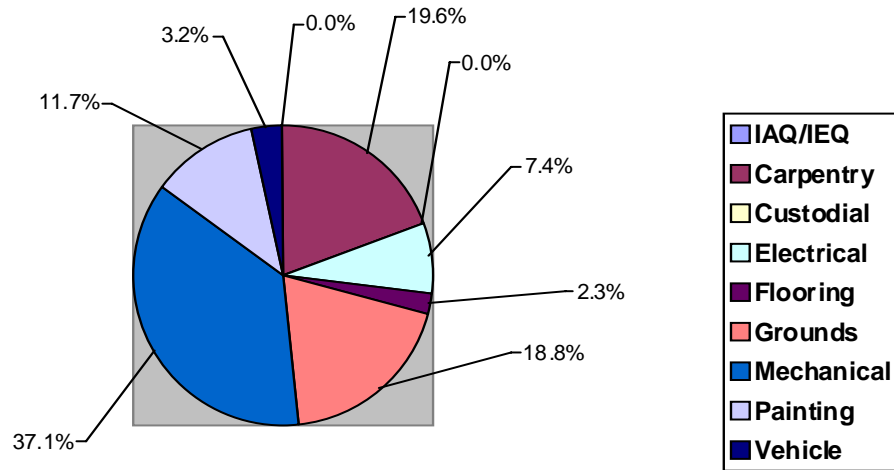
	Received	Completed	Open
IAQ/IEQ	0	0	0
Carpentry	657	632	121
Custodial	50	55	0
Electrical	180	171	46
Flooring	37	34	14
Grounds	294	268	116
HVAC/Mechanical	948	928	229
Painting	44	43	72
Vehicle	71	77	20
<b>Total</b>	<b>2281</b>	<b>2208</b>	<b>618</b>

**Percentage of Work Orders Received by Department**





Percentage of Work Orders Open by Department



Below is a breakdown of all open work orders in the system by age (in days) through 4/3/2009:

Days Open	0-14	15-28	29-60	61-90	91-120	121-150	151-180	181-365	365+
IAQ/IEQ	0	0	0	0	0	0	0	0	0
Carpentry	37	24	17	5	9	7	2	5	5
Custodial	0	0	0	0	0	0	0	0	0
Electrical	16	1	16	4	7	2	0	0	0
Flooring	5	3	1	1	0	1	1	0	2
Grounds	17	9	4	20	5	8	2	21	30
Mechanical	71	33	38	29	27	16	8	2	5
Painting	4	3	8	9	7	3	17	15	6
Vehicles	13	2	5	0	0	0	0	0	0
<b>Total</b>	<b>173</b>	<b>75</b>	<b>89</b>	<b>68</b>	<b>55</b>	<b>37</b>	<b>30</b>	<b>43</b>	<b>48</b>
<b>% Open</b>	<b>28.0%</b>	<b>12.0%</b>	<b>14.4%</b>	<b>11.0%</b>	<b>8.9%</b>	<b>6.0%</b>	<b>4.9%</b>	<b>7.0%</b>	<b>7.8%</b>



### PREVENTATIVE MAINTENANCE

Below is a breakdown of all Preventative Maintenance work orders open and completed, as well as age of open Preventative Maintenance (in days) for the period of January – March 2009

Open as of 4/3/09	Total Completed January – March
320	827

Days Open	0-14	15-28	26-60	61-90	91-120	121-150	151-180	181-365	365+
Carpentry	2	0	0	0	0	0	0	0	0
Custodial	187	0	3	2					
Grounds	2	0	1	0	0	0	0	0	0
Mechanical	65	3	5	0	0	0	0	0	0
Vehicle	24	0	22	4	0	0	0	0	0
<b>Total</b>	<b>280</b>	<b>3</b>	<b>31</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>% Open</b>	<b>87.5%</b>	<b>1.0%</b>	<b>9.7%</b>	<b>1.9%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### WORK ORDER HOURS

Below is a summary of the amount of *hours worked* by location for all work orders submitted for the period of January – March 2009.

School	Hours Worked January – March 2009
Abbott	151.50
Ackerman	157.75
Aldrich	391.75
Black Elk	146.75
Bryan	336.25
Cather	244.50
Cody	160.00
Cottonwood	176.25
Disney	104.25
Ezra	152.25
Harvey Oaks	107.00
Hitchcock	187.50
Holling Heights	121.75
Montclair	160.25





School	Hours Worked January – March 2009
Morton	130.72
Neihardt	169.75
Norris	168.50
Reagan	116.75
Reeder	89.00
Rockwell	180.50
Rohwer	180.75
Sandoz	188.00
Upchurch	114.00
Wheeler	137.00
Willowdale	424.25
<b>Elementary Total</b>	<b>4587.97</b>
Andersen	287.50
Beadle	283.50
Central & Annex	336.25
Kiewit	213.25
North	212.75
Russell	345.25
<b>Middle Total</b>	<b>1678.50</b>
North	633.25
South	898.00
West	729.75
<b>High Total</b>	<b>2261.00</b>
Buell	49.25
District Wide*	2513.25
DSAC	93.00
Echo Hills	11.50
Excel Building	23.50
MLC	21.50
Technology	0.00
Support Services	1591.25
YAP – Vocational Center	0.00
<b>Other Total</b>	<b>4303.25</b>
<b>Grand Total</b>	<b>12830.72</b>

\*Note: District Wide includes Open Work Orders for items such as snow removal, mowing, irrigation, water testing, energy management, etc.



### CUSTODIAL ABSENCES

Below is a summary of the custodial absences for the quarter.

