

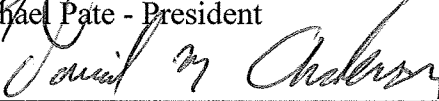
**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

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 \_\_\_\_\_ 6:00 \_\_\_\_\_ P.M. on \_\_\_\_\_ June 15, \_\_\_\_\_ 2009, at \_\_\_\_\_ Don Stroh Administrative Center \_\_\_\_\_ 5606 South 147th Street \_\_\_\_\_ Omaha, NE 68137 \_\_\_\_\_

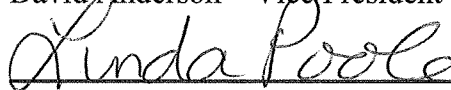
Dated this \_\_\_\_\_ 15th \_\_\_\_\_ day of \_\_\_\_\_ June \_\_\_\_\_, 2009.



Michael Pate - President

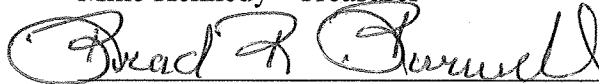


David Anderson - Vice President

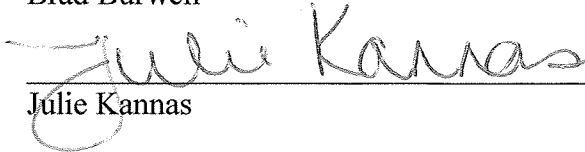


Linda Poole - Secretary

Mike Kennedy - Treasurer



Brad Burwell



Julie Kannas

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

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, June 15, 2009** at 5606 South 147th Street, Omaha, Nebraska.

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

LINDA POOLE,  
Secretary

6-12-09

**THE DAILY RECORD  
OF OMAHA**

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

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

**J. BOYD**

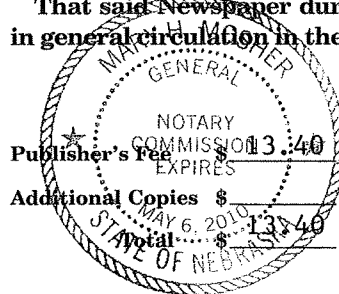
being duly sworn, deposes and says that she is

**LEGAL EDITOR**

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

June 12, 2009

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



Publisher's Fee \$ 13.40

Additional Copies \$ 13.40

Subscribed in my presence and sworn to before me this 12th day of June 20 09

Notary Public in and for Douglas County, State of Nebraska





*BOARD OF EDUCATION*  
MEETING



*JUNE 15, 2009*

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
6:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
JUNE 15, 2009

AGENDA

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

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

E. Routine Matters

1. \*Approval of Board of Education Minutes – June 1, 2009
2. \*Approval of Bills
3. \*Receive the Treasurer's Report and Place on File
4. Summary of Committee of the Whole Meeting – June 8, 2009

F. Information Items

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

G. Unfinished Business:

H. New Business

1. Reaffirm of Policy 6315 – Curriculum, Instruction, and Assessment – Use of Assessment Data
2. Approval of Rule 6315.1 - Curriculum, Instruction, and Assessment – Use of Assessment Data
3. First Reading of Policy 6230 – Curriculum, Instruction, and Assessment – Taught Curriculum - Homework
4. Approval of Response to Instruction and Intervention Model (RtI+I)
5. Reaffirm Policy 5600 – Pupil Services – Student Health
6. Approval of Rule 5600.1 – Pupil Services – Injury and Illness
7. Approval of Rule 5600.2 – Pupil Services – Possession and Use of Medication
8. Approval of Rule 5600.3 – Pupil Services – Physical Examination, Immunization, and Inspection
9. Reaffirm Rule 5600.4 – Pupil Services – Contagious or Infectious Diseases
10. Approval of Rule 5600.5 – Pupil Services – Procedures for Life-Threatening Asthma Attacks and Systemic Allergic Reactions
11. Reaffirm Rule 5600.6 – Pupil Services – Procedures for Use of Automated External Defibrillators
12. Reaffirm Policy 5610 – Pupil Services – Do Not Resuscitate/Do Not Intubate Requests
13. Reaffirm Rule 5610.1 – Pupil Services – Do Not Resuscitate/Do Not Intubate Requests
14. Reaffirm Policy 5620 – Pupil Services – Child Abuse, Neglect and Cruelty
15. Reaffirm Rule 5620.1 – Pupil Services – Child Abuse, Neglect and Cruelty
16. Approval of Personnel Actions: Rescission of Resignation, Resignation(s), and New Hire(s)
17. Negotiations (Executive Session)

I. Reports

1. Multicultural Report

2. American Recovery and Reinvestment Act (ARRA) Title I and IDEA Funds Utilization Report, 2009-2011

J. Future Agenda Items/Board Calendar

1. Board of Education Meeting on Monday, July 6, 2009 at 6 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
2. New Teacher Breakfast on Monday, August 3, 2009 at 7:30 a.m. at Millard South High School
3. Board of Education Meeting on Monday, August 3, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
4. Fall Kick-Off Celebration on Friday, August 7, 2009 at 8:00 a.m. at Embassy Suites, 12520 Westport Parkway
5. Committee of the Whole Meeting on Monday, August 10, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
6. Board of Education Meeting on Monday, August 17, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
7. Board of Education Meeting on Tuesday, September 8, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
8. Committee of the Whole Meeting on Monday, September 14, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
9. Board of Education Meeting on Monday, September 21, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
10. NFUSSD Conference on October 11-14, 2009 at Embassy Suites LaVista Conference Center

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

L. Adjournment:

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

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

4

BOARD MEETING  
6:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET  
JUNE 15, 2009

ADMINISTRATIVE MEMORANDUM

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

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

\*E.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Board of Education Minutes – June 1, 2009. (See enclosure.)

\*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See enclosures.)

\*E.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to receive the Treasurer's Report and Place on File. (See enclosure.)

E.4. Summary of Committee of the Whole Meeting – Monday, June 8, 2009

F.1. Superintendent's Comments

F.2. Board Comments/Announcements

H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Policy 6315 – Curriculum, Instruction, and Assessment – Use of Assessment Data (See enclosure.)

H.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 6315.1 – Curriculum, Instruction and Assessment – Use of Assessment Data (See enclosure.)

H.3. First Reading of Policy 6230 – Curriculum, Instruction, and Assessment – Taught Curriculum – Homework (See enclosure.)

H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Response to Instruction and Intervention Model (RtI+I) (See enclosure.)

H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Policy 5600 – Pupil Services – Student Health (See enclosure.)

H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5600.1 – Pupil Services – Injury and Illness (See enclosure.)

H.7. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5600.2 – Pupil Services – Possession and Use of Medication (See enclosure.)

H.8. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5600.3 – Pupil Services – Physical Examination, Immunization, and Inspection. (See enclosure.)

H.9. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Rule 5600.4 – Pupil Services – Contagious or Infectious Diseases (See enclosure.)

H.10. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5600.5 – Pupil Services – Procedures for Life-Threatening Asthma Attacks and Systemic Allergic Reactions (See enclosure.)

June 15, 2009

Page 2

- H.11. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Rule 5600.6 – Pupil Services – Procedures for Use of Automated External Defibrillators (See enclosure.)
- H.12. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Policy 5610 – Pupil Services – Do Not Resuscitate/Do Not Intubate Requests (See enclosure.)
- H.13. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Rule 5610.1 – Pupil Services – Do Not Resuscitate/Do Not Intubate Requests (See enclosure.)
- H.14. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Policy 5620 – Pupil Services – Child Abuse, Neglect and Cruelty (See enclosure.)
- H.15. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Rule 5620.1 – Pupil Services – Child Abuse, Neglect and Cruelty (See enclosure.)
- H.16. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: Rescission of Resignation, Resignation(s), and New Hire(s). (See enclosure.)
- H.17. Negotiations (Executive Session)

I. Reports:

- 1. Multicultural Report
- 2. American Recovery and Reinvestment Act (ARRA) Title I and IDEA Funds Utilization Report, 2009-2011

J. Future Agenda Items/Board Calendar

- 1. Board of Education Meeting on Monday, July 6, 2009 at 6 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
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- 3. Board of Education Meeting on Monday, August 3, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
- 4. Fall Kick-Off Celebration on Friday, August 7, 2009 at 8:00 a.m. at Embassy Suites, 12520 Westport Parkway
- 5. Committee of the Whole Meeting on Monday, August 10, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
- 6. Board of Education Meeting on Monday, August 17, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
- 7. Board of Education Meeting on Tuesday, September 8, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
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- 9. Board of Education Meeting on Monday, September 21, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
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K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

L. Adjournment

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



MILLARD PUBLIC SCHOOLS  
SCHOOL DISTRICT NO 17

6

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 6:00 p.m., Monday, June 1, 2009, at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

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

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, May 29, 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 5:55 p.m. Mike Pate opened the public hearing on Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access. Mr. Pate announced that all board members were present: Michael Pate, Dave Anderson, Mike Kennedy, Brad Burwell, Linda Poole and Julie Kannas. There were no questions from the public.

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

At 6:00 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.

Motion by Dave Anderson, seconded by Linda Poole, to approve the Board of Education Minutes – May 18, 2009, approve the bills, and receive the Treasurer's Report and Place on File, upon roll call vote, all members voted aye. Motion carried.

Showcase highlighted: Spring Sports, Journalism, MathCounts, National Science League, PTA Reflections Contest, WorldMasters, and World Languages.

Superintendent Comments:

1. Last Friday was the last day of school for students, and today was the last day for teachers.
2. On Saturday the graduation ceremonies were held for 1700 seniors from the Millard Public Schools.
3. A reminder to all about the Millard Public Schools Foundation golf fundraiser on Friday, June 5, 2009. Registration will begin at 11 a.m.
4. Next Monday will be a committee meeting, which will begin at 6:00 p.m. Ken Fossen will lead this discussion. He will take the Board through the program budgeting process and also provided information on the revenue and valuation information over the last several years.
5. Sometime this week a request(s), maybe two, are expected for a student hearing, possibly two student hearings. When and if the requests are presented the hearing will need to take place within 10 days.

Board Comments:

All board members expressed their congratulations to all of the seniors who graduated on Saturday. The congratulations were also sent to the parents of the students, and the teachers.

June 1, 2009

Page 2

Brad Burwell announced that there will be a Learning Community Coordinating Council meeting on Thursday at 6:00 p.m. Mr. Burwell reported there will be Sub District 4 meeting at Fire Ridge Elementary in Elkhorn on Thursday, June 11, 2009 at 1:30 p.m.

Mr. Burwell also thanked Ken Fossen for his presentation to the budget and finance committee for the Learning Community Coordinating Council. He was helpful to show what work will need to be done by the committee.

Dave Anderson provided the final reading of Policy 4125 – Human Resources – Certification. Motion by Dave Anderson, seconded by Linda Poole, to approve Policy 4125 – Human Resources – Certification, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Dave Anderson, to approve Rule 4125.1 – Human Resources – Certification – Certificate Registration, Renewal, or Change of Name, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to reaffirm Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access; Rule 6800.1 – Curriculum, Instruction, and Assessment – Parental Access; Policy 4160 – Human Resources – Evaluation; Rule 4160.1 – Human Resources – Evaluation – Certificated Staff ; Rule 4160.2 – Human Resources – Evaluation – Non-Certificated; Policy 5110 – Pupil Services – Transfer of Students within the District; Rule 5110.1 – Pupil Services – Transfer of Students within the District; Policy 5220 – Pupil Services – School Census; Rule 5220.1 – Pupil Services – School Census; Policy 5510 – Pupil Services – Freedom of Expression; Rule 5510.1 – Pupil Services – Freedom of Expression; Rule 5510.2 – Pupil Services – Freedom of Expression: Bulletin Boards, Printed Materials and Petitions; Policy 5520 – Pupil Services – Equal Access: Non-Curriculum Related Secondary School Student Group Meetings; Rule 5520.1 – Pupil Services – Equal Access: Non-Curriculum Related Secondary School Student Group Meetings; Policy 5530 – Pupil Services – Respect for Religious Beliefs and Customs; Rule 5530.1 – Pupil Services – Recognition of Religious Beliefs and Customs and Exclusion from Participation; Policy 5550 – Pupil Services – Open/Closed Campus; and Rule 5550.1 – Pupil Services – Open/Closed Campus, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve Rule 5400.2 – Pupil Services – Discipline of Students with Disabilities, upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Kannas, seconded by Dave Anderson, to approve the 2009-2010 High School Calendars, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Dave Anderson, to approve the Staff Evaluation System for 2009-2010, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Julie Kannas, to adopt the new ELO Cut Scores for immediate use, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Julie Kannas, that approval be given to the proposed Schematic Designs for Excel Building (a/k/a Support Services Center II) remodeling project, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Julie Kannas, to approve Personnel Actions: Resignations: Megan Weber and Jane Splittgerber; Rescission of Resignation: Janet Larson; and New Hires: Ken Krause, Karen Coates, Amber Dimartino, Brooke Studt, Lori McMillan, Stephanie Gaiser, Elizabeth Vari, Danette Baker, and Susan Johannes, upon roll call vote, all members voted aye. Motion carried.

Mike Pate delayed the Superintendent's Evaluation and negotiations to the end of the meeting for Executive Session.

Report given included an Enrollment Report, a Legislative Update, and Parent Opinion Survey.

Future Agenda Items/Board Calendar: A Committee of the Whole Meeting will be held on Monday, June 8, 2009 at 6 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, June 15, 2009 at 6 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, July 6, 2009 at 6 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The New Teacher Breakfast will be held on Monday, August 3, 2009 at 7:30 a.m. at Millard South High School. A Board of Education Meeting will be held on Monday, August 3, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The Fall Kick-Off Celebration will be held on Friday, August 7, 2009 at 8:00 a.m. at Embassy Suites, 12520 Westport Parkway. A Committee of the Whole Meeting will be held on Monday, August 10, 2009 at 6:30 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, August 17, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The NFUSSD Conference will be held on October 11-14, 2009 at Embassy Suites LaVista Conference Center.

Mr. Pate asked for a motion to go into Executive Session for the purpose of the Superintendent's Evaluation and negotiations.

At 7:15 p.m. Dave Anderson moved, seconded by Julie Kannas, to go into Executive Session for the purpose of the Superintendent's evaluation and negotiations, 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 the Superintendent's evaluation and negotiations.

At the end of the meeting Dave Anderson moved, seconded by Julie Kannas, to come out of Executive Session, upon roll call vote, all members voted aye. Motion carried.

Mike Pate adjourned the meeting.

  
\_\_\_\_\_  
SECRETARY

**Millard Public Schools**  
June 15, 2009

# Millard Public Schools

## Check Register

10

Prepared for the Board Meeting of June 15, 2009

Check No	Vend No	Vendor Name	Amount
302975	107281	INTERNATIONAL CATERING INC	200.00
302976	134607	KONICA MINOLTA PRINTING SOLUTIONS	6,528.00
302977	065438	MILLARD NORTH HIGH SCHOOL	1,016.47
302980	078420	RAWSON & SONS ROOFING, INC.	13,985.00
302981	079440	ROSENBAUM ELECTRIC INC	821.38
302982	137486	PATRICK S TELLEY JR	156.25
302985	107354	STEPHEN W. VENTEICHER	468.75
302995	011651	AMERICAN EXPRESS	826.47
302996	134670	EDUCATIONAL TESTING SERVICE	172,441.00
302997	137537	BUTLER SHOWCHOIR SHOWCASE LLC	375.00
302999	130727	CENTER FOR ADVANCEMENT & STUDY OF	725.00
303001	033473	DIETZE MUSIC HOUSE INC	485.26
303004	037525	EDUCATIONAL SERVICE UNIT #3	57.45
303005	137535	ASHFORD TRS SAPPHIRE VI LLC	526.89
303006	056820	HARRY A KOCH COMPANY	60.00
303007	133397	HY-VEE INC	3,832.13
303008	132878	HY-VEE INC	153.31
303009	049851	HY-VEE INC	1,477.82
303010	049850	HY-VEE INC	1,208.51
303011	134048	IB-ARMS	705.00
303012	102451	INTERNATIONAL BACCALAUREATE	1,190.00
303013	099395	LINCOLN PUBLIC SCHOOLS	100.00
303014	065438	MILLARD NORTH HIGH SCHOOL	400.00
303015	107732	BRIAN L NELSON	106.25
303016	109843	NEXTEL PARTNERS INC	956.28
303017	081630	SAM'S CLUB DIRECT	113.24
303018	134386	SECRETARY OF STATE	60.00
303021	107354	STEPHEN W. VENTEICHER	356.25
303022	137545	MARILYNN FINLAY	175.00
303023	010083	ATS MOBILE TELEPHONE CO INC	85.02
303024	136956	RAYMOND J SAVARD	2,500.00
303025	137528	BREANN C AVERY	37.64
303026	131546	GLENDA K BACHMANN	216.18
303027	137039	GLORIA J BARTELS	284.72
303028	131148	VIRGINIA C BAYE	289.99
303029	134069	COLLEEN K BECKWITH	24.01
303030	133480	BERINGER CIACCIO DENNELL MABREY	1,568.25
303031	136963	GAIL M BLANCHARD-HELTON	300.54
303032	133057	NANCY R BORGUM	279.45
303033	136962	BETTY M BRAGG	242.54
303034	134915	ROBIN L BREEDLOVE	151.78
303035	019858	PEGGY A BRENDEL	300.54
303036	136479	THOMAS G BROSNAN	5.00
303037	020258	VICKI A BROWN	300.54
303038	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	91.00
303039	133818	CONNECTIVITY SOLUTIONS MFG INC	1,348.13

Date: 6/10/09

# Millard Public Schools

## Check Register

11

Prepared for the Board Meeting of June 15, 2009

Check No	Vend No	Vendor Name	Amount
303040	134374	CONSORTIUM FOR SCHOOL NETWORKING	1,000.00
303043	108436	COX COMMUNICATIONS INC	43,402.22
303044	106893	CULLIGAN WATER CONDITIONING	54.80
303046	130339	DEEP ROCK WATER	42.80
303048	131206	SHARON L DICKEY	295.26
303049	137107	CAROL L DICKMEYER	316.35
303050	134800	REBECCA L DIETLE	295.26
303051	107232	DLR GROUP INC	16,350.00
303052	136964	NAN A DOESCHOT	295.26
303053	135497	RICKIE D ENGEL	231.99
303054	137541	ERICKSON & SEDERSTROM PC LLO	888.75
303055	134722	JODI L FAWCETT	101.23
303056	040450	FEDERAL EXPRESS	1,304.37
303058	136966	JILL JANINE FLOTH	316.35
303059	130082	NONNIE M FRENZER	231.99
303060	041543	AMY J FRIEDMAN	21.39
303061	107025	GALAXY CABLE INC	2,555.58
303062	131294	PATRICIA A GEDBAW	300.54
303063	137543	MEGAN E GEERTS	30.62
303064	135808	TRACI J GILMER	16.86
303065	131204	JEANNE A GOING	268.90
303066	108370	JEREMY GRAY	125.00
303067	137530	JACQUELINE S GROTE	77.49
303068	135016	CANDRA R GUENTHER	47.00
303070	136967	LINDA M JOHNSON	295.26
303071	131827	MARY E JOHNSTON	300.54
303072	135384	LINDA C JONES	311.08
303073	136968	TWILA E JUEL	295.26
303075	133556	JANICE M KLOKE	263.63
303076	136969	PAMELA KNOX	300.54
303077	134864	BRIDGET K KOWAL	47.28
303079	058775	LAMP RYNEARSON ASSOCIATES INC	860.55
303080	058875	KELLY A LATIMER-BRIGGS	35.00
303081	131922	DANYA A LINNEMAN	100.58
303082	135753	KIM A LINSTROM	67.92
303083	134186	JERILYN M LIST	108.09
303084	136970	SHARON E MALY	295.26
303085	107399	MADONNA J MCARDLE	300.54
303086	131069	CAROL MCCANN	300.54
303087	136477	LAUREN K MCKENZIE	42.76
303088	136971	LA DONNA MEEKER	300.54
303089	133403	AMERICAN NATIONAL BANK	903.60
303090	133430	CHERIE L METSCHKE	300.54
303091	131549	LENORA A MEYER	295.26
303092	137544	RONALD L MILLER	6.00
303093	065709	SHARRON A MILLSAP	263.63

Date: 6/10/09

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of June 15, 2009

Check No	Vend No	Vendor Name	Amount
303094	136388	MITCHELL S MOLLRING	824.55
303095	134532	MORRISSEY ENGINEERING INC	900.00
303096	066510	DANIEL M MURPHY	86.78
303097	132203	SUSAN K MUSSELMANN	284.72
303098	134162	NATIONAL STAFF DEVELOPMENT COUNCIL	287.00
303100	137533	MARILYN M O'CONNELL	14.28
303101	131646	TYLER J PEARSON	109.14
303102	109831	JANET PELSTER	19.49
303105	135416	SIDNEY A RAMES	311.08
303106	135511	MICHELE A REAVES	109.78
303107	135690	DEIDRE REEH	47.17
303108	079106	PATRICIA W RHODES	300.54
303109	136036	LARRY D RIBBLE	63.27
303110	081880	SCHEMMER ASSOCATES INC	982.00
303114	137270	MARILYN J SLEZAK	295.26
303115	135408	JANICE D SORENSEN	284.72
303117	136973	SANDRA L TENHAKEN	263.63
303118	090242	UNITED PARCEL SERVICE	251.44
303120	137532	DINA L WALTON	5.00
303121	137042	DIANE M WEIER	775.07
303122	136942	CHRISTY WILLIAMS	5.00
303123	095155	MARY C WILSON	221.45
303124	131026	KAREN E WILWERDING	60.00
303125	137542	SETH SCHAPIRO	939.34
303126	130371	ROBERT J YAKUS	7.77
303127	096200	YOUNG & WHITE	27,020.07
<b>Total for GENERAL FUND</b>			<b>326,565.00</b>
21841	135033	ACKERMAN ELEMENTARY	63.08
21842	135034	ALDRICH ELEMENTARY	51.24
21843	065425	ANDERSEN MIDDLE SCHOOL	2,856.00
21844	130674	BEADLE MIDDLE SCHOOL	2,050.89
21845	135035	BLACK ELK ELEMENTARY	52.88
21846	135037	CATHER ELEMENTARY	33.87
21847	065420	CENTRAL MIDDLE SCHOOL	2,857.55
21848	135039	DISNEY ELEMENTARY	47.29
21849	135040	HARVEY OAKS ELEMENTARY	32.16
21850	135041	HITCHCOCK ELEMENTARY	69.58
21851	131694	HOLLING HEIGHTS ELEMENTARY	72.36
21852	134284	KIEWIT MIDDLE SCHOOL	2,270.89
21853	135050	MILLARD LEARNING CENTER	1,112.23
21854	065438	MILLARD NORTH HIGH SCHOOL	28,690.67
21855	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	73.87
21856	065440	MILLARD SOUTH HIGH SCHOOL	24,438.89
21857	065443	MILLARD WEST HIGH SCHOOL	24,851.11
21858	135042	MONTCLAIR ELEMENTARY	64.36
21859	133370	MORTON ELEMENTARY	25.02

Date: 6/10/09

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of June 15, 2009

Check No	Vend No	Vendor Name	Amount
21860	130091	NORTH MIDDLE SCHOOL	2,114.67
21861	135044	REEDER ELEMENTARY	27.22
21862	135046	ROHWER ELEMENTARY	78.45
21863	131615	RUSSELL MIDDLE SCHOOL	2,080.22
21864	135047	SANDOZ ELEMENTARY	85.26
21865	135048	WHEELER ELEMENTARY	23.10
21866	135049	WILLOWDALE ELEMENTARY	92.46
21867	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	1,981.10
21868	106893	CULLIGAN WATER CONDITIONING	16.25
21869	010178	LINDA M DOYLE	39.60
21870	135983	ENCORE ONE LLC	95.71
21871	102229	ROWAN W LANG	293.79
21872	064950	MIDWEST METAL WORKS INC	180.00
21873	102445	EDRIE K PEARCE	237.71
21874	130903	DEB RINGER	51.15
21875	131350	JUDITH H SCHULTZ	16.50
21876	135057	KATHERINE L SIX	26.40
21877	134892	JOHN CHARLES ADAIR	23.63
21878	135972	RYAN G BISHOP	40.50
21879	135736	AUSTIN BURDEN	8.44
21880	136997	SHAWN M CASTONGUAY	40.50
21881	137160	MADELEINE R COLBERT	33.75
21882	136999	RAFAEL DIAZ	91.13
21883	137000	MARLEY J FLEMING	60.75
21884	137001	RYAN J GUENETTE	10.13
21885	137161	SEAN M HENDERSON	20.25
21886	136304	ZACKERY A KAPFER	91.13
21887	137162	TAYLOR M KIM	27.00
21888	135668	NICHOLAS T KING	70.88
21889	132029	ANNA KLOSTERMAN	101.25
21890	135813	TROY P KOSTAL	30.38
21891	137376	MICHAEL KRMPOTIC	70.88
21892	132032	WILLIAM E LANG	87.75
21893	137251	ANDREW E LUCAS JR	30.38
21894	136570	TAYLOR J MARSHALL	40.50
21895	133180	CHRISTOPHER MCEVOY	60.75
21896	134222	JAKE A MCWAIN-CALLAHAN	6.75
21897	136366	HEATH D MOORE	33.75
21898	133151	TREVOR MULLEN	13.50
21899	134025	RONALD A NEWTON JR	114.75
21900	136307	LUCAS PELSTER	40.50
21901	137163	TIMOTHY POYNTER II	28.69
21902	136306	COURTNEY K RIETZ	37.13
21903	137164	ADRIANA D ROBINSON	40.50
21904	137002	TREY A SCHULTZ	27.00
21905	135739	ELIJAH TYNES	6.75

Date: 6/10/09



# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of June 15, 2009

Check No	Vend No	Vendor Name	Amount
21906	132028	ELIZABETH VACANTI	81.00
21907	135674	BRIAN A VICARS	40.50
<b>Total for FOOD SERVICE</b>			<b>98,564.33</b>
303039	133818	CONNECTIVITY SOLUTIONS MFG INC	13,840.47
303074	106314	KIRKHAM MICHAEL & ASSOCIATES INC	2,084.71
<b>Total for SPECIAL BUILDING</b>			<b>15,925.18</b>
303030	133480	BERINGER CIACCIO DENNELL MABREY	7,460.77
303041	135287	CONSTRUCT INC	373,683.60
<b>Total for CONSTRUCTION</b>			<b>381,144.37</b>
302978	102522	NCECBVI	75.00
302983	068839	UNIVERSITY OF NEBRASKA KEARNEY	2,061.31
302984	068834	UNIVERSITY OF NEBRASKA-LINCOLN	757.80
302998	135037	CATHER ELEMENTARY	23.65
303002	135201	DOANE COLLEGE	555.00
303003	137538	DRAKE UNIVERSITY	642.63
303010	049850	HY-VEE INC	99.38
303019	137534	DEANNA K STICKNEY	632.25
303020	068840	UNIVERSITY OF NEBRASKA AT OMAHA	1,412.58
303042	136922	JENIFER P COOK	119.03
303045	133771	KATRINA L DANIELS	17.57
303069	135616	BAILEY HEMPHILL	270.00
303078	055039	KRISTI J KOZAK	39.92
303099	069099	CAROL C NEWTON	193.60
303103	137009	ANGELA J PETERSON	24.44
303104	131327	TAMI J PRATT	108.89
303111	137012	SHELLEY L SCHMITZ	201.96
303112	137294	PAUL M SCHULTE	513.55
303124	131026	KAREN E WILWERDING	256.73
<b>Total for GRANT FUND</b>			<b>8,005.29</b>
303000	136587	COVENTRY HEALTH & LIFE INS CO	115,184.47
<b>Total for</b>			<b>115,184.47</b>
303057	131555	FLOORS INC	2,970.00
<b>Total for DEPRECIATION</b>			<b>2,970.00</b>
302979	137525	BRUCE A RAMSOUR	300.00
303047	137529	BRENTON TYLER DEMANETT	32.50
303113	137531	EMILY SHANKS	50.00
303116	137268	WENDY HANNIBAL SUMMERS	1,200.00
303119	092936	BARBARA A WAGNER	120.00
<b>Total for ACTIVITY FUND</b>			<b>1,702.50</b>
<b>Report Total</b>			<b>950,061.14</b>

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Funds</b>					
100 General	78,359.33	0.00	0.00	0.00	78,359.33
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	8,213.18	179.67	50.00	0.00	8,342.85
180 Interest Earned - Checking	20,729.70	390.29	0.00	0.00	21,119.99
190 Interest on Savings	44,170.66	0.00	0.00	0.00	44,170.66
<b>A General Funds Totals:</b>	<b>151,472.87</b>	<b>569.96</b>	<b>50.00</b>	<b>0.00</b>	<b>151,992.83</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	72,818.03	3,850.00	3,131.03	0.00	73,537.00
211 Logo Sales	-1,873.94	0.00	0.00	0.00	-1,873.94
213 Student Showcase	60.00	0.00	0.00	0.00	60.00
215 HAL Field Trips/Preschool	-10,299.13	46.50	1,324.15	0.00	-11,576.78
220 WF Student Donation	4,201.98	228.08	228.08	0.00	4,201.98
230 Hospitality	191.19	0.00	25.50	0.00	165.69
235 Educational Services Hospitality	110.93	0.00	0.00	0.00	110.93
240 NFUSSD	1,500.00	0.00	245.00	0.00	1,255.00
245 Paybac	0.00	0.00	0.00	0.00	0.00
<b>B Administrative Custody Accts Totals:</b>	<b>76,297.64</b>	<b>4,124.58</b>	<b>4,953.76</b>	<b>0.00</b>	<b>75,468.46</b>
<b>C School Custody Accts</b>					
300 Instrument Rental	52,699.84	750.00	0.00	0.00	53,449.84
310 South Swim Lessons	17,410.00	0.00	120.00	0.00	17,290.00
320 North Swim Lessons	10,700.00	0.00	40.00	0.00	10,660.00
325 West Swim Lessons	18,110.00	0.00	40.00	0.00	18,070.00
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	50.88	0.00	0.00	1,138.40
360 Facility Use Rental Fee	57,940.45	9,612.80	0.00	0.00	67,553.25
365 Facility Use Building Access	261,810.87	44,111.75	0.00	0.00	305,922.62
366 Facility Use Staffing	77,127.95	7,836.50	0.00	0.00	84,964.45
370 No Longer Used	0.00	0.00	0.00	0.00	0.00
400 Check Collection	42.65	267.00	267.00	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>498,828.40</b>	<b>62,628.93</b>	<b>467.00</b>	<b>0.00</b>	<b>560,990.33</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	9,844.85	1,030.00	0.00	0.00	10,874.85
1030 Parent Pay PreSchool	0.00	0.00	0.00	0.00	0.00
<b>Q Extra-Curriculars Totals:</b>	<b>9,844.85</b>	<b>1,030.00</b>	<b>0.00</b>	<b>0.00</b>	<b>10,874.85</b>
<b>Report Totals:</b>	<b>579,065.59</b>	<b>68,353.47</b>	<b>5,470.76</b>	<b>0.00</b>	<b>641,948.30</b>

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	1,482.37	0.00	71.11	0.00	1,411.26
110 GENERAL FUND	26,567.53	436.01	1,578.86	0.00	25,424.68
111 INTEREST EARNED CHECKING	1,922.86	22.20	0.00	0.00	1,945.06
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>29,972.76</b>	<b>458.21</b>	<b>1,649.97</b>	<b>0.00</b>	<b>28,781.00</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,191.20	0.00	0.00	0.00	2,191.20
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>2,191.20</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,191.20</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	2,962.89	195.70	68.17	0.00	3,090.42
615 FIELD TRIPS	-948.36	0.00	1,316.08	0.00	-2,264.44
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>2,117.01</b>	<b>195.70</b>	<b>1,384.25</b>	<b>0.00</b>	<b>928.46</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	510.00	0.00	0.00	510.00
1030 3rd Grade Field Trips	247.50	462.00	0.00	0.00	709.50
1040 4th Grade Field Trips	0.03	0.00	0.00	0.00	0.03
1050 5th Grade Field Trips	472.33	0.00	0.00	0.00	472.33
1060 Spanish Class	0.00	0.00	0.00	0.00	0.00
<b>Q Extra Curricular Activities Totals:</b>	<b>1,505.11</b>	<b>972.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,477.11</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>35,786.08</b>	<b>1,625.91</b>	<b>3,034.22</b>	<b>0.00</b>	<b>34,377.77</b>

*Cynthia Luther*  
 Secretary  
*Eric Chassee*  
 Principal

# Current Cash Balance Report

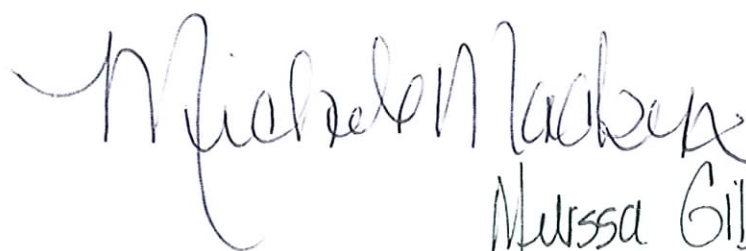
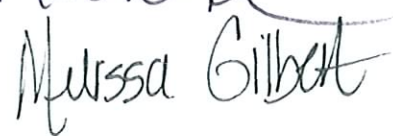
ALL Data

Date: 04/01/2009 thru 04/30/2009

17ranged 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:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending	44.06	82.84	0.00	0.00	126.90
110 GENERAL FUND	4,508.89	9,406.75	7,295.10	0.00	6,620.54
115 Interest Earned Checking	46.61	24.27	0.00	0.00	70.88
A ACTIVITY GENERAL FUND Totals:	<u>4,599.56</u>	<u>9,513.86</u>	<u>7,295.10</u>	<u>0.00</u>	<u>6,818.32</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 Student Council	649.02	0.00	0.00	0.00	649.02
515 Art Club	0.00	0.00	0.00	0.00	0.00
520 yearbook	0.00	2,280.00	2,250.00	0.00	30.00
525 Landscaping	1,227.14	0.00	0.00	0.00	1,227.14
530 Ackerman Readers	550.00	257.35	0.00	0.00	807.35
535 Choir	40.25	0.00	0.00	0.00	40.25
540 Field Day	317.26	0.00	0.00	0.00	317.26
D CLUBS AND ORGANIZATIONS Totals:	<u>2,783.67</u>	<u>2,537.35</u>	<u>2,250.00</u>	<u>0.00</u>	<u>3,071.02</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 Social	1,733.92	0.00	243.41	0.00	1,490.51
602 Hospitality	0.00	0.00	0.00	0.00	0.00
605 D.A.R.E.	0.00	0.00	0.00	0.00	0.00
610 Library	6,411.24	5,573.45	4,680.88	0.00	7,303.81
615 Field Trip	-4,863.73	500.00	1,180.99	0.00	-5,544.72
620 Art K-5	5,444.87	0.00	34.20	0.00	5,410.67
625 Birthday Book Club	333.18	0.00	0.00	0.00	333.18
630 Fundraiser	695.09	0.00	0.00	0.00	695.09
635 Teacher Grant Money	885.68	0.00	0.00	0.00	885.68
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>10,640.25</u>	<u>6,073.45</u>	<u>6,139.48</u>	<u>0.00</u>	<u>10,574.22</u>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<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	1,030.75	1,069.61	0.00	0.00	2,100.36
1010 First Grade Field Trip	589.00	0.00	0.00	0.00	589.00
1020 Second Grade Field Trip	425.15	0.00	0.00	0.00	425.15
1030 Third Grade Field Trip	252.00	500.00	416.00	0.00	336.00
1040 Fourth Grade Field Trip	1,058.25	0.00	0.00	0.00	1,058.25
1050 Fifth Grade Field Trip	327.00	643.10	0.00	0.00	970.10
Q FEE FUND Totals:	<u>3,682.15</u>	<u>2,212.71</u>	<u>416.00</u>	<u>0.00</u>	<u>5,478.86</u>
Report Totals:	<u>21,705.63</u>	<u>20,337.37</u>	<u>16,100.58</u>	<u>0.00</u>	<u>25,942.42</u>

5-8-09

# Current Cash Balance Report

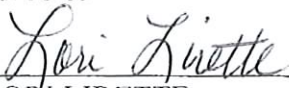
ALL Data


Date: 04/01/2009 thru 04/30/2009

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	192.92	70.80	0.00	0.00	263.72
110 GENERAL FUND	22,889.15	167.87	161.64	0.00	22,895.38
120 INTEREST EARNED CHECKING	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>23,082.07</u>	<u>238.67</u>	<u>161.64</u>	<u>0.00</u>	<u>23,159.10</u>
<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>	<u>66.29</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>66.29</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 SOCIAL COMMITTEE	180.35	25.00	39.00	0.00	166.35
602 NOT IN USE	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	266.71	8.26	0.00	0.00	274.97
615 FIELD TRIPS	-964.53	0.00	438.56	0.00	-1,403.09
620 BOOKFAIRS	0.00	0.00	0.00	0.00	0.00
630 BIRTHDAY BOOK CLUB	262.33	15.00	0.00	0.00	277.33
640 PLAYGROUND EQUIPMENT	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>-255.14</u>	<u>48.26</u>	<u>477.56</u>	<u>0.00</u>	<u>-684.44</u>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>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	86.25	264.75	0.00	0.00	351.00
1030 3rd grade field trips	284.00	0.00	0.00	0.00	284.00
1040 4th grade field trips	0.00	998.00	0.00	0.00	998.00
1050 5th grade field trips	0.00	0.00	0.00	0.00	0.00
<b>Q Fee Fund Totals:</b>	<u>1,363.75</u>	<u>1,262.75</u>	<u>0.00</u>	<u>0.00</u>	<u>2,626.50</u>
<b>Report Totals:</b>	<u>24,256.97</u>	<u>1,549.68</u>	<u>639.20</u>	<u>0.00</u>	<u>25,167.45</u>

ALDRICH ELEMENTARY  
APRIL RECONCILIATION  
05/11/09

  
LORI LIRETTE  
SECRETARY

  
SUSIE MELLIGER  
PRINCIPAL

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 GENERAL	7,951.37	203.65	1,904.40	0.00	6,250.62
110 VENDING	37.45	0.00	0.00	0.00	37.45
125 Interest Earned	594.80	32.96	0.00	0.00	627.76
A ACTIVITY GENERAL FUND Totals:	8,583.62	236.61	1,904.40	0.00	6,915.83
<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 Mini-Classes Totals:	0.00	0.00	0.00	0.00	0.00
<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	27,398.07	5,673.58	2,256.83	0.00	30,814.82
411 VIP Hospitality	2,173.90	0.00	65.88	0.00	2,108.02
C SCHOOL CUSTODIAL ACCT. Totals:	34,608.77	5,673.58	2,322.71	0.00	37,959.64
<b>D CLUBS AND ORGANIZATIONS</b>					
113 Fun and Field Day	394.29	0.00	0.00	0.00	394.29
501 STUDENT COUNCIL	432.27	357.58	148.99	0.00	640.86
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
D CLUBS AND ORGANIZATIONS Totals:	2,230.47	357.58	148.99	0.00	2,439.06
<b>E ADMINISTRATIVE CUSTODIAL</b>					
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
610 MEDIA	3,571.60	0.00	0.00	0.00	3,571.60
611 Birthday Book club	2,324.74	0.00	126.95	0.00	2,197.79
615 FIELD TRIPS	-2,704.49	249.16	0.00	0.00	-2,455.33
725 Fundraising	1,432.77	0.00	0.00	0.00	1,432.77
E ADMINISTRATIVE CUSTODIAL Totals:	4,624.62	249.16	126.95	0.00	4,746.83
<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	355.00	0.00	0.00	0.00	355.00
1202 Choir Shirts	328.74	0.00	0.00	0.00	328.74
1301 Third Grade Field Trip	383.93	0.00	0.00	0.00	383.93
1401 Fourth Grade Field Trip	0.00	356.20	0.00	0.00	356.20
1501 Fifth Grade Field Trip	332.00	0.00	0.00	0.00	332.00
Q Fee Fund Account Totals:	2,971.92	356.20	0.00	0.00	3,328.12
<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

ALL Data

# Current Cash Balance Report

20ranged by:

Date: 04/01/2009 thru 04/30/2009

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:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	53,019.40	6,873.13	4,503.05	0.00	55,389.48



Linda K. Mohlman, DSAC  
Executive Secretary



Josh Fields, Black Elk Elementary  
Principal

# Current Cash Balance Report

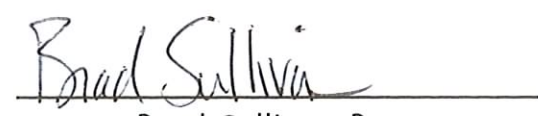
ALL Data

Date: 04/01/2009 thru 04/30/2009

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	112.47	0.00	35.00	0.00	77.47
105 VENDING/STUDENT	326.04	55.50	0.00	0.00	381.54
110 GENERAL FUND	6,366.44	263.00	249.44	-325.00	6,055.00
115 BUILDING FUNDRAISER	287.00	0.00	0.00	0.00	287.00
200 CHECKING INTEREST	675.20	8.77	0.00	0.00	683.97
<b>A ACTIVITY GENERAL FUND Totals:</b>	7,767.15	327.27	284.44	-325.00	7,484.98
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	341.32	0.00	0.00	0.00	341.32
550 ART CLUB	-174.16	0.00	0.00	0.00	-174.16
560 DRAMA CLUB	-249.65	0.00	26.77	0.00	-276.42
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	-82.49	0.00	26.77	0.00	-109.26
<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	4,799.47	0.00	0.00	0.00	4,799.47
615 FIELD TRIPS	-601.97	143.35	505.00	325.00	-638.62
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	4,197.50	143.35	505.00	325.00	4,160.85
<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>	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRA CURRICULAR ACTIVITIES</b>					
1000 KINDERGARTEN FIELD TRIPS	581.75	232.00	0.00	0.00	813.75
1010 FIRST GRADE FIELD TRIPS	467.25	346.50	0.00	0.00	813.75
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	127.50	0.00	0.00	786.20
1050 FIFTH GRADE FIELD TRIPS	0.00	300.00	0.00	0.00	300.00
<b>Q EXTRA CURRICULAR ACTIVITIES Totals:</b>	1,997.70	1,006.00	0.00	0.00	3,003.70
<b>R CLUBS</b>					
2000 ART CLUB	185.00	0.00	0.00	0.00	185.00
2005 DRAMA CLUB	110.00	0.00	0.00	0.00	110.00
<b>R CLUBS Totals:</b>	295.00	0.00	0.00	0.00	295.00
<b>Report Totals:</b>	14,174.86	1,476.62	816.21	0.00	14,835.27

  
 Linda K. Mohlman, DSAC  
 Executive Secretary

  
 Brad Sullivan, Bryan  
 Principal



# Current Cash Balance Report

Date: 01/04/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	1,145.24	20.49	568.98	0.00	596.75
110 GENERAL	9,834.04	3,541.34	3,419.08	0.00	9,956.30
120 Paybac/Local Merchants	2,600.58	458.23	16.19	0.00	3,042.62
130 HOSPITALITY	670.97	6.50	311.74	0.00	365.73
140 INTEREST EARNED CHECKING	1,538.16	64.85	0.00	0.00	1,603.01
150 ART	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>15,788.99</b>	<b>4,091.41</b>	<b>4,315.99</b>	<b>0.00</b>	<b>15,564.41</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,408.03	89.25	355.59	0.00	2,141.69
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>2,485.26</b>	<b>89.25</b>	<b>355.59</b>	<b>0.00</b>	<b>2,218.92</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 FIELD TRIPS	-2,312.30	180.16	317.06	0.00	-2,449.20
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	6,934.60	2,026.91	1,124.25	0.00	7,837.26
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>4,637.25</b>	<b>2,207.07</b>	<b>1,441.31</b>	<b>0.00</b>	<b>5,403.01</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	247.25	0.00	0.00	863.30
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>247.25</b>	<b>0.00</b>	<b>0.00</b>	<b>3,096.75</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>25,761.00</b>	<b>6,634.98</b>	<b>6,112.89</b>	<b>0.00</b>	<b>26,283.09</b>

*Paula Real*

*C. Peterson 5-18-09*

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	260.84	0.00	105.00	0.00	155.84
110 GENERAL	4,203.18	0.00	295.02	0.00	3,908.16
120 TECHNOLOGY FUND	606.57	0.00	0.00	0.00	606.57
130 COFFEE	42.54	0.00	26.21	0.00	16.33
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	58.12	9.10	0.00	0.00	67.22
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>5,322.80</b>	<b>9.10</b>	<b>426.23</b>	<b>0.00</b>	<b>4,905.67</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	3,604.05	95.00	509.75	0.00	3,189.30
502 CODY APPAREL	494.36	506.50	0.00	0.00	1,000.86
520 STUDENT CLUBS	320.22	97.80	0.00	0.00	418.02
530 LOVE AND LOGIC	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>4,418.63</b>	<b>699.30</b>	<b>509.75</b>	<b>0.00</b>	<b>4,608.18</b>
<b>E ADMINISTRATIVE CUSTODIAL FUND</b>					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	-1.07	20.00	87.97	0.00	-69.04
610 MEDIA	2,247.41	21.63	64.60	0.00	2,204.44
611 MEDIA - DONATIONS	157.71	0.00	0.00	0.00	157.71
615 FIELD TRIP	-803.77	0.00	0.00	-71.93	-875.70
620 Instrument Rental	507.26	0.00	0.00	0.00	507.26
630 STUDENT PARTY MONEY	1.75	0.00	0.00	0.00	1.75
640 SPECIAL PROJECTS FUND	862.34	0.00	0.00	0.00	862.34
<b>E ADMINISTRATIVE CUSTODIAL FUND Totals:</b>	<b>2,971.63</b>	<b>41.63</b>	<b>152.57</b>	<b>-71.93</b>	<b>2,788.76</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	455.00	0.00	0.00	0.00	455.00
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	54.00	0.00	0.00	0.00	54.00
<b>Q Extra-Curricular Activities Totals:</b>	<b>789.25</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>789.25</b>
<b>R Clubs</b>					
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	145.00	72.00	71.93	71.93	217.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
<b>R Clubs Totals:</b>	<b>145.00</b>	<b>72.00</b>	<b>71.93</b>	<b>71.93</b>	<b>217.00</b>
<b>Report Totals:</b>	<b>13,647.31</b>	<b>822.03</b>	<b>1,160.48</b>	<b>0.00</b>	<b>13,308.86</b>

*5/6/09 Secretary*

*Matthew L. Dornig 5-7-09*

ALL Data

# Current Cash Balance Report

Arranged by: <sup>24</sup>

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	94.49	0.00	26.94	0.00	67.55
110 GENERAL FUND	9,506.87	180.00	635.00	0.00	9,051.87
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	997.81	13.16	0.00	0.00	1,010.97
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>18,798.45</b>	<b>193.16</b>	<b>661.94</b>	<b>0.00</b>	<b>18,329.67</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	551.09	307.74	95.22	0.00	763.61
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>551.09</b>	<b>307.74</b>	<b>95.22</b>	<b>0.00</b>	<b>763.61</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	1,533.47	0.00	124.32	0.00	1,409.15
615 FIELD TRIPS	-1,288.24	369.98	544.14	0.00	-1,462.40
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	33.27	0.00	0.00	0.00	33.27
650 GRANT MONEY	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>469.50</b>	<b>369.98</b>	<b>668.46</b>	<b>0.00</b>	<b>171.02</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	142.00	0.00	0.00	142.00
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	79.20	0.00	0.00	0.00	79.20
1050 5TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>Q FEE FUNDED ACCTS Totals:</b>	<b>219.20</b>	<b>142.00</b>	<b>0.00</b>	<b>0.00</b>	<b>361.20</b>
<b>Report Totals:</b>	<b>21,000.68</b>	<b>1,012.88</b>	<b>1,425.62</b>	<b>0.00</b>	<b>20,587.94</b>

*Yancy Nelson* Principal

*Cindy Bell* - Secretary

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	1,908.44	84.71	314.08	0.00	1,679.07
110 GENERAL FUND	4,437.21	0.00	0.00	0.00	4,437.21
200 INTEREST EARNED CHECKING	1,091.01	5.90	0.00	0.00	1,096.91
A ACTIVITY GENERAL FUND Totals:	7,436.66	90.61	314.08	0.00	7,213.19
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	605.30	0.00	0.00	0.00	605.30
D CLUBS AND ORGANIZATIONS Totals:	605.30	0.00	0.00	0.00	605.30
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	913.21	0.00	196.94	0.00	716.27
610 LIBRARY	976.96	0.00	0.00	0.00	976.96
615 FIELD TRIPS	-455.27	220.00	897.17	0.00	-1,132.44
620 FIELD TRIPS/PTO FUND	-374.66	0.00	104.87	0.00	-479.53
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,060.24	220.00	1,198.98	0.00	81.26
<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 FIELD TRIP FEES</b>					
1010 Kindergarten Field Trips	235.00	157.50	0.00	0.00	392.50
1011 First Grade Field Trips	0.00	143.50	0.00	0.00	143.50
1012 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1013 Third Grade Field Trips	0.05	66.00	0.00	0.00	66.05
1014 Fourth Grade Field Trips	0.00	301.60	0.00	0.00	301.60
1015 Fifth Grade Field Trips	115.50	0.00	0.00	0.00	115.50
1016 K-5 SPED Field Trips	32.25	0.00	0.00	0.00	32.25
Q FIELD TRIP FEES Totals:	382.80	668.60	0.00	0.00	1,051.40
<b>Report Totals:</b>	<b>9,485.00</b>	<b>979.21</b>	<b>1,513.06</b>	<b>0.00</b>	<b>8,951.15</b>

*Reesa Lafrentz 5/21/09*  
*Maal J... 5/21/09*

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	-141.18	0.00	0.00	0.00	-141.18
110 GENERAL FUND	5,048.79	320.82	369.82	0.00	4,999.79
120 Interest on checking	41.17	8.26	0.00	0.00	49.43
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>4,948.78</b>	<b>329.08</b>	<b>369.82</b>	<b>0.00</b>	<b>4,908.04</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	366.00	0.00	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	715.66	0.00	0.00	0.00	715.66
590 One Book, One School	72.92	0.00	0.00	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>1,542.58</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,542.58</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	789.43	0.00	295.09	0.00	494.34
606 MAGAZINES	603.44	0.00	0.00	0.00	603.44
610 LIBRARY	886.07	3,774.02	120.77	0.00	4,539.32
615 FIELD TRIPS	-3,163.97	0.00	1,173.61	0.00	-4,337.58
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	6.00	0.00	0.00	6.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>-885.03</b>	<b>3,780.02</b>	<b>1,589.47</b>	<b>0.00</b>	<b>1,305.52</b>
<b>Q</b>					
1000 Kindergarten field trips	1,131.00	0.00	0.00	0.00	1,131.00
1010 1st grade field trips	511.00	0.00	5.00	0.00	506.00
1020 2nd grade field trips	836.25	0.00	6.25	0.00	830.00
1030 3rd grade field trip	256.50	143.50	0.00	0.00	400.00
1040 4th grade field trips	782.65	301.50	0.00	0.00	1,084.15
1050 5th grade field trips	1,031.38	450.00	0.00	0.00	1,481.38
1060 Sped field trips	41.00	0.00	0.00	0.00	41.00
<b>Q Totals:</b>	<b>4,589.78</b>	<b>895.00</b>	<b>11.25</b>	<b>0.00</b>	<b>5,473.53</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>10,196.11</b>	<b>5,004.10</b>	<b>1,970.54</b>	<b>0.00</b>	<b>13,229.67</b>

# Current Cash Balance Report

ALL Data

Arranged by:

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	-246.84	36.10	0.00	0.00	-210.74
110 GENERAL FUND	6,080.47	0.00	-260.41	0.00	6,340.88
115 Interest Earned Checking	1,097.18	9.14	0.00	0.00	1,106.32
<b>A ACTIVITY GENERAL FUND Totals:</b>	6,930.81	45.24	-260.41	0.00	7,236.46
<b>D CLUBS AND ORGANIZATIONS</b>					
510 STUDENT COUNCIL	475.68	209.85	0.00	0.00	685.53
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>	764.93	209.85	0.00	0.00	974.78
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	-185.74	80.92	284.38	0.00	-389.20
615 FIELD TRIPS	-969.00	0.00	0.00	0.00	-969.00
620 HOSPITALITY FUND	-11.34	0.00	0.00	0.00	-11.34
630 FUND RAISER	3,661.40	86.88	195.00	0.00	3,553.28
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>	4,640.84	167.80	479.38	0.00	4,329.26
<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>	0.00	0.00	0.00	0.00	0.00
<b>Q Fee Fund</b>					
1000 Kindergarten Field Trips	455.00	0.00	0.00	0.00	455.00
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	118.00	0.00	0.00	0.00	118.00
<b>Q Fee Fund Totals:</b>	932.00	0.00	0.00	0.00	932.00
<b>Report Totals:</b>	13,268.58	422.89	218.97	0.00	13,472.50

*Rebeka Wrenner*

*5-12-09*

*Cheyl Grace*


*5-12-09*


# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending	808.35	63.68	14.41	0.00	857.62
110 General	13,420.56	25.00	702.32	0.00	12,743.24
112 Bank Charges and Interest	642.43	14.48	0.00	0.00	656.91
615 DO NOT USE	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>14,871.34</b>	<b>103.16</b>	<b>716.73</b>	<b>0.00</b>	<b>14,257.77</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 Student Council	357.42	0.00	0.00	0.00	357.42
502 DO NOT USE	0.00	0.00	0.00	0.00	0.00
611 Hitchcock Clothing	60.32	0.00	0.00	0.00	60.32
616 CREATIVE CUBS	135.88	0.00	0.00	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>553.62</b>	<b>0.00</b>	<b>0.00</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	-40.66	0.00	279.00	0.00	-319.66
604 Classroom Supplies	16.00	0.00	0.00	0.00	16.00
605 READ	521.14	0.00	176.66	0.00	344.48
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	1,842.56	104.30	284.58	0.00	1,662.28
612 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
613 Art Fund	5,061.16	0.00	0.00	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>7,617.20</b>	<b>104.30</b>	<b>740.24</b>	<b>0.00</b>	<b>6,981.26</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	248.65	0.00	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	240.48	86.25	0.00	0.00	326.73
1050 5th grade field trips	548.93	0.00	0.00	0.00	548.93
1060 SPED Field Trips	0.00	0.00	0.00	0.00	0.00
1070 Physical Education	175.54	0.00	0.00	0.00	175.54
<b>Q Extra Curricular Activities Totals:</b>	<b>1,213.60</b>	<b>86.25</b>	<b>0.00</b>	<b>0.00</b>	<b>1,299.85</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>24,255.76</b>	<b>293.71</b>	<b>1,456.97</b>	<b>0.00</b>	<b>23,092.50</b>

  
 Linda K. Mohlman, DSAC  
 Executive Secretary

  
 Mandy Johnson, Hitchcock  
 Principal

ALL Data

# Current Cash Balance Report

29 Arranged by:

Date: 04/01/2009 thru 04/30/2009

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	93.53	311.60	0.00	1,901.89
110 GENERAL FUND	12,618.01	663.00	610.71	0.00	12,670.30
200 INTEREST EARNED CHECKING	1,209.32	14.57	0.00	0.00	1,223.89
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>15,947.29</b>	<b>771.10</b>	<b>922.31</b>	<b>0.00</b>	<b>15,796.08</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,417.27	0.00	0.00	0.00	2,417.27
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>2,417.27</b>	<b>0.00</b>	<b>0.00</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	3,928.70	79.15	54.96	0.00	3,952.89
615 FIELD TRIPS	190.24	0.00	223.63	0.00	-33.39
620 PAYBAC	367.64	0.00	0.00	0.00	367.64
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>4,486.58</b>	<b>79.15</b>	<b>278.59</b>	<b>0.00</b>	<b>4,287.14</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	122.00	0.00	0.00	0.00	122.00
1030 THIRD GRADE	0.00	176.00	0.00	0.00	176.00
1040 FOURTH GRADE	0.00	0.00	0.00	0.00	0.00
1050 FIFTH GRADE	132.50	0.00	0.00	0.00	132.50
<b>Q EXTRA-CURRICULAR ACTIVITIES Totals:</b>	<b>870.75</b>	<b>176.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,046.75</b>
<b>Report Totals:</b>	<b>23,721.89</b>	<b>1,026.25</b>	<b>1,200.90</b>	<b>0.00</b>	<b>23,547.24</b>

**SUBMITTED BY:** Mary Bobka

**POSITION:** Secretary

**APPROVED:** 



# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

30ranged 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	19.26	0.00	83.02	0.00	-63.76
110 GENERAL	2,225.51	961.95	1,170.35	0.00	2,017.11
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	268.75	7.00	0.00	0.00	275.75
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>2,513.52</b>	<b>968.95</b>	<b>1,253.37</b>	<b>0.00</b>	<b>2,229.10</b>
<b>C CLUBS AND ORGANIZATIONS</b>					
501 ST. COUNCIL	451.47	0.00	0.00	0.00	451.47
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
<b>C CLUBS AND ORGANIZATIONS Totals:</b>	<b>453.31</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>453.31</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	343.25	0.00	149.50	0.00	193.75
604 ART	3,699.25	0.00	191.40	0.00	3,507.85
606 MINI CLASSES	-605.34	0.00	0.00	0.00	-605.34
607 PE/MUSIC	102.75	0.00	0.00	0.00	102.75
610 LIBRARY	2,369.86	15.26	0.00	0.00	2,385.12
615 FIELD TRIPS	-12,032.21	179.15	1,256.38	0.00	-13,109.44
620 MONTESSORI PRESCHOOL	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>-6,122.44</b>	<b>194.41</b>	<b>1,597.28</b>	<b>0.00</b>	<b>-7,525.31</b>
<b>Q FIELD TRIPS</b>					
1000 KINDERGARTEN	218.75	0.00	0.00	0.00	218.75
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	413.71	280.65	0.00	0.00	694.36
1040 FOURTH GRADE	146.00	0.00	0.00	0.00	146.00
1050 FIFTH GRADE	698.00	0.00	0.00	0.00	698.00
1060 PREPRIMARY MONTESSORI	3,509.50	814.10	0.00	0.00	4,323.60
1070 PRIMARY MONTESSORI	2,445.63	783.20	0.00	0.00	3,228.83
1080 INTERMEDIATE MONTESSORI	2,214.25	696.75	0.00	0.00	2,911.00
1090 PRESCHOOL	1,012.35	0.00	0.00	0.00	1,012.35
<b>Q FIELD TRIPS Totals:</b>	<b>10,803.19</b>	<b>2,574.70</b>	<b>0.00</b>	<b>0.00</b>	<b>13,377.89</b>
<b>R CLUBS</b>					
2020 SWING CHOIR	-27.70	9.95	0.00	0.00	-17.75
<b>R CLUBS Totals:</b>	<b>-27.70</b>	<b>9.95</b>	<b>0.00</b>	<b>0.00</b>	<b>-17.75</b>
<b>S MINI-CLASSES</b>					
3000 MINI-CLASSES	2,480.00	0.00	0.00	0.00	2,480.00
3010 LEADERSHIP CLASSES	0.00	0.00	0.00	0.00	0.00
<b>S MINI-CLASSES Totals:</b>	<b>2,480.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,480.00</b>
<b>Report Totals:</b>	<b>10,099.88</b>	<b>3,748.01</b>	<b>2,850.65</b>	<b>0.00</b>	<b>10,997.24</b>


# Current Cash Balance Report

ALL Data

Date: 04/01/2009 thru 04/30/2009

Arranged by:  
31  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	603.01	59.63	350.00	0.00	312.64
110 GENERAL FUND	6,647.75	450.00	25.25	0.00	7,072.50
115 INTEREST EARNED CHECKING	656.25	13.49	0.00	0.00	669.74
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>7,907.01</b>	<b>523.12</b>	<b>375.25</b>	<b>0.00</b>	<b>8,054.88</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,202.45	71.00	0.00	0.00	2,273.45
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>2,204.00</b>	<b>71.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,275.00</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	440.89	0.00	41.00	0.00	399.89
603 FIELD TRIPS	294.57	0.00	979.00	0.00	-684.43
605 READ	359.22	0.00	20.20	0.00	339.02
610 LIBRARY	5,061.61	98.95	112.41	0.00	5,048.15
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	3,799.53	434.19	168.69	0.00	4,065.03
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>9,996.19</b>	<b>533.14</b>	<b>1,321.30</b>	<b>0.00</b>	<b>9,208.03</b>
<b>Q EXTRA CURRICULAR ACTIVITES</b>					
1005 Kindergarten Field Trips	352.80	224.05	0.00	0.00	576.85
1010 First Grade Field Trips	134.25	0.00	0.00	0.00	134.25
1020 Second Grade Field Trips	621.05	0.00	0.00	0.00	621.05
1030 Third Grade Field Trips	0.00	268.05	0.00	0.00	268.05
1040 Fourth Grade Field Trips	156.85	0.00	0.00	0.00	156.85
1050 Fifth Grade Field Trips	102.00	0.00	0.00	0.00	102.00
<b>Q EXTRA CURRICULAR ACTIVITES Totals:</b>	<b>1,366.95</b>	<b>492.10</b>	<b>0.00</b>	<b>0.00</b>	<b>1,859.05</b>
<b>Report Totals:</b>	<b>21,474.15</b>	<b>1,619.36</b>	<b>1,696.55</b>	<b>0.00</b>	<b>21,396.96</b>

  
 Joyce R. Bergstrom

ALL Data

# Current Cash Balance Report

Sorted by:

Date: 04/01/2009 thru 04/30/2009

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	1,808.25	0.00	0.00	0.00	1,808.25
101 STUDENT VENDING	-133.18	0.00	0.00	0.00	-133.18
110 GENERAL	20,446.50	1,073.55	0.00	0.00	21,520.05
125 INTEREST EARNED	625.67	17.23	0.00	0.00	642.90
130 MAGNET ART	2,199.32	0.00	0.00	0.00	2,199.32
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>24,946.56</b>	<b>1,090.78</b>	<b>0.00</b>	<b>0.00</b>	<b>26,037.34</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	854.59	0.00	0.00	0.00	854.59
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>1,020.09</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,020.09</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	1,950.05	20.00	0.00	60.00	2,030.05
615 FIELD TRIPS	-3,356.59	0.00	0.00	-60.00	-3,416.59
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>-1,406.54</b>	<b>20.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-1,386.54</b>
<b>Q FEE FUNDED ACCOUNTS</b>					
1000 Kindergarten Field Trips	1,011.00	560.00	0.00	0.00	1,571.00
1010 First Grade Field Trips	540.00	0.00	0.00	0.00	540.00
1020 Second Grade Field Trips	591.75	78.00	0.00	0.00	669.75
1030 Third Grade Field Trips	0.00	208.90	0.00	0.00	208.90
1040 Fourth Grade Field Trips	532.50	0.00	0.00	0.00	532.50
1050 Fifth Grade Field Trips	556.75	512.75	0.00	0.00	1,069.50
<b>Q FEE FUNDED ACCOUNTS Totals:</b>	<b>3,232.00</b>	<b>1,359.65</b>	<b>0.00</b>	<b>0.00</b>	<b>4,591.65</b>
<b>Report Totals:</b>	<b>27,792.11</b>	<b>2,470.43</b>	<b>0.00</b>	<b>0.00</b>	<b>30,262.54</b>



Linda K. Mohlman, DSAC  
Executive Secretary



Colleen Beckwith, Neihardt  
Principal

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending	71.12	0.00	66.00	0.00	5.12
105 Staff Vending	1.84	0.00	0.00	0.00	1.84
110 General	9,536.98	16.16	476.00	0.00	9,077.14
120 Interest Earned Checking	895.00	14.92	0.00	0.00	909.92
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>10,504.94</b>	<b>31.08</b>	<b>542.00</b>	<b>0.00</b>	<b>9,994.02</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 Student Council	2,850.12	2,310.00	2,310.00	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>3,468.07</b>	<b>2,310.00</b>	<b>2,310.00</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	-4,703.15	26.50	64.00	0.00	-4,740.65
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	1,565.27	0.00	0.00	0.00	1,565.27
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	276.01	0.00	0.00	0.00	276.01
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>5,157.55</b>	<b>26.50</b>	<b>64.00</b>	<b>0.00</b>	<b>5,120.05</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	204.00	128.50	0.00	0.00	332.50
1050 Fifth Grade Field Trips	419.50	0.00	0.00	0.00	419.50
1060 Montessori PreK/K Field Trips	1,153.30	0.00	0.00	0.00	1,153.30
1061 Montessori 1st, 2nd, 3rd Grade Field Trips	1,170.00	305.50	0.00	0.00	1,475.50
1062 Montessori 4th, 5th Grade Field Trips	518.00	0.00	0.00	0.00	518.00
1070 Special Education Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q Fee Fund Totals:</b>	<b>4,325.80</b>	<b>434.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,759.80</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>23,456.36</b>	<b>2,801.58</b>	<b>2,916.00</b>	<b>0.00</b>	<b>23,341.94</b>

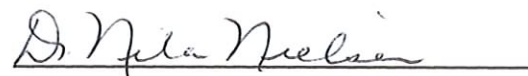
# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL</b>					
100 GENERAL	40,418.06	2,442.17	36.01	0.00	42,824.22
110 VENDING	177.67	0.00	0.00	0.00	177.67
115 INTEREST EARNED CHECKING	271.36	28.72	0.00	0.00	300.08
A ACTIVITY GENERAL Totals:	40,867.09	2,470.89	36.01	0.00	43,301.97
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	527.77	0.00	0.00	0.00	527.77
D CLUBS AND ORGANIZATIONS Totals:	527.77	0.00	0.00	0.00	527.77
<b>E ADMINSTRATIVE CUSTODIAL ACCT</b>					
600 HOSPITALITY	1,117.35	0.00	242.14	0.00	875.21
601 FIELD TRIPS	-5,845.83	135.00	0.00	0.00	-5,710.83
610 LIBRARY	2,470.61	3,180.71	1,775.85	0.00	3,875.47
615 PAYBAC	0.00	0.00	0.00	0.00	0.00
650 VIP HOSPITALITY	-34.43	537.01	0.00	0.00	502.58
E ADMINSTRATIVE CUSTODIAL ACCT Totals:	-2,292.30	3,852.72	2,017.99	0.00	-457.57
<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	1,768.20	515.50	0.00	0.00	2,283.70
1030 THIRD GRADE FIELD TRIPS	931.75	0.00	0.00	0.00	931.75
1040 FOURTH GRADE FIELD TRIPS	622.50	205.00	0.00	0.00	827.50
1050 FIFTH GRADE FIELD TRIPS	616.25	112.00	0.00	0.00	728.25
Q FEE FUND Totals:	5,863.70	832.50	0.00	0.00	6,696.20
<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>44,966.26</b>	<b>7,156.11</b>	<b>2,054.00</b>	<b>0.00</b>	<b>50,068.37</b>

  
 Linda K. Mohlman, DSAC  
 Executive Secretary

  
 Nila Nielsen, Reagan  
 Principal

# Current Cash Balance Report

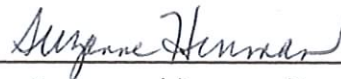
Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL</b>					
100 GENERAL	5,127.39	490.85	249.85	0.00	5,368.39
110 VENDING	70.49	0.00	31.74	0.00	38.75
115 INTEREST EARNED CHECKING	285.28	10.81	0.00	0.00	296.09
A ACTIVITY GENERAL Totals:	5,483.16	501.66	281.59	0.00	5,703.23
<b>D CLUBS AND ORGANIZATION</b>					
501 STUDENT COUNCIL	534.14	0.00	373.20	0.00	160.94
D CLUBS AND ORGANIZATION Totals:	534.14	0.00	373.20	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	-4,481.92	0.00	657.38	0.00	-5,139.30
602 READ	0.00	0.00	0.00	0.00	0.00
603 LIBRARY	1,815.35	35.94	0.00	0.00	1,851.29
604 PAYBAC	6,119.38	397.51	0.00	0.00	6,516.89
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:	3,509.72	433.45	657.38	0.00	3,285.79
<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	756.85	0.00	0.00	0.00	756.85
1030 THIRD GRADE	987.25	512.46	0.00	0.00	1,499.71
1040 FOURTH GRADE	1,047.70	189.00	0.00	0.00	1,236.70
1050 FIFTH GRADE	804.90	0.00	0.00	0.00	804.90
1060 MUSIC	2,027.19	0.00	0.00	0.00	2,027.19
1070 PE	613.04	0.00	0.00	0.00	613.04
Q FEE FUND Totals:	8,155.23	701.46	0.00	0.00	8,856.69
Report Totals:	17,682.25	1,636.57	1,312.17	0.00	18,006.65



Linda K. Mohlman, DSAC  
Executive Secretary



Suzanne Hinman, Reeder  
Principal

# Current Cash Balance Report

ALL Data

Date: 04/01/2009 thru 04/30/2009

36 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	852.52	0.00	40.00	0.00	812.52
110 GENERAL FUND	10,921.70	11.00	198.48	0.00	10,734.22
125 interest earned checking	2,295.48	23.37	0.00	0.00	2,318.85
A ACTIVITY GENERAL FUND Totals:	14,069.70	34.37	238.48	0.00	13,865.59
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,482.00	156.00	0.00	0.00	1,638.00
505 GRADE 5 ACTIVITY	0.00	0.00	0.00	0.00	0.00
510 STANDD CLUB	-47.79	0.00	0.00	0.00	-47.79
515 K-KIDS CLUB	375.43	0.00	0.00	0.00	375.43
520 ENVIRONMENTAL CLUB	108.58	0.00	24.27	0.00	84.31
D CLUBS AND ORGANIZATIONS Totals:	1,918.22	156.00	24.27	0.00	2,049.95
<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	6,080.91	30.00	0.00	0.00	6,110.91
615 FIELD TRIPS	-122.89	0.00	235.00	0.00	-357.89
620 PAYBACK PARTNER	1,313.29	83.87	0.00	0.00	1,397.16
625 CORPORATE DONATIONS	5,646.67	0.00	0.00	0.00	5,646.67
630 SPELL-A-THON	3,036.16	0.00	386.08	0.00	2,650.08
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:	18,506.91	113.87	621.08	0.00	17,999.70
<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	685.50	0.00	0.00	0.00	685.50
1010 1ST GR. FIELD TRIPS	390.50	325.50	0.00	0.00	716.00
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	963.55	0.00	0.00	0.00	963.55
1050 5TH GR. FIELD TRIPS	518.00	0.00	0.00	0.00	518.00
Q EXTRA CURRICULAR ACTIVITIES Totals:	3,089.45	325.50	0.00	0.00	3,414.95
<b>Report Totals:</b>	<b>37,584.28</b>	<b>629.74</b>	<b>883.83</b>	<b>0.00</b>	<b>37,330.19</b>

Principal *Jeni Wesley*

Secretary *Mary Ann Roy, 5-14-09*

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

37 Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 GENERAL FUND	19,228.40	0.00	1,014.46	0.00	18,213.94
110 VENDING	613.89	0.00	601.11	0.00	12.78
120 INTEREST EARNED CHECKING	1,054.43	18.09	0.00	0.00	1,072.52
<b>A ACTIVITY GENERAL FUND Totals:</b>	20,896.72	18.09	1,615.57	0.00	19,299.24
<b>B CLUBS AND ORGANIZATIONS</b>					
201 STUDENT COUNCIL	561.02	0.00	251.80	0.00	309.22
211 SAFETY PATROL	25.00	0.00	0.00	0.00	25.00
<b>B CLUBS AND ORGANIZATIONS Totals:</b>	586.02	0.00	251.80	0.00	334.22
<b>C ADMINISTRATIVE CUSTODIAL ACCT</b>					
301 MEDIA	1,978.33	0.00	2,929.26	0.00	-950.93
305 FIELD TRIPS	-4,061.20	0.00	1,704.28	0.00	-5,765.48
310 HOSPITALITY	1,068.77	0.00	43.54	0.00	1,025.23
320 BIRTHDAY BOOK CLUB	932.49	0.00	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	4,634.20	0.00	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>	3,773.46	0.00	4,677.08	0.00	-903.62
<b>Q FEE FUND</b>					
1000 Kindergarten	788.00	0.00	0.00	0.00	788.00
1001 1st Grade	685.25	0.00	0.00	0.00	685.25
1002 2nd Grade	266.25	0.00	0.00	0.00	266.25
1003 3rd Grade	624.00	0.00	0.00	0.00	624.00
1004 4th Grade	557.50	0.00	0.00	0.00	557.50
1005 5th Grade	1,052.75	0.00	0.00	0.00	1,052.75
1010 Self-Contained	119.50	0.00	0.00	0.00	119.50
<b>Q FEE FUND Totals:</b>	4,093.25	0.00	0.00	0.00	4,093.25
<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>	0.00	0.00	0.00	0.00	0.00
<b>Report Totals:</b>	29,349.45	18.09	6,544.45	0.00	22,823.09



# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Fund</b>					
100 VENDING	-50.89	19.07	0.00	0.00	-31.82
110 GENERAL FUND	8,860.23	65.00	526.69	0.00	8,398.54
130 INTEREST EARNED	349.40	7.92	0.00	0.00	357.32
140 Do Not Use	0.00	0.00	0.00	0.00	0.00
<b>A General Fund Totals:</b>	<b>9,158.74</b>	<b>91.99</b>	<b>526.69</b>	<b>0.00</b>	<b>8,724.04</b>
<b>B Clubs &amp; Organizations</b>					
501 STUDENT COUNCIL	587.24	87.75	0.00	0.00	674.99
<b>B Clubs &amp; Organizations Totals:</b>	<b>587.24</b>	<b>87.75</b>	<b>0.00</b>	<b>0.00</b>	<b>674.99</b>
<b>C Administrative Custodial</b>					
600 Do Not Use	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,257.89	0.00	122.04	0.00	3,135.85
615 FIELD TRIPS	-758.40	55.39	536.50	0.00	-1,239.51
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>2,499.49</b>	<b>55.39</b>	<b>658.54</b>	<b>0.00</b>	<b>1,896.34</b>
<b>Q Fee Funded Account</b>					
1000 KG FIELD TRIP	0.00	247.27	0.00	0.00	247.27
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	342.60	0.00	0.00	616.85
1040 FOURTH GR. FIELD TRIP	0.00	150.25	0.00	0.00	150.25
1050 FIFTH GR. FIELD TRIP	211.43	0.00	0.00	0.00	211.43
1060 ELL FIELD TRIP	0.00	0.00	0.00	0.00	0.00
<b>Q Fee Funded Account Totals:</b>	<b>787.93</b>	<b>740.12</b>	<b>0.00</b>	<b>0.00</b>	<b>1,528.05</b>
<b>Report Totals:</b>	<b>13,033.40</b>	<b>975.25</b>	<b>1,185.23</b>	<b>0.00</b>	<b>12,823.42</b>

*Heidi Penke* 5.6.09  
*Heidi Penke* 5/6/09

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Fund</b>					
100 General Fund	1,103.30	0.00	267.01	0.00	836.29
110 Vending	41.96	0.00	0.00	0.00	41.96
120 Interest Earned Checking	16.51	4.31	0.00	0.00	20.82
A General Fund Totals:	1,161.77	4.31	267.01	0.00	899.07
<b>B Clubs &amp; Organizations</b>					
200 Student Council	3,332.49	-51.00	0.00	0.00	3,281.49
B Clubs & Organizations Totals:	3,332.49	-51.00	0.00	0.00	3,281.49
<b>C Administrative Custodial</b>					
300 Lirbary	2,718.66	0.00	0.00	0.00	2,718.66
615 Field Trips	-1,821.64	0.00	90.00	0.00	-1,911.64
C Administrative Custodial Totals:	897.02	0.00	90.00	0.00	807.02
<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	333.00	0.00	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	83.50	0.00	0.00	0.00	83.50
Q Free Funded Accounts Totals:	1,770.90	0.00	0.00	0.00	1,770.90
<b>Report Totals:</b>	<b>7,162.18</b>	<b>-46.69</b>	<b>357.01</b>	<b>0.00</b>	<b>6,758.48</b>

*Kim Turrone*  
*Susan B. Anglin*

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

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 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	4,685.69	0.00	0.00	0.00	4,685.69
115 INTEREST EARNED CHECKING	486.57	8.66	0.00	0.00	495.23
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>	<b>10,521.05</b>	<b>8.66</b>	<b>0.00</b>	<b>0.00</b>	<b>10,529.71</b>
<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>	<b>50.30</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>50.30</b>
<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>	<b>1,381.60</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,381.60</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
610 MEDIA	956.50	0.00	20.25	0.00	936.25
615 FIELD TRIPS	-4,354.27	0.00	0.00	0.00	-4,354.27
701 TECHNOLOGY	798.84	0.00	0.00	0.00	798.84
801 GIFTED/HAL	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>-2,598.93</b>	<b>0.00</b>	<b>20.25</b>	<b>0.00</b>	<b>-2,619.18</b>
<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>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<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>	<b>208.44</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>208.44</b>
<b>Q FEE FUND FIELD TRIPS</b>					
1000 KINDERGARTEN FIELD TRIPS	271.50	0.00	0.00	0.00	271.50
1010 1ST GRADE FIELD TRIPS	1,145.95	0.00	0.00	0.00	1,145.95
1020 2ND GRADE FIELD TRIPS	536.75	0.00	0.00	0.00	536.75
1030 3RD GRADE FIELD TRIPS	310.90	0.00	0.00	0.00	310.90
1040 4TH GRADE FIELD TRIPS	1,115.95	0.00	0.00	0.00	1,115.95
1050 5TH GRADE FIELD TRIPS	817.09	0.00	0.00	0.00	817.09
<b>Q FEE FUND FIELD TRIPS Totals:</b>	<b>4,198.14</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,198.14</b>
<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>	<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>13,760.60</b>	<b>8.66</b>	<b>20.25</b>	<b>0.00</b>	<b>13,749.01</b>

*Cathy Lopez*  
*Ann Kelly*

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

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	8,481.17	305.62	762.36	0.00	8,024.43
110 VENDING	40.53	94.53	0.00	0.00	135.06
120 INTEREST EARNED CHECKING	469.07	11.07	0.00	0.00	480.14
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>8,990.77</u>	<u>411.22</u>	<u>762.36</u>	<u>0.00</u>	<u>8,639.63</u>
<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>	<u>1,009.17</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,009.17</u>
<b>C ADMINISTRATIVE CUSTODIAL ACCT</b>					
301 Hospitality	1,135.59	0.00	97.72	0.00	1,037.87
310 MEDIA	1,450.54	11.70	0.00	0.00	1,462.24
315 FIELD TRIPS	-3,248.33	0.00	1,923.68	0.00	-5,172.01
320 BIRTHDAY BOOK CLUB	2,933.22	10.00	88.09	0.00	2,855.13
330 DONATIONS	696.99	600.00	0.00	0.00	1,296.99
<b>C ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>2,968.01</u>	<u>621.70</u>	<u>2,109.49</u>	<u>0.00</u>	<u>1,480.22</u>
<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	658.50	655.45	0.00	0.00	1,313.95
1005 FIFTH GRADE FIELD TRIPS	747.50	1,047.20	0.00	0.00	1,794.70
<b>Q EXTRA CURRICULAR ACTIVITIES Totals:</b>	<u>4,451.70</u>	<u>1,702.65</u>	<u>0.00</u>	<u>0.00</u>	<u>6,154.35</u>
<b>Report Totals:</b>	<u>17,419.65</u>	<u>2,735.57</u>	<u>2,871.85</u>	<u>0.00</u>	<u>17,283.37</u>