	January 2009	February 2009	March 2009	Quarter Totals	YTD Totals
Business and Emergency	72	64	76	212	532
Bereavement	40	0	0	40	96
Family Sick	52	40	32	124	856
Jury Duty	8	0	0	8	16
Leave without Pay	64	80	184	328	880
Leave with Pay	0	0	0	0	0
Sick	688	476	578	1742	5108
Vacation	748	432	662.5	1842.50	9320
Total Absences	1672	1092	1532.50	4296.50	16808
<b>Percentage of Scheduled Work Absent</b>	<b>6.6%</b>	<b>4.6%</b>	<b>5.8</b>	<b>5.7%</b>	<b>7.6%</b>
<i>Comparison Months – Last Year</i>	<i>7.3%</i>	<i>8.9%</i>	<i>8.0%</i>	<i>8.0%</i>	<i>8.3%</i>

### MAINTENANCE AND GROUNDS ABSENCES

Below is a summary of the maintenance and grounds absences for the quarter.

	January 2009	February 2009	March 2009	Quarter Totals	YTD Totals
Business and Emergency	35.2	31	24	90.2	183.7
Bereavement	0	0	0	0	24
Family Sick	32	16	44	92	247.5
Jury Duty	0	0	16	16	16
Leave without Pay	8	0	0	8	339
Leave with Pay	0	0	0	0	0
Sick	64	138	163.5	365.5	1043
Vacation	168.5	193	142	503.5	2551.25
Total Absences	307.7	378	389.5	1075.2	4404.45
<b>Percentage of Scheduled Work Absent</b>	<b>3.7%</b>	<b>4.5%</b>	<b>4.3%</b>	<b>4.2%</b>	<b>5.7%</b>
<i>Comparison Months – Last Year</i>	<i>3.9%</i>	<i>6.9%</i>	<i>7.4%</i>	<i>6.0%</i>	<i>6.2%</i>



### CUSTODIAL MANAGER VISITS

January – March 2009

Inspections Completed	212
Principal Visits Completed	332
<b>Total Site Visits Completed</b>	<b>1901</b>

#### IV. Goals

- Continue to hire for vacant full-time and part-time positions.
- Continue to be in all necessary planning meetings, walk-throughs, training, and construction meetings for both Bond Project and Capital Improvement Projects.
- Continue to monitor and manage the current MPS budget.
- Post for, interviewing and hire the temporary summer grounds, painting and mechanical positions.
- Evaluate concrete and asphalt repair needs and work on the top priorities over the quarter.
- Prepare all athletic fields for spring sports and begin athletic field maintenance for fall sports.
- Complete small projects over the Spring Break.
- Perform Preventative Maintenance on all snow removal equipment and store for the summer.
- Complete all Parking Lot Sweeping to remove sand from snow season operations.
- Begin charging, and repairing as needed, all irrigation systems.
- Begin working on and complete all employee evaluations.
- Distribute Annual Principal's Survey and report data in the next Board Report.
- Distribute Annual Employee Satisfaction Survey and report data in the next Board Report.
- Begin working on the Annual Report for Maintenance, Operations and Grounds.
- Finalize all summer project plans for Maintenance, Operations and Grounds.

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Quarterly Food Service Report

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Quarterly Food Service Report – The quarterly report from Sodexo regarding the District’s Food Service Operations.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** n/a

**OPTIONS AND ALTERNATIVES:** n/a

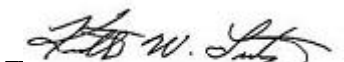
**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** n/a

**RESPONSIBLE PERSON:** Bob Snowden, General Manager (Sodexo), Jeff Edwards, Food Service Director (Sodexo) and Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT’S APPROVAL:** 



## Executive Summary January – March, 2009

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The Food Service Program continued to grow and develop throughout the quarter. As noted in the previous Quarterly Report, many exciting changes have been, and continue to occur. This Executive Summary will highlight those changes and growth.

### Elementary School 5-Entrée Program Implementation

Implementation from three to five choices was completed during the Quarter. The remaining schools that were done are Abbott, Aldrich, Cather, Ezra and Wheeler. The only schools yet to have the five entrée choices are the former satellite schools which are Holling Heights, Cottonwood, Morton and Harvey Oaks. We are still discussing ways to implement additional choices at these four sites next school year. More details on those changes will be highlighted in future Board Reports.

As noted in the meal participation section later in this report, we continue to see an increase in student participation at the Elementary School level. On average (after counting for growth in enrollment), we are serving 360 more lunches per day at the Elementary School level then last year through March 31.

### Lift Off

Lift Off! The Ambassador of Good Nutrition visited Beadle Middle School. Edrie Pearce played the part of Lift Off!

Below are some pictures of the visit:





## Executive Summary January – March, 2009

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### Support

The following support occurred through the months of January – March:

- Chuck Thomas was in for a support visit January 27 – 29 and March 10 – 12.

### Quarter Events

- Bob Snowden and Jeff Edwards met with the Student Council at West High on January 13<sup>th</sup> to review new and existing issues.
- Bob Snowden, Jeff Edwards and Judy Kyle met with the Student Council at North High on February 5<sup>th</sup> to review new and existing issues.
- Bob Snowden and Jeff Edwards participated on the Wellness Committee. A presentation on the existing Food Service Program was reviewed, along with what changes have occurred this school year.
- The Annual Retirement Luncheon for the District was catered.
- Through the course of this quarter, a new menu item on the Salsa Bar was introduced. **“Made- to-Order Burritos or Rice Bowls”** are similar to the types of made-to-order products found at Qdoba’s or Chipotle’s.

We began our trial of this menu item at South High and once issues were worked out, it was rolled out to North High and then West High. We are receiving good feedback on this menu item and will continue to look for ways to incorporate other ‘trendy’ menu options for the students.

- The **“Name your Pizza”** contest was completed at the three High Schools. In this competition, students are asked for recipes for what they would like to see as their “Wildcat, Patriot and Mustang” Pizzas.

Recipes were submitted by the students and reviewed. The top three finalists from each school had their recipe prepared for a full week. After three weeks of students getting a chance to try the pizzas, voting by the students occurred, and the winners selected.

At each school, the two runner-ups received a \$50 Best Buy Gift Card, and the winners received \$100 Best Buy Gift Card.



## Executive Summary January – March, 2009

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### North High:

Grand Prize Winner: Steve Ritsdorf – Mustang Pizza (Taco)  
 Runner Up: Taylor Vaiskunas  
 Jessica Waggener

### South High:

Grand Prize Winner: Dakota Showalter – Patriot Pizza (Italian Supreme)  
 Runner Up: Bryan Storrs-Russell  
 Kyle Riedel

### West High:

Grand Prize Winner: Maddie Thayer – Wildcat Pizza (Chicken Alfredo)  
 Lindsay Surmeier  
 Irene Kuvetakis

- The employee evaluations are being revised to better suit the needs of the Food Service Department. Evaluations are in their final draft and HR has reviewed the new form. This evaluation is similar to the revised form implemented in Facilities last school year.
- We received our annual audit in January conducted by NSF International, and independent auditor hired by Sodexo. In our first audit for Food Service, we received a 98% on the Physical Safety Audit and a 92.5% on the Food Safety Audit.
- Celebrated National School Breakfast Week the first week of March. Special promotions were offered at the Middle Schools.
- Do to the increase in participation this school year; approximately an additional \$30,000 in commodities will be available to Millard Public Schools. This brings the total amount of commodities available to \$532,733.

## Kid's Culinary Competition

April 23<sup>rd</sup> will mark our First Annual Kid's Culinary Competition. Invitations to participate were sent to all Elementary School students. Over 280 recipes were submitted and reviewed. The top selection from each of the 25 Elementary Schools were chosen. Those students will be preparing their "Healthy Snack" for a panel of judges on April 23<sup>rd</sup>.

Prizes will be given to all 25 participants along with special gifts for the top five "Judges Best." Recipe books containing all 25 submissions will also be made after the event and given to each participating student, along with extra copies for each of the Elementary Schools. More details will be reported in the next Board Report.



## Executive Summary January – March, 2009

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### Training

Training continued throughout the quarter. Below is a summary of that training:

#### January:

- Back Injury Prevention Training was given to 39 employees. **Total Training Hours: 9.75**
- Burn Safety Training was given to one employee. **Total Training Hours: 0.25**
- Chemical Safety Training was given to 17 employees. **Total Training Hours: 4.25**
- Disaster Preparedness Training was given to 17 employees. **Total Training Hours: 4.25**
- Dishwasher Training was given to 34 employees. **Total Training Hours: 8.5**
- Effective Inspection Training was given to one employee. **Total Training Hours: 0.25**
- Fire and Evacuation Training was given to 17 employees. **Total Training Hours: 4.25**
- First Aid Requirement Training was given to 57 employees. **Total Training Hours: 14.25**
- Food Security and Allergies Training was given to 58 employees. **Total training Hours: 14.5**
- HACCP Recordkeeping Training was given to one employee. **Total Training Hours: 0.25**
- HazCom Training was given to 17 employees. **Total Training Hours: 4.25**
- Holiday Safety Training was given to 39 employees. **Total Training Hours: 9.75**
- Workers Comp/Return to Work Training was given to 57 employees. **Total Training Hours: 14.25**
- Receiving and Storing/Food Safety Training was given to 21 employees. **Total Training Hours: 5.25**

#### February:

- Personal Protective Equipment Training was given to 168 employees. **Total Training Hours: 42.0**
- Blood Borne Pathogen Training was given to 168 employees. **Total Training Hours: 42.0**
- Thermometer Training was given to 168 employees. **Total Training Hours: 42.0**
- Proper Food Handling Training (Hot/Cold Foods) was given to 168 employees: **Total Training Hours: 42.0**
- Step One and Step Two Orientation Class was given to 5 employees: **Total Training Hours: 7.5**





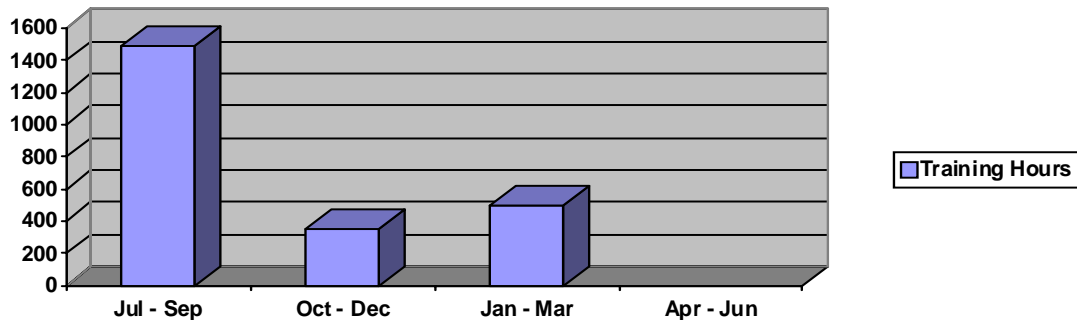
## Executive Summary January – March, 2009