*Garla Sullivan*  
*Ande A. DeWitt*  
 5-13-09

## Current Cash Balance Report



Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Funds</b>					
100 VENDING MACHINES	11,415.52	4,284.00	1,082.08	0.00	14,617.44
110 OTHER GENERAL	14,899.29	0.00	80.52	0.00	14,818.77
115 FINES	6,977.73	28.00	0.00	0.00	7,005.73
120 FUND RAISING ACCOUNT	13,338.04	0.00	0.00	0.00	13,338.04
125 VOLUNTEER	236.68	0.00	388.97	0.00	-152.29
130 INTEREST EARNED - CHECKING	4,060.46	55.10	0.00	0.00	4,115.56
<b>A General Funds Totals:</b>	<b>50,927.72</b>	<b>4,367.10</b>	<b>1,551.57</b>	<b>0.00</b>	<b>53,743.25</b>
<b>B Athletics</b>					
205 ATHLETIC DEPARTMENT	-6,729.14	162.50	1,501.46	0.00	-8,068.10
<b>B Athletics Totals:</b>	<b>-6,729.14</b>	<b>162.50</b>	<b>1,501.46</b>	<b>0.00</b>	<b>-8,068.10</b>
<b>C Academic Clubs</b>					
300 SCIENCE CLUB	376.12	0.00	0.00	0.00	376.12
310 YEARBOOK	9,392.43	10.00	0.00	0.00	9,402.43
320 YOUTH TO YOUTH	-3,733.11	103.00	766.08	0.00	-4,396.19
330 KIDS HELPING KIDS	3,319.14	30.00	22.13	0.00	3,327.01
340 RENAISSANCE PROGRAM	1,908.09	0.00	0.00	0.00	1,908.09
350 HAL	-45.00	0.00	0.00	0.00	-45.00
<b>C Academic Clubs Totals:</b>	<b>11,217.67</b>	<b>143.00</b>	<b>788.21</b>	<b>0.00</b>	<b>10,572.46</b>
<b>D Clubs and Organizations</b>					
400 STUDENT COUNCIL	2,272.20	515.50	0.00	0.00	2,787.70
410 VOLLEYBALL CLUB	0.00	0.00	0.00	0.00	0.00
420 LEADERSHIP	1,417.39	0.00	0.00	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	-89.14	0.00	0.00	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	1,000.35	0.00	0.00	0.00	1,000.35
480 DRAMA CLUB	38.32	0.00	0.00	0.00	38.32
<b>D Clubs and Organizations Totals:</b>	<b>5,087.45</b>	<b>515.50</b>	<b>0.00</b>	<b>0.00</b>	<b>5,602.95</b>
<b>E School Custodial Accounts</b>					
500 MUSIC	-356.91	0.00	174.18	0.00	-531.09
501 BAND	2,209.01	210.00	729.83	0.00	1,689.18
502 SOLO AND ENSEMBLE CONTEST	3,021.86	703.25	2,162.38	0.00	1,562.73
505 ART CLASS	0.00	0.00	0.00	0.00	0.00
509 8TH GRADE FAREWELL	1,740.00	0.00	252.16	0.00	1,487.84
510 TRANSPORTATION	602.27	0.00	25.53	0.00	576.74
511 SPECIAL EVENTS	3,950.40	27.82	0.00	0.00	3,978.22
512 HELP FUND	-7,406.25	7,800.00	2,350.00	0.00	-1,956.25
515 FACULTY VENDING FUND	1,053.00	0.00	203.81	0.00	849.19
520 TEACHERS HOSPITALITY FUND	1,440.70	0.00	717.00	0.00	723.70
525 AMS T-SHIRT SALES	2,357.62	0.00	0.00	0.00	2,357.62
528 A.P.E. T-SHIRTS	188.10	0.00	0.00	0.00	188.10
530 OUTDOOR CLASSROOM	1,364.74	0.00	0.00	0.00	1,364.74
535 SCIENCE BREAKAGE	0.99	0.00	0.00	0.00	0.99
540 INDUSTRIAL ARTS	2,797.00	0.00	0.00	0.00	2,797.00
542 FAMILY CONSUMER SCIENCE	1,050.84	20.00	0.00	0.00	1,070.84
544 JUMP START	0.00	0.00	0.00	0.00	0.00
545 LIBRARY	3,110.07	0.00	69.82	0.00	3,040.25
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

43 Arranged by:

Date: 04/01/2009 thru 04/30/2009

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	134.90	0.00	0.00	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>16,470.61</b>	<b>8,761.07</b>	<b>6,684.71</b>	<b>0.00</b>	<b>18,546.97</b>
<b>G Investments</b>					
700 SAVINGS	-10,376.54	0.00	82.87	0.00	-10,459.41
710 INTEREST ON SAVINGS	5,376.54	82.87	0.00	0.00	5,459.41
<b>G Investments Totals:</b>	<b>-5,000.00</b>	<b>82.87</b>	<b>82.87</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	156.00	0.00	0.00	0.00	156.00
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>3,621.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,621.50</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	4,514.00	0.00	0.00	0.00	4,514.00
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	85.00	0.00	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	102.50	0.00	0.00	1,370.90
2501 BAND CLUB	1,522.00	0.00	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>7,389.40</b>	<b>102.50</b>	<b>0.00</b>	<b>0.00</b>	<b>7,491.90</b>
<b>S ATHLETIC FEES</b>					
3205 ATHLETICS	7,325.00	1,830.00	0.00	0.00	9,155.00
<b>S ATHLETIC FEES Totals:</b>	<b>7,325.00</b>	<b>1,830.00</b>	<b>0.00</b>	<b>0.00</b>	<b>9,155.00</b>
<b>Report Totals:</b>	<b>90,310.21</b>	<b>15,964.54</b>	<b>10,608.82</b>	<b>0.00</b>	<b>95,665.93</b>

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUND</b>					
100 General Fund	3,329.56	60.00	193.08	0.00	3,196.48
110 Student Vending	3,627.07	180.00	820.97	0.00	2,986.10
115 Staff Vending	938.14	0.00	32.96	0.00	905.18
120 Staff Contests	7.88	50.00	0.00	0.00	57.88
A GENERAL FUND Totals:	7,902.65	290.00	1,047.01	0.00	7,145.64
<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	-2,901.24	-10.00	1,538.22	0.00	-4,449.46
415 Hospitality	830.79	350.82	0.00	0.00	1,181.61
420 IT LAB - Industrial Technology	3,001.41	669.50	0.00	0.00	3,670.91
425 Art	5.00	0.00	0.00	0.00	5.00
430 Spirit Wear	997.18	10.00	0.00	0.00	1,007.18
435 Book Fines	750.29	0.00	0.00	0.00	750.29
440 School Improvements	9,483.95	0.00	0.00	0.00	9,483.95
445 Book Store	-61.73	25.00	0.00	0.00	-36.73
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	85.41	0.00	129.00	0.00	-43.59
465 Guidance Activities	495.95	0.00	0.00	0.00	495.95
470 FRPLS	0.00	0.00	0.00	0.00	0.00
D SCHOOL CUSTODIAL ACCOUNTS Totals:	14,088.89	1,045.32	1,667.22	0.00	13,466.99
<b>E PROGRAMS</b>					
500 B.A.S.E.	-750.16	0.00	0.00	0.00	-750.16
E PROGRAMS Totals:	-750.16	0.00	0.00	0.00	-750.16
<b>F ATHLETICS and ACTIVITIES</b>					
600 Athletics Program	-8,330.60	0.00	164.00	0.00	-8,494.60
605 Clubs and Activities	22.20	0.00	0.00	0.00	22.20
610 Student Council	1,280.88	1,629.00	2,811.82	0.00	98.06
615 Youth to Youth	-1,247.50	0.00	385.00	0.00	-1,632.50
620 Emissary / Peer Mediation / Tutor	0.00	0.00	0.00	0.00	0.00
625 FCS Club	-35.03	0.00	0.00	0.00	-35.03
630 Swing Choir Club	-1,002.78	45.00	16.40	0.00	-974.18
635 Environmental Club	335.40	0.00	0.00	0.00	335.40
640 Yearbook	10,199.41	0.00	0.00	0.00	10,199.41
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	55.52	0.00	-55.52
F ATHLETICS and ACTIVITIES Totals:	1,297.19	1,674.00	3,432.74	0.00	-461.55
<b>G INVESTMENTS</b>					
700 Savings	0.00	0.00	0.00	0.00	0.00
705 Checking Interest	1,494.93	34.74	0.00	0.00	1,529.67
710 Interest on Savings	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	1,494.93	34.74	0.00	0.00	1,529.67

*Rhonda Heidebrand 5.15.09*

*John Southall 5/18/09*

ALL Data

# Current Cash Balance Report

45ranged by:

Date: 04/01/2009 thru 04/30/2009

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	4,853.50	168.00	0.00	0.00	5,021.50
<b>Q FIELD TRIP FEES Totals:</b>	<u>4,853.50</u>	<u>168.00</u>	<u>0.00</u>	<u>0.00</u>	<u>5,021.50</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	14,835.83	4,040.00	0.00	0.00	18,875.83
<b>S ATHLETIC FEES Totals:</b>	<u>14,835.83</u>	<u>4,040.00</u>	<u>0.00</u>	<u>0.00</u>	<u>18,875.83</u>
<b>T PROGRAM FEES</b>					
4500 B.A.S.E. FEES	7,505.00	848.00	0.00	0.00	8,353.00
<b>T PROGRAM FEES Totals:</b>	<u>7,505.00</u>	<u>848.00</u>	<u>0.00</u>	<u>0.00</u>	<u>8,353.00</u>
<b>Report Totals:</b>	<u>54,305.83</u>	<u>8,100.06</u>	<u>6,146.97</u>	<u>0.00</u>	<u>56,258.92</u>



## Current Cash Balance Report

Date: 04/01/2008 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUNDS</b>					
100 VENDING MACHINES	5,250.00	13,968.33	0.00	-12,212.00	7,006.33
105 STAFF VENDING MACHINES	95.52	0.00	953.72	1,212.00	353.80
110 GENERAL	-2,093.07	24,169.13	33,003.22	9,436.14	-1,491.02
120 PENCIL FUND (SCHOOL IMPROV.)	319.05	958.00	970.53	0.00	306.52
150 INTEREST EARNED CHECKING	1,395.52	0.00	483.68	0.00	911.84
170 INTEREST EARNED SAVINGS	12,799.55	1,154.72	0.00	-595.12	13,359.15
180 BUILDING IMPROVEMENTS FUND	-595.12	0.00	0.00	595.12	0.00
190 PAYBAC FUND	167.16	175.00	150.00	0.00	192.16
<b>A GENERAL FUNDS Totals:</b>	<b>17,338.61</b>	<b>40,425.18</b>	<b>35,561.15</b>	<b>-1,563.86</b>	<b>20,638.78</b>
<b>B ATHLETICS</b>					
200 ATHLETICS PROGRAM	-5,816.58	2,638.00	15,169.18	12,749.13	-5,598.63
<b>B ATHLETICS Totals:</b>	<b>-5,816.58</b>	<b>2,638.00</b>	<b>15,169.18</b>	<b>12,749.13</b>	<b>-5,598.63</b>
<b>C ACADEMIC CLUBS</b>					
305 ART CLUB	89.51	0.00	293.87	124.93	-79.43
310 YEARBOOKS	-2,187.23	8,884.95	10,888.56	0.00	-4,190.84
315 BOWLING CLUB	102.06	0.00	731.22	795.00	165.84
320 FAMILY CONSUMER SCIENCE CLUB	-112.76	5.00	107.60	160.47	-54.89
330 DRAMA	41.67	306.50	0.00	0.00	348.17
350 SKI CLUB	-2,292.00	0.00	43.20	2,381.00	45.80
<b>C ACADEMIC CLUBS Totals:</b>	<b>-4,358.75</b>	<b>9,196.45</b>	<b>12,064.45</b>	<b>3,461.40</b>	<b>-3,765.35</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
400 STUDENT COUNCIL	2,149.37	15,039.50	14,573.33	135.00	2,750.54
425 SPARKS	-1,022.24	886.45	2,004.70	1,004.49	-1,136.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,127.13</b>	<b>15,925.95</b>	<b>16,578.03</b>	<b>1,139.49</b>	<b>1,614.54</b>
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
500 BAND	28.63	673.00	241.69	110.00	569.94
502 HOSPITALITY	484.44	1,895.00	696.88	-195.49	1,487.07
503 TREE FUND	175.00	3,812.06	3,045.00	0.00	942.06
504 ROTARY ACTIVITY FUND	185.77	0.00	75.00	0.00	110.77
505 FINES	3,035.45	1,483.17	2,375.50	-60.63	2,082.49
506 MONTESSORI (6TH)	-64.69	171.20	142.16	150.00	114.35
508 MONTESSORI 7/8	-2,842.62	0.00	19,314.59	14,053.48	-8,103.73
510 FIELD TRIPS	-2,383.20	0.00	611.28	3,101.00	106.52
511 NEW TEACHER FUND	360.70	476.06	99.24	0.00	737.52
512 PALS	88.40	0.00	42.29	0.00	46.11
513 MONTESSORI SUPPORT FUND	1,039.11	5,154.24	0.00	-3,568.48	2,624.87
514 LACEY LEGACY FUND	91.44	0.00	0.00	35.00	126.44
515 ASSIGNMENT NOTEBOOKS	989.15	60.00	0.00	0.00	1,049.15
516 6A SUPPORT FUND	29.08	0.00	115.77	273.68	186.99
517 6B SUPPORT FUND	107.00	0.00	181.23	273.70	199.47
518 7A SUPPORT FUND	201.36	0.00	2,714.19	1,637.60	-875.23
519 7B SUPPORT FUND	323.34	0.00	2,735.56	1,636.62	-775.60
520 LIBRARY	-36.32	5,330.50	4,884.91	99.75	509.02
521 7C SUPPORT FUND	0.00	0.00	0.00	0.00	0.00
522 8A SUPPORT FUND	182.67	33.50	423.26	273.69	66.60
523 8B SUPPORT FUND	258.22	33.50	283.89	273.75	281.58
525 M.S. ALTERNATIVE PROGRAM	343.06	368.42	970.24	265.00	6.24
528 H.A.L. TRIPS	-1,164.00	220.00	1,523.87	2,313.31	-154.56
529 MENTORING HOMEROOMS FUND	74.92	289.15	283.95	120.00	200.12
531 "GOOD FRIENDS" FUND	129.33	0.00	210.03	100.00	19.30
532 "APPLE TREE" DONATIONS	200.00	24.00	0.00	0.00	224.00

## Current Cash Balance Report

Date: 04/01/2008 thru 04/30/2009

Group ID and Activity Number

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	150.00	826.50	985.75	9.25	0.00
535 VOCAL MUSIC	-57.87	5.50	677.50	263.50	-466.37
536 READING LOUNGE	0.00	92.00	0.00	0.00	92.00
537 ASAP	0.00	0.00	544.62	467.08	-77.54
538 TIME TRAVELERS	0.00	0.00	372.91	372.91	0.00
539 CYCLONE SEQUEL	0.00	700.00	1,187.28	487.28	0.00
540 FUNDRAISER 98-99, LIBRARY	39.12	0.00	0.00	-39.12	0.00
545 ORCHESTRA	-324.14	0.00	553.40	375.00	-502.54
550 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
555 FUNDRAISER '07-'08	3,678.22	0.00	3,658.22	-20.00	0.00
560 PHYSICAL EDUCATION	266.91	0.00	0.00	0.00	266.91
570 CYCLONE PARENT DONATIONS	1,500.00	6,084.27	4,010.37	-487.28	3,086.62
575 ART FEES	270.61	0.00	0.00	0.00	270.61
580 SEWING (HAAN CRAFT KITS)	62.69	50.00	0.00	27.00	139.69
585 ENVIRONMENTAL EDUCATION	0.00	0.00	0.00	0.00	0.00
586 7TH GR. ENRICHMENT	3.63	247.80	205.76	0.00	45.67
587 CARTRIDGES FOR KIDS	143.50	12.60	0.00	0.00	156.10
588 FUNDRAISER 08-09	0.00	15,221.78	10,303.18	-1,263.00	3,655.60
590 TECHNOLOGY EDUCATION	1,164.73	645.00	47.90	0.00	1,761.83
595 FUNDRAISER '01-'02 (COMMONS, CAMPUS, SIGN,	0.00	0.00	0.00	0.00	0.00
598 THE ZONE	0.00	25.00	0.00	0.00	25.00
599 MUSIC SHIRTS	0.00	0.00	1,946.75	0.00	-1,946.75
<b>E SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>8,741.21</b>	<b>43,934.25</b>	<b>65,464.17</b>	<b>21,084.60</b>	<b>8,295.89</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	-29,259.10	0.00	1,154.72	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>-29,259.10</b>	<b>0.00</b>	<b>1,154.72</b>	<b>0.00</b>	<b>-30,413.82</b>
<b>Q FIELD TRIP FEES</b>					
1005 6A FIELD TRIPS	808.00	0.00	0.00	-808.00	0.00
1010 6B FIELD TRIPS	728.00	0.00	0.00	-728.00	0.00
1020 6TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1030 7A FIELD TRIPS	0.00	1,457.00	163.09	-1,293.91	0.00
1035 7B FIELD TRIPS	920.00	829.80	163.08	-1,586.72	0.00
1045 7TH GRADE FIELD TRIPS	0.00	1,321.50	0.00	829.80	2,151.30
1050 8A FIELD TRIPS	0.00	1,442.00	0.00	-1,442.00	0.00
1055 8B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1065 8TH GRADE FIELD TRIPS	0.00	5.00	0.00	-5.00	0.00
1075 FRENCH FIELD TRIPS	0.00	15.00	0.00	-15.00	0.00
1080 GERMAN FIELD TRIPS	0.00	642.00	0.00	-330.00	312.00
1085 SPANISH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1506 MONTESSORI (6) FIELD TRIPS	150.00	0.00	0.00	-150.00	0.00
1508 MONTESSORI (7,8) FIELD TRIPS	2,480.00	11,878.00	0.00	-10,485.00	3,873.00
1525 MSAP FIELD TRIPS	182.00	244.50	0.00	-198.00	228.50
1528 H.A.L. FIELD TRIPS	965.00	422.00	0.00	-1,267.00	120.00
<b>Q FIELD TRIP FEES Totals:</b>	<b>6,233.00</b>	<b>18,256.80</b>	<b>326.17</b>	<b>-17,478.83</b>	<b>6,684.80</b>

# Current Cash Balance Report

Date: 04/01/2008 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>R CLUB FEES</b>					
2305 ART CLUB	124.93	160.00	0.00	-124.93	160.00
2315 BOWLING CLUB	790.00	515.00	0.00	-795.00	510.00
2320 FAMILY CONSUMER SCIENCE CLUB	145.00	90.00	0.00	-153.00	82.00
2330 DRAMA CLUB	48.00	0.00	0.00	-48.00	0.00
2350 SKI CLUB	2,381.00	0.00	0.00	-2,381.00	0.00
2400 STUDENT COUNCIL	135.00	36.00	0.00	-135.00	36.00
2425 SPARKS	870.00	1,319.75	0.00	-870.00	1,319.75
2500 BAND	0.00	218.00	0.00	-110.00	108.00
2535 VOCAL MUSIC	330.00	715.00	0.00	-500.50	544.50
2545 ORCHESTRA	195.00	635.00	0.00	-375.00	455.00
2600 MUSIC SHIRTS	1,417.50	1,901.50	0.00	-1,417.50	1,901.50
<b>R CLUB FEES Totals:</b>	<b>6,436.43</b>	<b>5,590.25</b>	<b>0.00</b>	<b>-6,909.93</b>	<b>5,116.75</b>
<b>S ATHLETICS FEES</b>					
3200 ATHLETICS	11,657.00	15,950.00	0.00	-12,482.00	15,125.00
<b>S ATHLETICS FEES Totals:</b>	<b>11,657.00</b>	<b>15,950.00</b>	<b>0.00</b>	<b>-12,482.00</b>	<b>15,125.00</b>
<b>Z DO NOT USE CATEGORY</b>					
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
<b>Z DO NOT USE CATEGORY 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>12,098.95</b>	<b>151,916.88</b>	<b>146,317.87</b>	<b>0.00</b>	<b>17,697.96</b>

Submitted by Michelle Kraft

Approved by Beth Jmu Date 5-7-09

## Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUNDS</b>					
100 VENDING	26,790.39	2,409.33	15.00	0.00	29,184.72
105 STAFF VENDING	483.97	1,000.00	228.70	0.00	1,255.27
110 GENERAL FUND	2,575.68	65.00	45.00	0.00	2,595.68
112 PAYBAC	6,379.02	291.10	0.00	0.00	6,670.12
115 KIEWIT T-SHIRT-SALES/PROJECTS	25,876.91	25.00	0.00	0.00	25,901.91
116 CLASS/ACTIVITY T-SHIRTS	150.56	6.50	0.00	0.00	157.06
117 BOOK ORDERS	10.60	0.00	0.00	0.00	10.60
119 SITE IMPROVEMENT	44,468.21	0.00	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	19,576.01	2,239.00	0.00	0.00	21,815.01
130 BUS	838.83	0.00	199.96	0.00	638.87
140 RETIREMENT	772.60	0.00	0.00	0.00	772.60
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	350.00	0.00	2,936.06
180 SPECIAL PROJECTS	1,554.71	0.00	0.00	0.00	1,554.71
185 LEARNING CENTER	930.13	0.00	0.00	0.00	930.13
190 STAFF DEVELOPMENT	1,312.95	0.00	526.51	0.00	786.44
195 STUDENT ACTIVITIES	983.44	0.00	80.00	0.00	903.44
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>146,482.99</b>	<b>6,035.93</b>	<b>1,445.17</b>	<b>0.00</b>	<b>151,073.75</b>
<b>B ATHLETICS</b>					
200 ATHLETICS	-4,151.83	152.04	2,220.84	0.00	-6,220.63
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>-3,915.36</b>	<b>152.04</b>	<b>2,220.84</b>	<b>0.00</b>	<b>-5,984.16</b>
<b>C ACADEMIC CLUBS</b>					
300 INTERNATIONAL CLUB	0.00	0.00	0.00	0.00	0.00
305 VOLUNTEER CLUB	6,106.48	492.53	732.84	0.00	5,866.17
310 YEARBOOK	36,427.49	0.00	0.00	0.00	36,427.49
315 DRAMA CLUB	1,523.34	0.00	0.00	0.00	1,523.34
320 YOUTH-TO-YOUTH	1,665.36	0.00	0.00	0.00	1,665.36
325 STUDENT COUNCIL	963.35	482.50	163.61	0.00	1,282.24
330 SCIENCE CLUB	0.00	127.50	187.55	0.00	-60.05
335 ART CLUB	-117.02	0.00	13.46	0.00	-130.48
355 SPEECH CLUB	-216.00	59.00	484.00	0.00	-641.00
360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
<b>C ACADEMIC CLUBS Totals:</b>	<b>46,353.00</b>	<b>1,161.53</b>	<b>1,581.46</b>	<b>0.00</b>	<b>45,933.07</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
420 SNACK AND STITCH	-74.99	0.00	0.00	0.00	-74.99
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>-74.99</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-74.99</b>
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
520 SOCIAL/HOSPITALITY	2,509.31	0.00	50.00	0.00	2,459.31
530 PE/LOCK	2,443.01	32.00	0.00	0.00	2,475.01
540 HOME ARTS	196.69	21.00	0.00	0.00	217.69
550 INDUSTRIAL ARTS	12,420.50	469.00	107.00	0.00	12,782.50

# Current Cash Balance Report

ALL Data

50 ranged by:

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
560 ART CLASS	0.00	0.00	0.00	0.00	0.00
580 LIBRARY	2,691.89	448.65	897.34	0.00	2,243.20
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	500.00	0.00	-500.00
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	-400.85	0.00	14.67	0.00	-415.52
592 SPANISH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
593 HAL FIELD TRIPS	-1,044.45	0.00	0.00	0.00	-1,044.45
594 AFTER SCHOOL PROGRAM	-22,233.27	0.00	2,262.84	0.00	-24,496.11
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>-6,520.78</b>	<b>970.65</b>	<b>3,831.85</b>	<b>0.00</b>	<b>-9,381.98</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	1,074.00	0.00	0.00	1,074.00
1582 6B FIELD TRIPS	0.00	932.00	0.00	0.00	932.00
1583 6C FIELD TRIPS	0.00	639.00	0.00	0.00	639.00
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	500.00	0.00	0.00	0.00	500.00
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	536.00	0.00	0.00	0.00	536.00
1592 SPANISH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1593 HAL FIELD TRIPS	1,022.25	0.00	0.00	0.00	1,022.25
1596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>Q FIELD TRIP FEES Totals:</b>	<b>5,571.00</b>	<b>2,645.00</b>	<b>0.00</b>	<b>0.00</b>	<b>8,216.00</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	241.00	147.00	0.00	0.00	388.00
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>664.00</b>	<b>147.00</b>	<b>0.00</b>	<b>0.00</b>	<b>811.00</b>

# Current Cash Balance Report

ALL Data

Date: 04/01/2009 thru 04/30/2009

51ranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>S ATHLETIC FEES</b>					
3200 ATHLETICS	22,121.50	75.00	0.00	0.00	22,196.50
3205 SUMMER BB CAMP	0.00	0.00	0.00	0.00	0.00
S ATHLETIC FEES Totals:	22,121.50	75.00	0.00	0.00	22,196.50
<b>T AFTER SCHOOL PROGRAM FEES</b>					
6594 AFTER SCHOOL PROGRAM	28,767.00	0.00	0.00	0.00	28,767.00
6595 AFTER SCHOOL/SUMMER SCHOOL	180.00	0.00	0.00	0.00	180.00
T AFTER SCHOOL PROGRAM FEES Totals:	28,947.00	0.00	0.00	0.00	28,947.00
Report Totals:	215,226.36	11,187.15	9,079.32	0.00	217,334.19

Jeresa Schuch  
Lori Jasa

5/12/09  
5-12-09

# Current Cash Balance Report

ALL Data

Date: 04/01/2009 thru 04/30/2009

Arranged by:  
52  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUNDS</b>					
100 Vending (Student)	12,358.30	3,172.00	0.00	0.00	15,530.30
101 Vending (Pens & Pencils)	461.76	93.75	396.20	0.00	159.31
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)	361.30	0.00	244.51	0.00	116.79
110 General	6,411.88	61.51	1,431.09	0.00	5,042.30
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	119.00	0.00	0.00	119.80
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	738.15	0.00	25.00	0.00	713.15
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>20,362.52</b>	<b>3,446.26</b>	<b>2,096.80</b>	<b>0.00</b>	<b>21,711.98</b>
<b>B ATHLETICS</b>					
200 Athletics	0.00	0.00	0.00	0.00	0.00
210 Football	-1,529.08	0.00	766.45	0.00	-2,295.53
220 Basketball	1,398.44	0.00	634.90	0.00	763.54
230 Volleyball	254.07	0.00	541.41	0.00	-287.34
240 Wrestling	-1,801.86	50.00	115.10	0.00	-1,866.96
250 CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00
260 Track & Field	-22.75	0.00	503.89	0.00	-526.64
<b>B ATHLETICS Totals:</b>	<b>-1,701.18</b>	<b>50.00</b>	<b>2,561.75</b>	<b>0.00</b>	<b>-4,212.93</b>
<b>C ACADEMIC CLUBS</b>					
300 Annual	2,541.45	60.00	0.00	0.00	2,601.45
305 Art Club	472.67	0.00	0.00	-70.00	402.67
306 Chess Club	-141.00	8.10	0.00	0.00	-132.90
310 Drama Club	-10,959.03	0.00	841.69	0.00	-11,800.72
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	559.08	0.00	560.75	0.00	-1.67
350 Forensics	-251.00	0.00	245.00	0.00	-496.00
<b>C ACADEMIC CLUBS Totals:</b>	<b>-7,927.77</b>	<b>68.10</b>	<b>1,647.44</b>	<b>-70.00</b>	<b>-9,577.11</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	2,962.89	0.00	2,174.00	0.00	788.89
450 Mustang Scholar Retreat	-30,694.13	0.00	4,960.33	0.00	-35,654.46
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>-27,890.39</b>	<b>0.00</b>	<b>7,134.33</b>	<b>0.00</b>	<b>-35,024.72</b>

## Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
500 Art Projects	452.15	72.00	0.00	0.00	524.15
501 Band Contest/Clinic	-297.83	0.00	0.00	0.00	-297.83
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	-247.99	0.00	0.00	0.00	-247.99
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	-358.18	0.00	0.00	0.00	-358.18
509 7B Field Trips	-425.12	0.00	0.00	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	-50.00	0.00	0.00	0.00	-50.00
513 Orchestra Contest/Clinic	-476.96	0.00	111.12	0.00	-588.08
515 Fund Raising	31,735.11	805.28	1,271.96	0.00	31,268.43
520 GYM SUITS	29.30	0.00	0.00	0.00	29.30
525 Home Ec Projects	49.00	0.00	0.00	0.00	49.00
526 Honors Band	0.00	0.00	25.53	0.00	-25.53
527 HAL Field Trips	-270.50	0.00	0.00	0.00	-270.50
530 Industrial Tech Projects	7,175.74	42.00	0.00	0.00	7,217.74
535 Instrument Rental	-65.00	0.00	750.00	0.00	-815.00
545 Library Activities	1,349.49	52.85	93.42	0.00	1,308.92
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	-7,029.12	0.00	0.00	0.00	-7,029.12
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>30,098.70</b>	<b>972.13</b>	<b>2,252.03</b>	<b>0.00</b>	<b>28,818.80</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	266.89	0.00	-34,746.80
710 Interest from Savings	5,672.65	266.89	0.00	0.00	5,939.54
<b>G INVESTMENTS Totals:</b>	<b>-28,807.26</b>	<b>266.89</b>	<b>266.89</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	374.20	0.00	0.00	0.00	374.20
1509 7B Field Trips	414.20	0.00	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	50.00	0.00	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>9,892.40</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>9,892.40</b>



# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>R CLUB FEES</b>					
2305 Art Club	360.00	36.00	0.00	70.00	466.00
2306 Chess Club	101.60	0.00	0.00	0.00	101.60
2310 Drama Club	13,477.00	1,902.60	0.00	0.00	15,379.60
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	361.00	370.00	0.00	0.00	731.00
2360 Stang Gang Spirit Club	252.00	0.00	0.00	0.00	252.00
2504 Jazz Band	0.00	0.00	0.00	0.00	0.00
2513 Orchestra Contest/Clinic	601.24	0.00	199.44	0.00	401.80
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>16,417.09</b>	<b>2,308.60</b>	<b>199.44</b>	<b>70.00</b>	<b>18,596.25</b>
<b>S ATHLETIC FEES</b>					
3010 Football	2,205.00	0.00	0.00	0.00	2,205.00
3020 Basketball	3,930.00	0.00	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	4,590.00	30.00	0.00	0.00	4,620.00
<b>S ATHLETIC FEES Totals:</b>	<b>13,220.00</b>	<b>30.00</b>	<b>0.00</b>	<b>0.00</b>	<b>13,250.00</b>
<b>T AFTER SCHOOL PROGRAM FEES</b>					
4500 Mustang Scholar Retreat	49,360.50	3,110.00	0.00	0.00	52,470.50
<b>T AFTER SCHOOL PROGRAM FEES Totals:</b>	<b>49,360.50</b>	<b>3,110.00</b>	<b>0.00</b>	<b>0.00</b>	<b>52,470.50</b>
<b>Report Totals:</b>	<b>73,024.61</b>	<b>10,251.98</b>	<b>16,158.68</b>	<b>0.00</b>	<b>67,117.91</b>

*Paul W. Doon*  
*Principal*

*Julie Bartholomew*  
*Bookkeeper*

# Current Cash Balance Report

ALL Data

Date: 04/01/2009 thru 04/30/2009

Arranged by:  
Group ID and Activity Number  
55

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending - Student	1,629.77	3,125.33	1,434.37	0.00	3,320.73
101 Coffee & Water Machines	-24.30	0.00	148.20	0.00	-172.50
102 Building Beautification	2,457.22	0.00	0.00	0.00	2,457.22
103 Vending machines-staff	381.23	0.00	0.00	0.00	381.23
110 General	-56.25	4.00	435.32	0.00	-487.57
150 Sweatshirt Sales	2,144.60	105.00	0.00	0.00	2,249.60
<b>A ACTIVITY GENERAL FUND Totals:</b>	6,532.27	3,234.33	2,017.89	0.00	7,748.71
<b>B ATHLETICS/ACTIVITIES</b>					
201 Athletics	-2,541.56	257.00	4,935.44	16.00	-7,204.00
202 Athletics Assistance from Rotary	578.50	0.00	0.00	0.00	578.50
<b>B ATHLETICS/ACTIVITIES Totals:</b>	-1,963.06	257.00	4,935.44	16.00	-6,625.50
<b>C ACADEMIC CLUBS</b>					
301 Yearbook	19,103.04	440.00	0.00	0.00	19,543.04
<b>C ACADEMIC CLUBS Totals:</b>	19,103.04	440.00	0.00	0.00	19,543.04
<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	4,444.65	1,347.25	437.50	68.00	5,422.40
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	22.06	0.00	0.00	0.00	22.06
501 TASC	-9,098.24	0.00	5,509.68	-84.00	-14,691.92
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	-2,759.86	1,347.25	5,947.18	-16.00	-7,375.79
<b>E ADMIN CUSTODIAL ACCOUNTS</b>					
601 Employee Hospitality	940.14	0.00	35.00	0.00	905.14
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	10,776.03	0.00	60.00	0.00	10,716.03
606 Library	549.66	34.00	58.00	0.00	525.66
610 8th Grade Farewell	1,451.34	0.00	0.00	0.00	1,451.34
618 Counseling	176.35	352.00	0.00	-13.50	514.85
<b>E ADMIN CUSTODIAL ACCOUNTS Totals:</b>	14,399.13	386.00	153.00	-13.50	14,618.63
<b>F ACADEMIC CUSTODIAL ACCOUNTS</b>					
701 HAL	486.12	11.85	0.00	0.00	497.97
702 Industrial Technology	2,661.20	338.50	11.55	13.50	3,001.65
703 Home Economics	605.80	0.00	0.00	0.00	605.80
704 TEAM 6A	151.23	0.00	0.00	0.00	151.23
705 TEAM 6B	212.50	0.00	0.00	0.00	212.50
706 TEAM 7A	219.11	0.00	7.16	0.00	211.95
707 TEAM 7B	223.30	0.00	0.00	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	116.85	0.00	0.00	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	-3,824.72	-10.00	2,206.00	0.00	-6,040.72
715 7th grade field trips/team days	0.00	0.00	1,064.93	0.00	-1,064.93
716 8th grade field trips/team days	-3,425.08	0.00	0.00	0.00	-3,425.08
717 Exploratory Teams	16.43	0.00	0.00	0.00	16.43

# Current Cash Balance Report

ALL Data

Date: 04/01/2009 thru 04/30/2009

Arranged by:  
Group ID and Activity Number  
56

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
719 Music	1,613.82	0.00	1,550.00	0.00	63.82
720 Orchestra	228.74	0.00	0.00	0.00	228.74
722 Music field trips	1.00	0.00	0.00	0.00	1.00
723 Orchestra field trips	0.00	0.00	0.00	0.00	0.00
725 HAL Field trips	-496.18	0.00	0.00	0.00	-496.18
728 Jump Start Program	0.00	0.00	0.00	0.00	0.00
<b>F ACADEMIC CUSTODIAL ACCOUNTS Totals:</b>	558.93	340.35	4,839.64	13.50	-3,926.86
<b>H INVESTMENTS</b>					
905 Interest on checking	2,908.28	62.33	0.00	0.00	2,970.61
<b>H INVESTMENTS Totals:</b>	2,908.28	62.33	0.00	0.00	2,970.61
<b>I FUNDRAISERS</b>					
1000 Parent Donations	960.00	0.00	0.00	0.00	960.00
1002 MAGAZINE SALES	3,300.88	0.00	552.01	0.00	2,748.87
1003 Entertainment Books	1,377.29	0.00	0.00	0.00	1,377.29
1004 J.C. Penney	0.00	0.00	0.00	0.00	0.00
1006 Donations	7,323.88	704.99	0.00	0.00	8,028.87
1010 Coffee Fundraiser	1,375.69	12.00	6.65	0.00	1,381.04
<b>I FUNDRAISERS Totals:</b>	14,337.74	716.99	558.66	0.00	14,496.07
<b>Q Student Fees</b>					
1205 6A field trips/team days	1,300.00	804.00	0.00	0.00	2,104.00
1210 6B Field trips/team day	624.00	792.00	0.00	0.00	1,416.00
1211 6C field trips/team days	1,712.00	988.00	0.00	0.00	2,700.00
1215 7A Field trips/team day	242.00	0.00	0.00	0.00	242.00
1220 7B Field trips/team day	236.00	0.00	0.00	0.00	236.00
1225 7C Field trips/team days	98.00	0.00	0.00	0.00	98.00
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	547.00	0.00	0.00	0.00	547.00
1280 Jump Start	0.00	220.00	0.00	0.00	220.00
<b>Q Student Fees Totals:</b>	8,339.00	2,804.00	0.00	0.00	11,143.00
<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>	5.00	0.00	0.00	0.00	5.00
<b>S Athletic Fees</b>					
3201 Athletics	14,692.00	505.00	0.00	0.00	15,197.00
<b>S Athletic Fees Totals:</b>	14,692.00	505.00	0.00	0.00	15,197.00
<b>T After School Program Fees</b>					
2501 TASC	21,279.00	805.00	0.00	0.00	22,084.00
<b>T After School Program Fees Totals:</b>	21,279.00	805.00	0.00	0.00	22,084.00
<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: 04/01/2009 thru 04/30/2009

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:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	97,431.47	10,898.25	18,451.81	0.00	89,877.91

Principal signature

*Moe*

Date 5/13/09

Administrative Assistant signature

*Sherry Seidl*

# Current Cash Balance Report

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Arranged by:

Group ID and Activity Number

ALL Data

Date: 04/01/2009 thru 04/30/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL</b>					
100 PRIOR YEARS VENDING	146,435.77	0.00	6,646.29	0.00	139,789.48
105 MUSTANG MANIA GRANTS	6,326.37	0.00	521.80	0.00	5,804.57
110 GENERAL	13,358.08	5,689.96	8,106.39	0.00	10,941.65
115 MIT	53.88	0.00	0.00	0.00	53.88
120 ACTIVITIES SUPPORT	0.00	40,108.00	0.00	0.00	40,108.00
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	16,448.37	5.42	0.00	0.00	16,453.79
185 INTEREST ON MM FUND	26,384.54	145.97	0.00	0.00	26,530.51
190 MN SITE IMPROVEMENTS	419.53	0.00	0.00	0.00	419.53
225 MIGHTY MASCOT	325.18	0.00	0.00	0.00	325.18
<b>A ACTIVITY GENERAL Totals:</b>	<b>370,783.58</b>	<b>45,949.35</b>	<b>15,274.48</b>	<b>0.00</b>	<b>401,458.45</b>
<b>B ATHLETICS/ACTIVITIES</b>					
199 ATHLETIC GATE RECEIPTS	65,908.87	4,315.60	0.00	0.00	70,224.47
200 ACTIVITIES TRANSPORTATION	-40,103.08	0.00	9,140.35	0.00	-49,243.43
201 CONCESSIONS	-5,061.61	2,565.76	3,578.31	0.00	-6,074.16
202 ATHLETICS	75,120.19	2,792.97	100.00	0.00	77,813.16
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	-8,394.63	0.00	429.31	-24.00	-8,847.94
206 BASEBALL	0.00	0.00	25.60	0.00	-25.60
207 BASKETBALL-BOYS	-4,316.41	0.00	172.15	0.00	-4,488.56
208 BASKETBALL - GIRLS	-1,451.53	0.00	279.10	0.00	-1,730.63
209 CROSS COUNTRY	-935.98	0.00	0.00	0.00	-935.98
211 FOOTBALL	-18,670.60	33.90	610.82	-779.00	-20,026.52
212 GOLF	-2,022.46	0.00	4,065.01	0.00	-6,087.47
213 SOCCER - BOYS	-1,072.15	0.00	533.50	0.00	-1,605.65
214 SOCCER - GIRLS	-1,661.68	0.00	5,805.30	0.00	-7,466.98
216 SOFTBALL	-1,821.10	0.00	0.00	0.00	-1,821.10
217 SWIMMING	-10,973.86	0.00	51.95	0.00	-11,025.81
218 TENNIS	-1,413.26	0.00	476.96	0.00	-1,890.22
219 TRACK - BOYS	-2,431.36	0.00	3,823.96	0.00	-6,255.32
220 ENTRY FEES	-5,513.18	0.00	0.00	0.00	-5,513.18
221 TRACK - GIRLS	-3,269.91	0.00	3,823.96	0.00	-7,093.87
222 VOLLEYBALL	-5,702.44	0.00	0.00	0.00	-5,702.44
223 WRESTLING	-6,276.98	0.00	241.90	0.00	-6,518.88
224 ATHLETIC TRAINING	-5,551.76	0.00	0.00	0.00	-5,551.76
226 CHEERLEADING	-1,386.62	0.00	206.80	0.00	-1,593.42
227 DANCE TEAM	-2,129.73	0.00	0.00	0.00	-2,129.73
230 OFFICIALS	-27,738.74	0.00	4,402.22	0.00	-32,140.96
235 DEBATE TRANSPORTATION	-2,641.07	0.00	0.00	0.00	-2,641.07
240 FORENSIC TRANSPORTATION	-10,853.72	0.00	1,253.87	0.00	-12,107.59
250 BAND/ORCHESTRA TACT	-24,157.47	0.00	1,580.56	0.00	-25,738.03
260 CHORAL TRANSPORTATION	-549.89	0.00	0.00	0.00	-549.89
<b>B ATHLETICS/ACTIVITIES Totals:</b>	<b>-32,665.16</b>	<b>9,708.23</b>	<b>40,601.63</b>	<b>-803.00</b>	<b>-64,361.56</b>
<b>C ACADEMIC CLUBS</b>					
301 DECA	-17,361.78	0.00	0.00	0.00	-17,361.78
302 FRENCH CLUB	1,150.18	0.00	0.00	0.00	1,150.18
303 LATIN CLUB	27.51	0.00	0.00	0.00	27.51
305 SPANISH CLUB	433.22	0.00	0.00	0.00	433.22
306 PRIOR YRS YEARBOOK	6,000.00	0.00	0.00	0.00	6,000.00

# Current Cash Balance Report

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Arranged by:

ALL Data

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
307 GERMAN CLUB	-149.25	0.00	0.00	0.00	-149.25
308 YEARBOOK/STAMPEDE	14,709.86	330.00	32.00	0.00	15,007.86
309 NEWSPAPER/HOOFBAT	4,793.42	875.00	1,090.48	0.00	4,577.94
311 ASTRONOMY CLUB	199.68	0.00	0.00	0.00	199.68
314 HISTORY CLUB	-695.11	105.00	2,586.68	0.00	-3,176.79
315 SPIRIT SHOP	12,909.96	394.00	0.00	24.00	13,327.96
316 FCCLA	5,282.83	0.00	125.00	0.00	5,157.83
317 MATH CLUB	58.82	0.00	0.00	0.00	58.82
325 VIA	1,472.64	0.00	0.00	0.00	1,472.64
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	4,015.22	175.00	1,316.01	779.00	3,653.21
<b>C ACADEMIC CLUBS Totals:</b>	<b>33,163.83</b>	<b>1,879.00</b>	<b>5,150.17</b>	<b>803.00</b>	<b>30,695.66</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
310 VARSITY/JV CHEER FUNDRAISER	640.13	198.00	425.00	0.00	413.13
402 CHEER/DANCE UNIFORMS	-149.75	0.00	0.00	0.00	-149.75
406 DANCE TEAM FUNDRAISER	1,464.30	0.00	427.39	0.00	1,036.91
407 BASEBALL FR	2,433.43	553.25	200.70	0.00	2,785.98
408 INTERNATIONAL THESPIANS	-530.22	794.00	5,187.00	0.00	-4,923.22
409 CHESS CLUB	998.83	0.00	0.00	0.00	998.83
410 CROSS COUNTRY FR	168.31	0.00	0.00	0.00	168.31
411 FOOTBALL FR	2,773.76	400.00	0.00	0.00	3,173.76
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	322.00	215.72	0.00	228.82
418 GIRLS SWIM	57.42	0.00	0.00	0.00	57.42
419 SOFTBALL FR	301.37	90.00	0.00	0.00	391.37
420 SWIM FR	2,022.22	0.00	78.73	0.00	1,943.49
421 TENNIS FR	-95.00	0.00	0.00	0.00	-95.00
422 GIRLS TRACK FR	7,288.41	40.00	2,933.50	0.00	4,394.91
423 VOLLEYBALL FUNDRAISER	1,994.60	735.00	0.00	0.00	2,729.60
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	2,521.87	0.00	0.00	0.00	2,521.87
427 FLAGS	1,818.87	0.00	0.00	0.00	1,818.87
429 AMNESTY INTERNATIONAL	2,836.11	742.00	0.00	0.00	3,578.11
430 CHORAL	-717.15	266.64	4.95	0.00	-455.46
431 ORCHESTRA	1,437.32	0.00	1,559.65	0.00	-122.33
432 STUDENT COUNCIL	23,682.95	0.00	0.00	0.00	23,682.95
434 JUNIOR CLASS BOARD	8,716.73	2,331.00	10,533.39	0.00	514.34
435 SENIOR CLASS BOARD	4,349.70	0.00	0.00	0.00	4,349.70
437 NATIONAL HONOR SOCIETY	10,957.33	37.00	4,159.35	0.00	6,834.98
439 DEVELOPMENTAL ASSETS	459.26	0.00	10.64	0.00	448.62
440 MUSTANG MENTOR	1,754.74	0.00	46.99	0.00	1,707.75
444 INTRAMURAL SOCCER	-106.00	0.00	0.00	0.00	-106.00
450 INTRAMURALS	77.25	0.00	0.00	0.00	77.25
451 INTRAMURAL VOLLEYBALL	0.00	190.00	0.00	0.00	190.00
456 BOYS GOLF F/R	821.47	0.00	0.00	0.00	821.47
459 BOYS BASKETBALL CAMP	-450.94	948.25	0.00	40.98	538.29
466 WRESTLING FUNDRAISER	1,249.86	0.00	0.00	0.00	1,249.86

# Current Cash Balance Report

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Arranged by:

Group ID and Activity Number

ALL Data

Date: 04/01/2009 thru 04/30/2009

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
477 MILLARD BASKETBALL/OC	40.98	0.00	0.00	-40.98	0.00
480 BAND TRIP	-317,485.98	0.00	0.00	0.00	-317,485.98
500 NFL ACCOUNT	789.26	450.25	1,102.57	0.00	136.94
520 GIRLS BASKETBALL CAMP	864.15	855.00	50.00	0.00	1,669.15
600 GIRLS SOCCER F/R	542.69	225.00	0.00	0.00	767.69
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>-233,014.24</b>	<b>9,177.39</b>	<b>26,935.58</b>	<b>0.00</b>	<b>-250,772.43</b>
<b>E ADMIN CUSTODIAL ACCOUNTS</b>					
601 COURTESY	2,113.88	0.00	78.12	0.00	2,035.76
602 CAREER DEVELOPMENT	748.84	0.00	0.00	0.00	748.84
603 PARKING STICKERS	28,949.33	390.00	3,583.89	0.00	25,755.44
605 FIELDTRIPS	-1,932.66	0.00	0.00	0.00	-1,932.66
606 AFTER PROM	4.31	0.00	25.53	0.00	-21.22
607 ART	1,975.73	40.00	17.08	0.00	1,998.65
608 GYM FEES	7,274.65	5.00	0.00	0.00	7,279.65
609 ART/SCHIMENTI	200.90	0.00	0.00	0.00	200.90
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	12,997.54	156.00	82.50	0.00	13,071.04
611 INDUSTRIAL TECH	2,207.18	0.00	1,486.07	0.00	721.11
612 STAFF VENDING	-981.10	2,928.00	100.46	0.00	1,846.44
613 LIBRARY	586.51	144.72	39.86	0.00	691.37
616 TRANSCRIPT FEES	546.15	310.00	51.43	0.00	804.72
617 POOL	7,781.61	0.00	101.95	0.00	7,679.66
621 PE FIELDTRIPS	-562.39	0.00	0.00	0.00	-562.39
625 AP EXAMS	2,847.19	0.00	242.64	0.00	2,604.55
629 IB	-31,483.00	0.00	0.00	0.00	-31,483.00
631 PSAT EXAM	-6,480.69	0.00	0.00	0.00	-6,480.69
675 SALBERG FIELDTRIPS	-1,556.39	0.00	802.80	0.00	-2,359.19
680 OTT FIELDTRIPS	-307.55	0.00	0.00	0.00	-307.55
<b>E ADMIN CUSTODIAL ACCOUNTS Totals:</b>	<b>24,930.04</b>	<b>3,973.72</b>	<b>6,612.33</b>	<b>0.00</b>	<b>22,291.43</b>
<b>F ACADEMIC CUSTODIAL ACCOUNTS</b>					
300 DEBATE	-517.83	0.00	85.00	0.00	-602.83
321 DRAMA	3,258.26	0.00	305.00	0.00	2,953.26
622 SPEECH	-8,435.12	4,327.00	5,311.91	0.00	-9,420.03
701 MANTARO/GRANT	5.85	0.00	0.00	0.00	5.85
750 FCS	411.39	0.00	0.00	0.00	411.39
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>32,186.92</b>	<b>4,327.00</b>	<b>5,701.91</b>	<b>0.00</b>	<b>30,812.01</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	2,348.75	536.00	0.00	0.00	2,884.75
1002 PE FIELDTRIPS	500.00	0.00	0.00	0.00	500.00
1005 BAND TRIP	317,354.22	0.00	0.00	0.00	317,354.22
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	570.00	0.00	0.00	0.00	570.00
1301 DECA	11,450.00	200.00	0.00	0.00	11,650.00
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

# Current Cash Balance Report

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ALL Data

Arranged by:

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1307 GERMAN CLUB	160.00	0.00	0.00	0.00	160.00
1314 HISTORY CLUB TRIP	5,850.00	750.00	0.00	0.00	6,600.00
1316 FCCLA	1,450.00	0.00	0.00	0.00	1,450.00
1408 THESPIAN/DRAMA CLUB	500.00	169.00	0.00	0.00	669.00
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	2,495.00	0.00	0.00	0.00	2,495.00
1622 FORENSIC NATIONALS	5,470.00	4,808.60	0.00	0.00	10,278.60
1675 SALBERG FIELDTRIPS	1,699.00	444.00	0.00	0.00	2,143.00
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	49,831.00	0.00	0.00	0.00	49,831.00
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>	<u>402,166.97</u>	<u>6,907.60</u>	<u>0.00</u>	<u>0.00</u>	<u>409,074.57</u>
<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	6,138.00	0.00	0.00	0.00	6,138.00
<b>R POST SECONDARY EDUCATION Totals:</b>	<u>38,230.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>38,230.00</u>
<b>S BANKING</b>					
999 STARTING CASH	-1,600.00	400.00	400.00	0.00	-1,600.00
<b>S BANKING Totals:</b>	<u>-1,600.00</u>	<u>400.00</u>	<u>400.00</u>	<u>0.00</u>	<u>-1,600.00</u>
<b>Z INVESTMENTS</b>					
900 CERTIFICATES OF DEPOSITS	-300,698.67	0.00	0.00	0.00	-300,698.67
905 MONEY MARKET FUND	-256,342.70	100,000.00	145.97	0.00	-156,488.67
<b>Z INVESTMENTS Totals:</b>	<u>-557,041.37</u>	<u>100,000.00</u>	<u>145.97</u>	<u>0.00</u>	<u>-457,187.34</u>
<b>Report Totals:</b>	<u>77,841.88</u>	<u>182,322.29</u>	<u>100,822.07</u>	<u>0.00</u>	<u>159,342.10</u>



## Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

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	-1,192.57	0.00	131.83	0.00	-1,324.40
115 General Account	-4,837.41	0.00	0.00	0.00	-4,837.41
117 Damage and Loss Property	4.00	0.00	0.00	0.00	4.00
120 Extracurr Transportation	-24,196.89	0.00	3,976.96	0.00	-28,173.85
121 Athletic Transportation	-36,131.86	0.00	4,021.58	0.00	-40,153.44
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	-440.00	0.00	55.00	0.00	-495.00
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	-5,369.47	0.00	335.00	0.00	-5,704.47
148 Teachers Grants/Awards	0.00	0.00	0.00	0.00	0.00
151 Personnel Support	-6,702.92	0.00	43.51	0.00	-6,746.43
166 Wellness	864.17	0.00	374.59	0.00	489.58
199 Miscellaneous Bank Charges	-760.39	0.00	193.57	0.00	-953.96
<b>A GENERAL ACCOUNT EXPENSES Totals:</b>	<b>-79,068.34</b>	<b>0.00</b>	<b>9,132.04</b>	<b>0.00</b>	<b>-88,200.38</b>
<b>B GENERAL ACCOUNT REVENUE</b>					
100 Vending Machines-Coca-Cola	46,057.78	36,658.33	0.00	0.00	82,716.11
104 Staff Coke Fund	2,191.23	0.00	105.00	0.00	2,086.23
105 Sanitary Machines	152.50	11.00	0.00	0.00	163.50
152 Other Revenue	8,411.27	0.00	0.00	0.00	8,411.27
153 Graduation Revenue	0.00	0.00	0.00	0.00	0.00
155 PAYBAC Partners	662.76	0.00	0.00	0.00	662.76
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>101,941.76</b>	<b>36,669.33</b>	<b>105.00</b>	<b>0.00</b>	<b>138,506.09</b>
<b>C ATHLETICS</b>					
201 Concessions	13,634.59	675.00	664.43	-680.00	12,965.16
202 Athletics	-13,047.00	230.00	10.00	-450.53	-13,277.53
203 Athletic Gate Receipts	61,480.10	11,333.81	2,228.00	0.00	70,585.91
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	-100.00	0.00	780.00	0.00	-880.00
210 Athletic Capital Outlay	244,952.90	0.00	0.00	0.00	244,952.90
211 Activities	-1,583.23	0.00	0.00	0.00	-1,583.23
212 Athletic Fundraisers	0.00	0.00	0.00	0.00	0.00
213 Summer Clinics	30.00	360.00	0.00	0.00	390.00
214 Little Dribblers	3.21	0.00	0.00	0.00	3.21
216 Strength and Conditioning	-2,697.58	1,160.00	0.00	0.00	-1,537.58
220 Football	-23,248.94	0.00	555.78	0.00	-23,804.72
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)	-1,025.75	0.00	0.00	0.00	-1,025.75
224 Tennis (Girls)	-510.70	0.00	40.00	0.00	-550.70
225 Golf (Boys)	-1,969.40	0.00	387.11	0.00	-2,356.51
226 Golf (Girls)	-1,430.13	0.00	0.00	0.00	-1,430.13
227 Wrestling	-15,096.40	0.00	92.00	0.00	-15,188.40
228 Soccer (Boys)	-1,443.01	0.00	2,252.00	0.00	-3,695.01

## Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
229 Soccer (Girls)	-2,410.00	0.00	2,118.60	0.00	-4,528.60
230 Baseball	-7,210.66	0.00	3,630.68	0.00	-10,841.34
231 Cross Country (Boys)	-137.06	0.00	0.00	0.00	-137.06
232 Basketball (Boys)	-7,571.70	0.00	0.00	0.00	-7,571.70
233 Track (Boys)	-4,232.28	0.00	1,081.39	0.00	-5,313.67
234 Swimming (Boys)	-2,946.75	0.00	0.00	0.00	-2,946.75
235 NSAA Competitions	6,137.71	487.69	0.00	0.00	6,625.40
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)	-10,407.22	0.00	0.00	0.00	-10,407.22
243 Track (Girls)	-5,143.44	0.00	930.27	0.00	-6,073.71
244 Swimming (Girls)	-2,191.15	0.00	0.00	0.00	-2,191.15
915 Interest-Athletic Activity MM	104.85	0.00	0.00	0.00	104.85
2200 Summer Football	852.60	0.00	383.79	0.00	468.81
2221 Summer Volleyball	352.52	0.00	0.00	0.00	352.52
2222 Summer Softball	2,356.79	0.00	0.00	0.00	2,356.79
2228 Summer Boys Soccer	43.87	0.00	0.00	0.00	43.87
2229 Summer Girls Soccer	415.71	955.00	312.00	0.00	1,058.71
2230 Summer Baseball	5,323.47	0.00	1,155.01	0.00	4,168.46
2231 Summer Girls Basketball	1,991.15	0.00	0.00	0.00	1,991.15
2232 Summer Boys Basketball	724.90	0.00	0.00	0.00	724.90
<b>C ATHLETICS Totals:</b>	<b>239,816.57</b>	<b>15,201.50</b>	<b>16,621.06</b>	<b>-1,130.53</b>	<b>237,266.48</b>
<b>D ORGANIZATIONS AND CLUBS</b>					
301 DECA	-45,026.34	8,950.65	31,643.17	0.00	-67,718.86
302 French Club	2,168.07	0.00	0.00	0.00	2,168.07
303 LEO Club	-1,191.56	0.00	529.74	0.00	-1,721.30
305 Spanish Club	-44.70	0.00	0.00	0.00	-44.70
307 German Club	664.29	0.00	148.89	0.00	515.40
310 National Forensics League	1,119.29	1,143.66	2,339.76	680.00	603.19
311 Environmental Club	391.13	165.80	176.33	0.00	380.60
312 Forensics Club	281.43	66.00	307.25	0.00	40.18
314 Newspaper	10,410.03	600.00	0.00	0.00	11,010.03
315 Debate Club	-436.00	0.00	0.00	0.00	-436.00
316 Art Club	13.65	0.00	0.00	0.00	13.65
317 Play Production	-3,731.76	477.29	0.00	0.00	-3,254.47
318 Thespians	-2,034.00	0.00	0.00	0.00	-2,034.00
319 Athletic Trainers	273.15	0.00	0.00	0.00	273.15
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	-7,094.32	0.00	874.02	0.00	-7,968.34
409 Band Dept Trips	-212,912.01	0.00	0.00	0.00	-212,912.01
410 Band	10,919.60	1,619.00	1,450.12	0.00	11,088.48
411 Choir	5,708.60	0.00	920.00	0.00	4,788.60
412 Orchestra	1,440.13	0.00	155.00	0.00	1,285.13
413 Entertainment Books	13,216.00	0.00	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
481 Senior Class	1,663.12	0.00	0.00	0.00	1,663.12
482 Junior Class	-347.75	13,106.00	13,756.53	0.00	-998.28
499 VICA-Skills USA	0.55	80.00	170.82	0.00	-90.27

## Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
500 STARS	628.72	310.00	0.00	0.00	938.72
501 Student Council	2,851.16	510.94	2,360.25	0.00	1,001.85
502 National Honor Society	2,421.33	3,558.15	596.38	0.00	5,383.10
503 Drama Club	0.00	0.00	0.00	0.00	0.00
504 Literary Magazine	341.16	467.00	866.50	0.00	-58.34
506 Chess Club	33.10	0.00	0.00	0.00	33.10
507 40 Assets	1,246.04	0.00	0.00	0.00	1,246.04
515 Dance Team	1,347.57	0.00	1,011.61	0.00	335.96
516 Cheerleading-Varsity	-2,930.79	130.00	0.00	0.00	-2,800.79
517 Cheerleading-JV	244.38	0.00	0.00	0.00	244.38
518 Cheerleading-Freshman	103.25	0.00	0.00	0.00	103.25
519 Cheerleading Uniforms	-5,230.87	3,153.07	0.00	450.53	-1,627.27
525 Prior Yrs Yearbook	7,625.34	0.00	0.00	0.00	7,625.34
527 Yearbook 07-08	4,809.48	0.00	0.00	0.00	4,809.48
528 Yearbook 08-09	7,685.00	75.00	250.00	0.00	7,510.00
555 FCCLA	168.33	0.00	0.00	0.00	168.33
556 Future Educators of America	64.87	0.00	67.44	0.00	-2.57
560 Patriot Post	29,124.11	1,032.81	6,156.03	0.00	24,000.89
580 International Leaders Club	66.67	0.00	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>-158,069.24</b>	<b>35,445.37</b>	<b>63,779.84</b>	<b>1,130.53</b>	<b>-185,273.18</b>
<b>E ADMINISTRATIVE CUSTODIAL</b>					
599 Intramurals	-90.94	0.00	0.00	0.00	-90.94
601 Staff Courtesy Fund	914.49	0.00	465.00	0.00	449.49
602 Parking	17,850.67	835.00	48.24	0.00	18,637.43
603 Field Trips	-3,014.15	0.00	810.10	0.00	-3,824.25
605 Pool Maintenance	3,514.89	653.00	557.08	0.00	3,610.81
607 Book Fines	15,145.51	225.24	61.00	0.00	15,309.75
610 Information Center	64.88	15.41	39.88	0.00	40.41
611 Advanced Placement	4,106.18	0.00	0.00	0.00	4,106.18
613 Counseling Center	-23.80	0.00	0.00	0.00	-23.80
614 Transcripts	1,342.41	50.00	0.00	0.00	1,392.41
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	-322.59	0.00	749.45	0.00	-1,072.04
623 Manufacturing Tech	487.84	0.00	95.13	0.00	392.71
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	1,171.38	0.00	0.00	0.00	1,171.38
635 Library Book Fines	303.54	13.59	0.00	0.00	317.13
636 Freshman Transition Day	0.00	0.00	0.00	0.00	0.00
640 Student ID Card Fee	367.44	162.00	0.00	0.00	529.44
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	133.21	0.00	929.71
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
679 New Frontier Book Fines	18.70	8.00	0.00	0.00	26.70
680 New Frontier (Grants/Donations)	12.03	0.00	0.00	0.00	12.03
681 New Frontier Chuck Wagon	187.44	115.00	0.00	0.00	302.44

# Current Cash Balance Report

SELECTED Data

/65 changed by:

Date: 04/01/2009 thru 04/30/2009

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	90.10	0.00	-90.10
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>	<b>41,871.62</b>	<b>2,077.24</b>	<b>3,049.19</b>	<b>0.00</b>	<b>40,899.67</b>
<b>Q Extracurricular Activities</b>					
1000 Field Trips	2,400.60	677.75	0.00	0.00	3,078.35
2301 DECA	54,802.90	9,359.60	0.00	0.00	64,162.50
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	157.00	0.00	0.00	0.00	157.00
2307 German Club	105.00	0.00	0.00	0.00	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	1,989.00	200.00	0.00	0.00	2,189.00
2318 Thespian Club	1,514.00	96.00	0.00	0.00	1,610.00
2319 Athletic Trainers Trip	0.00	0.00	0.00	0.00	0.00
2395 Fashion Merchandising	0.00	0.00	0.00	0.00	0.00
2409 Band Trip	197,461.81	942.46	0.00	0.00	198,404.27
2410 Band	336.00	0.00	0.00	0.00	336.00
2411 Choir Trip	702.00	0.00	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	90.00	0.00	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 Team	0.00	1,019.00	0.00	0.00	1,019.00
2516 Varsity Cheerleading Camp	3,725.00	3,663.00	0.00	0.00	7,388.00
2517 JV Cheerleading Camp	0.00	3,430.00	0.00	0.00	3,430.00
2518 FR Cheerleading Camp	0.00	2,450.00	0.00	0.00	2,450.00
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	29,640.00	100.00	0.00	0.00	29,740.00
5001 Sport Facility Use Fee	440.00	0.00	0.00	0.00	440.00
<b>Q Extracurricular Activities Totals:</b>	<b>297,959.31</b>	<b>21,937.81</b>	<b>0.00</b>	<b>0.00</b>	<b>319,897.12</b>

SELECTED Data

# Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

66anged by:  
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	170.00	0.00	0.00	0.00	170.00
7020 PSAT Exam fees	3,450.00	0.00	0.00	0.00	3,450.00
<b>R Post-Secondary Education Totals:</b>	<u>3,620.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>3,620.00</u>
<b>S Banking</b>					
999 Starting Cash	-2,150.00	0.00	0.00	0.00	-2,150.00
<b>S Banking Totals:</b>	<u>-2,150.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>-2,150.00</u>
<b>Report Totals:</b>	<u>445,921.68</u>	<u>111,331.25</u>	<u>92,687.13</u>	<u>0.00</u>	<u>464,565.80</u>

## Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ADMINISTRATIVE</b>					
100 GENERAL ACTIVITY FUND	5,134.37	0.00	4,029.40	0.00	1,104.97
105 PRINCIPALS ADMIN	8,260.13	0.00	603.30	0.00	7,656.83
110 BUILDING MAINTENANCE	1,846.71	0.00	106.66	0.00	1,740.05
120 AP EXAMS	20,015.39	0.00	1,275.00	0.00	18,740.39
122 ACT PREP	960.00	0.00	496.05	0.00	463.95
125 SPECIAL PROJECTS (B-J) SPKR	4,423.00	150.00	1,190.34	462.00	3,844.66
130 COURTESY FUND	221.94	0.00	4.00	0.00	217.94
135 DONATIONS - SR CLASS	186.00	0.00	0.00	0.00	186.00
138 ELECTRONIC MSG BOARD	0.00	0.00	0.00	0.00	0.00
142 GIFTED	1,027.71	0.00	109.88	0.00	917.83
145 GUIDANCE	1,578.52	117.00	583.32	0.00	1,112.20
150 INFORMATION CENTER	125.10	29.76	16.99	0.00	137.87
152 GUIDANCE - PL GRANT	3,500.00	0.00	315.00	0.00	3,185.00
157 LETTER JACKETS	11.71	0.00	0.00	0.00	11.71
160 PARKING	19,629.99	0.00	105.83	0.00	19,524.16
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	26.51	0.00	0.00	0.00	26.51
180 SPECIAL PROJ - COMMONS	7,580.00	0.00	0.00	0.00	7,580.00
182 VENDING-FOOD SERVICE	50,151.14	37,276.67	0.00	0.00	87,427.81
<b>A ADMINISTRATIVE Totals:</b>	<b>124,693.22</b>	<b>37,573.43</b>	<b>8,835.77</b>	<b>462.00</b>	<b>153,892.88</b>
<b>B ATHLETIC ADMIN</b>					
200 ATHLETIC ADMIN	114,140.67	1,662.91	1,080.98	0.00	114,722.60
201 AD'S OFFICE	1,118.88	0.00	67.50	0.00	1,051.38
202 ATHLETIC EVENT ADMISSIONS	1,096.87	0.00	0.00	0.00	1,096.87
203 ATHLETIC PROJECT FUND	29,516.12	0.00	0.00	0.00	29,516.12
205 ATHLETIC TRAINING	396.13	0.00	0.00	0.00	396.13
208 BASEBALL FUNDRAISING	3,021.78	0.00	3,302.50	0.00	-280.72
210 BOYS BB FUNDRAISING	-754.83	0.00	0.00	0.00	-754.83
211 BOYS BASKETBALL CAMP	1,890.61	3,250.00	1,890.61	0.00	3,250.00
212 BOYS GOLF FUNDRAISING	2,760.65	390.00	52.11	0.00	3,098.54
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	735.72	0.00	42.01	0.00	693.71
217 COACHES CLINICS	3,348.44	0.00	0.00	0.00	3,348.44
219 CONCESSIONS	3,781.66	1,406.00	3,576.93	0.00	1,610.73
220 INTRAMURALS	-2,719.57	0.00	0.00	0.00	-2,719.57
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	6,768.43	0.00	300.00	0.00	6,468.43
230 GIRLS BASKETBALL FR	1,061.42	0.00	52.36	0.00	1,009.06
233 GIRLS SOCCER FUNDR	1,602.51	0.00	500.00	0.00	1,102.51
235 LADY CAT BB CAMPS	3,426.84	3,190.00	2,200.00	0.00	4,416.84
240 SOCCER BLEACHERS	100.00	0.00	0.00	0.00	100.00
245 SOFTBALL FUND RAISING	1,726.63	0.00	0.00	0.00	1,726.63
250 ST TRAINERS (HOSA)	734.18	35.00	392.00	0.00	377.18
255 TRACK FUNDR (GIRLS)	-280.00	0.00	744.37	0.00	-1,024.37
258 TRACK FUNDR (BOYS)	-0.73	830.00	76.17	0.00	753.10
260 POOL FUNDRAISING	4,947.54	176.00	1,363.31	0.00	3,760.23
265 VB FUNDRAISING	588.16	500.00	0.00	0.00	1,088.16

## Current Cash Balance Report

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
270 WRESTLING MAT FUND	3,990.78	0.00	0.00	0.00	3,990.78
271 WRESTLING FNDRSR VAR	2,512.24	0.00	0.00	0.00	2,512.24
275 WRESTLING SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
285 NSAA COMPETITIONS	2,902.43	2,140.22	0.00	0.00	5,042.65
290 METRO	0.00	0.00	0.00	0.00	0.00
295 TOURNAMENTS	11,239.41	4,534.50	3,397.47	0.00	12,376.44
299 CORPORATE ADVERTISING	-307.66	0.00	0.00	0.00	-307.66
<b>B ATHLETIC ADMIN Totals:</b>	<b>206,612.10</b>	<b>18,114.63</b>	<b>19,038.32</b>	<b>0.00</b>	<b>205,688.41</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	1,288.68	50.00	0.00	0.00	1,338.68
330 BUSINESS	10.93	0.00	0.00	0.00	10.93
338 FAMILY CONSUMER SCIENCE	-2,623.85	0.00	140.00	0.00	-2,763.85
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	-3,201.86	0.00	0.00	0.00	-3,201.86
360 PHYSICS	175.71	0.00	0.00	0.00	175.71
370 VOC DRAFTING	114.73	0.00	64.95	0.00	49.78
371 VOC ELECTRICITY BAKER	427.38	0.00	66.20	0.00	361.18
373 VOC FOUNDATIONS	0.00	0.00	0.00	0.00	0.00
374 VOC METALS	157.05	0.00	0.00	0.00	157.05
376 VOC WOODS	-782.44	80.96	0.00	0.00	-701.48
<b>C ACADEMIC COURSES Totals:</b>	<b>105.28</b>	<b>130.96</b>	<b>271.15</b>	<b>0.00</b>	<b>-34.91</b>
<b>D CLUBS/ORGANIZATIONS</b>					
400 ART CLUB	153.28	0.00	0.00	0.00	153.28
401 AMNESTY INTERNATIONAL	27.51	0.00	0.00	0.00	27.51
402 BOOKSTORE (Scratchin Post)	-5,161.39	0.00	429.81	38.00	-5,553.20
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	-1,505.81	474.00	2,832.25	0.00	-3,864.06
410 DECA	-27,298.77	2,493.50	8,206.80	0.00	-33,012.07
411 DRAMA - INTL THESPIANS	2,711.07	0.00	5,177.00	0.00	-2,465.93
412 DRAMA PRODUCTION	5,354.98	0.00	463.22	0.00	4,891.76
413 FCCLA FAMILY CARREER	7,486.77	0.00	241.00	0.00	7,245.77
414 FORENSICS TEAM	2,529.88	514.50	1,500.00	0.00	1,544.38
415 FRENCH CLUB	33.88	0.00	0.00	0.00	33.88
418 FUTURE EDUCATORS	3,151.99	0.00	0.00	0.00	3,151.99
419 40 ASSETS	35.00	0.00	0.00	0.00	35.00
420 GERMAN CLUB	641.68	0.00	0.00	0.00	641.68
425 JUNIOR CLASS	8,709.13	11,585.00	12,005.45	0.00	8,288.68
430 LITERARY MAGAZINE	351.63	0.00	0.00	0.00	351.63
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	882.03	4,072.03	441.00	-100.00	4,413.06
450 NEWSPAPER	-2,739.88	0.00	0.00	0.00	-2,739.88
452 SCIENCE CLUB	-60.00	0.00	32.00	0.00	-92.00
455 SENIOR CLASS	638.49	0.00	0.00	0.00	638.49
460 SPANISH CLUB	1,547.43	897.00	0.00	0.00	2,444.43

# Current Cash Balance Report

ALL Data

Sorted by:

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
465 SPED BUTTON FUND	36.78	0.00	0.00	0.00	36.78
470 STUDENT COUNCIL	11,495.84	0.00	871.83	-400.00	10,224.01
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 SKILS USA	321.50	207.00	545.26	0.00	-16.76
480 YEARBOOK (PROWLER)	35,392.95	0.00	114.85	0.00	35,278.10
485 YEARBOOK TRIP	0.00	0.00	0.00	0.00	0.00
490 ENVIRONMENTAL CLUB	5,660.53	0.00	850.00	0.00	4,810.53
495 YOUTH MAKING A DIFF	187.26	0.00	0.00	0.00	187.26
<b>D CLUBS/ORGANIZATIONS Totals:</b>	<b>54,118.96</b>	<b>20,243.03</b>	<b>33,710.47</b>	<b>-462.00</b>	<b>40,189.52</b>
<b>E ATHLETIC TEAMS</b>					
500 BASEBALL CONTESTS	-1,325.00	0.00	2,556.96	0.00	-3,881.96
501 BASEBALL EQUIPMENT	384.19	0.00	0.00	0.00	384.19
505 BASKETBALL CON BOYS	-7,265.54	0.00	0.00	0.00	-7,265.54
506 BASKETBALL EQUIP - B	1,344.62	0.00	0.00	0.00	1,344.62
510 BASKETBALL CON GIRLS	-5,625.81	0.00	0.00	0.00	-5,625.81
511 BASKETBALL EQUIP G	3,124.36	0.00	6.75	0.00	3,117.61
515 CROSS COUNTRY CON	-2,770.37	0.00	0.00	0.00	-2,770.37
516 CROSS COUNTRY EQUIP	2,504.37	0.00	0.00	0.00	2,504.37
520 FOOTBALL CONTESTS	-4,524.76	0.00	0.00	0.00	-4,524.76
521 FOOTBALL EQUIPMENT	549.86	0.00	11,538.19	0.00	-10,988.33
525 GOLF CONTESTS - BOYS	-1,814.00	0.00	585.47	0.00	-2,399.47
526 GOLF EQUIPMENT - BOYS	4,751.41	0.00	0.00	0.00	4,751.41
530 GOLF CONTESTS - GIRLS	-2,845.00	0.00	0.00	0.00	-2,845.00
531 GOLF EQUIPMENT - GIRLS	950.55	0.00	0.00	0.00	950.55
550 SOCCER CONTST BOYS	-525.16	0.00	1,483.90	0.00	-2,009.06
551 SOCCER EQUIP BOYS	488.61	0.00	0.00	0.00	488.61
555 SOCCER CONTST GIRLS	-541.00	0.00	719.48	0.00	-1,260.48
556 SOCCER EQUIP GIRLS	1,004.47	0.00	198.00	0.00	806.47
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	0.00	0.00	-1,632.57
566 SWIM TEAM EQUIPMENT	-1,169.44	0.00	0.00	0.00	-1,169.44
570 TENNIS CONTESTS - BOYS	-140.69	0.00	0.00	0.00	-140.69
571 TENNIS EQUIPMENT BOYS	4,232.41	0.00	2,211.06	0.00	2,021.35
573 TENNIS CONTESTS - GIRLS	0.00	0.00	313.00	0.00	-313.00
574 TENNIS EQUIP GIRLS	5,010.76	0.00	2,330.08	0.00	2,680.68
575 TRACK CONTESTS - BOYS	531.09	0.00	570.04	0.00	-38.95
576 TRACK EQUIPMENT - BOYS	1,242.76	0.00	1,840.09	0.00	-597.33
580 TRACK CONTESTS - GIRLS	-99.62	0.00	588.50	0.00	-688.12
581 TRACK EQUIP - GIRLS	126.58	0.00	367.22	0.00	-240.64
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	-3,590.20	0.00	-25.00	0.00	-3,565.20
591 WRESTLING EQUIPMENT	-2,987.27	0.00	0.00	0.00	-2,987.27
<b>E ATHLETIC TEAMS Totals:</b>	<b>-10,957.47</b>	<b>0.00</b>	<b>25,283.74</b>	<b>0.00</b>	<b>-36,241.21</b>
<b>F CHEERLEADERS</b>					
612 DANCE TEAM	78.31	0.00	0.00	0.00	78.31
620 FRESHMAN CHEER	96.70	3,900.00	0.00	0.00	3,996.70
625 JV CHEERLEADERS	-827.71	3,900.00	0.00	0.00	3,072.29
630 VARSITY CHEERLEADERS	2,559.09	6,000.00	1,672.47	0.00	6,886.62
<b>F CHEERLEADERS Totals:</b>	<b>1,906.39</b>	<b>13,800.00</b>	<b>1,672.47</b>	<b>0.00</b>	<b>14,033.92</b>



# Current Cash Balance Report

ALL Data

changed by:

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>G MUSIC</b>					
700 BAND	6,500.14	374.49	35.91	0.00	6,838.72
701 BAND UNIFORMS	-214.12	0.00	0.00	0.00	-214.12
710 CHORAL MUSIC	8,955.45	0.00	0.00	0.00	8,955.45
715 COLORGUARD	0.00	0.00	0.00	0.00	0.00
720 MUSICAL	3,870.85	0.00	2,228.30	0.00	1,642.55
725 MUSIC TECH/AUDITORIUM	4,732.07	0.00	0.00	0.00	4,732.07
730 ORCHESTRA	202.56	241.50	507.33	0.00	-63.27
733 ORCHESTRA TRIP	-4,744.51	0.00	0.00	0.00	-4,744.51
745 VOCAL MUSIC BOOSTERS	2,275.24	0.00	568.50	0.00	1,706.74
750 SHOW CHOIR	-2,161.54	4,157.00	2,189.52	6,792.11	6,598.05
755 SINGSATION	11,902.35	0.00	1,266.60	0.00	10,635.75
760 BAND TRIP	53.36	500.00	0.00	0.00	553.36
770 CHOIR TRIP	6,792.11	0.00	0.00	-6,792.11	0.00
775 TRI M MUSIC HONOR SOCIETY	722.91	230.00	0.00	0.00	952.91
790 MUSIC DONATIONS	1,498.70	0.00	0.00	0.00	1,498.70
<b>G MUSIC Totals:</b>	40,385.57	5,502.99	6,796.16	0.00	39,092.40
<b>H TRANSPORTATION</b>					
800 TRANSPORTATION MISC	-396.54	0.00	139.99	0.00	-536.53
810 TRANS FALL SPORTS	-17,434.81	0.00	0.00	0.00	-17,434.81
820 TRANS SPRING SPORTS	0.00	0.00	7,204.21	0.00	-7,204.21
830 TRANS WINTER SPORTS	-17,101.63	0.00	0.00	0.00	-17,101.63
840 TRANS FIELD TRIPS	-10,408.44	0.00	628.08	0.00	-11,036.52
845 TRANSPORTATION BAND	-9,485.44	0.00	438.60	0.00	-9,924.04
848 TRANSPORTATION SHOW CHOIR	-3,668.93	0.00	640.93	0.00	-4,309.86
849 TRANSPORTATION MUSIC MISC	-842.84	0.00	0.00	0.00	-842.84
850 TR DEBATE	-691.86	0.00	279.96	0.00	-971.82
851 TR DRAMA	-2,417.70	0.00	0.00	0.00	-2,417.70
852 TR FORENSICS	-970.86	1,267.51	463.64	0.00	-166.99
<b>H TRANSPORTATION Totals:</b>	-63,419.05	1,267.51	9,795.41	0.00	-71,946.95
<b>I ACADEMIC COURSE FINES</b>					
900 UNIDENTIFIED	693.93	0.00	0.00	0.00	693.93
901 FOREIGN LANG FINES	957.15	0.00	0.00	0.00	957.15
902 ENGLISH FINES	1,350.86	0.00	0.00	0.00	1,350.86
903 MATH FINES	3,521.76	0.00	0.00	0.00	3,521.76
904 SCIENCE FINES	-249.75	0.00	0.00	0.00	-249.75
906 SOCIAL STUDIES FINES	1,974.52	0.00	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>	8,245.83	0.00	0.00	0.00	8,245.83
<b>M BANKING (MONEY)</b>					
910 STARTING CASH	-869.25	1,400.00	2,900.00	0.00	-2,369.25
915 UNASSIGNED DEPOSITS	0.00	0.00	0.00	0.00	0.00
920 CHECKING ACCCOUNT	5,021.34	0.00	127.86	0.00	4,893.48
930 MONEY MKT INTEREST	10,910.98	346.50	0.00	0.00	11,257.48
940 CD INTEREST	79.14	0.00	0.00	0.00	79.14
<b>M BANKING (MONEY) Totals:</b>	15,142.21	1,746.50	3,027.86	0.00	13,860.85
<b>Q FEE FUND - EXTRA CURRICULAR</b>					
1000 FIELD TRIPS FEE FUND	11,053.65	739.00	0.00	0.00	11,792.65
2220 INTRAMURAL FEE FUND	7,054.25	0.00	0.00	0.00	7,054.25
2338 FCS - FEE FUND	2,380.00	0.00	0.00	0.00	2,380.00
2410 DECA FEE FUND	29,279.66	4,974.60	0.00	0.00	34,254.26
2411 DRAMA FEE FUND	0.00	0.00	0.00	0.00	0.00

# Current Cash Balance Report

ALL Data

Arranged by:

Date: 04/01/2009 thru 04/30/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2418 FEA FEE FUND	0.00	0.00	0.00	0.00	0.00
2612 DANCE CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2620 FR CHEER CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2625 JV CHEER CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2630 VARSITY CHEER CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2700 BAND FEE FUND	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	5,025.00	0.00	0.00	0.00	5,025.00
2760 BAND TRIP FEE FUND	41,580.00	20,325.00	0.00	0.00	61,905.00
2770 CHOIR TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
5010 PARTICIPATION FEES	44,220.00	50.00	0.00	0.00	44,270.00
<b>Q FEE FUND - EXTRA CURRICULAR Totals:</b>	<b>144,993.06</b>	<b>26,088.60</b>	<b>0.00</b>	<b>0.00</b>	<b>171,081.66</b>
<b>R FEE FUND - POST SECONDARY ED</b>					
7120 AP TESTS	0.00	0.00	0.00	0.00	0.00
<b>R FEE FUND - POST SECONDARY ED Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>U NOT IN USE</b>					
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	-421,569.55	0.00	346.50	0.00	-421,916.05
<b>Z INVESTMENTS Totals:</b>	<b>-421,569.55</b>	<b>0.00</b>	<b>346.50</b>	<b>0.00</b>	<b>-421,916.05</b>
<b>Report Totals:</b>	<b>100,256.55</b>	<b>124,467.65</b>	<b>108,777.85</b>	<b>0.00</b>	<b>115,946.35</b>

*Cynthia M. Hunter 5-7-09*  
Accounting Clerk

*JJ JJ*  
5/7/09

ALL Data


# Current Cash Balance Report

Date: 03/27/2009 thru 04/24/2009

72ranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Funds</b>					
100 General Account	<u>2,801.89</u>	<u>20.00</u>	<u>884.81</u>	<u>0.00</u>	<u>1,937.08</u>
A General Funds Totals:	<u>2,801.89</u>	<u>20.00</u>	<u>884.81</u>	<u>0.00</u>	<u>1,937.08</u>
Report Totals:	<u>2,801.89</u>	<u>20.00</u>	<u>884.81</u>	<u>0.00</u>	<u>1,937.08</u>

  
Linda K. Mohlman, DSAC  
Executive Secretary

  
Angie Mercier, MLC  
Principal

ALL Data

# Current Cash Balance Report

73ranged by:

Date: 04/01/2009 thru 04/30/2009

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	19,600.00	5,750.00	300.00	0.00	25,050.00
120 Middle School Summer School	3,515.00	1,995.00	0.00	0.00	5,510.00
130 Senior High Summer School	29,640.00	9,120.00	200.00	0.00	38,560.00
140 Special Education	290.00	585.00	0.00	0.00	875.00
145 Special Education Preschool	0.00	0.00	0.00	0.00	0.00
150 Interest	2,309.17	39.69	0.00	0.00	2,348.86
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>55,610.62</u>	<u>17,489.69</u>	<u>500.00</u>	<u>0.00</u>	<u>72,600.31</u>
Report Totals:	55,610.62	17,489.69	500.00	0.00	72,600.31

Minutes  
Committee Meeting  
June 8, 2009

The members of the Board of Education met as a committee of the Whole on Monday, June 8, 2009 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. Discussion was in regards to the 2009-2010 budget.