- Safety Orientation was given to 3 employees: **Total Training Hours: 12.0**
- Judy Kyle attended the Sodexo Seminar “Actions and Attitudes.” **Total Training Hours: 8.0**

**March:**

- Electrical Safety Training was given to 142 employees: **Total Training Hours: 35.5**
- Safe Machine Operation Training was given to 142 employees: **Total Training Hours: 35.5**
- General Sanitation Training was given to 142 employees: **Total Training Hours: 35.5**
- Sanitizing Surfaces and Cloths Training was given to 142 employees: **Total Training Hours: 35.5**
- Step One and Step Two Orientation Class was given to 11 employees: **Total Training Hours: 17.0**
- Step One and Step Two Orientation Class was given to 6 employees: **Total Training Hours: 9.0**
- Cross Contamination Training was given to 11 employees: **Total Training Hours: 11.0**
- Knife Skills Training was given to 10 employees: **Total Training Hours: 20.0**
- Duane Blobaum attended a Sodexo Seminar on Diversity on March 31: **Total Training Hours: 8.0**

	July – September 2008	October – December 2008	January – March 2009	Year to Date
<i>Total Training Hours</i>	1491.50	351.50	<b>496.50</b>	<b>2339.50</b>





**Executive Summary**  
**January – March, 2009**

**Financial Performance**

The financial performance for January and February is reported below. Due to the timing of the Board Report, final numbers were not available for March and those will be included in the next Quarterly Report.

	Jan – Feb	08-09 Forecast
Income	1,824,331	9,088,853
Rebates	103,463	517,315
<b>Total Income</b>	<b>1,927,794</b>	<b>9,606,168</b>
Food Cost	852,589	3,954,931
Management Labor	51,768	267,769
Other Expenses	108,001	768,123
Management Fee	88,135	441,673
<b>Total Sodexo Expenses</b>	<b>1,100,493</b>	<b>5,432,496</b>
Wages and Benefits (Hourly and Salary)	673,740	3,545,628
Wages – Students	2,881	13,419
Other Expenses	8,858	51,356
Merchant Fees	30,775	136,588
<b>Total Millard Expenses</b>	<b>716,254</b>	<b>3,746,991</b>
<b>Total Direct Expenses</b>	<b>1,816,747</b>	<b>9,179,487</b>
Transfers – Para’s	47,368	213,156
Transfers – Custodial	37,602	169,209
Transfers – Building	100,250	447,000
<b>Total Indirect Expenses</b>	<b>185,220</b>	<b>829,365</b>
<b>Grand Total – All Expenses</b>	<b>2,001,967</b>	<b>10,008,857</b>
<b>Net Return</b>	<b>(74,173)</b>	<b>(402,689)</b>



## Executive Summary January – March, 2009

### Notes:

- Inflation figures are listed below:
  - From the “Department of Agriculture, Economic Research Service”:

All data is compared from month listed, to the previous month for the current year, along with comparative data to the same month of the previous year.

	February 09 +/-	February 09 compared to February 08 +/-
<b>Beef</b>	+ 0.8%	+ 5.1%
<b>Pork</b>	- 1.0%	+ 4.4%
<b>Poultry</b>	- 0.2%	+ 4.5%
<b>Eggs</b>	- 3.5%	- 13.0%
<b>Dairy</b>	- 2.4%	- 1.7%
<b>Fresh Fruit</b>	- 1.0%	- 2.7%
<b>Fresh Vegetables</b>	- 2.6%	+ 2.2%
<b>Cereals &amp; Bakery</b>	- 0.1%	+ 8.9%
<b>Juices &amp; Drinks</b>	- 1.2%	+ 2.0%
<b>CPI for Food &amp; Beverage</b>	- 0.2%	+ 4.8%
<b>Food-at-home Index</b>	- 0.6%	+ 4.8%
<b>Food-away-from-home Index</b>	+ 0.3%	+ 4.8%
<b>All-items CPI</b>	- 0.5%	+ 0.2%

## Meals Served

In this section, meals served statistics are shown for the Quarter, as well as last year’s statistics. Also noted is the change in enrollment based on the Enrollment Report dated February 20, 2008, compared with the report dated February 20, 2007. A break-down of meals per serving day for the period (57 serving days) as well as average meals per day, per site is reported.



## Executive Summary January – March, 2009

### HIGH SCHOOLS

	CHANGE IN ENROLLMENT	JANUARY – MARCH 09		JANUARY – MARCH 08	
		BREAKFAST SERVED	LUNCH SERVED	BREAKFAST SERVED	LUNCH SERVED
<b>North</b>	-63	6214	59252	6800	55450
<b>South</b>	-31	4982	57569	3753	54502
<b>West</b>	-2	2754	50850	2060	57525
<b>Total</b>	-96	13950	167671	12613	167477
Average/Serving Day (57)(55)		245	2942	229	3045
Average/Day/Site		82	981	76	1015

From the 2<sup>nd</sup> quarter to the 3<sup>rd</sup> quarter for the 2008-2009 school year, High School participation for lunch is up 0.5%. High School participation for breakfast is down 0.5%.