Present: Mike Pate, Dave Anderson, Mike Kennedy, and Linda Poole

Absent: Brad Burwell and Julie Kannas

Also in attendance were Ken Fossen, Angelo Passarelli, and other administrators.

Ken Fossen reviewed information regarding the development of the FYE10 budget. In particular, discussion was had with regard to changes made in LB545 (2009) and the addition of the ARRA-SFSF funds with the state aid formula. It was also noted that the state contribution to the state aid formula would remain constant for the next two years. However, there would be increases in state aid for the next two years as a result of the distribution of the ARRA-SFSF funds through the state aid formula. The state plan is to have the state contribution increase substantially in the third year after the ARRA-SFSF funds expire.

Projections for both state aid and property taxes were reviewed. It was reported that state aid to the district would increase about \$10 million with another \$7.2 million being received via ARRA-SFSF funds. Property taxes were estimated to grow about 1.5%.

There was also some discussion of how the learning community would affect the distribution of funds and the budget timelines for member school district. The Learning Community must make decisions on its budget, the general fund common levy, and the building fund common levy by September 1, 2009 and notify the member schools of such. The member schools have until September 20, 2009 to conduct hearings, adopt their budgets, and file them as required by law.



Chairman

**AGENDA SUMMARY SHEET****AGENDA ITEM:** Reaffirm Policy 6315**MEETING DATE:** June 15, 2009**DEPARTMENT:** Educational Services**TITLE AND BRIEF DESCRIPTION:** Reaffirmation of Policy 6315  
Curriculum, Instruction, and Assessment: Millard Education Program – Use of Assessment Data**ACTION DESIRED:**  Approval**BACKGROUND:** The policy and rule on Use of Assessment Data requires a yearly review.**RECOMMENDATIONS:** NA**STRATEGIC PLAN REFERENCE:** None**TIMELINE:** N/A**RESPONSIBLE PERSON(S):** Mark Feldhausen, Carol Newton, Nancy Johnston, Charlene Snyder, and Jon Lopez**SUPERINTENDENT'S APPROVAL:** **BOARD ACTION:**

**Curriculum, Instruction, and Assessment****6315****Millard Education Program – Use of Assessment Data**

The Millard School District shall assess the progress of students through a district-wide assessment system. Such an assessment system shall provide for a fair and adequate measurement of each student's progress and achievement. The information provided by the assessment system shall be used by the Millard Board of Education and district staff to evaluate the progress of students; differentiate instructional strategies; adjust district curriculum; and plan and provide reteaching experiences for students.

Essential learner outcome assessments will be valid, reliable, and aligned with the curriculum and outcomes in reading, writing, mathematics, science, and social studies. The District will allocate resources to support continued student progress.

Related Policies & Rules: 6301, 6301.1, 6301.2, 6315.1, 6320, 6320.1

Policy Approved: December 21, 1998

Revised: February 4, 2002; March 3, 2003; June 4, 2007

Reaffirmed: June 16, 2008; [June 15, 2009](#)

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET****AGENDA ITEM:** Approve Rule 6315.1**MEETING DATE:** June 15, 2009**DEPARTMENT:** Educational Services**TITLE AND BRIEF DESCRIPTION:** Approval of Rule 6315.1  
Curriculum, Instruction, and Assessment: Millard Education Program – Use of Assessment Data**ACTION DESIRED:**  Approval**BACKGROUND:** The policy and rule on Use of Assessment Data requires a yearly review. Changes have been made to the identified assessments and grade levels to account for Nebraska Department of Education and Federal requirements.**RECOMMENDATIONS:** NA**STRATEGIC PLAN REFERENCE:** None**TIMELINE:** N/A**RESPONSIBLE PERSON(S):** Mark Feldhausen, Carol Newton, Nancy Johnston, Charlene Snyder, and Jon Lopez**SUPERINTENDENT'S APPROVAL:** **BOARD ACTION:**



## Curriculum, Instruction, and Assessment

### Millard Education Program – Use of Assessment Data

6315.1

The assessment system shall take its overall direction from the District strategic plan and from state and federal requirements. The assessment system shall be aligned with the written curriculum and shall measure student progress within the primary, intermediate, middle and high school grade levels. The system shall provide opportunities for reteaching to occur if the student does not demonstrate mastery.

The assessment system will include Essential Learner Outcome assessments (designed to measure the Millard Education Plan outcomes) as well as assessments designed to comply with state and federal legislation.

As curriculum revisions occur, the assessment system shall reflect those changes and modifications to assessments and shall be approved by the Millard Board of Education. The curriculum content areas, grade levels when administered, and the types of assessments shall be as follows:

#### Level: Primary grades (K-2)

Outcome	When Administered	Type of Assessment
Language Arts	1 <sup>st</sup> Grade	ELO Assessment
Math	2 <sup>nd</sup> Grade	ELO Assessment

#### Level: Intermediate Grades (3-5)

Outcome	When Administered	Type of Assessment
Reading Comprehension and Vocabulary	3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Grade	<del>ELO Assessments</del> NE Dept. of Education ELO/NE Dept. of Education
Speaking	3 <sup>rd</sup>	ELO Assessments
Listening	5 <sup>th</sup>	ELO Assessments
Writing	3 <sup>rd</sup> , <del>4<sup>th</sup></del> , and 5 <sup>th</sup> Grade	ELO Assessments
Writing	4 <sup>th</sup> Grade	NE Dept. of Education
Mathematics	3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Grade	ELO <del>Assessment</del> /NE Dept. of Education
Social Studies	<del>5<sup>th</sup></del> 4 <sup>th</sup> Grade	ELO Assessment
Science	5 <sup>th</sup> Grade	ELO <del>Assessment</del> /NE Dept. of Education

#### Level: Middle School Grades (6-8)

Outcome	When Administered	Type of Assessment
Reading Comprehension and Vocabulary	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade	<del>ELO Assessments</del> NE Dept. of Education ELO Assessment
Writing	6 <sup>th</sup> and 7 <sup>th</sup> Grade	ELO <del>Assessment</del> /NE Dept. of Education
Mathematics	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade	ELO <del>Assessment</del> /NE Dept. of Education
Social Studies	8 <sup>th</sup> Grade	ELO Assessment
Science	8 <sup>th</sup> Grade	ELO <del>Assessment</del> /NE Dept. of Education
Speaking	8 <sup>th</sup> Grade	NE Dept. of Education
Writing	8 <sup>th</sup> Grade	NE Dept. of Education

#### Level: High School Grades (9-12)

Outcome	When Administered	Type of Assessment
Reading Comprehension	9 <sup>th</sup> Grade	ELO Assessments
Writing	10 <sup>th</sup> Grade	ELO Assessment
Mathematics	10 <sup>th</sup> Grade	ELO <del>Assessment</del> /NE Dept. of Education
Reading Comprehension and Vocabulary	11 <sup>th</sup> Grade	ELO <del>Assessment</del> /NE Dept. of Education

Social Studies	11 <sup>th</sup> Grade	ELO Assessment
Science	11 <sup>th</sup> Grade	ELO <del>Assessment</del> /NE Dept. of <u>Education</u>
Speaking	Cumulative, 12 <sup>th</sup> Grade	NE Dept. of Education
Writing	11 <sup>th</sup> Grade	NE Dept. of Education

### **I. Implementation of Assessment System**

- A. In accordance with Policy 6301 and Rule 6301.1, the District shall use all reasonable efforts to provide adequate measurement by:
1. Establishing the reliability and validity of each recommended assessment;
  2. Ensuring that the alignment of the assessment contents is consistent with the District's curriculum;
  3. Ensuring that the students of the District are provided with the opportunity to learn the material which is the subject of each assessment;
  4. Ensuring the establishment of adequate and necessary reteaching; and
  5. Ensuring a proper cutscore for each assessment is established through acceptable and reliable methods.
- B. Upon approval and adoption of the cutscore established for each assessment by the Board of Education, the assessment will be incorporated in the District curriculum.

### **II. Description of the Standard Setting Process**

- A. Psychometrically accepted, standard methods shall be used for setting the cutscores on the assessments. All assessments shall be re-examined and recalibrated as needed to ensure curriculum alignment as well as appropriateness of the cutscore.

### **III. Effect of Student Performance**

- A. When a student has successfully met the Essential Learner Outcomes assessment cutscore for each outcome:
1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
  2. Students who meet the cutscores for the high school Essential Learner Outcomes assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits as defined by Policy 6320 and Rule 6320.1, the students shall be eligible for a graduation diploma from the Millard Public Schools.
- B. If a student has not met the cutscore for a given Essential Learner Outcomes, the following shall occur:
1. An Individual Learning Plan (ILP) shall be designed by a team of qualified staff. Classroom teachers may refer students to the Millard Intervention Team (MIT) for assistance in evaluating and implementing problem solving and intervention strategies.
  2. Utilizing the Essential Learner Outcomes, school representatives will offer the student supplemental learning activities that address recognized deficiencies. Supplemental learning activities may include, but are not limited to, the following:

- a. Differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction);
  - b. Before or after school tutorials;
  - c. Study hall tutorials;
  - d. Change of interdisciplinary teams or level of instruction;
  - e. Repeat of specific course(s) of study;
  - f. Attendance at specific class(es) designed to address deficiencies; and/or
  - g. Attendance at summer school.
3. If the student is verified with a disability the IEP Team may reconvene to review the ILP and to ensure that the IEP is written to assist the student in areas of weakness and that appropriate accommodations are in place.
  4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the ILP and to ensure that needed accommodations are in place in areas of weakness.

C. Procedures for high school students

If after a retake of an assessment, a student has not met the cutscore for a given Essential Learner Outcomes assessment, the following shall occur:

1. The Individual Learning Plan will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to MIT for identification of needs if not previously referred.
2. The student shall be retested using the appropriate Essential Learner Outcomes assessment. Students shall be given the opportunity to be retested multiple times until the requisite cutscore is achieved. Students shall be given notice of the opportunities for retesting.
3. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite cutscores are achieved for high school Essential Learner Outcomes assessments.
4. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and may consider lowering the cutscore requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the cutscore.
  - a. Applications for approval of lowered cutscore requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.
  - b. If the lowered cutscore is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools as provided in Rule 6320.1.

D. Demonstration of Proficiency

An additional opportunity is available to demonstrate student proficiency. After two retest attempts to meet the established cutscore(s) for the Essential Learner Outcome assessments without achieving the cutscore, students, under building supervision, shall participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies. A student who successfully meets

the standards and requirements of a Demonstration of Proficiency shall have met one of the essential criteria for graduating from the Millard Public Schools.

#### IV. **District Procedures for Opting Out of Recommended Reteaching**

- A. Should a student participating in the Assessment Program not meet the requisite cutscore and be recommended for one of the reteaching strategies listed above, the student's parent(s)/guardian(s) shall have the right to refuse placement of their student within the recommended strategy and either:
  - 1. Request an alternative teaching strategy; or
  - 2. Refuse such placement at all.
- B. Such requests for an alternative teaching strategy shall be submitted in writing to the appropriate building principal. The building principal or designee shall respond within thirty (30) calendar days.

#### V. **District Procedures for New Students**

- A. At the elementary and middle school level, new students will take grade level assessments given after their arrival
- B. At the high school level, incoming students shall take all high school assessments designated for that grade level or lower grades, regardless of their grade-level when they enter the District. They may participate in all remedial and supplemental learning activities provided by the District. Students are required to meet the established cutscore on each of the high school Essential Learner Outcome assessments.

#### VI. **District Procedures for Students with Disabilities and ELL Students**

Pursuant to the Assessment Accommodations section of the District's Assessment Procedures Manual, all students are to participate in the District's regular assessments and the only students to be excluded are those with a disability or language proficiency which has excluded the student from the norm sample of the standardized assessment, and/or those students who have not participated in the area and/or level of the curriculum that the assessment measures. Even for such students, they are not totally exempt and they must take an alternate assessment.

##### A. **Procedures for Students with Disabilities**

The preceding assessments may not be appropriate for some students with disabilities whose individualized education programs prescribe a different course of instruction and/or different requirements for graduation. The participation of students with disabilities, the provision of accommodations, and the provision of alternate assessments will be in accordance with the District's Assessment Procedures, which include the process for identifying appropriate assessment accommodations and alternate assessments.

##### B. **Procedure for ELL Students**

Students must meet all graduation requirements in the English language to earn a Millard Public Schools diploma. ELL students who have not demonstrated adequate English language proficiencies may postpone testing according to district procedures.

#### VII. **Student's Right to Appeal**

- A. Students who have not achieved the necessary high school cutscores as approved by the Millard Board of Education may appeal the denial of a diploma.

- B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cutscore is due to:
  - 1. The failure of the District to provide a reasonable accommodation that was previously requested by the student and denied by the District.
  - 2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

### VIII. **Procedures for Appeal**

- A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cutscore required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.
- B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's decision and the reasons therefore.
- C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent, or designee for a hearing before the Millard Board of Education, or a committee of the Board consisting of not less than two (2) members or more than three (3) members to be held on the issue whether the decision of the Superintendent or designee was unreasonable.
- D. Such hearing shall be held before the Millard Board of Education or committee within thirty (30) days of the date the request for hearing was received. If a hearing request is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.
- E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education or committee.
- F. The parties may, by mutual written agreement, extend the time for hearing or final determination.
- G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.
- H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education or committee shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.
- I. The decision of the Millard Board of Education or committee shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education or committee shall reduce its findings and decision to writing and provide the written findings and decision to

the student, parent(s), and/or guardian(s) within ten (10) days of the hearing. When conducting such proceedings, the Millard Board of Education or committee shall be exercising a judicial function and deciding a dispute of adjudicative facts.

**IX. Annual Review**

This Rule shall be reviewed annually.

Related Policies & Rules: 6301P, 6301.1, 6315P, 6320P, 6320.1, 6320.2, 6320.3

Rule Adopted: December 21, 1998

Rule Revised: February 7, 2000; February 4, 2002; March 3, 2003;

June 21, 2004; June 6, 2005; January 16, 2006; June 4, 2007; June 16, 2008; June 15, 2009

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET****AGENDA ITEM:** First Reading Policy 6230 Taught Curriculum—Homework**MEETING DATE:** June 15, 2009**DEPARTMENT:** Educational Services**TITLE AND BRIEF DESCRIPTION:** First Reading of revised Policy 6230 and Rule 6230.1 Taught Curriculum—Homework**ACTION DESIRED:**  First Reading**BACKGROUND:** The revisions to the Policy and Rule are the result of recommendations from the Curriculum Management Audit and the alignment of language used for standards and indicators in accordance with Nebraska Department of Education nomenclature and recently approved District Policies and Rules.**RECOMMENDATIONS:** First Reading and Advance to Second Reading and Approval**STRATEGIC PLAN REFERENCE:** None**TIMELINE:** N/A**RESPONSIBLE PERSON(S):** Mark Feldhausen, Carol Newton, Nancy Johnston, Charlene Snyder, Kim Saum-Mills**SUPERINTENDENT'S APPROVAL:** **BOARD ACTION:**

## Curriculum, Instruction, and Assessment

### Taught Curriculum - Homework

**6230**

Homework consists of tasks that teachers assign to students and are meant to be carried out during non-class hours. The intent of homework is to ensure student learning of certain concepts and/or skills found in the written and taught curriculum. Homework is beneficial as long as teachers exercise their professional judgment and use their knowledge of developmental levels to guide their practices and expectations. Homework should be aligned with ~~the~~ District's [approved standards and indicators](#) and course ~~and level~~ outcomes.

Related Policies and Rules: 6700.3

Policy Approved: June 16, 1975

Revised: November 18, 1996; January 7, 2002; [July 6, 2009](#)

Millard Public Schools  
Omaha, NE



**Homework**

**6230.1**

Teachers are expected to assign homework in a responsible manner. Teachers will use professional judgment in determining the length, difficulty, and student readiness to proceed with homework assignments. Whenever possible, teachers should collaborate on the amount of homework assigned on a given evening so as not to overburden the student with time spent doing homework. With the complexities of curriculum and the high expectations for student achievement, school personnel are directed in the following ways:

- I. District sanctioned practices for the elementary and middle school levels include:
  - A. Homework assignments shall be kept to a minimal amount on Wednesday evening, Family Night.
  - B. Teachers shall not schedule examinations for Thursday.
- II. District sanctioned practices for the high school level include:
  - A. Homework assignments shall be kept to a minimal amount on Wednesday evening, Family Night.
  - B. With at least two (2) days notice, teachers may schedule examinations for Thursday.

Related Policies & Rules: 6230, 6700, 6700.1

Rule Approved: June 16, 1975  
Revised: May 17, 1999; January 7, 2002; [July 6, 2009](#)

Millard Public Schools  
Omaha, Nebraska

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Response to Instruction and Intervention Model (RtI+I)

**MEETING DATE:** June 15, 2009

**DEPARTMENT:** Educational Services

**TITLE AND**

**BRIEF DESCRIPTION:** Response to Instruction and Intervention Model (RtI+I)

**ACTION DESIRED:**   X   Approval

**BACKGROUND:** In 2004, Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEA 2004). The language that Congress used in IDEA 2004 and No Child Left Behind (NCLB 2001) stressed the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services. Provisions of IDEA 2004 allow school districts to use scientific, research-based interventions as an alternative method for identifying students with specific learning disabilities (SLD). This process is generally referred to as Response to Intervention (RTI). The accompanying proposed Model is the culmination of District efforts over the last eighteen months.

During this time, the District has been monitoring state and federal recommendations regarding the implementation of Response to Intervention, revising its language arts curriculum, and identifying those materials and programs that are scientifically, research-based and aligned to the District's core curriculum. At the core of RTI is an emphasis on effective instruction and early, data-driven intervention to maximize student achievement. Consequently, the Millard Public School's model first emphasizes the teaching of the core curriculum with fidelity and integrity and then emphasizes the monitoring of student progress with identified multiple data points, the identification of students who need immediate assistance/intervention, and a multi-Tiered approach to providing the appropriate interventions. Thus, the Millard model is called Response to Instruction and Intervention. (RtI+I).

The proposed model is the work of a task force consisting of district and building administrators, teachers, MEP (curriculum) facilitators, instructional interventionists, and school psychologists. It is proposed that this model be applied to reading/language arts instruction and then math. Later a behavioral component will be added. Ultimately, this model will be used to supplement if not replace the discrepancy model used in the identification of students with disabilities.

In addition, the proposed model addresses the District’s Strategic Action Plan 4-8, “Implement a response to intervention model that uses standardized assessments, common data indicators, and research-based interventions.” Board of Education approval of the model is requested so that American Recovery and Reinvestment Act (ARRA) IDEA funds might be used to secure the necessary interventions and provide staff development over the next two years.

The following material is provided:

1. The proposed Millard Public Schools Response to Instruction and Intervention (RtI+I) Model
2. A draft staff development time line (Gantt Chart)
3. Strategy 4, Action Plan 8

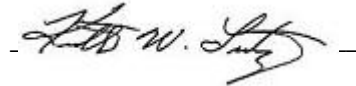
**RECOMMENDATIONS:** Approve proposed RtI+I Model

**STRATEGIC PLAN REFERENCE:** Strategy 4, Action Plan 8

**TIMELINE:** Implementation and staff development will take the next two years

**RESPONSIBLE PERSON(S):** Mark Feldhausen, Carol Newton, Nancy Johnston, Charlene Snyder, Kim Saum-Mills, and Kraig Lofquist

**SUPERINTENDENT’S APPROVAL:**



**BOARD ACTION:**

# **Millard Public Schools**

## **Response to Instruction and Intervention Model**

# **RtI+I Model**

**June 15, 2009**

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## Introduction

### National Perspective

On December 3, 2004, Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEA 2004). The language that Congress uses in IDEA 2004 and No Child Left Behind (NCLB 2001) stresses the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services. Provisions of IDEA 2004 allow school districts to use scientific, research-based interventions as an alternative method for identifying students with specific learning disabilities (SLD). This process is generally referred to as Response to Intervention (RTI).

The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as:

*“...an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data.”*

RtI is an integrated approach to service delivery that encompasses general, intervention and special education through a multi-tiered service delivery model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RtI is the practice of: (a) providing high-quality instruction/intervention matched to all students' needs and (b) using learning rate over time and level of performance to (c) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005). RtI practices are proactive, incorporating both prevention and intervention and is effective at all levels from early childhood through high school.

RtI is intended to reduce the incidence of “instructional casualties” by ensuring that students are provided high quality instruction with fidelity. By using RtI, districts can provide interventions to students as soon as a need arises. This is very different, for example, from the methods associated with the aptitude-achievement discrepancy models traditionally utilized for SLD identification which have been criticized as a “wait to fail” approach.

### What is the Purpose of Response to Intervention?

Response to Intervention is a practice of providing high-quality, scientifically validated instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. RtI is a dynamic problem-solving process in which data are integral in making decisions about what skills struggling students lack, and whether intervention instruction provided to date has been effective. There are four fundamental beliefs:

- Preventive action is better than the wait-to-fail approach.
- Early intervention is more effective than later remediation.
- Universal screening helps prevent students from falling through the cracks.

- Tiers of instruction are available to meet the needs of all students.

**There are Eight Core Principles of Response to Intervention**

1. We can effectively teach all children.
2. Intervene early.
3. Use a multi-tier model of service delivery.
4. Use a problem-solving model to make decisions within a multi-tier model
5. Use scientific, research-based validated intervention and instruction to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions. A data-based decision regarding student response to intervention is central to RtI practices.
8. Use assessment for screening, diagnostics, and progress monitoring.

\*National Association of State Directors of Special Education, Response to Intervention: Policy Considerations and Implementation, 2006.

## Nebraska State Suggested Reporting Requirement

### Nebraska Essential Elements of Response to Intervention Reporting Requirements: \*Nebraska RtI Consortium Executive Committee – March 2009

The Nebraska RtI Consortium Executive Committee developed the following suggested requirements to assist Nebraska school districts as they begin designing Response to Intervention models. These guidelines were printed in March 2009 and were only suggestions and not meant to be implemented as stated.

**Team Leadership** – For effective RTI implementation, districts/schools should have teams that provide leadership in coordinating assessments, instructional modifications and intervention implementation, and data analysis and decision making at the district and/or school, grade, and individual student levels.

- The District Leadership Team is organized around schools within a district. The primary responsibility is to establish leadership, assist schools in implementing RtI, and ensure consistency and fidelity to the RtI model.
- The Building Leadership team plans and guides building-wide implementation and sustainability of RtI. The Building Leadership Team should:
  - Meet on a regular basis and review school-wide data,
  - Examine the research base of current/future core and intervention programs used in the school in collaboration with the district,
  - Monitor implementation of the school-wide plan and make adjustments as necessary based on the data,
  - Promote participants in the RtI process through communication with the entire school community,
  - Have the authority to make data-based decisions, and to allocate resources,
  - Participate in professional development that pertains to RtI.
- Tier 2 Teams review universal screening data, follow a progress monitoring plan and implement the intervention delivery plan.
- Individual Problem-Solving Team (Tier 3 Team) uses collaborative problem solving to: (a) plan and evaluate more individualized interventions, (b) monitor student progress, (c) adjust interventions based on student performance data, and (d) guide data-based decision making about student responsiveness to intervention and instructional decisions.

**Parent Involvement** – Parents are informed and involved in their children’s educational process. As intensity of intervention increases, parent involvement increases.

- Informing parents – newsletters describing the RtI process; notified that their child has qualified for intervention; form letters are sent to parents describing students’ participation in Tier 2 interventions; procedures have been established for parent permission, notification, and rights to due process when appropriate; and progress reports are provided to parents on a regular basis.
- Involving parents – parents are part of district and/or school teams; parent schedules are taken into account in planning meetings; parents are critical members of problem-solving



team for their child; parents are included in decision making meetings regarding their child's progress; and home intervention components to be carried out by the parent are designed when appropriate.

### **Scientifically or Research Based Core Instruction and Intervention –**

Instructional/intervention at all levels of intensity is scientifically based (based on rigorous research) in content covered (e.g., in reading this includes the Big Ideas found in research and outlined by the National Reading Panel: phonemic awareness, alphabet principle, fluency, comprehension, and vocabulary) and methods used (e.g., modeling affording multiple opportunities for active student responding and guided practice, providing corrective feedback). Appropriate instructional materials provide systematic scope and sequence that include clear guidelines about which skills are taught and the order in which they are introduced. Regardless of the level of intensity, scientifically-based instruction/intervention provides for differentiation based on student level of need (e.g., differentiation for those above grade level, on grade level, slightly below grade level, significantly below grade level, English language learners, etc.). The scientifically-based instruction/intervention should be appropriate for a system whereby it can be implemented based on the collection of student data and the application of clearly-specified decision rules guiding its implementation.

Examination of all instructional materials is completed by the district team to determine scientific research basis. Tools used in examining core program materials might include:

- Consumer's Guide for Core and Supplements and Interventions
- FCRR Guidelines for Selecting Core Programs: Questions to Ask When Reviewing Research
- Using Research and Reason in Education: How Teachers Can Use Scientifically Based Research to Make Curricular and Instructional Decisions
- Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide
- What is Scientifically Based Research?

**Universal Screening Assessment** – The universal screening assessment possesses the following characteristics:

- The assessments are valid and reliable for the purpose of screening (e.g., DIBELS, AIMSweb).
- The assessments are efficient without significantly compromising precision.

To ensure quality screening practices;

- Teams have reviewed the technical manual to ensure reports of adequate reliability and validity data and appropriateness for use with diverse samples.
- Data are collected for all students.
- Screening is conducted several times a year and each data collection period is during a 2-week window.

- Professional development on the administration and scoring of the assessment measures and on the use of the assessment data for decision making has been completed by all school staff involved in assessing students and using screening data.
- Ongoing reliability checks are conducted to ensure accurate data are collected for decision making.
- Teachers routinely meet to review and analyze data and make instructional changes.

**Individual Progress Monitoring** – The progress monitoring assessments possess the following characteristics:

- The assessments yield data that come from objective, reliable, valid, and sensitive measurements of student progress.
- There are a sufficient number of assessment forms/probes at each grade level to allow for weekly assessment without duplication of the same form/probe.

To ensure quality progress monitoring practices:

- The assessments are administered on a weekly basis.
- Professional development on the administration and scoring of the assessment measures and use of assessment data for decision making has been completed by all school staff involved in assessing students and using progress monitoring data.
- Ongoing reliability checks have been conducted to ensure accurate data are being collected for decision making
- Clearly specified quantitative/graphable goals for progress are established before intervention.
- An electronic database is used to manage and document student data.
- An individual progress monitoring graph is created for each student receiving Tier 2 or Tier 3 intervention. Graphs include sufficient baseline data, a total of at least 7 data points, an aim line, a goal line, and phase change lines. Graphs are updated and regularly shared with appropriate stakeholders.
- Students are assessed a minimum of 7 times prior to making any determination about the effectiveness of each intervention.

**Planned Service Delivery Decision Rules** – Decision rules for multi-tiered intervention selection and responsiveness to intervention are established before RtI is used. Clear guidelines are established for determining student movement between and within tiers. Decision rules provide guidance for the evaluation of student performance based on individual goals and changes in student performance over time as determined by progress monitoring assessments.

A written decision rule outline includes:

- How data are validated,
- Which data are used for decision making, and
- Criteria for making instructional/intervention decisions at each tier of support.

**Intervention Delivery** – Skilled, certified personnel deliver or supervise quality interventions. Those delivering interventions are adequately trained on the intervention being delivered. Interventions are conducted for a minimum of 14 weeks and 56 sessions with at least one substantive change in intervention prior to being identified as inadequately responding to intervention. Sessions are at least 30 minutes in length. Substantive changes are made based on a sufficient amount of time and data (e.g., two 7-week periods with weekly data collection and a minimum of 28 intervention sessions). Based on student response to intervention, the need for an increase or decrease in support is determined by the building leadership team.

Intervention delivery is conducted in addition to the provision of core instruction, and involves:

- Appropriately applying scientifically-based interventions
- Selecting interventions on basis of student needs identified diagnostically, and
- Increasing intervention intensity when students are less responsive.

**Fidelity of Instruction** – An adherence plan is in place for core instruction, supplemental programs, and interventions. Teachers participate in the development of this plan and the plan is shared with all teachers. The plan supports successful implementation of instruction across tiers of instruction/intervention, and is not used for teacher evaluation. As outlined in the plan, fidelity checklists and adherence protocols are used and the fidelity of implementation is assessed on a regular basis by an impartial professional familiar with the instructional/intervention programs. This is intended to prevent drift in the intervention plan, and to ensure that the high quality of instruction is maintained. As the intensity of interventions increases, adherence checks are made more frequently.

## **Millard Public Schools Response to Instruction and Intervention (RtI+I) Model**

The Millard Public Schools Response to Instruction + Intervention (RtI+I) Model is based on an instructional staff that is knowledgeable, including skilled teachers who use a systematic and explicit approach to instruction. While most models use the title of Response to Intervention (RtI), our RtI+I model begins with the regular classroom teacher's instruction (I), then adds (+) the intervention (I) teacher's instruction through a collaborative planning process.

The model also emphasizes the importance of the building principal as the instructional leader, the use of data to guide instruction, appropriate intervention and practice, parent involvement, and other research-based practices. The model provides Millard educators with a process for delivering quality, research-based instruction using the District's Approved Curricula. The model provides a foundation for reducing the prevalence of struggling learners by creating a seamless K-12 instructional system aligning with federal and state legislative requirements.

The RtI+I is a systematic, data-driven approach to instruction that utilizes all resources within a school and the district in a collaborative manner to create a single, well-integrated system of instruction and interventions informed by student data. The model focuses on the individual student and provides a vehicle to strengthen performance for struggling students before educational problems increase in intensity and special education seems the only viable option. Leadership is critical to the implementation of RtI+I. To be effective, RtI+I must harness and coordinate the full resources of the school, district, and community. Administrators and their leadership teams, in collaboration with all teachers, have central roles in the planning, implementation, and successful day to day use of the RtI+I approach. Analyzing how students respond to instruction and implementing the model, promotes collaboration and shared responsibility for the learning of all students across all personnel and programs located in any given school. Throughout the process decisions are based on a child's response to scientific, research-based instruction and intervention.

The Millard Public Schools RtI+I is a 3-Tier Model that provides a process for delivering comprehensive, quality instruction to all students, from preschool through high school. The model is designed to provide research-based instruction and targeted intervention that leads to successful academic achievement. The model consists of three tiers of instruction: Tier I, Tier II, and Tier III.

### **Tier I: District Approved Classroom Instruction**

Tier I focuses on providing effective classroom instruction for all students. All students receive high quality scientific, research-based instruction from general education teachers in the district approved curriculum. The district approved curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. While Tier I instruction occurs in the general education setting, it is not necessarily grade level instruction. Instruction at Tier I includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier I instruction must be both differentiated and culturally responsive to serve approximately 80% of the student body and is effective for the vast majority of students. At this phase, general education teachers match students' prerequisite

skills with course content to create an appropriate instructional match and use evidence-based instructional strategies with fidelity.

### **Tier II: Supplemental Targeted Instruction**

Tier II provides supplemental targeted instruction in addition to Tier I and addresses the specific needs of students who do not make adequate progress in Tier I. Tier II interventions should be targeted, scientifically based, and aligned with district approved classroom instruction.

Approximately 14-15 percent of students will require Tier II instruction. The duration of this instruction varies based on student assessment and progress monitoring data, and is generally provided by a specialist or trained personnel under the specialist's supervision.

### **Tier III: Intensive Targeted Intervention**

Tier III is designed to provide intensive, targeted intervention to the most at-risk learners, those who have not responded adequately to Tier II instruction. This small percentage (3-5%) of students requires instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. This intervention is extended over a longer period of time, and its form varies based on student assessment and progress monitoring data. Tier III intervention replaces Tier II instruction and is provided by a specialist/trained teacher.

### **Student Movement through the Tiers**

Student movement through the 3 Tiers is a fluid process based on student assessment data and collaborative team decisions.

### **Referral to Multidisciplinary or Section 504 Team**

Following Intensive Targeted Instruction that has not resulted in the student's satisfactory rate of achievement of grade level skills and concepts, the student may be referred to a Multidisciplinary or Section 504 Team for consideration and possible evaluation to determine eligibility for services as a student with a disability. Documentation of conformity with and implementation of the RtI+I process is a required component of the referral. When highly unusual circumstances exist and comprehensive implementation of the RtI+I process presents an inappropriate and possibly damaging delay in determining a student's eligibility for services as a student with a disability, referral to the building Multidisciplinary or Section 504 Team may be made.

### **Millard Public Schools Policies and Rules**

The District RtI+I Model will be regulated by the district 6000 Curriculum, Instruction, and Assessment Policies and Rules as it relates to the written, taught and assessed curriculum; staff development; and the Millard Instructional Model.

### **Millard Public Schools District Strategic Plan (2009)**

Strategy 4: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

**SPECIFIC RESULT:** Implement a response to intervention (RTI) model that uses standardized assessments, common data indicators and research-based interventions.

Action Plan 8 Steps:

1. Implement a district-wide response to intervention (RTI) model for K-12 interventions based on individual academic achievement level for any student in need.
2. Identify valid and reliable K-12 universal screening, diagnostic, progress and strategic monitoring tools that have a strong positive correlation to district standards, indicators and assessment.
3. Provide professional development in the administration and scoring of assessments and the use of data for instructional planning and decision making.
4. Identify and evaluate appropriate scientifically or research based core instruction and interventions.
5. Determine a menu of intervention materials available with district support and professional development for building-level implementation with fidelity,
6. Develop a process to monitor the fidelity and adherence of core instruction, supplemental programs and interventions.
7. Identify data analysis teams that use data decision making criteria for determining instructional/intervention decisions at each tier of support.
8. Evaluate the effectiveness of interventions in closing the achievement gap.

**General Education  
Instruction + Intervention**

**Special Education  
Instruction + Intervention**

# RtI+I Model

## Tier I 80% of Students

- District approved curriculum delivered with fidelity
- Taught by the general education classroom teacher
- Explicit, consistent, sequential, comprehensive instruction
- Research-based content and strategies
- Differentiated instruction and classroom-based intervention
- PLC data collection and evaluation of student progress
- Universal Benchmark Screening 3 times yearly
- Strategic progress monitoring monthly, for identified students

## ALL elements from General Ed Tier I are in place for students with disabilities in Tier I

- In addition
- District approved curriculum instruction planned by general education classroom teacher/s and special education teacher
  - Instruction delivered by general education teacher and special education teacher (e.g., small group, co-teaching, push-in, pull-out)
  - Bi-weekly or Strategic Progress monitoring as appropriate

## Tier II 15% of Students

- Supplemental intervention delivered with fidelity by specially trained staff and/or para
- Research-based content and strategies
- Small group instruction in addition to classroom instruction
- Weekly progress monitoring
- MIT Team begins after 4 consecutive data points below the line

## ALL elements from General Ed Tier II are in place for students with disabilities in Tier II

- In addition,
- District approved curriculum and supplemental instruction planned by general education classroom teacher/s and special education teacher
  - District approved and supplemental instruction delivered by general education teacher and special education teacher (e.g., small group, co-teaching, push-in, pull-out)
  - In addition to district approved instruction, intervention tied to district approved program:
    - Intervention planned by general education and special education staff
    - Intervention delivered by classroom teacher, general education specialist or special education staff
  - Weekly progress monitoring by special education staff

### Intervention 1

- If 4 consecutive data points below line, begin MIT and move to Intervention 2.

### Intervention 1

- If 4 consecutive data points below the line, move to Intervention 2.

### Intervention 2

- If 4 consecutive data points below the line, move to Tier III.

### Intervention 2

- If 4 consecutive data points below the line, move to Tier III.

## Tier III 3-5% of Students

- Intensive intervention delivered with fidelity by specially trained staff and/or para
- Research-based content and strategies
- Significant increase in intensity, frequency, and duration of intervention (ex: 1:1; 30-60 minutes daily, etc.)
- Intervention in addition to classroom instruction
- Weekly progress monitoring
- MIT Team evaluates and problem solves every 4 data points

## For students with disabilities needing Tier III Intervention

- Intensive intervention delivered with fidelity by special education staff
- While intervention may supplant much of classroom district approved instruction, continued instruction in general education class by classroom teacher supports and is applicable to intervention instruction
  - Instruction planned by special education staff and requires collaboration with general education classroom teacher
  - Instruction delivered by special education staff
- Instructional time includes intervention and classroom instruction and is not less than the required amount of grade level instructional time, i.e., the intervention instruction is not a reduction of instructional time, intensity, or frequency
- Weekly progress monitoring by special education staff

## District Approved Curriculum Model

Components of the Millard District Approved Curriculum Model include curriculum, assessment, instructional delivery, high quality instructional materials, intervention, environment, and family.

- **Standards** – District content standards derived from Nebraska State Standards and Indicators or from content-specific professional organizations and district-established content standards. These content standards describe the knowledge, skills, and processes that are taught, learned, and assessed.
- **Indicators** – Specific skills and strategies a student will learn and apply within a content area.
- **Assessment** - screening, diagnostic assessment, progress monitoring, and outcome assessment.
- **Curriculum** - A course of study deemed critical and usually made mandatory for all students of a school or school system. District approved curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. District approved curricula must be scientific and research-based.
- **Instructional Delivery** - highly trained professional staff, adequate time, flexible grouping, explicit and systematic instruction, and use of data to inform instruction.
- **High Quality Instructional Materials** - scientifically research based materials that support the multiple needs of individual learners, and supports whole group and small group instruction.
- **Intervention** - additional support, extended learning, supplemental services, and differentiated instruction.
- **Environment** - high expectations, engage practice, home support and practice, technology, organized, and student accessible.
- **Family** - regular communication with family, student practice, partnership with school.



## Assessment

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. An effective instructional program should include the following types of assessment:

- **Universal Benchmark Screening Assessments** are measures of a student's current achievement proficiency based on grade-level performance standards. These assessments should be administered at least three times a year (fall, winter, spring). It is important to ensure these district approved assessments are easy to administer and interpret. These are efficient measures of critical skills known to be strong indicators that predict student performance (e.g., AIMSweb Benchmarks).
- **Diagnostic Assessments** define a student's strengths and weaknesses with critical skills. Diagnostic assessments are individually administered to at-risk students and help teachers plan instruction by providing in-depth information regarding students' skills and instructional needs (e.g., Fountas & Pinnell Benchmark Assessment System).
- **Progress Monitoring Assessments** are used to determine whether students are making adequate progress with critical skills and current instruction and intervention. These assessments should be administered as part of the instructional routine: weekly, bi-weekly, or monthly, depending on student need. The more intense the intervention, the more frequently progress monitoring should occur. Assessment data should be collected, evaluated, and used on an ongoing basis to plan instruction and inform needed interventions (e.g., AIMSweb probes).
- **Strategic Monitoring Assessments** are used for periodic (monthly) monitoring of student performance to ensure that students continue to make adequate progress in targeted areas (e.g., AIMSweb probes).
- **Outcome Assessments** provide an evaluation of the effectiveness of instruction and indicate student year-end achievement when compared to grade-level performance standards. These summative assessments are administered to all students and are often used for school, district, or state reporting purposes (e.g., ELO).

## **Effective Instructional Practices**

The Millard Instructional Model includes the standards of Practices that Promote Successful Student Learning. The five domains of the Millard Instructional Model include planning, instruction, assessment, learning environment, and professional responsibilities. Within these domains are three main components of effective instruction that include instructionally effective teachers, explicit and systematic lessons, and differentiated instruction.