### MIDDLE SCHOOLS

	Change in Enrollment	JANUARY – MARCH 09		JANUARY – MARCH 08	
		Breakfast Served	Lunch Served	Breakfast Served	Lunch Served
Andersen	-14	3038	37051	2380	35362
Beadle	50	2391	40417	2266	36127
Central	3	2716	37559	3434	36229
Kiewit	15	1798	39367	2027	38936
North	9	2651	28303	3334	28209
Russell	12	1267	41682	1783	40843
<b>Total</b>	<b>75</b>	<b>13861</b>	<b>224379</b>	<b>15224</b>	<b>215706</b>
Average/Serving Day (57)(55)		243	3937	277	3922
Average/Day/Site		41	656	46	654

From the 1<sup>st</sup> quarter to the 2<sup>nd</sup> quarter for the 2008-2009 school year, Middle School lunch participation is down 1.1%. Middle School participation for breakfast is up 0.2%.



**Executive Summary**  
**January – March, 2009**

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**ELEMENTARY SCHOOLS**

	CHANGE IN ENROLLMENT	JANUARY – MARCH 09		JANUARY – MARCH 08	
		BREAKFAST SERVED	LUNCH SERVED	BREAKFAST SERVED	LUNCH SERVED
Abbott	2	3346	17873	2517	16782
Ackerman	-20	5021	25202	4896	24912
Aldrich	-7	2239	17847	2369	17962
Black Elk	-23	3178	25053	3018	23018
Bryan	10	4040	15874	4225	15970
Cather	26	3024	17363	3592	16223
Cody	-29	4950	11279	5842	11849
Cottonwood	0	2728	15033	2431	13783
Disney	-14	3341	11543	3149	12054
Ezra	4	3189	18614	3733	17398
Harvey Oaks	7	3231	12317	2880	10981
Hitchcock	-11	1277	8369	1606	8318
Holling Heights	-56	6148	18688	5704	20161
Montclair	-16	4380	24077	5764	23596
Morton	-3	2357	14489	2044	13203
Neihardt	-14	5710	24854	6590	24091
Norris	-21	5442	15142	5656	15435
Reagan	75	9709	23016	3115	18873
Reeder	58	2875	19535	2283	16149
Rockwell	-80	3490	13942	2700	16424
Rohwer	-37	3148	20759	2292	20709
Sandoz	-1	4733	15813	4787	14519
Upchurch	293	2707	12849		
Wheeler	12	2646	25989	2576	23780
Willowdale	-8	2201	17201	2036	17216
<b>Total</b>	<b>146</b>	<b>95110</b>	<b>442720</b>	<b>85805</b>	<b>413406</b>
Average/Serving Day (57)(55)		<b>1669</b>	<b>7767</b>	<b>1560</b>	<b>7516</b>

From the 1<sup>st</sup> quarter to the 2<sup>nd</sup> quarter for the 2008-2009 school year, Elementary School lunch participation is up 2.0%. Elementary School participation for breakfast is up 0.4%



## Executive Summary January – March, 2009

Below is a breakdown of average participation for all sites per day, along with comparative numbers to last year, same time frame.

<b>January - March 2008-2009 Participation</b>	January - March 2007-2008 Participation
<i>77.61%</i>	74.60%

From the 1<sup>st</sup> quarter to the 2<sup>nd</sup> quarter for the 2008-2009 school year, all schools combined, participation is up 1.35% for lunch and is up 0.3% for breakfast.

Below is a summary of total meals served Year-to-Date through March 31, 2009, along with numbers from the previous period in 2008.

	Meals Served 2008-2009 YTD 143 Serving Days	Meals Served 2007-2008 YTD 141 Serving Days
Breakfast	290,222	276,973
Average Breakfast/Day	2,030	1,964
Lunch	2,078,296	2,004,237
Average Lunch/Day	14,534	14,214

Removing the growth in enrollment this year, the Food Service Program is serving approximately **224** more lunches per day, and **49** more breakfast's per day through March 31 as compared to last year.

Below is a summary of the Free and Reduced students currently enrolled at Millard Public Schools, along with the percentage as it relates to total enrollment. (As of March 30, 2009)

	Free	Reduced	Free & Reduced Percentage
<b>2008-2009</b>	<b>1968</b>	<b>905</b>	<b>13.2%</b>
2007-2008	1740	773	11.6%
<b>Variance</b>	<b>228</b>	<b>132</b>	<b>1.6%</b>

There was a 1.0% increase in Free and Reduced from the first quarter to second quarter this school year.



## Executive Summary January – March, 2009

### Student Surveys

Student Surveys continued in the secondary schools. Data gathered is a baseline of student's opinion. There are no past surveys to compare to in order to determine if satisfaction is up or down.

All information will be gathered, and surveys will be used during the 2009/2010 school year to begin evaluating Food Service satisfaction levels of students.

Below is the data collected during January – March, 2009.

#### SECONDARY SCHOOLS:

A 17-question survey was given to students, asking them to rate the Food Service Program on a scale of 1 (Not at all Satisfied) to 5 (Extremely Satisfied).

- 37 surveys were received from North Middle School's Student Council.
- 1218 surveys were received from North High, or 51.3% of the student population.

<i>Question</i>	<i>North Middle</i>	<i>North High</i>
<b>1. Overall, how would you rate your satisfaction with Food Service?</b>	3.73	2.86
<b>2. Stations – Grill</b>	3.74	2.72
<b>3. Stations – Salsa</b>	3.72	2.54
<b>4. Stations – Deli</b>	3.39	3.00
<b>5. Stations – Grab 'N Go</b>	3.33	2.72
<b>6. Stations – Favorites</b>	4.15	2.94
<b>7. Stations – Pizza</b>	3.53	3.32
<b>8. Breakfast</b>	3.58	2.92
<b>9. Food – Taste of Food</b>	3.97	2.95
<b>10. Food – Food Quality</b>	3.81	2.69
<b>11. Food – Appearance/Presentation</b>	3.97	2.74
<b>12. Food – Hot-Hot/Cold-Cold</b>	4.14	3.19
<b>13. Food – Availability of Selections</b>	4.19	3.00
<b>14. Service – Speed of Service</b>	4.16	2.91
<b>15. Service – Cleanliness</b>	4.49	3.36
<b>16. Service – Friendliness of Staff</b>	4.72	3.82
<b>17. Service - Responsiveness</b>	4.58	3.49
<b>Overall Survey Average</b>	3.97	3.04



## Executive Summary January – March, 2009

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### **SUMMARY:**

Survey collection for the 2008-2009 school year has concluded. Our plans are to survey the students again beginning next fall and comparisons can be made. We will take this year's data and work on the areas the students feel improvements can be made.

Overall, the following was collected:

#### **Elementary Schools:**

- Total Surveys Received 4266 (42.7%)
- Average Score (1 to 3) 2.4
- Highest rated question: "I am glad we have choices" 2.8
- Lowest rated question: "I like to come to breakfast also" 2.0

#### **Middle Schools:**

- Total Surveys Received 495 (10.2%)
- Average Score (1 to 5) 3.4
- Highest rated question: "Stations – Pizza" 3.7
- Lowest rated question: "Stations – Salsa" 2.9

#### **High Schools:**

- Total Surveys Received 3203 (48.8%)
- Average Score (1 to 5) 3.0
- Highest rated question: "Service – Friendliness of Staff" 3.7
- Lowest rated question: "Stations – Salsa" 2.5



## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Foundation Site Plan Grant Winners and Student Center Awards

**MEETING DATE:** April 13, 2009

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:**

**ACTION DESIRED:** Information

**BACKGROUND:** The Millard Public Schools Foundation has announced the winners of this year's site plan grants. The total for this year is in the amount of \$319,628. The enclosure lists those who were successful in their grant request, name of school, and description of the grant. The grant recipients will be recognized at the annual Foundation banquet on Friday, May 8, 2009. Also included is the funding that will be provided to each elementary and each middle school for the After-School Programs for the 2009-2010 school year.

The total funding provided by the Millard Public Schools Foundation for the site plan grant winners, and the elementary and middle school's After-School Programs is \$642,000 for 2009-2010.

**OPTIONS/ALTERNATIVE CONSIDERATIONS:** n/a

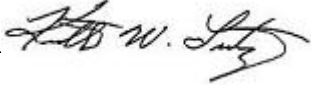
**RECOMMENDATIONS:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION OR REJECTION:** n/a

**TIME LINE:** n/a

**PERSONS RESPONSIBLE:** Keith Lutz

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

## Millard Public Schools Foundation 2009-2010 Site Plan Grant Recipients

Dollars Committed from Previous Multi-Year Grants:	\$ 41,628
New Dollars Awarded for 2009-2010:	<u>\$278,000</u>
Total	\$319,628

### Ackerman

#### Family Math Nights: \$6,032

This project's intent is to continue the very successful program, "Math Nights" for parents and students, which has benefited many families over the past five years. By providing specific information and activities to assist students in developing math skills, the program aims to increase parental understanding and involvement in their child's math abilities.

### Bryan

#### Let's Get Ready: \$4,148

*Let's Get Ready* will create a school readiness partnership between parents of four-year-old children in MPS attendance area and Bryan Elementary. Through home visits conducted by school staff during the summer, parents will be made aware of resources available to them and be provided with materials to help them prepare their work for kindergarten. In addition, *Let's Get Ready* will help the school establish a positive working relationship with parents that will continue throughout their child's school career.

### Cather

#### Catch the Reading Bug!: \$12,135 (Over Three Years)

This project will involve a variety of ways to promote reading with students in grades K-5 while enlisting parent participation. Reading incentives along with the community night activities will support and enhance the joy of reading. Three events on a yearly basis will be extended to students and parents. These events will consist of different genres of learning styles to create a variety of ways in which reading can be promoted.

### Cody

#### Cody's Site Plan Grant: \$13,779

The grant funds two programs that were prioritized by the building's school improvement team. The programs will support Cody's mission to "insure that each student achieves academic and personal success by creating an environment of enthusiasm for lifelong learning." The first, an after school intermediate study center, has been operating since 1994. The second, *Cody's Leadership Development Project*, implements the philosophies of the Nebraska Human Resource Institute.

**Cottonwood****Roaring Cougar Readers: \$2,898**

The grant will use family reading nights and “One School, One Book” vehicle to engage all Cottonwood families in literacy activities. In the fall they will introduce parents to instructional reading strategies at a family reading night, during which teachers will model grade-level specific reading practice for parents. In the winter, they will introduce their “One School, One Book” event –complete with a culminating evening of literacy-based fun. All of these activities are designed to increase student reading proficiencies.

**Disney****Disney Parent University: Offering Coursework in Asset Development, Family Literacy, Parent Involvement and Parenting Strategies: \$12,212**

This grant is designed to bring families together at home and at school through a variety of learning activities. These activities will include a “One School-One Book” project and Family Night Celebration, clubs offered outside the school day, asset development activities, evening parent education classes and literacy education for pre-kindergarten parents. All activities are designed to strengthen the learning partnership between home and school.

**Ezra Millard****Math and Reading Student Parent Night****Asset Building Parent Meetings****Kindergarten Readiness/Kinder Kamp****\$8,479**

The intent of the projects is to create time outside the school day where students, parents, and teachers can collaborate to increase student learning. These projects will address academic areas and social emotional needs of students. By providing specific information and exciting activities, the parent community will become more engaged. As a result, student achievement will increase due to increased community engagement and purposeful practice experience at home.