### **Instructionally Effective Teachers**

Instructionally effective teachers have a significant impact on students' achievement. They select and administer assessments that identify the diverse instructional needs of all students, with an understanding that the use of ongoing assessments measuring student achievement is the single most important determinant of the effectiveness of implemented practices.

Through experience and training, instructionally effective teachers possess the skills to employ instructional techniques that have the greatest impact on learning. They effectively:

- Provide explicit and systematic lessons.
- Determine instructional timelines and targets.
- Select and use a variety of research-based materials, including the district approved program and appropriately leveled texts.
- Form flexible groups to meet the needs of individual students.
- Administer progress monitoring assessments to instruct and regroup students according to student knowledge and skill acquisition.
- Create an environment in which children have access to a variety of high-quality opportunities and materials.
- Create multiple opportunities for students to engage in learning opportunities.
- Provide multiple opportunities for students to appropriately practice and apply skills in a variety of contexts.
- Manage student activity and behavior.
- Utilize instructional resources effectively.
- Engage parental support.

## **Explicit and Systematic Instruction**

Explicit instruction is essential to student achievement. Research supports the assertion that skills and strategies must be explicitly and systematically taught. They must be modeled and practiced in multiple settings with a variety of materials. A gradual release of teacher support must follow until the student achieves the desired level of proficiency and automaticity. Explicit instruction does not leave anything to chance, and it does not make assumptions about skills and knowledge that children acquire on their own.

Explicit instruction recognizes that learning is a cyclical process. Progress monitoring may indicate that the student has not mastered the new skill or strategy. If this occurs, skills and strategies are re-taught within the appropriate phase of explicit instruction.

## **Differentiated Instruction**

Differentiated instruction should be provided for all students as part of Tier I instruction. The classroom teacher should provide flexible instructional grouping of students based on their ongoing identified need to produce a positive trajectory to achieve grade level indicators.

All students should receive the same content. The classroom teacher should adjust the degree of complexity of the content to meet the needs of students performing well beyond expectations, on level, or far below expected level of achievement. Classroom teachers should be clear about what they are trying to teach and why. Teachers should have clear objectives for instruction, deliver targeted instruction utilizing the district indicators and approved curriculum, provide focused activities, and adjust the instructional complexity through differentiation. Teachers must have classroom procedures firmly in place to facilitate differentiation. They should provide ongoing monitoring of student success to determine changing differentiated instructional needs.

In Tier II and Tier III, differentiation is provided through addressing specific, targeted needs. This instruction occurs in smaller groups with increased intensity. Progress monitoring occurs more frequently and provides the information needed to make instructional decisions.

## **District and Building Roles**

### **Educational Services**

- Provide staff development on RtI+I Model and Problem-Solving Process at Tier I & II & III.
- Provide staff development and support on implementation of district approved curriculum with fidelity for teachers.
- Provide staff development and support for administrators in evaluating the implementation of Tier I district approved curriculum as meeting fidelity .
- Provide staff development and support of implementation of intervention programs with fidelity for teachers .
- Provide evaluation and feedback on the implementation of intervention programs as meeting fidelity (Tier II and Tier III General Education and Special Education).
- Identify of Tier I, II, and III intervention program and strategies.

### **Pupil Services: School Psychologists**

- Provide staff development on the Problem-Solving Process.
- Classroom teachers, specialists and psychologists participate as trainers in the Problem-Solving Process .
- Participate in the Problem-Solving Process as student is moved from Tier II to Tier III.
- Participate in the Problem-Solving Process as student moves to MDT and possible verification.

### **Building Administrators**

- Provide space and staff support for the administration of benchmark assessments.
- Strategically schedule identified students with effective instructors at prime learning times during the school day.

- Lead the building Data Review Team and meet with teachers to review and problem solve student needs reflected in the data.
- Participate in staff development to evaluate that the district approved curriculum is being implemented with fidelity.
- Assist staff to develop skills to implement programs with fidelity.
- Provide a continuum of K-12 Intervention support.
- Participate in the Problem-Solving Process for students moving between Tiers or Special Education verification.
- Assist with providing home intervention components to be carried out by the parent and provide training/modeling when appropriate.

### **Teachers**

- Support the administration of district benchmark assessments.
- Provide data from formative and summative classroom assessments that support the Problem-Solving Process.
- Participate in staff development to implement district approved curriculum with fidelity.
- Provide for individual and/or small group Tier I interventions as appropriate.
- Consult with administrator, building Data Review Team, PLC Team and intervention staff in the Problem-Solving Process to provide appropriate Tier I Interventions.
- Collaborate to assure instructional practices on skills are specific to individual students needs who are participating in Tier II and III instruction and special education instruction.
- Implement district approved curriculum with fidelity – written, taught and assessed curriculum.
- Assist with designing and providing home intervention components for parent and student use.

### **Building Intervention Staff/Special Education Staff**

- Support the administration of district benchmark assessments.
- Assist classroom teachers with Tier I intervention practices.
- Assist classroom teachers with the Problem-Solving Process documentation (pg.16).
- Administer diagnostic assessments as appropriate and based on RtI+I Guidelines.
- Collaborate to assure instructional practices on skills are specific to individual students needs who are participating in Tier II and III instruction and special education instruction.
- Consult with administrator, building Data Review Team and other specialists on providing a continuum of K-12 Intervention support.
- Assist with designing, coordinating, and providing home intervention components, including training/modeling, to be carried out by a parent when appropriate.

### **Students**

- Be engaged and participate in class and intervention instruction.
- Participate in the Problem-Solving Process when appropriate.

### **Parents**

- Participate in the Problem-Solving Process.
- Participate in decision making meetings regarding child's progress.
- Carry out home intervention program as designed .

## **Parent Participation in RtI+I Process**

Involving parents at all phases is a key aspect of a successful RtI+I program. Parents can provide a critical perspective and their support can increase the likelihood that interventions will be effective. For this reason, schools must make a concerted effort to inform and involve parents as early as possible, beginning with instruction in the district approved curriculum.

Examples of informing parents/families:

- Newsletters describing the RtI+I process are sent to parents.
- Parents are notified that their child has qualified for intervention and are apprised of their child's progress while receiving intervention services.
- Parents are provided with appropriate resources (and training if necessary) to support within the home.
- Form letters are sent to parents describing student's participation in Tier 2 interventions.
- Procedures have been established for parent permission, notification, and rights to due process when required.
- Progress reports are provided to parents on a regular basis.

Examples of involving parents:

- Parents are part of the district and/or school-wide team(s).
- Parent schedules are taken into account in planning meetings.
- Parents are essential members of the problem-solving team for their child.
- Parents are included in decision making meetings regarding their child's progress.
- Home intervention components to be carried out by the parent are designed when appropriate and training/modeling is provided.

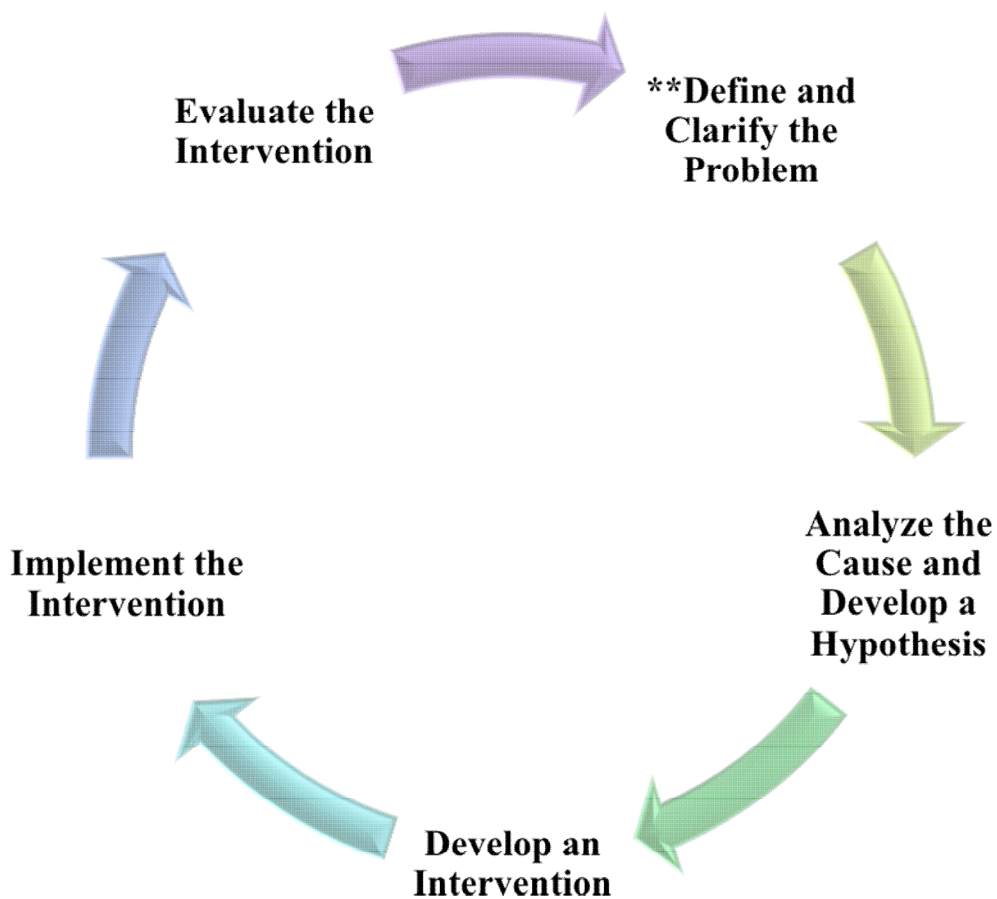
As intensity of intervention increases, parent involvement increases.

Because RtI+I is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screenings and program assessments within a multi-tiered RtI+I system when these tools are used to determine instructional need. However, when further diagnostic assessment is recommended for consideration for participation in Tiers II and III, parents must be notified. Additionally, when a student fails to respond to interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures.

## Problem Solving Process

Problem solving is a data-based decision making process that is used to identify needed interventions for students in Tiers I, II and III. Decisions are made by teams that are composed of individuals who are qualified to make the important educational decisions to help students succeed in school.

To facilitate the problem-solving process at any of the Tiers, the information collected during assessment must inform instructional decision-making. In making decisions, teams should use this approach:



**Define and Clarify the Problem:**

When a concern is raised, the first step is to review the concern and attempt to identify and clarify the problem. The team should first review existing student data to determine specific problems. The team should try to narrow the problem (based on available data) to identify the deficit skill areas (e.g., phonemic awareness, problem solving skills, math calculations, vocabulary, peer interactions, etc.). This may also include gathering further assessment data.

**Analyze the Cause and Develop a Hypothesis:**

Once the problem is defined, the team needs to develop a hypothesis as to why the problem is occurring and continuing. This involves analyzing those variables that can be altered through instruction in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The team should focus on explanations of the problem that can be addressed through instruction. In addition to the cause of the problem, the team needs to consider the student's rate of learning. In doing this, the team reviews the student's learning trend (progress) in the areas identified. The team should also compare the student's progress to peers over time.

**Develop an Intervention:**

Once the problem has been analyzed, the team identifies interventions that will meet the student's needs. The intervention plan must be consistent with appropriate Tier guidelines for research-based curriculum, resources and strategies. The plan also includes an implementation timeframe for duration and frequency, identification of who will provide the intervention, a goal for progress (with graphic representation of baseline, aimline) and plan for evaluation (progress monitoring).

**Implement the Intervention:**

Interventions must be implemented with fidelity. To ensure fidelity, qualified staff must deliver the interventions according to the prescribed process and prescribed time frame. Schools should document their delivery of the interventions (see Intervention Fidelity forms).

**Evaluate the Intervention:**

In order to determine if the intervention is working for a student, the team must collect data through progress monitoring. The frequency of progress monitoring depends of the Tier. A student's current performance and progress is compared to his/her projected "aimline". Tier guidelines are used to make appropriate modifications or revisions in the intervention or to recommend movement up or down through the Tiers.

### RtI+I Problem Solving Process

<p><b>Problem Solving Process</b>                  Define and Clarify the Problem                  Analyze the Cause and Develop a Hypothesis                  Develop an Intervention Plan                  Implement the Intervention                  Evaluate the Intervention</p>	<p><b>Data Review Team</b>                  Members - Building Administrator and identified staff                  Function - Ongoing analysis and dissemination of data</p>	<p><b>Problem Solving Process</b></p>	<p><b>Supports</b></p>
		<p><b>PLC Teams:</b></p> <ul style="list-style-type: none"> <li>Review benchmark, formative assessment data</li> <li>Assist teacher in identifying strategies &amp; materials to meet the student’s needs</li> </ul>	PLC Team Members Student Support Team Specialists Administrator MEPs
		<p style="text-align: center;">Tier I Intervention</p> <ul style="list-style-type: none"> <li>Deliver by Gen Ed teacher</li> <li>Use district approved curriculum with fidelity</li> <li>Strategically monitor - monthly</li> <li>Begin portfolio collection</li> </ul>	Grade Level or Content Student Support Team Area Team Members Specialists Administrator MEPs Counselor
		<p style="text-align: center;">Tier II Intervention</p> <ul style="list-style-type: none"> <li>Deliver by Specialist or trained staff member</li> <li>Progress monitor</li> <li>Periodically review student data</li> <li>Employ fidelity of intervention program</li> <li>Complete sections of the Intervention Summary Report</li> <li>Continue portfolio collection, including assessment data and other evidence</li> </ul>	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists MEPs Counselor
		Intervention 1 ----- Intervention 2	----- MIT Team
		<p style="text-align: center;">Tier III Intervention</p> <ul style="list-style-type: none"> <li>Deliver by Specialist or trained staff member</li> <li>Progress monitor</li> <li>Periodically review student data</li> <li>Employ fidelity of intervention program</li> <li>Complete sections of the Intervention Summary Report</li> <li>Continue portfolio collection, assessment data and other evidence</li> </ul>	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists MEPs Counselor
<ul style="list-style-type: none"> <li>Reviews data</li> <li>Additional time in Tier II or III Intervention</li> <li>Decision to send to MDT</li> </ul>	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists MEPs Counselor		



## Tier Comparisons of RtI+I Model

	<b>Tier I - Classroom</b>	<b>Tier II – Targeted</b>		<b>Tier III - Intensive</b>
		<b>Intervention 1</b>	<b>Intervention 2</b>	
Focus	<ul style="list-style-type: none"> <li>For all students</li> </ul>	<ul style="list-style-type: none"> <li>For students with identified needs that have not responded to Tier I efforts</li> </ul>	<ul style="list-style-type: none"> <li>For students who have not responded to Tier II, Intervention 1 efforts</li> </ul>	<ul style="list-style-type: none"> <li>For students identified with significant difficulties that have not responded to Tier I and Tier II efforts</li> </ul>
Curriculum & Materials	<ul style="list-style-type: none"> <li>Use scientifically research based district approved district approved curriculum</li> <li>Implement instructional program and materials with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>Use scientifically research based materials and practices that support district approved curriculum and target skill deficits</li> <li>Use intervention and content materials that support Tier 1 instruction</li> <li>Implement instructional program and materials with fidelity</li> </ul>		<ul style="list-style-type: none"> <li>Use scientifically research based intervention programs, materials, and strategies that specifically target diagnosed deficits</li> </ul>
Instructional Organization	<ul style="list-style-type: none"> <li>Large group instruction</li> <li>Differentiated, small group instruction for application of skills, reteaching, and/or additional practice</li> </ul>	<ul style="list-style-type: none"> <li>Homogeneous small groups of 2 to 5 students</li> <li>Explicit instruction targeting special skill deficits</li> <li>Opportunities for review and practice</li> </ul>		<ul style="list-style-type: none"> <li>Small, homogeneous groups of 2 or 3 or individual</li> <li>Explicit, intense, differentiated instruction</li> <li>Use of multi-sensory approaches as appropriate</li> </ul>
Instructor	<ul style="list-style-type: none"> <li>Instructionally effective classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>Instructionally effective teacher, specialist, or trained staff member determined by the school</li> </ul>		<ul style="list-style-type: none"> <li>Instructionally effective specialist/teacher qualified to instruct students who continue to struggle</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Universal screening assessment occurs beginning, middle, and end of year</li> <li>District approved program assessments</li> <li>Formative assessments</li> <li>Strategic progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic assessment for making targeted instructional decisions</li> <li>Monitoring progress occurs every two weeks on target skill to ensure adequate progress and learning</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic assessment for making targeted instructional decisions</li> <li>Monitoring progress occurs every week on target skill to ensure adequate progress and learning</li> </ul>	<ul style="list-style-type: none"> <li>Further diagnostic assessments as needed</li> <li>Monitoring progress occurs weekly on target skill to ensure adequate progress and learning</li> </ul>

	<b>Tier I - Classroom</b>	<b>Tier II – Targeted</b>		<b>Tier III - Intensive</b>
		<b>Intervention 1</b>	<b>Intervention 2</b>	
Time	<ul style="list-style-type: none"> <li>District guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of 20-30 minutes per day 2-3 x per week in small groups in addition to classroom instruction. Varies based on student need and program expectations</li> <li>Minimum 14 weeks/28-42 sessions</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of 30 minutes per day 3-4 x per week in small groups in addition to classroom instruction. Varies based on student need and program expectations</li> <li>Minimum 14 weeks/28-42 sessions</li> </ul>	<ul style="list-style-type: none"> <li>30-60 minutes daily in addition to general classroom Tier I instruction</li> <li>Minimum 14 weeks/70 sessions</li> </ul>
Decision Rules	<ul style="list-style-type: none"> <li>Data should identify which children may need:               <ul style="list-style-type: none"> <li>Targeted instructional support within the district approved curriculum</li> <li>Further assessment to confirm screening data and/or provide diagnostic information</li> <li>Consideration for Tier II support and services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tier I and Tier II supports implemented as planned and monitored</li> <li>Data appropriately graphed to aid in analysis using MPS problem solving model:               <ul style="list-style-type: none"> <li>Baseline data, goal line</li> <li>Minimum 4 data points above line (consideration for movement back to Tier I)</li> <li>Consideration for continuation of current support and services</li> <li>4 consecutive data points below the line begin MIT and move to Intervention 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tier I and Tier II supports implemented as planned and monitored</li> <li>Data appropriately graphed to aid in analysis using MPS problem solving model</li> <li>MIT process followed               <ul style="list-style-type: none"> <li>Goals and goal line set</li> <li>Consideration for continuation of current support and services if data points above the line</li> <li>4 data points below line (consideration of change to Tier III intervention and/or MDT referral)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Data appropriately graphed to aid in analysis:               <ul style="list-style-type: none"> <li>Goals and goal line set</li> <li>Minimum 8 data points above line (for consideration for movement to Tier II)</li> <li>Consideration for continuation of current support and services</li> <li>8 data points below line referral to MDT</li> </ul> </li> </ul>
Setting	<ul style="list-style-type: none"> <li>General education classroom</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate setting designated by the school, may be push in or pull out of the general education classroom</li> </ul>		<ul style="list-style-type: none"> <li>Appropriate setting designated by the school, may be push in or pull out of the general education classroom</li> </ul>

	<b>Tier I - Classroom</b>	<b>Tier II – Targeted</b>		<b>Tier III - Intensive</b>
		<b>Intervention 1</b>	<b>Intervention 2</b>	
Support	<ul style="list-style-type: none"> <li>• Home practice and support</li> <li>• Reteaching: Individual Learning Plans</li> <li>• Encouragement of parent-school partnerships</li> <li>• Provision of parent training as needed</li> <li>• Professional development for school personnel</li> <li>• District approved Curriculum support provided by MEP</li> </ul>	<ul style="list-style-type: none"> <li>• Use of trained support personnel to provide practice opportunities under the direction of the interventionist and/or classroom teacher</li> <li>• Reteaching: Individual Learner Plans</li> <li>• Before/After school programs as appropriate</li> <li>• Provision of parent training as needed for home practice and support</li> <li>• Professional development for all school personnel</li> </ul>		<ul style="list-style-type: none"> <li>• Use of trained support personnel to provide practice opportunities under the direction of the interventionist and/or classroom teacher</li> <li>• Reteaching: Individual Learner Plans</li> <li>• Before/After school literacy programs as appropriate</li> <li>• Provision of parent training as needed for home practice and support</li> <li>• Professional development for all school personnel</li> </ul>
RtI+I Model Check	<ul style="list-style-type: none"> <li>• 80% of students will make appropriate progress at this level of support and achievement gaps among different subgroups should not exist.</li> </ul>	<ul style="list-style-type: none"> <li>• Only 6-8% of students will need this level of supplemental instruction to make appropriate progress (if greater, examine supports and services available in Tier I)</li> </ul>	<ul style="list-style-type: none"> <li>• Only 6-8% of students will need this level of supplemental instruction to make appropriate progress</li> </ul>	<ul style="list-style-type: none"> <li>• Only 3-5% of students need this level of intense instruction to make appropriate progress (if greater, examine supports and services within Tier I and Tier II)</li> </ul>

**STUDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TEACHER:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

*Check any academic concerns:*

- |   |  |  |
|---|--|--|
| <b>Reading</b>                              | <b>Math</b>  | <b>Written Language</b>                      |
| <input type="checkbox"/> Phonemic Awareness | <input type="checkbox"/> Calculation               | <input type="checkbox"/> Voice               |
| <input type="checkbox"/> Phonics/Decoding   | <input type="checkbox"/> Fluency/fact recall       | <input type="checkbox"/> Organization        |
| <input type="checkbox"/> Comprehension      | <input type="checkbox"/> Understanding concepts    | <input type="checkbox"/> Content             |
| <input type="checkbox"/> Fluency            | <input type="checkbox"/> Reasoning/problem solving | <input type="checkbox"/> Conventions         |
| <input type="checkbox"/> Vocabulary         |  | <input type="checkbox"/> Effective sentences |
|   |  | <input type="checkbox"/> Word choice         |

**Briefly describe academic concerns:**

*Check any speech or language concerns:*

- |   |   |
|---|---|
| <input type="checkbox"/> Articulation         | <input type="checkbox"/> Use of grammatical forms                         |
| <input type="checkbox"/> Fluency (stuttering) | <input type="checkbox"/> Oral expression                                  |
| <input type="checkbox"/> Voice                | <input type="checkbox"/> Understanding of abstract language               |
| <input type="checkbox"/> Expressive           | <input type="checkbox"/> Difficulty understanding directions              |
| <input type="checkbox"/> Receptive            | <input type="checkbox"/> Difficulty following more than 1 step directions |

*Fine/gross motor concerns:*

- Fine Motor  
 Gross Motor  
 Motor

**Briefly describe speech/language or motor concerns:**

*Check any behavioral or social-emotional concerns:*

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Inattentive                                  | <input type="checkbox"/> Argues with teacher                  | <input type="checkbox"/> Anxious                                    |
| <input type="checkbox"/> Disorganized                                 | <input type="checkbox"/> Verbally aggressive towards peers    | <input type="checkbox"/> Depressed                                  |
| <input type="checkbox"/> Difficulty remaining seated or sitting still | <input type="checkbox"/> Verbally aggressive towards adults   | <input type="checkbox"/> Selectively mute (does not talk in school) |
| <input type="checkbox"/> Does not keep hands and feet to self         | <input type="checkbox"/> Physically aggressive towards peers  | <input type="checkbox"/> School Phobic                              |
| <input type="checkbox"/> Does not complete work on time               | <input type="checkbox"/> Physically aggressive towards adults | <input type="checkbox"/> Lack social skills                         |
| <input type="checkbox"/> Other:                                       |   |   |

**Briefly describe behavioral/social/emotional concerns: (what, when, how often; what activities are difficult for this student?):**

Hearing Screening

Vision Screening

**TIER I: UNIVERSAL/CLASSROOM INTERVENTIONS**

What differentiation strategies or accommodations have you used to help this student become more successful in class? Indicate what works.

- Flexible grouping
- Before/after school help
- More time on assignments
- Test accommodations
- 1:1 support
- Shortened assignments
- Peer tutor/buddies
- Other? Describe: \_\_\_\_\_

Tier I Intervention Data:

**TIER II: TARGETED GROUP INTERVENTIONS**

What targeted group interventions has this child received?

- READ
- Math Help
- Study Center
- ELI
- Re-Teaching
- Flexible Grouping
- Intensive BIST
- 1:1 support
- Group/Individual Counseling
- Behavior Card
- Other? Describe \_\_\_\_\_

**TIER II INTERVENTION DATA**

1. Briefly describe the targeted group intervention (what, # minutes, how often, # of weeks)

2. Summarize the data from the group intervention outlined above

Start Date: _____	End Date: _____	# of Instructional Weeks: _____
Baseline: _____	Goal Set: _____	Student Outcome Data: _____

\*Attach baseline and progress monitoring data collected from the group intervention (e.g.; graphs, BRI's, Aimsweb, Math intervention kit data, common assessment data, etc.)

## **Glossary of Terms**

**Aimline:** Line on a graph that represents expected student growth over .

**District Approved Curriculum:** Course of study deemed critical and usually made mandatory for all students of a school or school system. District approved curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. District approved curricula must be scientific and research-based.

**Curriculum-Based Measurement (CBM):** Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.

**Data-Based/Data-Driven Decision:** Process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.

**Data Points:** Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.

**Diagnostic Assessments:** Define a student's strengths and weaknesses with critical skills. Diagnostic assessments are individually administered to at-risk students and help teachers plan instruction by providing in-depth information regarding students' skills and instructional needs (Example: QRI, GORT-4).

**Differentiated Instruction:** Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

**Explicit Instruction:** Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include a) visible delivery features of group instruction with a high level of teacher and student interactions and b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

**Fidelity of Implementation & Instruction:** Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications.

**Instructionally Effective Teachers:** Instructionally effective teachers implement the Practices that Promote Successful Student Learning through the five domains of the Millard Instructional Model including planning, instruction, assessment, learning environment, and professional responsibilities. They select and administer assessments that identify the diverse instructional needs of all students, with an understanding that the use of ongoing assessments measuring student achievement is the single most important determinant of the effectiveness of

implemented practices.

Intensive Interventions: Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI+I tiered model; also referred to as tertiary interventions.

Outcome Assessments: Evaluation of the effectiveness of instruction and indicate student year-end achievement when compared to grade-level performance standards. These assessments are administered to all students and are often used for school, district, or state reporting purposes (ELO).

Problem-Solving Process: Process in which a group of education professionals come together to consider student-specific data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific need.

Progress Monitoring Assessments: Progress monitoring assessments are used to determine whether students are making adequate progress with critical skills and current instruction. These assessments should be administered as part of the instructional routine: weekly, bi-weekly, or monthly, depending on student need. The more intense the intervention, the more frequently progress monitoring should occur. Assessment data should be collected, evaluated, and used on an ongoing basis to plan instruction and inform needed interventions (e.g., AIMSweb probes).

Response to Intervention: Practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying child response data to important educational decisions.

Scientific Research-Based Intervention: Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Strategic Monitoring Assessments: Periodic (monthly) monitoring of student performance to ensure that students continue to make adequate progress in targeted areas (e.g., AIMSweb probes).

Trendline: Line on a graph that connects data points; compare against aimline to determine responsiveness to intervention.

Universal Benchmark Screening Assessments: Universal benchmark screening assessments are measures of a student's current achievement proficiency based on grade-level performance standards. These assessments should be administered at least three times a year (fall, winter, spring). It is important to ensure these assessments are easy to administer, district approved, and interpret. These are efficient measures of critical skills known to be strong indicators that predict student performance.







# ACTION PLAN

STRATEGY NUMBER: 4

119

PLAN NUMBER: 8

DATE: March 2, 2009

**STRATEGY:** We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

**SPECIFIC RESULT:** *Implement a response to intervention (RTI) model that uses standardized assessments, common data indicators and research-based interventions.*

**Assigned To:**

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Implement a district-wide response to intervention (RTI) model for K-12 interventions based on individual academic achievement level for any student in need.					
2.	Identify valid and reliable K-12 universal screening, diagnostic, progress and strategic monitoring tools that have a strong positive correlation to district standards, indicators and assessment..					
3.	Provide professional development in the administration and scoring of assessments and the use of data for instructional planning and decision making.					
4.	Identify and evaluate appropriate scientifically or research based core instruction and interventions.					
5.	Determine a menu of intervention materials available with district support and professional development for building-level implementation with fidelity.					
6.	Develop a process to monitor the fidelity and adherence of core instruction, supplemental programs and interventions.					
7.	Identify data analysis teams that use data decision making criteria for determining instructional/intervention decisions at each tier of support.					
8.	Evaluate the effectiveness of interventions in closing the achievement gap.					

# Cost Benefit Analysis

STRATEGY NUMBER: 4<sup>120</sup>  
PLAN NUMBER: 8  
DATE: March 2, 2009

**STRATEGY:** We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

**SPECIFIC RESULT:** Implement a response to intervention (RTI) model that uses standardized assessments, common data indicators and research-based interventions.

## COSTS

## BENEFITS

### *Tangible:*

- Funding for universal screening, strategic and progress monitoring tools
- Funding for diagnostic tools
- Funding for research-based interventions
- Funding for staff development
- Development of a process to inform parents

### *Tangible:*

- Higher achievement by all
- Closing the achievement gap
- Improves decision making about instruction
- Potential to decrease special education identification.
- Better accountability
- Improved effectiveness in instructional decision-making

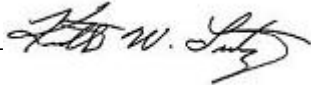
### *Intangible:*

- Discomfort related to meeting new expectations
- Possible impact of time related to the use of monitoring tools and diagnostic measures
- Anxiety related to fidelity

### *Intangible:*

- Life changing impact for numerous students
- Lower learning stress for students
- Increased student engagement
- Increased community approval
- Increased collaboration between general education, interventionist and special education staff
- Increased teacher engagement and satisfaction
- Utilizing best practices

## AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	Reaffirm Policy 5600 & Rules 5600.4 as well as 5600.6
<b>MEETING DATE:</b>	June 15, 2009
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	5600 Student Health 5600.4 Contagious or Infectious Diseases 5600.6 Procedures for Use of Automated External Defibrillators
<b>ACTION DESIRED:</b>	Reaffirm
<b>BACKGROUND:</b>	The aforementioned policy and rules are up for periodic review. They were last reviewed between March 2000 and August 2006.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	N/A
<b>RECOMMENDATIONS:</b>	Reaffirm
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	
<b>TIMELINE:</b>	
<b>PERSONS RESPONSIBLE:</b>	Kraig J. Lofquist, Director of Pupil Services
<b>ASSOCIATE SUPERINTENDENT:</b>	Dr. Kirby Eltiste, Associate Superintendent
<b>SUPERINTENDENT APPROVAL:</b>	 _____

**Pupil Services****Student Health****5600**

The District will provide an environment that promotes healthy conditions for students which is intended to: eliminate or minimize the risk of obtaining an infectious disease or illness; identify safety concerns for the purpose of eliminating accidents; respond to life-threatening asthma and systemic allergic reactions; prevent unauthorized use of medications on school grounds or at school activities; keep relevant medical information in order to respond to medical emergencies; and comply with statutory regulations concerning student health and safety.

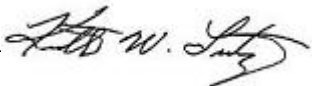
Policy Approved: February 4, 1974

Revised: November 20, 1995; December 4, 2000; December 15, 2003

[Reaffirmed: June 15, 2009](#)

Millard Public Schools  
Omaha, NE

## AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	Revise District Rules 5600.1, 5600.2, 5600.3 and 5600.5
<b>MEETING DATE:</b>	June 15, 2009
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	5600.1 Injury and Illness 5600.2 Possession and Use of Medication 5600.3 Physical Examination, Visual Evaluation, Immunization and Inspection 5600.5 Procedures for Life-Threatening Asthma Attacks and Systemic Allergic Reactions
<b>ACTION DESIRED:</b>	Revise the aforementioned Rules
<b>BACKGROUND:</b>	The aforementioned rules are up for periodic review. They were last reviewed between December, 2003 and August, 2006.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	N/A
<b>RECOMMENDATIONS:</b>	Revise
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	
<b>TIMELINE:</b>	
<b>PERSONS RESPONSIBLE:</b>	Kraig J. Lofquist, Director of Pupil Services
<b>ASSOCIATE SUPERINTENDENT:</b>	Dr. Kirby Eltiste, Associate Superintendent
<b>SUPERINTENDENT APPROVAL:</b>	 _____

## Pupil Services

### Student Health

**5600.1**

#### Injury and Illness

- I. Injury. In cases of student injury, the following procedures will be implemented:
  - A. The student will be made comfortable and not moved until attended by District personnel who have been trained in first aid. The principal, school nurse, or health aid will be notified.
  - B. Call 911 immediately when in the judgment of the principal, the school nurse, or a staff member trained in first aid, the injury requires the attention of emergency medical personnel. District personnel will remain with the student whenever practical until relieved or excused by emergency medical personnel.
  - C. Unless the injury is of a minor nature that does not require first aid, the student's parents or guardian will be notified.
    1. When the parents or guardian are notified of injuries resulting from an accident, they will be told:
      - a. What has happened; and
      - b. What has been done.
    2. In addition, the parents or guardian will be given any other relevant information that the District possesses.
    3. If the parents or guardian cannot be reached, the student's emergency contact person will be notified.
  - D. An accident resulting in injury will be reported to the building principal or nurse and the Director of Pupil Services.
- II. Illness. In cases of student illness, the following procedures will be implemented:
  - A. Call 911 immediately when in the judgment of the principal, the school nurse, or a staff member trained in first aid, the injury requires the attention of emergency medical personnel. District personnel will remain with the student whenever practical until relieved or excused by emergency medical personnel or when trained District personnel respond in accordance with procedures for life-threatening asthma attacks and systemic allergic reactions and they are relieved by emergency medical personnel.
  - B. Unless the illness is of a minor nature that does not require first aid, the student's parents or guardian will be notified.
    1. When parents or guardian are notified of an illness, they will be told:
      - a. What has happened; and
      - b. What has been done.

2. In addition, the parents or guardian will be given any other relevant information that the District possesses.
  3. If the parents or guardian cannot be reached, the student's emergency contact person will be notified.
- C. Except in cases of minor illnesses, illnesses will be reported to the building principal or nurse and the Director of Pupil Services.

III. Definitions.

- A. Emergency medical personnel. Emergency medical personnel shall mean medical personnel that can respond to a medical emergency.
- B. Minor injury. An injury which does not require the attention of a physician, an advanced practice registered nurse, or physician's assistant; is not life threatening; does not pose a health risk, and can be effectively treated with first aid which can be performed by a school nurse or a health aid who has been trained in first aid.
- C. Physician. Physician shall mean individuals who are licensed by the Department of Health and Human Services Regulation and Licensure as:
1. Medical Doctors (M.D.) who practice medicine and/or surgery; or
  2. Osteopathic Physicians (D.O.), who are also authorized to prescribe medications.
- D. Advanced practice registered nurse. Advanced practice registered nurse shall mean individuals who are licensed and practicing under and in accordance with the Advanced Practice Registered Nurse Act.
- E. Physician assistant. Physician assistant shall mean individuals who are licensed under Neb. Rev. Stat. Sections ~~71-1, 107.15~~ [38-2046](#) through ~~71-1, 107.30~~ [38-2055](#) to perform medical services under the supervision of a licensed physician.



## Pupil Services

### Student Health - Possession and Use of Medication

5600.2

- I. General Statement. Prescribed medication shall not be brought to school unless the written directions of a physician, physician assistant, or advanced practice registered nurse state that the prescribed medication must be taken during school hours or during school activities.
- II. Rules for all Medications.
  - A. Preschool, Elementary and Middle School Levels. The following rules shall apply to the use, application, and transportation of all medications at the preschool, elementary school, and middle school levels.
    1. Non-Prescribed Medication. A written authorization must be signed by the student's parents or guardian and filed with the school nurse or principal permitting the use of non-prescribed medication.
    2. Prescribed Medication. The student or the student's parents or guardian must provide the school nurse or principal with a written order of a physician, physician assistant, or advanced practice registered nurse that prescribes the type and amount of medication. A current prescription label will satisfy the requirements of this paragraph. In addition, a written authorization permitting the use of medication must be signed by the student's parents or guardian and filed with the school nurse or principal.
    3. Taking of Non-Prescribed and Prescribed Medication. The ingestion, taking, or application of non-prescribed and prescribed medications, including nebulizers, shall be performed under the direct supervision and observation of the school nurse, principal, or principal's designee, who shall have successfully completed a District competency assessment pursuant to the Medication Aide Act and applicable state rules and regulations, will be administered as directed on the manufacture's label, as directed by the student's physician, physician assistant, or advanced practice registered nurse. The school nurse or health room paraprofessional may assist a student with eye drops or eardrops if the school nurse or health room paraprofessional deems it appropriate or the student is unable to effectively administer such. If the student's parents or guardian have given written authorization, students will be allowed to possess and/or ingest glucose tablets as needed anywhere on school grounds.
    4. Homeopathic Substances, Herbs, and Vitamins. Homeopathic substances, herbs, and vitamins shall not be administered by school staff unless prescribed by a physician, physician assistant, or advanced practice registered nurse and dispensed by a pharmacist or other person authorized by law. Homeopathic substances, herbs and vitamins, whether prescribed or non-prescribed, shall be subject to the same restrictions and requirements as prescribed medications.
    5. Transporting Medications to and from School.
      - a. Preschool and Elementary Schools. In the preschool and elementary schools, students shall not be allowed to transport non-prescribed or prescribed medications to and from school with the exception of glucose tablets. Elementary school students may possess and use inhalers according to the provisions of Section II(F). Non-prescribed or prescribed medications must be transported by the student's parents or guardian or by an adult designated in writing by the parents or guardian, and must be delivered to the school nurse, principal, or the principal's designee.

- b. Middle School. Middle school students will not be allowed to transport prescribed medications to and from school with the exception of glucose tablets. Middle school students may possess and use inhalers according to the provisions of Section II(F). Prescribed medications must be transported by the student's parents or guardian or by an adult designated in writing by the parents or guardian. Non-prescribed medications may be transported by middle school students to and from school but must be delivered to the school nurse, principal, or the principal's designee.
- B. High School. The following rules shall apply to the use and application of medications at the high school level.
1. Non-Prescribed Medication. No written authorization shall be required for non-prescribed medication. However, if a teacher, principal or school nurse observes frequent or inappropriate use by a student of non-prescribed medication, the school may require the following:
    - a. Written authorization by the student's parents or guardian permitting the possession and use of the non-prescribed medication; and
    - b. A written statement signed by a physician, physician assistant, or advanced practice registered nurse permitting the use of the non-prescribed medication.
  2. Prescribed Medication. If prescribed medication is to be ingested, taken or applied, the following shall be required:
    - a. The medication shall be delivered to the school nurse, principal, or principal's designee;
    - b. A written authorization signed by the student's parents or guardian permitting the possession and use of the medication shall be filed with the school nurse or principal;
    - c. The school nurse or principal shall be provided with the written order of a physician, physician assistant, or advanced practice registered nurse prescribing the medication, and its dosage; and
    - d. The ingestion, taking or application of prescribed medication, including nebulizers, shall be performed under the direct supervision and observation of the school nurse, principal, or principal's designee, who shall have successfully completed a District competency assessment pursuant to the Medication Aide Act and applicable state rules and regulations, and as directed by the physician, physician assistant, or advanced practice registered nurse. If the student's parents or guardian have given written authorization, students will be allowed to possess and/or ingest glucose tablets as needed anywhere on school grounds and to possess and administer inhalers according to the provisions of Section II(F).
  3. Homeopathic Substances, Herbs, and Vitamins. Homeopathic substances, herbs, and vitamins shall not be administered by school staff unless prescribed by a physician, physician assistant, or advanced practice registered nurse and dispensed by a pharmacist or other person authorized by law. Homeopathic substances, herbs and vitamins, whether prescribed or non-prescribed, shall be subject to the same restrictions and requirements as prescribed medications.

C. Administration of Injections. Only school nurses and school personnel who have been trained to administer the Epi-Pen or Glucagon and are giving injections in emergency life-saving situations may administer injections at school. .

1. Glucagon Injections. If a student requires administration of Glucagon in an emergency diabetic attack, school personnel will call 911. The Glucagon will be provided by the student's parents or guardian. School personnel other than the school nurse may administer Glucagon injections only in emergency situations if they are trained by qualified personnel.
2. Epi-pen Injections. Students may use/carry Epi-Pens without supervision or monitoring by the school nurse or principal. The Epi-Pen must be prescribed medication and the school nurse or principal shall have received written permission from the student's parents or guardian as well as a physician, physician assistant, or advance practice registered nurse. All other injections that are given in response to an emergency should be given by a school nurse if available. An emergency medical unit and the student's parents or guardian shall be called.
3. Other Injections. If a student requires any injections during the school day, students may administer injections in the nurse's office or an area designated by the principal or the principal's designee. Parents may request that a school nurse administer injections if the student is incapable of self-administration. Parents shall submit requests to the Director of Pupil Services.