**Holling Heights Elementary****Stretch the Leaning: \$23,962**

The grant is focused on stretching students’ learning opportunities. Some of these opportunities are related to re-organizing and supporting students during the traditional instructional day. Others are related to stretching the students’ day by extending the leaning opportunities to before and after school. Our plan is focused on extending learning opportunities for all students and to increase parent and community involvement.

**Montclair****Dream, Think, Act: Building Assets and Skills for the 21<sup>st</sup> Century: \$5,094**

“Dream, Think, Act” engages children’s wonder by utilizing 21<sup>st</sup> century skills to develop meaningful changes in themselves and the world. These asset-building activities are designed to give students effective tools to use throughout their lives.

Children will explore and expand their **dreams** through curriculum-connected literacy activities, research and the arts. Through coaching, children will **think** and learn to ask powerful questions using research skills and imagery as they develop plans necessary to meet personal goals. Children will **act** upon these plans by using tools that enable them to assess their progress, deal with setbacks, and actualize their dreams.

**Morton****Read with my family and me!: \$7,450**

The grant’s intent is to provide family night activities for K-5 students and families throughout the school year that promote a “sense of belonging” for all families (old and new). Due to changes in the country’s economic condition and the school’s community’s demographics, the grant is necessary so that these monthly activities can be provided at no cost to the families. By improving accessibility for all families, attendance will improve and the building will be promoting several of the 40 Developmental Assets throughout the community.

**Rockwell****Leaping Readers: Leaping to New Levels: \$11,560**

The intent of this project is to provide additional instruction, enrichment and encouragement in the area of reading by developing programs for students during school, outside of the school day, during the summer, and at home. The goal is to help build lifelong love of reading in each student while increasing reading achievement.

**Sandoz****STRIPE Club (Study to Reach Independence, Prepare and Enrich): \$9,992**

The intent of the grant is to promote achievement by fostering a culture of high expectations for all students beyond the school day by:

- Offering a primary student center for first and second graders two nights a week
- Providing a late bus for students who could not participate without transportation provided. This will insure equity in the Title I school where more than 90% of the students qualify for bus service.

**Upchurch**  
**“LEAP” Into Enrichment: \$8,800**

The intent of the grant is to promote achievement by fostering a culture of high expectations for all students beyond the school day by the addition of:

- a primary study center for first and second graders hosted after school three nights per week would allow more time for students to acquire necessary academic skills.
- academic enrichment clubs would allow additional challenging opportunities for all students including but not limited to Technology Club, Drama Club and Book Club.

**Wheeler**  
**GROW -- G (Gain materials for literacy development), R (Reach all students social and emotional needs), and O (Opportunities for parents), W (Working together for all kids): \$10,952**

This grant will secure funding for implementation of four initiatives that are aligned with Wheeler’s site plan. All members of the school’s learning community will experience growth as result of this grant. Plan one (G) allows Wheeler to gain materials that support literacy growth, Plan two (R) will support that continuation of a social skills program that focuses on using peer models to help targeted students grow their social skills. Plan three (O) focuses on parent growth in literary strategies. The last plan (W) targets teacher growth by providing additional time for focused collaboration.

**Beadle Middle School**  
**Improving Student Achievement through Collaboration & Innovation: \$14,366**

Innovation and collaboration are key concepts embedded in Beadle’s building mission statement. As a building, Beadle believes they excel in working collaboratively to find innovative ways to help each student achieve at his or her highest potential. Three projects within this grant allow staff members to collaboratively identify and implement innovative strategies:

1. Investigate, design and implement instructional strategies to more effectively engage students receiving Special Education Services.
2. Use technology to enhance staff collaboration and student achievement.
3. Investigate, design and implement extension lessons in language arts classes.

**Central Middle School**  
**How was your day at school? Finding the SPARK in all of our students: \$27,260**

How was your day at school? The answer to that question is powerful. Central Middle School wants students to be engaged; they want students involved; they want students connected. For many of the most at-risk students, it is what happens after the 2:25 p.m. bell rings that truly helps students thrive. Using the 40 Development Assets Framework

as our guide (40 factors that research shows are essential to young people's success), Central will provide after-hour interventions for the most at-risk students. These interventions will target students (and families) who are not thriving either academically, socially, or emotionally.

### **Kiewit Middle School**

#### **40 Development Asset Frameworks Used to Build the 21<sup>st</sup> Century Leader: \$15,586**

This grant utilizes 40 Development Asset external and internal frameworks as the foundation to better prepare middle level students and their families for the 21<sup>st</sup> century by providing challenging and diverse activities to educationally remediate and enhance students' learning. These enriched educational experiences offered after school, evening, Saturday mornings, and during the summer will develop learning, expose students to new experiences, teach life skills, expand literacy, increase parent and community involvement, and install a love of learning. This project will also strengthen 40 Development Assets for the staff which will result in powerful and measurable achievements for the students.

### **Millard Middle School Alternative Program**

#### **How was your day at school? Helping alternative learners find their spark!: \$7,390**

The Millard Middle School Alternative Learner Program provides unique learning experiences for students at risk of school failure or drop-out. Student success in this program is largely due to extensive one-on-one attention, a comprehensive behavior management system, a Development Asset focus, and most importantly, the relationships the staff has with the students. Because of this, sending the students to other middle schools for after school opportunities has not proven successful. Through this project, extension opportunities will be provided to the students in an environment that sets them up for success.

### **Young Adult Program/Central Middle School Learning Annex**

#### **Vocational Training & Service Learning Projects: \$2,950**

This two-pronged vocational training and service learning project is designed to provide meaningful real life educational experiences that will prepare the non-traditional learners in the life and career skills as defined by the 21<sup>st</sup> Century Skills foundation. Targeted skills include critical thinking, problem solving, communication, collaboration, flexibility, adaptability, productivity, accountability, leadership and responsibility. Students will integrate learning, making explicit connections to meaningful applications, through reflection, discussion and comparing/contrasting the business experience and service learning experiences. These projects will help guarantee that our non-traditional students learn the academic and life skills necessary for personal success and responsible citizenship.

**Millard North High School**  
**High School ACT/SAT Prep Courses: \$9,400**

As Millard Public Schools achieves its goal of creating an AP culture, students' registration for college entrance exams will rise. Millard already has ACT and SAT scores that are well above the national average. It is important to continue this trend so that students can be marketed to colleges across the United States. It is also important to provide opportunities to students of lower socioeconomic status who may be unable to afford test preparation courses that are offered through outside entities. In order to maintain the academic success experienced by Millard, it is important to provide free ACT and SAT prep classes within the building for students who want to improve their scores.

**Millard South High School**  
**Interventions for All: \$39,567**

Homework Lab is open to all students. Teachers from the four core areas of English, Math, Science and Social Studies are available immediately after school at 4:30 p.m., Monday through Friday for re-teaching and general help. It is also used as an intervention for freshman and sophomores in the four core areas, as well as those who struggle to get their assignments completed.

The intent of the mentoring program is two-fold. First, and foremost, it assists 9<sup>th</sup> grade students with transition to high school. The second intent of the program is to provide and opportunity to develop leadership in the upperclassmen.

Jump Start Night provides Special Education students and their parents the opportunity to learn about Special Educational services that are available. It is held the week before school begins in August.

40 Development Assets Student Group is a comprehensive program that provides activities and information about the assets. All staff, teachers, students, parents and community will become asset builders to improve the lives and welfare of all.

**Millard West High School**  
**Ensuring a Quality Education for All Learners: \$31,433**

This will be the second year for the extremely successful After-School Study Center. The center is designed as an intervention for students who are struggling. Teachers from all four core areas are there each night. Parents have expressed strong appreciation for the program.

The transition from Algebra I to Algebra II is not easy for many students. Geometry is taken in between the two courses. The goal of the refresher program is to shrink the gap

with a refresher packet for all students entering Algebra II. There will be an option “math camp” that will meet throughout the summer.

Building Positive Transitions with Assets is designed to help 9<sup>th</sup> grade students thrive in high school by way of a smooth transition infused with asset activities throughout the freshman year. These activities will be developed and coordinated by students in the Asset Club. Group results from past Development Asset Profiles will be used to create targeted activities to build certain asset categories.

Improving Access to Post-Secondary Planning’s purpose is to increase and sustain student participation and performance on measures of national education excellence by granting counselors the resources to develop improved college programming.



Millard Public Schools Foundation  
2009-2010 Study Center Grants

Name	Title	School	Amount
Erik Chaussee	Principal	Abbott Elementary	\$ 8,981.00
Melissa Gilbert	Principal	Ackerman Elementary	\$ 8,985.00
Suzanne Melliger	Principal	Aldrich Elementary	\$ 8,964.00
Josh Fields	Principal	Black Elk Elementary	\$ 8,999.00
Brad Sullivan	Principal	Bryan Elementary	\$ 9,000.00
Paula Peal	Principal	Cather Elementary	\$ 9,000.00
Matt Dominy	Principal	Cody Elementary	\$ 8,894.00
Nancy Nelson	Principal	Cottonwood Elementary	\$ 8,643.00
Mark Schultze	Principal	Disney Elementary	\$ 8,624.00
Carrie Novotny-Buss	Principal	Ezra Elementary	\$ 8,959.00
Roberta Deremer	Principal	Harvey Oaks Elementary	\$ 9,005.00
Mandy Johnson	Principal	Hitchcock Elementary	\$ 8,539.00
Terry Houlton	Principal	Holling Heights Elementary	\$ 8,946.00
Matt Rega	Principal	Montclair Elementary	\$ 9,000.00
Julie Warnemunde	Principal	Morton Elementary	\$ 9,000.00
Colleen Beck	Principal	Neihardt Elementary	\$ 9,000.00
Kevin Chick	Principal	Norris Elementary	\$ 8,568.00
Nila Nielsen	Principal	Reagan Elementary	\$ 8,992.00
Suzanne Hinman	Principal	Reeder Elementary	\$ 9,000.00
Jerri Wesley	Principal	Rockwell Elementary	\$ 8,982.00
Nancy Brosamle	Principal	Rohwer Elementary	\$ 8,970.00
Heidi Penke	Principal	Sandoz Elementary	\$ 9,000.00
Susan Anglemyer	Principal	Upchurch Elementary	\$ 9,000.00
Andy DeFreece	Principal	Wheeler Elementary	\$ 8,964.00
Susan Kelley	Principal	Willowdale Elementary	\$ 8,901.00
		<b>Total</b>	<b>\$ 222,916.00</b>
Jeff Alfrey	Principal	Andersen Middle	\$ 15,000.00
John Southworth	Principal	Beadle Middle	\$ 15,000.00
Beth Fink	Principal	Central Middle	\$ 27,600.00
Lori Jasa	Principal	Kiewit Middle	\$ 13,550.00
Joannie Wilson	Principal	North Middle	\$ 14,720.00
Mitch Mollring	Principal	Russell Middle	\$ 15,000.00
		<b>Total</b>	<b>\$ 100,870.00</b>