D. Record Keeping.

1. Authorization and Medical Directions File. The school nurse, principal, or principal's designee for each school shall keep a file which shall contain the following:
  - a. All authorizations required under this Rule;
  - b. All orders or instructions from a physician, physician assistant, or advanced practice registered nurse;
  - c. The dates that authorizations and/or orders of a physician, physician assistant, or advanced practice registered nurse are received; and
  - d. The date that medication is delivered to the nurse, principal, or principal's designee.
2. Daily Medication Log. In each school, a daily medication log shall be kept which shall contain the following:
  - a. The student's name;
  - b. The type of medication the student is authorized to have;
  - c. The dosage or directions for ingestion, taking, or application of the medication;
  - d. The name of the person supervising the student who is taking the medication;
  - e. The time the medication is administered; and
  - f. Any refusal by the student to take and/or receive the medication.

E. Medical Information to be Provided to the District.

1. Medical Allergies, Seizures, and Susceptibility to Illness. If a student is either allergic to a certain medication or is prone to seizure or other illness, the student's parents, guardian, physician, physician assistant, or advanced practice registered nurse shall provide the District, in writing, with the following information on or by the first day of school:
  - a. The name of the medications to which the student is allergic;
  - b. The serious illnesses to which the student is susceptible; and
  - c. If the student is susceptible to an illness, what steps are to be taken by school personnel in the event the illness occurs.
2. Injections for Medical Emergencies. If a student is required to receive an injection for a medical emergency, the student's parents, guardian, physician, physician assistant, or advanced practice registered nurse shall notify the school, in writing, and provide the following information on or by the first day of school:
  - a. The name of the medication and its dosage; and
  - b. The method of administration (subcutaneous, intramuscular, intravenous, etc.).

F. Miscellaneous Provisions.

1. Inhalers. Students may use/carry inhalers without supervision or monitoring by the school nurse or principal. The inhaler must be a prescribed medication and the school nurse or principal shall have received written permission from the student's parents, guardian, as well as a physician, physician assistant, or advanced practice registered nurse. This statement shall also include directions of appropriate inhaler usage. If school personnel observe a student using an inhaler in excess of the directions on the inhaler or with a frequency which would be considered unreasonable, it shall be reported to the school nurse or principal in which case the student's use of the inhaler shall be supervised by the school nurse or principal.
2. Containers. All medication shall be kept in its original container with its original label which describes the ingredients of the contents, recommends dosages, and provides appropriate warnings. The label must be legible and be written in English, or provide English translations.
3. Custody and Storage. All medication delivered to the school nurse or principal shall be stored in a container or refrigerator in the nurse's office, principal's office, or other area designated by the school principal. The storage area shall either be locked or under the control of a designated school employee.
4. Quantity. No more than a thirty (30) day supply of prescribed medication shall be provided and delivered to the school by the student, student's parents or guardian, unless there is a written order by a physician, physician assistant, or advanced practice registered nurse requiring a greater supply.
5. Transfer to Other Students. Students are prohibited from transferring, delivering, or receiving any medication to or from other students. Violation of this subsection will authorize the confiscation of the medication by the District, and subject the students to discipline.
6. Finger Stick Blood Test. Students who have been taught finger stick blood tests shall follow those procedures that they have been taught. Parents of students who have

diabetes, and students who have diabetes, should notify the school nurse or principal at the beginning of the school year that the student is diabetic, and should provide the school nurse or principal with all information required under this Rule. Students may administer the finger stick blood test in the nurse's office or in another area designated by the principal or the principal's designee.

- III. Student Discipline. If a student violates a provision of this Rule, the student shall be subject to discipline.
- A. In addition, where appropriate, the following people shall be immediately notified of a violation of this Rule:
1. The school nurse, principal, or principal's designee; and
  2. The student's parents or guardian; and
  3. The physician, physician assistant, or advanced practice registered nurse prescribing the medication if deemed necessary.
- B. While notifications are being given, the student shall remain in the custody of the school nurse, principal, or principal's designee until necessary notifications have been made and until actions have been taken to eliminate any possible threat to the student or other students.
1. If medications have been improperly dispensed or ingested by the student or other students, the student's physician, physician assistant, or advanced practice registered nurse shall be requested to give the proper medical directions to be followed by the school staff. Unless otherwise directed by the physician, physician assistant, or advanced practice registered nurse, the school nurse, and principal or principal's designee shall determine what action if any shall be followed to insure the student(s)' safety.
  2. If the physician, physician assistant, or advanced practice registered nurse cannot be reached and the school nurse or principal determines that an emergency exists, emergency medical personnel shall be immediately called. The parents or guardian shall be notified of any action being taken.

IV. Definitions.

- A. Emergency medical personnel. Emergency medical personnel shall mean medical personnel that can respond to a medical emergency.
- B. Medication. Medication shall be broadly defined and shall include:
1. All prescribed medications, over the counter and other non-prescribed medications, and all chemical substances, compounds, homeopathic substances, herbs, vitamins, and/or devices, which purport to aid in a person's health or well-being or are intended for use in the diagnoses, cure, mitigation, treatment, or prevention of diseases, or are intended to affect the structure or any function of the body; and
  2. Any device, instrument, apparatus, implement, machine, contrivance, implant, or other similar or related article, including any component part or accessory, which is prescribed by a physician, physician assistant, or advanced practice registered nurse and dispensed by a pharmacist or other person authorized by law.
- C. Physician. Physician shall mean individuals who are licensed by the Department of Health and Human Services Regulations and Licensure as:
1. Medical Doctors (M.D.) who practice medicine and/or surgery; or

2. Osteopathic Physicians (D.O.), who are also authorized to prescribe medications.
- D. Advanced practice registered nurse. Advanced practice registered nurse shall mean individuals who are licensed and practicing under and in accordance with the Advanced Practice Registered Nurse Act.
- E. Physician assistant. Physician assistant shall mean individuals who are licensed under Neb. Rev. Stat. Sections ~~71-1, 107-1~~ [38-2046](#) through ~~71-1, 107.30~~ [38-2055](#) to perform medical services under the supervision of a licensed physician.
- F. Qualified personnel. Shall mean people who have met an educational or legal requirement necessary to administer emergency injections.

Legal References: Neb. Rev. Stat. §71-6718 *et seq.*  
 Title 92, Nebraska Administrative Code, Chapter 59  
 Title 172, Nebraska Administrative Code, Chapter 95

Related Policies & Rules: 5600

Rule Approved: February 5, 1990

Revised: November 20, 1995; December 4, 2000; March 3, 2003; April 21, 2003;  
 December 15, 2003; October 3, 2005; August 7, 2006; [June 15, 2009](#)

Millard Public Schools  
 Omaha, NE

## Pupil Services

### Student Health

5600.3

#### Physical Examination, [Visual Evaluation](#), Immunization, and Inspection

- I. [Physical Examination and Visual Evaluation](#). Prior to the entrance of any student into kindergarten and the seventh grade or, in the case of a transfer from out of state, to any other grade in any District school, the parents or guardian must submit written evidence of a physical examination of the student by a physician, physician assistant, or advanced practice registered nurse.
  - A. The physical examination must have been performed within six (6) months of the date of enrollment.
  - B. The cost of such physical examination is to be borne by the parents or guardian of each child examined.
  - C. No physical examination shall be required of any student whose parents or guardian objects thereto in writing.
  - D. [All kindergarteners and out of state transfer students will be required to submit written evidence of a visual evaluation by a physician, physician assistant, advanced practice registered nurse, or optometrist within six \(6\) months prior to admission. The visual evaluation shall consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity, except that no such visual evaluation shall be required of any child whose parent or guardian objects in writing. The cost of such visual evaluation shall be borne by the parent or guardian of each child who is examined.](#)
  
- II. [Immunization](#). All students by law are required to be protected by immunization against measles, mumps, rubella, varicella (chicken pox), poliomyelitis, diphtheria, pertussis, tetanus, [Haemophilus influenza type b \(Hib\)](#) and Hepatitis B, prior to enrollment and in accordance with the immunization standards prescribed in Title 173, Nebraska Administrative Code, Chapter 3-007.
  - A. Any student who does not comply with this provision shall not be permitted to continue in school until the student complies unless the student falls within the two (2) exceptions contained in this Rule.
  - B. Unless exempted by state law, the cost of such immunization shall be borne by the parents or guardian of each student who is immunized or by the Department of Health and Human Services for those students whose parents or guardian are unable to meet such cost.
  - C. Immunization shall not be required for enrollment if either of the following is submitted to the District:
    1. A statement signed by a physician, physician assistant, or advanced practice registered nurse stating that, in the health care provider's opinion, the immunizations required would be injurious to the health and well-being of the student or any member of the student's family or household; or
    2. A notarized affidavit signed by the student or, if the student is a minor, by a legally authorized representative of the student, stating that the immunization conflicts with the tenets and practice of a recognized religious denomination of which the student is an

adherent or member or that immunization conflicts with the personal and sincerely followed religious beliefs of the student.

3. The physician's statement or affidavit shall be kept in the student's file.

D. A student may be provisionally enrolled in the District in the following circumstances:

1. The student has begun the immunizations required by state law and the student is receiving the necessary immunizations as rapidly as is medically feasible and in accordance with the requirements of Title 173, Nebraska Administrative Code, Chapter 3-009.02; or
2. The student is the child or legal ward of an active member of the military services of the United States or of his or her spouse, and the student is enrolling in the District following residence in another state or in a foreign country, and the parents or guardian of the student provide the District with a signed written statement certifying that the student has completed the immunizations required by state law. The student's parents or guardian must thereafter provide the District with written evidence that the student has completed the immunizations required by state law, and if such written evidence is not provided to the Districted within sixty (60) days of the date of the provisional enrollment, then the student shall not thereafter be permitted to continue in school until such written evidence of compliance is provided.

III. Required Evidence of Immunization. For the purposes of compliance with the immunization requirements of state law, the student's parents or guardian shall be required to present to the District the following evidence of immunization:

- A. An immunization history containing the name of the vaccine, the month and year of administration (the month, day, and year for MMR vaccine), the name of the health practitioner, the agency where the immunization was obtained, and the signature of the physician, parent, guardian, or of such other person maintaining the immunization history of the student, verifying that the student has received these vaccines; or
- B. Laboratory evidence of circulating antibodies for measles, mumps, or rubella shall constitute evidence of immunity against those diseases provided the following information is supplied; name of test, test result, signature of laboratory technician performing the test or of the laboratory director, and date of signature.
- C. For purposes of compliance with this Rule, clinical history of measles, mumps, or rubella without laboratory or epidemiologic confirmation does not constitute evidence of immunity. Epidemiologic confirmation of a diagnosis means that the clinical history of measles, mumps, or rubella is corroborated by association with laboratory proven case(s) and that such epidemiologic case(s) have been reported to and counted by the Department of Health and Human Services.

IV. Inspection. Qualified District personnel shall separately inspect District students to ascertain if any student is suffering from defective sight or hearing, dental defects, or other conditions as prescribed by the Department of Health and Human Services Regulation and Licensure.

- A. If such inspection determines that any student has such condition, the District shall notify the parents or guardian in writing of the condition and explain the necessity of professional attendance or professional assistance for such student.
- B. When a student apparently shows symptoms of any contagious or infectious disease, such student shall be sent home immediately, or as soon as safe and proper transportation can be found, and the District's Director of Pupil Services shall be notified at once.



- C. No student shall be compelled to submit to a physical examination other than the District inspection over the written objection of the student's parents or guardian, delivered to the District. Such objection shall not exempt the student from the state's quarantine laws nor prohibit an examination for infectious or contagious diseases.
  - D. The District's inspections shall be conducted during the first quarter of each school year for students then in attendance. Thereafter, as students enter the District during the year, such inspections shall be made immediately upon their entrance.
- V. Parental Notification and Opportunity to Opt out of Participation. Pursuant to the Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h, the District shall provide reasonable notice at the beginning of the school year, directly to the parents and guardians of students enrolled in District schools, of the specific or approximate dates of any nonemergency invasive physical examination or screening that is required as a condition of attendance and administered by the District and scheduled in advance, and which is not necessary to protect the immediate health and safety of the student or other students.
- A. An invasive physical examination is any medical examination that involves the exposure of private body parts, or any act during such an examination which includes incision, insertion, or injection into the body, but does not include a hearing, vision, dental, or scoliosis screening, or any physical examination or screening permitted or required by State law.
  - B. Parents, guardians, and students who are eighteen (18) years old or emancipated under State law, may opt out of participation in any such invasive physical examination by providing the District with a signed written statement which declines participation in any such invasive physical examination.
- VI. Physical Examinations for Student Athletes. Students participating in student athletics, cheerleading, or dance team, shall obtain a physical examination by a physician prior to participation, and shall submit the same to the District prior to participation.
- A. The requirement of the obtaining and submission of a physical examination will be in force each year a student participates in student athletics.
  - B. Student athletes must also be covered by accident insurance prior to participation on any team. Student athletes are eligible to purchase insurance made available by the District.
- VII. Definitions.
- A. Student Athletics. Student athletics shall mean extracurricular school sponsored competitive interscholastic sports.
  - B. Physician. Physician shall mean individuals who are licensed by the Department of Health and Human Services Regulation and Licensure as:
    1. Medical Doctors (M.D.) who practice medicine and/or surgery; or
    2. Osteopathic Physicians (D.O.) who are also authorized to prescribe medications.
  - C. Advanced practice registered nurse. Advanced practice registered nurse shall mean individuals who are licensed and practicing under and in accordance with the Advanced Practice Registered Nurse Act.

- D. Physician assistant. Physician assistant shall mean individuals who are licensed under Neb. Rev. Stat. Sections ~~71-2, 107.15~~ [38-2046](#) through ~~71-1, 107.30~~ [38-2055](#) to perform medical services under the supervision of a licensed physician.

Related Policy: 5600P

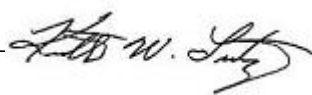
Legal References: 20 U.S.C. § [1232h](#)  
Neb. Rev. Stat. § 71-1, 102 *et seq.*  
Neb. Rev. Stat. § 71-1, 137 *et seq.*  
Neb. Rev. Stat. § 79-214 (3)  
Neb. Rev. Stat. §§ 79-217 through 223  
Neb. Rev. Stat. §§ 79-248 through 253  
Title 173, Nebraska Administrative Code, Chapter 3

Rule Approved: July 20, 1992

Revised: November 20, 1995; December 4, 2000; July 16, 2001;  
December 15, 2003; May 3, 2004; [June 15, 2009](#)

Millard Public Schools  
Omaha, NE

## AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	Reaffirm Policy 5600 & Rules 5600.4 as well as 5600.6
<b>MEETING DATE:</b>	June 15, 2009
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	5600 Student Health 5600.4 Contagious or Infectious Diseases 5600.6 Procedures for Use of Automated External Defibrillators
<b>ACTION DESIRED:</b>	Reaffirm
<b>BACKGROUND:</b>	The aforementioned policy and rules are up for periodic review. They were last reviewed between March 2000 and August 2006.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	N/A
<b>RECOMMENDATIONS:</b>	Reaffirm
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	
<b>TIMELINE:</b>	
<b>PERSONS RESPONSIBLE:</b>	Kraig J. Lofquist, Director of Pupil Services
<b>ASSOCIATE SUPERINTENDENT:</b>	Dr. Kirby Eltiste, Associate Superintendent
<b>SUPERINTENDENT APPROVAL:</b>	 _____

## Pupil Services

### Student Health

5600.4

#### Contagious or Infectious Diseases

- I. General Statement. If a student has symptoms of a contagious or infectious disease, the District's Director of Pupil Services and the student's parents or guardian will be notified, and the student will be excluded from school.
  - A. Students with a contagious or infectious disease may return to school when the symptoms disappear, and when the minimum isolation period has elapsed provided, however, that students with HIV disease or Hepatitis B have complied with the procedures of paragraph III below.
  - B. The isolation period shall be in accordance with rules and regulations adopted by the Department of Health and Human Services.
  - C. This section shall not restrict or prohibit the District's authority to otherwise limit a student's activities in school where such limitation is necessary for the health or safety of the student or others.
  
- II. Attending School. Students diagnosed with HIV disease or Hepatitis B will be allowed to attend school without restriction unless they manifest severe or unusually aggressive behavior, such as biting, or if they have weeping skin sores that cannot be covered.
  - A. In such instances, the student's parents or guardian will be notified and the student will be excluded from school.
  - B. Immediately thereafter, a determination of the appropriate educational setting will be made by a team consisting of the school nurse, school medical advisor, student's physician, school principal and student's teacher (hereinafter "Team"). The Team shall consider the following determining the educational setting:
    1. Behavior of student;
    2. Neurologic development;
    3. Physical condition;
    4. Existence of open sores that cannot be covered; and/or
    5. Risk of transmission through normal school contacts.
  - C. A regular classroom setting will be provided unless, based on the considerations set forth in the preceding paragraph, it is determined that there is a risk of transmission through normal school contacts. If that risk exists, the student shall be removed from the classroom and placed in an appropriate alternate education program.
  
- III. Removal from Classroom. A student temporarily removed from the classroom for severe or unusually aggressive behavior will be immediately referred to the aforesaid Team for assessment and the development of an appropriate program, if warranted.
  - A. A student temporarily removed from a classroom for weeping skin sores which cannot be covered may be provided homebound instruction, and will be re-admitted only when there is medical documentation that the risk no longer exists.

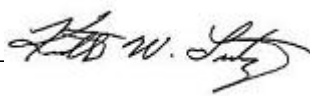
- B. Removal from the classroom should not be the only response to reduce risk of transmission. The District will attempt to use the least restrictive means to accommodate the student's needs.
  - C. The student may return to the classroom when the Team determines that the risk of transmission through the reasonably expected school contacts has abated.
  - D. The removal shall be reviewed by the Team once per month unless there is no reasonable medical need for medical review.
  - E. A student with HIV disease may be removed from the classroom for the student's protection when cases of life-threatening diseases (e.g., measles, chicken pox) arise in school.
    - 1. The decision to remove the student will be made by the student's physician; the District may obtain a second opinion, at District expense, and the District will elect which opinion to follow if the District's second opinion conflicts with the student's physician's opinion.
    - 2. In cases where the student is removed for the student's protection, the student may return to the classroom when the risk is abated.
  - F. The school nurse will act as a liaison between the Team members, assist the student in problem resolution and answer the student's questions, and act as the coordinator of services provided by other staff members.
- V. Privacy. The student's right to privacy shall be honored. Only those persons directly involved with a student with HIV disease or Hepatitis B will be advised of the student's condition. Such persons shall not divulge any of the information concerning the infected student to any other person unless authorized by law.
- VI. Handling Body Fluids. Routine procedures for handling blood, body fluids, vomitus and fecal or urinary incontinence should be followed regardless of whether there are any students with an infectious disease attending school.
- VI. Definitions
- A. HIV Disease. HIV disease is a severe, life threatening disease that progressively damages the immune system. The onset of clinical illness is usually insidious and characterized by nonspecific symptoms such as malaise, anorexia, fatigue, diarrhea, weight loss, lymphadenopathy, and fever. Eventually, the patient is afflicted with serious infections, frequently opportunistic. It is spread primarily by saliva, urine, blood, and semen.
  - B. Hepatitis B. Hepatitis B is a disease of the liver, usually has an insidious onset with anorexia, vague abdominal pain, nausea and vomiting, and occasionally joint pain and rash. Jaundice is often present, but fever may be absent or mild. It is spread primarily by saliva, urine, blood, and semen.
  - C. Physician. Physician shall mean individuals who are licensed by the Department of Health and Human Services Regulation and Licensure as:
    - 1. Medical Doctors (M.D.) who practice medicine and/or surgery; or
    - 2. Osteopathic Physicians (D.O.) who are also authorized to prescribe medications.

Legal References: Neb. Rev. Stat. § 79-248  
Title 173, Nebraska Administrative Code, Chapter 3

Rule Approved: November 20, 1995  
Revised: December 4, 2000  
Reaffirmed: December 15, 2003  
[Reaffirmed: June 15, 2009](#)

Millard Public Schools  
Omaha, NE

## AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	Revise District Rules 5600.1, 5600.2, 5600.3 and 5600.5
<b>MEETING DATE:</b>	June 15, 2009
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	5600.1 Injury and Illness 5600.2 Possession and Use of Medication 5600.3 Physical Examination, Visual Evaluation, Immunization and Inspection 5600.5 Procedures for Life-Threatening Asthma Attacks and Systemic Allergic Reactions
<b>ACTION DESIRED:</b>	Revise the aforementioned Rules
<b>BACKGROUND:</b>	The aforementioned rules are up for periodic review. They were last reviewed between December, 2003 and August, 2006.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	N/A
<b>RECOMMENDATIONS:</b>	Revise
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	
<b>TIMELINE:</b>	
<b>PERSONS RESPONSIBLE:</b>	Kraig J. Lofquist, Director of Pupil Services
<b>ASSOCIATE SUPERINTENDENT:</b>	Dr. Kirby Eltiste, Associate Superintendent
<b>SUPERINTENDENT APPROVAL:</b>	 _____

## Pupil Services

### Student Health

5600.5

#### Procedures for Life-Threatening Asthma Attacks and Systemic Allergic Reactions

##### I. Introduction.

- A. With no prior notice, life-threatening asthma attacks or systemic allergic reactions (anaphylaxis) that leave only minutes to save a life could necessitate an emergency response by school personnel. To maximize the chances that such an emergency response will result in full recovery, trained designated school personnel will administer epinephrine ("Epi-Pens") and nebulized albuterol treatments ("nebulizers") according to procedures that have been approved by the District's Director of Pupil Services or designee.
- B. Epi-Pens and nebulizers for emergency use will be distributed to every school within the District. Each District school will have Epi-Pens and nebulizers readily accessible in the health room or other designated area; these medications will be secured in a manner approved by the Director of Pupil Services to prevent unauthorized access.
- C. Standing orders for District emergency supplies of Epi-Pens and albuterol will be signed by at least two (2) physicians from the District's Medical Advisory Committee.
- D. Selected school personnel will be trained by qualified personnel to administer emergency nebulized albuterol and Epi-Pen injections under the supervision of the registered school nurse.
- E. Parents, guardians, and emancipated students will be notified on the District's Emergency Health Card that Epi-Pens and nebulizers may be administered to students for life-saving purposes.
- F. If parents, guardians, and emancipated students are aware of any medical condition that causes an Epi-Pen or nebulizer to be dangerous to a student, they should indicate on the Emergency Health Card the exact nature of the danger, and provide the District with the name and address of the medical provider who has made this determination.

##### II. Availability, Storage, Use and Destruction. Each District school will have emergency supplies of Epi-Pens and nebulizers readily accessible. The following will govern the availability, storage, and use of the same:

- A. All elementary schools will have both adult and pediatric emergency Epi-Pens available.
- B. Emergency supplies of Epi-Pens and albuterol will be kept current, and will be disposed of on the reaching of the recommended shelf life or when there is a color change in the epinephrine due to reaching or exceeding the expiration date or improper temperature control.
- C. Unless the subject's medical condition and/or circumstances dictate otherwise, the following standing procedures for emergency response to life-threatening asthma attacks or anaphylaxis will be followed.
  - 1. Call 911.
  - 2. Summon the school nurse if available. If not, summon designated trained, non-medical staff to implement emergency protocol.
  - 3. Check airway patency, breathing, respiratory rate, and pulse.
  - 4. Administer medications (Epi-Pen and albuterol) per standing order.



- a. Epi-Pens. Administer an adult Epi-Pen IM for a child over fifty (50) pounds and Epi-Pen IM Junior for a child under fifty (50) pounds. The container for each dose and the container holding all dosages shall be marked "FOR EMERGENCY USE ONLY" in bold print.
  - b. Administer a nebulized albuterol, .05 percent, 0.5cc plus 3cc of saline administered by oral mask or mouthpiece. After the original administration, if not better, this dosage may be repeated two (2) more times. The container for individual dosages and containers holding non-individual dosages shall be marked "FOR EMERGENCY USE ONLY" in bold print.
5. Determine cause as quickly as possible.
  6. Monitor vital signs (pulse, respiration, etc.).
  7. Contact parents immediately and physician as soon as possible.
  8. Any individual treated for symptoms with epinephrine at school will be transferred to a medical facility.
- D. Emergency supplies of Epi-Pens, albuterol, and nebulizers will be stored in a lock box secured by a squeeze-off lock and maintained between fifty-nine (59) and eighty-five (85) degrees Fahrenheit as measured by a thermometer maintained in the same location in an air conditioned nurse's office or other air conditioned area designated by the school principal. Access will be limited to those individuals trained to administer these medications.
  - E. District emergency Epi-Pens and nebulizers will be administered to students or staff members for emergency use only. Students who need nebulized albuterol on a regular schedule must bring their own prescription and equipment for application in accordance with District Rule 5600.2. Emergency Epi-Pens and nebulizers may not be used under any circumstances other than emergency use.
  - F. District emergency Epi-Pens and nebulizers will not be used on field trips or other activities away from the school. District emergency medications are to be maintained at school during regular school hours so that the largest population of students may be served.
  - G. Each nebulizer will be inspected monthly by the Director of Pupil Services or designee to assure it is in proper working order and ready for immediate use. The school nurse will inspect the nebulizer in their assigned area after each use to ensure that the equipment is in proper working order and is ready for the next usage. The school nurse will also periodically inspect the nebulizer to ensure that it is in working order and supplies of albuterol and Epi-Pens have not exceeded the recommended shelf life or when there is a color change in the epinephrine due to reaching or exceeding the expiration date or improper temperature control. The school nurse will provide an inventory which includes lot number of medications and the recommended shelf life.
  - H. All albuterol and Epi-Pens which have exceeded the recommended shelf life will be destroyed. The school nurse and principal shall keep a list which records when and how the albuterol and Epi-Pens were destroyed, and which District staff member oversaw the destruction.
- III. Implementation and Training. Three (3) designated staff members from each school in addition to the school nurse will be trained in CPR, and in the administration of emergency Epi-Pens and nebulizers in life-threatening situations; implementation and training shall include:

- A. Designated staff members from each school will be appointed by a team consisting of the building principal or designee, the head nurse, the nurse serving the building, and approved by the Director of Pupil Services. No staff member other than District employed school nurses or health paraprofessionals shall be compelled through their employment status to serve as a designated staff member.
  - B. Training of the designated staff members will be conducted and completed prior to the distribution of Epi-Pens and nebulizers within the schools. Designated and trained staff members must complete annual training in order to continue serving as a designated staff member.
  - C. Training for the administration of Epi-Pens and nebulizers will be provided by a physician, a physician assistant, registered nurse, or pharmacist trained in the use of Epi-Pens and nebulizers.
  - D. A certified CPR instructor will provide CPR training.
  - E. Designated staff members will successfully pass the competency assessment required by the Medication Aide Act no less than every three (3) years.
- IV. In-Service Training. The procedure for the delegation of the administration of Epi-Pens and nebulizer treatments to trained special care providers should be followed in accordance with Health Services Guidelines. At a minimum, the training shall consist of the following:
- A. A minimum of three (3) designated staff members in each school in addition to the school nurse trained in CPR should be in-serviced by the school nurse to:
    - 1. Identify the signs and symptoms of a life-threatening asthma attack or systemic allergic reaction;
    - 2. Follow District procedures for emergency treatment including required 911 calls and the administration of Epi-Pens and/or nebulizers;
    - 3. Complete, as time permits, an Emergency Form for paramedics;
    - 4. Review District procedures with the designated staff members a minimum of two (2) times during the school year;
    - 5. At a minimum, training will be provided semi-annually for designated staff members who have already been trained and staff members who are newly appointed to the emergency team; and
    - 6. Identify and record all students whose parents or guardian have indicated that use of Epi-Pens or nebulizers increases danger or is ineffective, and to provide follow-up investigation with medical providers to determine the exact nature of the danger.
  - B. At the conclusion of the inservice training, a Documentation of Competency form should be completed and filed in the Health Office.
  - C. The Director of Pupil Services will be responsible for overseeing what forms should be used to most effectively carry out the in-service training required under this Rule.
- V. Baseline Training for Epi-Pens and Anaphylaxis. Orientation and instruction for the administration of Epi-Pens for life-threatening asthma or systemic allergic reactions should include:
- A. Basic principles of the immune system and anaphylaxis;
  - B. Administration of Epi-Pens using an Epi-Pen Trainer;

- C. Assessing vital signs;
  - D. Establishing and maintaining vital body functions and summoning emergency personnel; and
  - E. Proper documentation.
- VI. Baseline Training for Nebulizers. Orientation and instruction for administering nebulizers should include:
- A. Basic principles of the anatomy and physiology of the respiratory system;
  - B. Procedures for using nebulizers including set-up, administration, and storage;
  - C. Signs and symptoms of respiratory distress and reporting; and
  - D. Proper documentation.
- VII. Post-Use Record. As soon as reasonably practicable following the emergency administration of an Epi-Pen or nebulizer, the designated staff members shall provide the Director of Pupil Services with a written report that should include, at a minimum, the following:
- A. The circumstances giving rise to the administration of the Epi-Pen or nebulizer;
  - B. The results; and
  - C. The recommended changes in the procedures or forms used by the District in its administration of Epi-Pens and/or nebulizers, if any.
- VIII. Annual Report. An annual report will be provided to the Nebraska ~~Pharmaceutical~~ Board of Pharmacy providing information on the number of incidents involving the administration of epinephrine and nebulized albuterol in the life-saving situations described in this Rule. ~~The report will contain the following information:~~
- A. ~~The name of the student(s);~~
  - B. ~~Where the incident(s) occurred;~~
  - C. ~~What pre-assessment was done;~~
  - D. ~~The number of incidents;~~
  - E. ~~What action(s) was taken;~~
  - F. ~~The name of the emergency medications; and~~
  - G. ~~The student's response.~~
- IX. Annual Review. On an annual basis, the Director of Pupil Services or designee will conduct a review of the effectiveness of this Rule, procedures utilized, forms adopted pursuant to this Rule, the post-use records of the District's designated staff members, and any other materials relevant to improving the District's use of Epi-Pens, nebulizers, and other emergency medications. The review will include, if practicable, the following:
- A. A tabulation of the number of uses of Epi-Pens and nebulizers per school year;
  - B. The results of the use;
  - C. The recommendations from the District's Medical Advisory Committee or other qualified organization

as it pertains to Epi-Pens and nebulizers; and

- D. Upon the completion of the review, the Director of Pupil Services shall provide the Board with the Director's findings and recommendations.

X. Definitions.

- A. CPR. CPR shall mean cardiopulmonary resuscitation.
- B. Qualified Personnel. Qualified personnel shall mean people who have met an educational and/or legal requirement necessary to provide instruction on the use of the Epi-Pens and nebulizers.

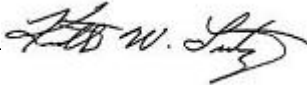
Related Polices and/or Rules: 5600.2

Rule Approved: May 17, 1999

Revised: December 4, 2000; December 15, 2003; [June 15, 2009](#)

Millard Public Schools  
Omaha, NE

## AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	Reaffirm Policy 5600 & Rules 5600.4 as well as 5600.6
<b>MEETING DATE:</b>	June 15, 2009
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	5600 Student Health 5600.4 Contagious or Infectious Diseases 5600.6 Procedures for Use of Automated External Defibrillators
<b>ACTION DESIRED:</b>	Reaffirm
<b>BACKGROUND:</b>	The aforementioned policy and rules are up for periodic review. They were last reviewed between March 2000 and August 2006.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	N/A
<b>RECOMMENDATIONS:</b>	Reaffirm
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	
<b>TIMELINE:</b>	
<b>PERSONS RESPONSIBLE:</b>	Kraig J. Lofquist, Director of Pupil Services
<b>ASSOCIATE SUPERINTENDENT:</b>	Dr. Kirby Eltiste, Associate Superintendent
<b>SUPERINTENDENT APPROVAL:</b>	_____  _____

## Pupil Services

### Student Health - Procedures for Use of Automated External Defibrillators

5600.6

#### I. Distribution and Placement of Automated External Defibrillators.

- A. Introduction. Cardiac arrest is always a threat for students, staff, or visitors to our schools and when it occurs, can leave only minutes to save a life. To maximize the chances that emergency response will result in full recovery, Automated External Defibrillators (AEDs) will be placed in each school, and trained designated school personnel will use AEDs according to procedures that have been approved by the Director of Pupil Services or designee.
- B. AEDs will be distributed to every school within the District:
1. Each District high school will have, at minimum, three (3) AEDs readily accessible in designated area(s) where they are available for all students, staff and visitors.
  2. Each District middle school will have, at minimum, two (2) AEDs readily accessible in designated area(s) where they are available for all students, staff and visitors.
  3. Each District elementary school and the Millard Learning Center will have, at minimum, one (1) AED readily accessible in designated area(s) where they are available for all students, staff and visitors.
  4. The placement of AEDs will be determined by the principal. The principal will take into consideration that coverage must be provided for all activities and school functions that occur not only during the school day, but after school hours for school related activities.
    - a. AEDs will be placed in supervised areas where they can be observed by supervisory personnel or by surveillance cameras.
    - b. Each AED will be secured by an alarm device.
    - c. AEDs will not be placed in locked rooms or areas that limit availability after school hours.
    - d. Signs will be posted in each classroom, commons area, the office, and other areas of the building where students or staff congregate telling where the nearest AED is located.
  5. AEDs will not be taken on field trips or other activities away from the school building unless an extra AED is solely dedicated for that purpose, the AEDs absence does not affect coverage at school, and the AED is under the constant direct supervision of a staff member trained in its use.
  6. Groups, organizations, or individuals renting or using school facilities when school personnel are not present will be informed of the requirements for use of AEDs.
- C. Designated school personnel will be trained by qualified personnel to administer AEDs.
- D. Parents, guardians, and emancipated students will be notified on the District's Emergency Health Card that in case of cardiac arrest, an AED may be administered to students for life-saving purposes.

#### II. AED Maintenance and Use. The following will govern the maintenance and use of the same:

- A. AEDs will be maintained and tested in accordance with the operational guidelines of the manufacturer and monitored by personnel designated by the principal.
- B. AEDs will be stored with carrying case, one (1) extra set of pads, razor, latex or vinyl gloves, mouth barrier, and three (3) towelettes designed for use with the AED.
- C. All AED pads that have exceeded the manufacturer's recommended shelf life will be replaced.
- D. Each AED will be inspected, at a minimum, weekly by the principal or designee to assure it is in proper working order and ready for immediate use. The AED will be inspected after each use to ensure that the equipment is in proper working order and is ready for the next usage.
- E. Each AED will be marked with a Millard Public Schools identification number.
- F. The school nurse will maintain an inventory list which includes an identification number of the AED, its location, and when it was last inspected.

### III. Operating Procedures.

- A. Unless the subject's medical conditions and/or circumstances dictate otherwise, the following standing procedures for emergency response cardiac arrest will be followed.
  - 1. Call 911.
  - 2. AED. Administer the AED following the instructions on the AED.
  - 3. CPR. Administer CPR as directed by the AED.
- B. Notify Parents or Guardians. Notify the parents or guardians immediately at the first sign of a cardiac arrest. If trained designated staff members are involved in life-saving procedures, personnel not administering emergency treatment should provide the notice to the parents or guardians.
- C. The AED will be administered by trained personnel to students, staff members, or visitors only when emergency life threatening events occur resulting from cardiac arrest.

### IV. AED Training and Implementation.

- A. The following people will be trained in each school that houses one (1) or more AED(s):
  - 1. School nurses,
  - 2. Health paraprofessionals,
  - 3. One staff member from each Early Childhood classroom,
  - 4. All coaches,
  - 5. Assistant coaches,
  - 6. Athletic trainers,
  - 7. Extra curricular supervisors who supervise physical activities, and
  - 8. A minimum of three (3) additional designated staff members from each school.
- B. Designated staff members from each school will be appointed by the building principal or designee.
- C. Training of the designated staff members will be conducted and completed prior to the distribution of AEDs within the schools.
- D. Designated and trained staff members must maintain current CPR/AED American Heart Association

or American Red Cross certification in order to continue serving as a designated staff member.

E. Training for the administration of AEDs will be provided by a certified CPR instructor.

V. Purchase of AEDs.

A. All AEDs will be purchased through the District purchasing agent.

B. All AEDs will meet District specifications, and

C. All AEDs will be of the same model and manufacturer.

D. Additional AEDs may be purchased and placed at any time by the individual school, if all of the requirements of this Rule are met.

VI. Post-Use Record. As soon as reasonably practical following the emergency administration of an AED, the designated staff members shall provide the Director of Pupil Services with a written report that should include, at a minimum, the following:

A. The circumstances giving rise to the administration of AED;

B. The results; and

C. The recommended changes in the procedures or forms used by the District in its administration of AED, if any.

VII. Annual Review. On an annual basis, the Director of Pupil Services or designee will conduct a review of the effectiveness of this Rule, procedures utilized, forms adopted pursuant to this Rule, the post-use records of the District's designated staff members, and any other materials relevant to improving the District's use of AEDs. The review will include, if practicable, the following:

A. The results of the use;

B. The recommendations from the District's Medical Advisory Committee or other qualified organization as it pertains to AEDs; and

C. Upon the completion of the review, the Director of Pupil Services shall provide the Board with the Director's findings and recommendations.

VIII. Definitions.

A. AED. AED shall mean Automated External Defibrillator.

B. CPR. CPR shall mean cardiopulmonary resuscitation.

C. Qualified Personnel. Qualified personnel shall mean people who have met an educational and/or legal requirement necessary to provide instruction on the use of the AEDs.

Related Policies & Rules: 5600

Rule Approved: April 21, 2003

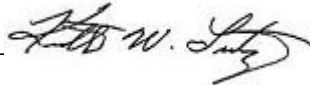
Revised: December 16, 2003; August 7, 2006

Reaffirmed: June 15, 2009

Millard Public Schools  
Omaha, NE



## AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	Reaffirm District Policy 5610 and Reaffirm District Rule 5610.1
<b>MEETING DATE:</b>	June 15, 2009
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	5610 Do Not Resuscitate/Do Not Intubate Requests 5610.1 5610 Do Not Resuscitate/Do Not Intubate Requests
<b>ACTION DESIRED:</b>	Reaffirm the aforementioned policy and reaffirm the corresponding rule
<b>BACKGROUND:</b>	The aforementioned rules are up for periodic review. They were last reviewed in December of 2000.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	N/A
<b>RECOMMENDATIONS:</b>	Revise and reaffirm as stated
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	
<b>TIMELINE:</b>	
<b>PERSONS RESPONSIBLE:</b>	Kraig J. Lofquist, Director of Pupil Services
<b>ASSOCIATE SUPERINTENDENT:</b>	Dr. Kirby Eltiste, Associate Superintendent
<b>SUPERINTENDENT APPROVAL:</b>	 _____

## **Pupil Services**

### **Do Not Resuscitate/Do Not Intubate Requests**

**5610**

The District does not recognize and will not honor "Do Not Resuscitate (DNR) or Do Not Intubate (DNI)" requests from parents or guardians. If parents or guardians request District staff to withhold care from their child in the event of a life-threatening situation pursuant to a DNR or DNI request, District personnel will not comply.

When a student is in a life-threatening situation, District staff members are to render first-aid or other appropriate emergency care, and shall summon emergency medical personnel as soon as possible.

**Related Rule:** 5610.1

**Date of Adoption:** September 6, 1994

Revised: December 4, 2000;

Reaffirm: [June 15, 2009](#)

Millard Public Schools  
Omaha, NE

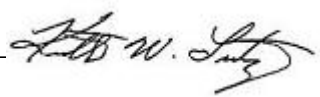
## Pupil Services

### Do Not Resuscitate/Do Not Intubate Requests

**5610.1**

- I. DNR/DNI Requests. District personnel will not honor “Do Not Resuscitate (DNR) and Do Not Intubate (DNI)” requests. Parents or guardians who request that the District withhold care from their child through a DNR/DNI or a like request, are advised of the following:
- A. DNR/DNI requests are to be provided to the principal, principal's designee, or school nurse and placed on file at the student's school for submission to emergency medical personnel. Parents or guardians may contact the Director of Pupil Services for questions regarding this procedure or to confirm receipt of such request.
  - B. If a life-threatening situation arises at school involving a student, school personnel will administer first-aid or other appropriate emergency care and will summon emergency medical personnel. Upon arrival of the emergency medical personnel, the principal, principal's designee, or school nurse will make reasonable efforts to provide pertinent medical information included in the student's file to the emergency medical personnel.
  - C. Parents or guardians will be notified of a medical emergency at the earliest time practicable.
  - D. If parents or guardians no longer desire the District to provide DNR/DNI requests to emergency medical personnel, the parents or guardians must notify the principal, principal's designee, or school nurse in writing.
    1. The school nurse will send a letter to the parents or guardians confirming removal of the DNR/DNI request from the file.
    2. If the parents or guardians do not receive such a letter of confirmation, it is the responsibility of the parents or guardians to contact the school to confirm that the DNR/DNI request has been removed from the file.
- II. Definitions.
- A. Emergency Medical Personnel shall mean ambulance personnel, personnel who arrive in response to a call to 911, or any other personnel summoned to school as a result of a medical emergency.
  - B. First-aid or other appropriate emergency care shall mean any procedure or intervention by staff that may prevent a student from dying. Examples of emergency care include, but are not limited to, efforts to stop or control bleeding, opening airways, mouth-to-mouth resuscitation, and cardio-pulmonary resuscitation.

## AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	Reaffirm District Policy 5620 and Revise District Rule 5620.1
<b>MEETING DATE:</b>	June 15, 2009
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	5620 Child Abuse, Neglect and Cruelty 5620.1 Child Abuse, Neglect and Cruelty
<b>ACTION DESIRED:</b>	Reaffirm the aforementioned policy and revise the corresponding rule
<b>BACKGROUND:</b>	The aforementioned rules are up for periodic review. They were last reviewed in March, 2000.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	N/A
<b>RECOMMENDATIONS:</b>	Reaffirm and revise as stated
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	
<b>TIMELINE:</b>	
<b>PERSONS RESPONSIBLE:</b>	Kraig J. Lofquist, Director of Pupil Services
<b>ASSOCIATE SUPERINTENDENT:</b>	Dr. Kirby Eltiste, Associate Superintendent
<b>SUPERINTENDENT APPROVAL:</b>	 _____

## **Pupil Services**

### **Child Abuse, Neglect and Cruelty**

**5620**

Any employee of the District who has reasonable cause to believe that a child is being or has been subjected to abuse or neglect or observes such child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, shall report or cause a report to be made of the incident to the proper law enforcement agency or to the Department of Health and Human Resources. The District will cooperate with and assist the authorities in any investigation of a reported incident of child abuse or neglect. Willful failure to report the incident is a Class III misdemeanor by Nebraska Statute.

Legal Reference: Neb. Rev. Stat. 28-711 and 28-717

Policy Adopted:  
Revised: October 1, 1984; March 6, 2000  
[Reaffirmed: June 15, 2009](#)

Millard Public Schools  
Omaha, NE

## Pupil Services

### Child Abuse, Neglect and Cruelty

5620.1

#### I. Procedure

- A. “Abuse” or “neglect” are defined by Neb. Rev. Stat. Section 28-710 as: “...knowingly, intentionally, or negligently causing or permitting a minor child to be: (a) placed in a situation that endangers his or her life, or physical or mental health; (b) cruelly confined, or cruelly punished; (c) deprived of necessary food, clothing, shelter, or care; (d) left unattended in a motor vehicle, if such minor child is six years of age or younger; (e) sexually abused or (f) sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films or depictions.”
- B. Any nurse, school employee, or any other person who has reasonable cause to believe that a child is being or has been subjected to abuse or neglect, or observes such child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, shall report such incident or cause a report to be made to the proper law enforcement agency or to the State Department of Health and Human Services. In such instances, the following procedure shall be followed by staff members:
1. If suspected child abuse has been reported or observed, the staff member shall contact the principal. In the event the principal will be unavailable for more than two hours, a person will have been designated by the principal to act in his/her absence.
  2. The principal or designee shall contact the building counselor to meet with the student. The registered nurse assigned to the building should be notified when there are observable physical injuries.
  3. The principal or designee shall contact the Director of Pupil Services to relay information about the incident. The Director of Pupil Services or designee will act to:
    - a. Determine if the staff member needs information regarding the reporting process and/or help in the reporting process.
    - b. Make periodic contacts with the counselor or principal to determine that all procedures are being followed.
  4. The principal or designee shall first report such to the Department of Health and Human Services (Child Protective Services/CPS). Unless otherwise advised by CPS, a report shall then be made to the police. Such report may be made orally by telephone with the principal or designee giving his or her name and school address. The contact shall be followed by a written report. The written report shall be made on a form provided by the District and sent to the Department of Health and Human Services and/or the police. A copy will also be sent to Pupil Services. The District form shall contain the following information:
    - a. Name of the school;
    - b. Name, address and age of child;
    - c. Name and address of person(s) having custody of child;
    - d. Name of the person observing the condition;
    - e. Date of observation;
    - f. Description of condition;
    - g. Picture, if approved by the Director of Pupil Services or designee;
    - h. Statement of child, if approved by the Director of Pupil Services or designee;

- i. Any evidence of previous abuse or neglect including nature and extent;
  - j. The nature and extent of the abuse or neglect;
  - k. Conditions and circumstances which would reasonably result in such abuse or neglect; and
  - l. Any information which, in the opinion of the reporting person, may be helpful in establishing the cause of such abuse or neglect and the identity of the perpetrator(s).
- 5. Parent contact shall not be initiated prior to reporting. Upon reporting, the principal or designee shall confirm that the Department of Health and Human Services or police department will assume responsibility for notification of the parent(s). If neither agency assumes responsibility for notification of the parent(s), the principal or designee shall assume the responsibility.
- C. When a school staff member becomes concerned about the possibility of inappropriate disciplinary measures used at home and/or inadequate care at home but the information does not fit the reasonable cause standard of the state child abuse/neglect law, the following procedures should be followed:
  - 1. The staff member shall contact the building principal or designee who will then contact the Director of Pupil Services. The Director of Pupil Services or designee shall then meet with the staff member, and the principal or his designee to help determine if there is suspected child abuse/neglect that should be reported to the Department of Health and Human Services and the police. If the determination is made that a report needs to be filed, the steps listed in Section B above are followed.
- D. In all instances where a child abuse/neglect case has been reported to the police or the Department of Health and Human Services, the principal or designee will inquire about the status of the child in school to determine if there is a need for services from the appropriate building level. Caution shall be exercised throughout the process to maintain individual and family privacy.
- E. Follow-up contact shall be made by the principal or designee.
  - 1. The principal or designee shall maintain contact with the Department of Health and Human Services and facilitate the Department's investigation.
  - 2. At the conclusion of the investigation, the principal or designee shall submit a written summary of follow-up contacts to be maintained in the Pupil Services office.
- F. The Director of Pupil Services will be notified in the event a complaint is received concerning abuse of a student by a District employee. The Director of Pupil Services will, in turn, notify the Office of Human Resources.

Legal Reference: Neb. Rev. Stat. 28-707 *et seq.*

Rule Approved:  
 Revised: September 6, 1988; March 6, 2000  
[Reaffirm: June 15, 2009](#)

Millard Public Schools  
 Omaha, NE

**AGENDA SUMMARY SHEET**

MEETING DATE: June 15, 2009

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) Hires; (2) Resignations; and (3) Rescission of Resignation

OPTIONS & ALTERNATIVES: NA

RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

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



June 15, 2009

## **RESCISSION OF RESIGNATIONS**

### **Recommend: the following resignations be rescinded:**

1. Jane Splittgerber's resignation was approved at the June 1, 2009 Board meeting. She would like to rescind this request to continue her employment as a PE teacher at South High School.

June 15, 2009

## RESIGNATIONS

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

1. Tim Marsden – Vocal Music teacher at Upchurch Elementary School. He is resigning at the end of the 2008/2009 school year due to relocation.
2. Terra Marsden – Vocal Music teacher at Abbott Elementary School. She is resigning at the end of the 2008/2009 school year due to relocation.
3. Angela Ralph – Multi-Cat Sped teacher at Central Middle School. She is resigning at the end of the 2008/2009 school year due to another job in education.

June 15, 2009

## **TEACHERS RECOMMENDED FOR HIRE**

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

1. Genevieve Engelkamp – BA – Wayne State. Montessori teacher at Montclair Elementary School.
2. Kayla Mixan – MA – College of St. Mary. Sixth grade teacher at North Middle School.
3. Kelli Hjelm – BA – Buena Vista College. Special Ed Resource teacher (.5 FTE) at Andersen Middle School. Previous Exp: Millard Public Schools (2002/2007); Boone, IA (2000/2002).
4. Lori Brown – BA+12 – University of Nebraska at Lincoln. Vocal Music teacher at Upchurch Elementary School.
5. Ellen Kramer – MA – University of Nevada. Second grade teacher at Ezra Elementary School. Previous Exp: Millard Public Schools (2003/2008); Las Vegas, NV (1993/2000)
6. Amy Neuberger – BA – University of Nebraska at Lincoln. Fifth grade teacher at Reagan Elementary School.
7. Lindsay Stier – BA – University of Nebraska at Omaha. Fourth grade teacher at Neihardt Elementary School.
8. Michelle Baldwin – MA – University of Nebraska at Omaha. Vocal Music teacher at Abbott Elementary School. Previous Exp: ESU #3 (2001/2009); Conestoga Public Schools (1992/1998).
9. Amanda Abbey – BA – University of Nebraska at Omaha. Special Ed Multi-Handicapped teacher at North High School. Previous Exp: Omaha Public Schools (2005/2009).
10. Deborah Gleich-Sadler – MA – University of Dayton (Ohio). Elementary Counselor at Black Elk Elementary School. Previous Exp: Groveport, OH (2001/2009); Columbus, OH (1998/2001); Gahanna, OH (1996/1997).
11. Wendy Scott – MA – Whitworth College, Spokane, WA. Fifth grade teacher at Reagan Elementary School. Previous Exp: Coeur D’Alene, ID (2007/2009); Spokane, Valley, WA (2005/2007).
12. Kendra Lothringer – BA – Concordia University, WI. Fourth grade teacher at Aldrich Elementary School. Previous Exp: Lincoln, NE (2005/2009).

13. Elizabeth King – BA+5 – Nebraska Wesleyan. Vocal Music teacher at Aldrich Elementary School. Previous Exp: Fort Calhoun, NE (2005/2009).

**The following teacher was employed with Millard Public Schools during the 2008/2009 school year on a short-term contract. He is now being offered a regular contract for the 2009/2010 school year.**

1. Christopher Phillips – First grade teacher at Holling Heights Elementary School.

**The following teachers were employed with Millard Public Schools during the 2008/2009 school year on a job share contract. They are now being offered another job share contract for the 2009/2010 school year.**

1. Rebecca Scherbring – Second grade teacher at Cottonwood Elementary School.
2. Stephanie Schade – Second grade teacher at Cottonwood Elementary School.
3. Kim Anderson – Third grade teacher at Ackerman Elementary School.
4. Gina Hill – Third grade teacher at Ackerman Elementary School.

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Multicultural Education Report

**MEETING DATE:** June 15, 2009

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** 2008-2009 Report on Multicultural Education

**ACTION DESIRED:**  Information

**BACKGROUND:** **Nebraska Department of Education Rule 10 stipulates that** “The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.”

In addition, Rule 10 requires (sections 004.01G1 – 004.01G5) that:

- The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
- The district curriculum guides, frameworks, or standards incorporate multicultural education.
- The district multicultural education program includes a process for selecting appropriate instructional materials.
- The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.
- The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

In addition to District curriculum information, building principals were asked to respond to three questions:

1. List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.
2. List and describe those provided for students that are beyond those called for by district curriculum
3. List and describe those called for by the building’s site plan, if applicable.

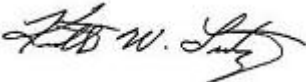
The building reports are included herein.

**RECOMMENDATIONS:** NA

**STRATEGIC PLAN REFERENCE:** None

**TIMELINE:** An annual report to the Board of Education is required by Rule 10

**RESPONSIBLE PERSON(S):** Mark Feldhausen, Carol Newton, Nancy Johnston, Kim Saum-Mills, and Building Principals

**SUPERINTENDENT’S APPROVAL:**  —

**BOARD ACTION:**

# 2008-2009 Report on Multicultural Education

June 15, 2009

## **Millard Public Schools Multicultural Education Report 2008-2009**

**Nebraska Department of Education Rule 10 stipulates that** “The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.”

In addition, Rule 10 requires (sections 004.01G1 – 004.01G5) that:

- The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
- The district curriculum guides, frameworks, or standards incorporate multicultural education.
- The district multicultural education program includes a process for selecting appropriate instructional materials.
- The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.
- The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

In order to comply with the above, Educational Services has proposed the adoption of Policy 6140 and Rule 6140.1, Curriculum, Instruction, and Assessment: Multicultural Education Program. Incorporated into the law is the mission of the Multicultural Education Program as defined by a District task force and approved by the Board of Education on October 17, 1994. The multicultural mission has been updated to reflect the current District mission.

Finally, Multicultural Education continues to be one of several filters or screening variables within each of the four phases of the Millard Education Program curriculum model. In this way, the District meets the requirements of Rule 10 ensuring that multicultural instructional materials are identified and secured, staff development provided, and all curriculum documents incorporate multicultural education components.

An example of multicultural incorporation into the curriculum and instructional materials is provided by the following matrix for Scott Foresman Science.

**Multi- Cultural Representation in Scott Foresman Science  
People and Regions of the World**

Grade Level	Examples of Multicultural Ties
All Grade Levels	<p><b>Teacher Support for working with different cultures:</b></p> <ul style="list-style-type: none"> <li>• TEs -Professional Development section that addresses how to support diversity in Science Education</li> <li>• “Every Student Learns” support book addresses working with ELL students.</li> </ul> <p><b>All print materials:</b> student and parent, including songs are in Spanish</p> <p><b>Student DVDs:</b></p> <ul style="list-style-type: none"> <li>• Discovery School (content knowledge), Activity (inquiry)</li> </ul> <p><b>People represented</b> – African American, Asian, East Indian, Hispanic; <b>Regions of the world</b> - All 7 continents</p>
Kindergarten	<p><b>Careers/Scientists:</b> <u>African American, Asian, Hispanic:</u> Astronauts, Medical Professionals, Inventor - Stoplight</p> <p><b>Children and Families in Big Books and Flip Chart:</b> African-American, Asian, East Indian, Hispanic</p>
First Grade	<p><b>Careers/Scientists:</b> <u>African American, Asian, East Indian, Hispanic:</u> Marine biologist, Physician, Meteorologist, NASA Rocket engineer, Electrical Engineer, Astronaut, Computer engineer</p> <p><b>Children and Families in Big Book:</b> African American, Asian, East Indian, Hispanic</p> <p><b>Leveled Readers:</b> Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>
Second Grade	<p><b>Careers/Scientists:</b> <u>African American, Hispanic:</u> Marine biologist, Aerospace engineer, Meteorologist, Professional Athlete, Creator of Lunar Rover</p> <p><b>Children and Families in Text:</b> Asian, African, East Indian, Hispanic</p> <p><b>Leveled Readers:</b> Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>
Third Grade	<p><b>Careers/Scientists:</b> <u>African American, East Indian:</u> Fire fighter, Computer Engineer, Park Ranger</p> <p><b>Children and Families:</b> African American, Asian, East Indian, Hispanic</p> <p><b>Leveled Readers:</b> Egyptian Desert, African Grasslands, African &amp; Indian Jungle, So American Rainforest, Polar Regions</p>
Fourth Grade	<p><b>Careers/Scientists:</b> <u>African American, Hispanic:</u> Analytical Chemist, NASA Research Scientist, Astronaut, Inventor – Pacemaker</p> <p><b>Children and Families:</b> African American, East Indian, Asian, Hispanic</p> <p><b>Leveled Readers:</b> Egyptian Desert, African Grasslands, African &amp; Indian Jungle, So American Rainforest, Polar Regions</p>
Fifth Grade	<p><b>Careers/Scientists:</b> <u>African American, Asian, Hispanic:</u> Inventor – blood-mobile, Research Scientist, Research Physicist, Jet engineer, Space Shuttle Specialist</p> <p><b>Children and Families:</b> African American, East Indian, Asian, Hispanic</p> <p><b>Leveled Readers:</b> Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>



### **2008-2012 Culturally Responsive Teaching Training in Millard Public Schools**

In 2007, Millard Public Schools (MPS) formed a professional relationship with three University of Nebraska at Omaha professors, Dr. Nancy Edick, Dr. Sarah Edwards and Dr. Laura Schulte. The goal of this relationship was to provide culturally responsive teaching training to all certificated staff in MPS. Drs. Edick & Edwards are well known in the education field for their research and expertise on culturally responsive teaching. Dr. Laura Schulte is one of UNO's experts in the areas of research and statistical analysis. The cultural responsive teaching training was scheduled for a multi-year implementation that would take MPS staff from an awareness phase to an internalization phase. By investing in this professional development, MPS fulfills many goals including but not limited to the state requirements for the poverty plan and supporting the district strategic plan and mission.

All 1800 certificated staff participate in the multi-year training. The training has two phases. Due to the size of MPS staff included, the staff development is planned to be implemented by grade levels of elementary, middle and high school. Phase one includes a four hour awareness workshop and one hour focus group. Phase two includes a year of on-line learning that can be repeated each year with updated materials/activities. The charts below reflect the staff involved in each phase by year. The second page of this document provides a narrative of each phase.

#### **Phase 1**

<b>Summer 2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Building & District Administrators	Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff	Middle School Staff New Elementary Staff New PK-12 Psychologists New PK-12 SpEd Itinerant Staff New Administrators	High School Staff New Middle School Staff New Elementary Staff New PK-12 Psychologists New PK-12 SpEd Itinerant Staff New Administrators

#### **Phase 2**

<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>MISC.</b>
Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary Administrators	Middle School Staff Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary & Middle School Administrators	High School Staff Middle School Staff Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary, Middle, & High School Administrators	Website will be updated with staff continuing with Phase 2.

### **Phase 1 – Awareness Phase**

The objective of the four hour awareness workshop is, “Participants will demonstrate comprehension of culturally responsive teaching by participating in interactive discussions and responding to researched based principles.” The topics and tasks covered include: 1) Consider cultural lenses of teachers and students (e.g. age, gender, race, poverty); 2) Identify what Culturally Responsive Teaching is and what it is not; 3) Identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model; 4) Consider possible culturally responsive teaching practices and; and 5) Set goals for next steps to be refined during focus group sessions.

Also during the first year of training, educators participate in a spring semester focus group with their own buildings. Drs. Edick and Edwards present results of the diversity disposition index and ask participants to reflect on the goals from the four hour workshop, share strategies/ideas with their peers, and identify future goals and questions.

In addition to the training, a survey assesses the diversity disposition of each participant at four different stages. Educators take the survey prior to participating in the four hour workshop, after they had taken the four hour workshop, after they had participated in the one hour spring focus group and after they participated in the on-line learning during the internalization phase. The UNO professors describe a person’s disposition as a “collection of beliefs, values, and ideas about people, teaching and learning.” They contend that an educator’s knowledge and skills in teaching are informed by his/her dispositions. The diversity disposition index includes three subscales of 1) Educators’ skills in helping students gain knowledge; 2) Educators’ beliefs and attitudes about students; and 3) Educators’ connections with the community. UNO professor Dr. Laura Schulte controls the data and individual participant information is not shared with MPS. MPS receives building specific information to help principals assess the diversity disposition of their own building.

### **Phase 2 – Internalization Phase**

During the second year of training, it is hoped that the participants will enter the internalization phase of culturally responsive teaching. The vehicle for this training will be on-line learning that could be facilitated at the building level in a variety of methods. A culturally responsive teaching website will be created that will allow educators choice and accountability. Drs. Edick & Edwards will create the content, activities and reflective prompts that will focus on the impact of culturally responsive teaching on student achievement. Content and activities will include but not be limited to journal articles, podcasts, guided tours of websites, and community events and experiences. In addition to the Millard Instructional Model and the district mission, the MPS initiative of 40 Developmental Assets will be embedded into the framework.

Buildings will be asked to offer a minimum number of hours of culturally responsive teaching in their building staff development plans. The website will be the main resource for this required staff development. Buildings may choose to utilize the website in a variety of methods that best fits their individual building staff development plan.

At the end of year two, participants will take the diversity disposition survey for a fourth time. These participants are from the first stage of implementation (Elementary Staff, PK-12 Psychologists, PK-12 SpEd Itinerant Staff)

It is a goal of the Office of Staff Development to work with Drs. Edick and Edwards on an on-going basis to revise and renew the information on the website so staff who finish year 2 can continue to use the website for professional growth. The Office of Staff Development also intends to include the Human Resource Office in the planning of new staff involvement in the awareness training after 2011.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Grace Abbott Elementary

**Principal:** Erik Chaussee

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- The 40 D.A. co-leaders put on a workshop for the teachers on the assets. They surveyed all the fifth graders requesting their assets. The results were displayed on a large chart at our curriculum fair. A picture of it was sent to Kraig Lofquist. He said it was “awesome”.
- The special education staff led a staff development workshop that provided our staff with better understanding of the MIT process, why some students are placed in special education while some are not, and more experience and ideas for interventions as we look at greater implementation of the RtI + I philosophy and greater diversity, and perhaps more at-risk students because of the new learning community and its goal of 35% students of poverty at each school.
- Culturally Responsive Teaching (CRT) that all teachers participated.
- Monthly emails from the PE department to all PE teachers.
- Kingore Observation Training (KOI) for all classroom teachers to identify gifted students including ELL students.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Global show and tell
- Geography week including several guest speakers and stories read in class
- Global holiday stories
- Cooperative learning games from different countries in PE (i.e. Egyptian sticks) and dances from other countries
- 3<sup>rd</sup> grade program featuring songs from around the world
- Students did a listening and writing activity about Martin Luther King, JR.
- Native American Day including reports
- Research and design an ancestor doll
- Kwanza story and mats
- Holiday traditions party
- Daryl Draper Presentation on George Julliard
- Hanukkah story and traditional game
- Field trip to Durham Museum (early Omaha immigrants)
- St. Nicholas Day from the Netherlands

**Multicultural Experiences:** (List and describe those called for by the building’s site plan, if applicable.)

- n/a

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Ackerman Elementary

**Principal:** Melissa Gilbert

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching staff development for all teachers
- 40 Development Assets training for all teachers
- Aspergers/SCERTS workshop for select staff
- Anne Benninghoff Differentiation/co-teaching workshop for select staff
- Auditory Trainer workshop for resource staff

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Choral reading of Martin Luther King Jr. speech and mini book
- Biographies on MLK
- Parents from other countries (India and Japan) share about their culture, their upbringing, their schooling, etc.
- Work with a Native American family as we update materials in the library (advice on appropriate titles, outdated materials, etc.)
- Ackerman Readers raising awareness for Heifer International (feeding third world countries)
- Gysmic activities for all students on Wednesdays including learning folk dances from around the world
- Native American father talked to 3<sup>rd</sup> grade about Native American culture to celebrate the holiday Native American Day
- Student did research and created PowerPoints on famous African Americans
- European cultural influence in the development of America : Social Studies lessons
- DeSoto Bend Wildlife Refuge and Museum ( Bertrand Steamboat) : Field Trip
- Native American Culture : Social Studies lessons
- Nebraska State Historical Museum: Field Trip
- Reading Selection Stories/lessons focusing on: Mexican Americans, Asian Americans, African Americans, Native Americans, Caribbean and Latino cultures
- Native American inventors
- African American Artist, extension activities
- Poetry and Literature African American during Black History Month
- Current Events: Daily newspaper and Time for Kids
- Impact of Presidential Election
- Somalian Pirate Culture: Current events and Time for Kids
- Math: Number systems from other cultures unit

- Literature Units: Holocaust Number the Stars ; World War II/Sadako and Thousand Paper Cranes
- Christmas Around the World: Cultural practices, lessons and crafts
- Rosa Parks video and Reader's Theater script
- Martin Luther King, choral reading and literature connections
- Music contributions to Jazz, Blues, Gospel, Reggae, etc. world music appreciation
- Study of the celebration of Kwanzaa
- Study of slavery
- Self portraits and celebration of diversity
- Study of Civil War
- Duke Ellington (reading series stories)
- Study of regional cultures
- Cultural studies through Time for Kids on a regular basis
- Black history month
- HAL novel by Mildred Taylor
- Martin Luther King Tribute
- Watched the inauguration and discussed implication of first African American president

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- We moving towards integration of the arts across the curricular areas, which will honor multicultural arts and crafts

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Aldrich Elementary

**Principal:** Susie Melliger

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- IB training ongoing throughout the year
- Culturally Responsive Teaching

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Kindergarten students made “Hola” cards and brought in change to purchase books for one of our sister schools in Amatanejo, Mexico. We received correspondence and photos from the school at the beginning of the school year and again in the spring.
- First graders communicated with a school in U.K. Our school and theirs collected Pennies for Peace from the book Listen to the Wind. We sent the book to U.K. to read to their children.
- Second grade wrote letters to a sister school in Africa.
- Fifth graders had their IB 5<sup>th</sup> Grade Exhibition. They studied children at risk in other countries. They researched their topics dealing with poverty, health, education, child labor, etc., wrote reports, produced visuals and gave oral presentations about their topics.
- Olympic Day team meetings were held on a monthly basis. Each classroom focused on a different culture. Students participated in learning activities that include information about the customs, languages and location of 20 different countries.

**Multicultural Experiences:** (List and describe those called for by the building’s site plan, if applicable.)

- n/a

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Black Elk Elementary

**Principal:** Josh Fields

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Half day training on responsive teaching and an afternoon follow up training to responsive teaching.
- Meetings with staff with exploring class within a class for 2009-2010 school year.
- Moved from PTO events to all events Black Elk Community events. The VIP (volunteers in progress) committee also pledged to have all events at a break even so everyone could attend at no charge or little to know money.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Third Grade study of the Asian culture and food. Students also write a report representing their Asian culture.
- Fourth Grade did an in-depth study of people of different region around the United States
- All Grades- Martin Luther King unit studies and the impact of Martin Luther King on our present society
- Parent speakers from different countries. Germany, Columbia, etc.
- Music the study of Japanese songs, African- American Spirituals, Folk Dances from Europe, African, and Australia

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- Strategy 3.2- Implement an International social night.- Every other year event- Will do in 09-10
- 3.3 Invite a speaker of diversity once a month
- 3.4 Create a committee consisting of parents and teachers to ensure the continuation of diversity activities.



**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Bryan Elementary

**Principal:** Brad Sullivan

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Staff completed the “Cultural Diversity Training” and follow-up workshop.
- Speaker from the community on the cultural influence of gangs and gang awareness.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Thanksgiving: talked about American Indians and their culture and customs
- Election News: talked about President Obama, viewed Inaugural ceremony
- December: Speaker came in and talked about the Jewish holidays
- Winter: Christmas Around the World activities, how other people celebrate the holidays; created class books about the kids’ customs that they have with their families today
- January: read children’s literature for Martin Luther King Jr. day and talked about their dreams
- Used additional literature with multicultural characters and ideas to supplement our reading series' stories.
- Discussed various cultures as we studied different countries and their people.
- Read assorted biographies of famous Americans who represent various cultural groups. These included athletes, inventors, musicians, politicians, authors, illustrators, etc.
- Parent demonstration of how to make sushi, which coordinated with her family's cultural background.
- Read/discussed books related to Martin Luther King's dream (such as "Rosa Parks").
- During the presidential election we discussed characteristics which make a good president and how anyone, regardless of their cultural background, can meet these qualifications.
- Durham Field Trip
- Chinese New Year discussion/masks/pseudo parade
- Extension of map skills – Discussion of places in the world.
- Fifth graders chose a country, researched the culture, government, lifestyles, flag, language attractions, weather/climate, customs and traditions and presented the final project in class. Many students added food to their presentations

**Multicultural Experiences:** (List and describe those called for by the building’s site plan, if applicable.)

- School-wide assembly by Kaleidoscope Company featuring Ireland customs, music, and dance.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Cather Elementary

**Principal:** Paula Peal

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Cultural Diversity Training- all teachers participated in a ½ day workshop dealing with diversity. There was a follow up with UNO professors presenting issues dealing with our district and school
- PLC's –In the PLC's, teachers discuss ways of helping the students achieve to their highest ability.
- Through the 40 assets training, staff is made aware of the different needs of students and how to help them be successful in the diversified society
- Through the preparation of NCA guidelines, the staff looked at data from all nationalities.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Cinco de Maya is celebrated at school with activities and food
- Classes celebrate Christmas's around the World and learn about the different religions
- In the Core curriculum, students learn about 3 major religions of the worlds and the diversity among citizens that lead to conflicts and wars and the contribution of people of every race, color, and creed in our society.
- Parents bring in native foods for the students to taste and provide appropriate activities to support the unit studies.
- A gentleman from Japan spent a month at our school and provided lessons to all of the students.

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- The Core Academy strategic plan calls for the teaching of a foreign language to the students. The two Kindergarten classrooms have added beginning Spanish vocabulary, culture, and conversation.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Cody Elementary

**Principal:** Matthew Dominy

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching- Seminar
- Culturally Responsive Follow-up
- Culturally Responsive Survey/future planning
- 40 Developmental Asset activities

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Presentations of Navajo History by the principal
- Non-Fiction Reading experiences of Diverse Americans
- Veteran's day celebration
- Integration of African American and Jewish experiences into curriculum.

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- A variety of 40 Developmental Asset activities.
- Field trips to the Rose Theatre, Western Heritage Museum, Boys Town

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Cottonwood Elementary

**Principal:** Nancy Nelson

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Teachers attended the follow-up focus group meeting on Culturally Responsive Teaching with the teachers at Morton Elementary.
- Our work with the 40 Assets and CRT has caused us to use “ice-breakers” at staff meetings so that we can learn more about our own diverse backgrounds and build a more inclusive community at school.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Students learned about homelessness and needy citizens during the “Season of Giving” activities between Thanksgiving and Winter Break. They collected goods for families at the Open Door Mission and Lydia House.
- Our Media Para has a grown son with Down Syndrome. David is in the District’s Young Adult Program and works after his school day in our library dusting shelves. Our students were introduced to the concept of people with special needs in their classrooms and interact with David daily in the Media Center. David has also presented to the kindergarten students—he plays the bongos!
- Cottonwood students interact with residents at our PAYBAC Partner, Remington Heights. Every class does an activity with the seniors, whether it’s in school or at their residence.

**Multicultural Experiences:** (List and describe those called for by the building’s site plan, if applicable.)

- Strategy 3 of our Site Plan calls for us to **develop and implement plans that address the needs of all subgroups in the Cottonwood population.** This includes ethnic and culturally diverse populations.

**Millard Public Schools  
Multicultural Education  
Year End Report 2008-09**

**School:** Walt Disney

**Principal:** Mark Schultze

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching
- Grading for Learning (Ken O'Connor research)
- Professional Learning Community (PLC) teams enhanced their skills to analyze student performance data to guide (adjust) their instruction to best meet the individual learning needs of their students.
- 40 Developmental Assets training

**Learning Experiences** (List and describe learning experiences provided for students that are beyond those called for by district curriculum)

- Students learned and performed songs from many countries, some in different languages, K-5
- Study of different cultural holiday celebrations by kindergarten
- Daryl Draper portrayed Peter A. Sarpy for fourth graders and George Druillard for fifth graders.
- Cinco deMayo celebration was held by fourth grade
- Black History Month activities were provided in second grade
- Tandy Leather guest speaker (native American information) for fourth graders
- Pioneer stories and activities was provided for fourth graders
- Recorder/Symphony experience at the Holland Performing Arts Center for fourth graders
- Fourth grade field trips to the Mormon Trail Center, Fort Atkinson, State Capital
- Our One Disney, One School literacy project helped students learn about how people live in New York City.
- Artist-In-The-Classroom (creative dramatics) characters and dialects
- Junior Achievement lessons taught by community business people

**Multicultural Experiences** (List and describe multicultural experiences called for by the building's site plan, if applicable.)

- The Disney Mission Statement states (that we will offer) *...diverse and innovative learning experiences...through a partnership of students, staff, home and community.*

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Ezra Millard Elementary

**Principal:** Carrie Novotny-Buss

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- During monthly staff development meetings, staff reflected in a personal journal on questions based on inclusive communities/culturally responsive teaching
- Media specialist provided book talks about multicultural literature that was available to staff to use with students
- Each staff member participated in a 4 hour class and 1 hour follow up class regarding Culturally Responsive Teaching during 1<sup>st</sup> semester.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Students in 4<sup>th</sup> grade were inspired by a story in Literacy By Design (pilot language arts curriculum) regarding students who did not have running water in a 3<sup>rd</sup> world country, Rwanda. Students worked with our Paybac partner, Hy-Vee, to obtain bottles of water that they sold at before/after school. The teacher and students gave the donations to a local man who made water purification systems. He traveled to Rwanda and was able to use the funds from the student's work to provide two water purification systems to the village. After his travel, he visited Ezra to show pictures and demonstrate the water purification system to the students.
- Students in two 5<sup>th</sup> grade classes were inspired by a story they were reading in class about the importance of education around the world. The students found out that students in another country couldn't go to school unless they had a pencil and paper. They worked to obtain donations from local businesses to get donations of pencils. The students sold the pencils before and after school for a week. They kept a graph of the amount of money that students donated each day. At the end of the week they had a total of \$1400 in donations that they gave to Dean Jacobs and the Travel For Life organization. A week later, Dean Jacobs was in Uganda and talked to the students through Skype. He shared with the students pictures of the students they had helped, the schools they attend, and information about where they live and their lives.

**Multicultural Experiences:**

- Our student council is a community service based program. Six times a year, they organize events in the school that provide opportunities to learn about the world around us through service work for organizations like: Ted E. Bear Hollow (an organization for grieving children/families), Paws For Assistance (provides therapy/guide dogs for children with

disabilities), Salvation Army (students rang bells over the holiday season at Hy-Vee/Paybac Partner), Omaha Food Bank, Operation School Bell, and the March Of Dimes.

- Each grade level participated in a week long artist in residence program through the Nebraska Arts Council and Ezra's Parent Organization.
 

K	Linda Garcia-Perez/ Papal Picado- South American Storytelling
1 <sup>st</sup> & 2 <sup>nd</sup>	Charles Avohisi/ African Culture- culture study, singing and dance
3 <sup>rd</sup> & 4 <sup>th</sup>	Julia Noyes/ Mural Creation- Ezra Past/Present/Future
5 <sup>th</sup>	Trish Place/ Puppetry and creation/performance of Tall Tales
- World language classes are sponsored as an after school club by the building parent organization. Classes are parent pay and last for eight weeks.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Harvey Oaks Elementary

**Principal:** Roberta Deremer

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching (CRT)
- ABCs of CRT - 40 Developmental Assets, BIST, Character Counts, and SMART Goals all under the umbrella of Culturally Responsive Teaching. Staff development emphasized the connection between all of these strategies.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Fourth and fifth grade students had the opportunity to join the Geography Club.
- All fourth and fifth grade students had the opportunity to participate in the classroom and in the school-wide Geography Bee.

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- Students were given the opportunity to learn about Ireland through the Irish Kaleidoscope. The presenting couple was from just outside Dublin, Ireland. The students enjoyed learning about Irish culture, as well as Irish songs and dance. (Action plan 4.1.5)
- Millard North High School fifth year Spanish students taught second and third grade students basic Spanish. (Action plan 4.2.3)
- We encourage a variety of genres of reading material during the yearly READ-A-THON Week. (Action plan 4.1.8)
- Geography Bee and Club (Action plan 4.2.2)
- Third grade Sister School program theme for the year was Art from around the World. (Action plan 4.3.1)
- All grade levels had the opportunity to experience Omaha Theater Company Arts Education throughout the year. (Action plan 4.3.3)



**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Hitchcock Elementary

**Principal:** Amanda Johnson

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Participation in Culturally Responsive Teaching as called for by District

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- District prescribed experiences only

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- None

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Holling Heights Elementary

**Principal:** Terry Houlton

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching (194<sup>th</sup> Contract Day and Follow-up session)
- 40 Assets activities
- English Language Learner staff development and inclusion in literacy staff development
- English Language Learner highlight bulletin board

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- One School-One book activities (including purchases books in families native language when requested)
- Skills of Independence
- ELL cultural field trip
- Musical programs include multicultural songs
- Foundation Grant mini-classes (after school)

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- Strategy 1 – We will develop and implement plans to increase students, staff parent and community engagement in learning.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Montclair Elementary

**Principal:** Matt Rega

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- We have taught staff about culture grams and how to integrate the technology into their lessons and projects.
- Teachers have learned about how to integrate the morning words of wisdom into their daily journal writing.
- All teachers are trained in the Character Counts program so they can teach lessons on a monthly basis to their Pride groups. A year long plan is created and shared with staff in the fall at the beginning of the year.
- The entire staff participated in the culturally responsive teaching workshop and follow up focus group meeting with a UNO facilitator.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Words of Wisdom: Each morning the students hear words of wisdom during the morning announcements. These are stories, proverbs, or quotes related to diversity and good character.
- During our monthly “Pride” meetings the students do activities or take part in discussions designed to help students appreciate each other for their differences and similarities. During one activity, the students made “cultural chains” created to express the variety of cultures within our school building.
- The students regularly use “culture grams” online as part of their research about different countries and people around the world.
- Many students write responses in their journals based on what they learned from the words of wisdom during the morning announcements.
- Teachers have implemented the ideas from the culturally responsive teaching workshops. The teachers understand that parents want a variety of ways they can help their children at home with school. An example of a way in which we have grown is that we have shared materials in reading and math with parents, so they can help our students who are the most at risk of not meeting the cutscore on their district assessments.
- Students are given opportunities to share about their cultures, as we have many students from many countries around the world.

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- We share how diverse we are by providing this type of information in our school newsletter. We share how many students we have from a variety of different countries.
- Our building site plan states that we will meet the needs of the whole child. Students are given opportunities to share about themselves so every child feels that they belong at Montclair.
- Parents are invited into the classroom in order for them to share multicultural experiences with the entire class. This is a way that we show students that their culture can be a part of Montclair. It also helps their parents become involved with the school.
- We have a variety of family nights noted in our site plan to try to bring our families together in a social setting.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Morton Elementary School

**Principal:** Julie K. Bergstrom

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching (194<sup>th</sup> day)
- Culturally Responsive Teaching Focus Group (spring)
- Staff Summit (optional) monthly literature reviews & discussions
- 40 assets

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- School-wide projects: Food Drive collection, Coat Drive collection, United Way campaign, fundraisers for local charities
- Students and staff read Time for Kids and Scholastic News; these publications share a variety of multicultural subjects—teachers lead discussion of the shared information.
- Students are exposed to literature about students with disabilities; students are exposed to literature about those from different races, cultures, ages, etc.
- Spanish Club
- Team Time
- At our all-school assembly each week in May, interactive PowerPoint presentations (designed by 4<sup>th</sup> graders using CultureGrams) were shared with our K-5 community.
- Enrichment Day (May 2009) provided the Morton community a variety of workshops that increased awareness about people from different parts of the world. We learned about geography, school, food, music, tradition, economics, etc. from our students, staff, parents, Paybac Partners and other resources located in the Omaha area.

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- Strategy 3: We will develop and implement plans to ensure students have a sense of belonging to Morton.

**Millard Public Schools****Multicultural Education  
Year End Report: 2008-2009****School:** Neihardt Elementary**Principal:** Colleen Beckwith

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Cultural Responsive Teaching—Building Discussions and Activities
- Arts and Poetry Night—Students studied numerous artist from multiple disciplines and authored or learned a poem to share during the evening event.
- Peter Sarpy Character/Impersonator visits 4<sup>th</sup> graders— History (French, American, Native American)

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- A visitor from Uganda visited our classrooms. The students were able to see photos of animals and land in Uganda. Then, the students were able to see and talk about homes and schools in Uganda and compare them with those here in the United States.
- 5<sup>th</sup> Grade students participated in a study of Martin Luther King and his efforts in creating equality. They authored “I Have A Dream” papers that were shared with school PayBac partners and community members.

**Multicultural Experiences:** (List and describe those called for by the building’s site plan, if applicable.)

- n/a

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Norris Elementary

**Principal:** Kevin Chick

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- 40 Assets activity brainstorming/collaboration activity focusing on inclusive communities and current building activities.
- Culturally Responsive Teaching Focus Group with Sandoz Elementary.
- Staff Development focusing on Ruby Payne's work regarding economic diversity and learning. Activity focused on current statistics regarding poverty and schooling.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- A variety of classrooms had guest speakers from other countries for student to learn about customs and traditions.
- 5<sup>th</sup> Graders presented a "Wax Museum" where students dressed up as characters throughout history and displayed information about their character. All Norris students were able to walk through the "Wax Museum" to learn information about all of the chosen characters.
- Martin Luther King Jr. Day-Several Norris classrooms did mini recreations of what life was like for African Americans in the 1950's and 1960's.
- Norris kindergarten classes hosted a Hawaiian Luau for parents. Students learned about Hawaiian traditions and customs.

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- Native American Speaker for 3<sup>rd</sup> Grade Classrooms.
- Mr. Naser Alsharif made a presentation to our Intermediate Montessori Classrooms about Arabic Culture and Traditions.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Reagan Elementary School

**Principal:** Dr. Nila Nielsen

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Multicultural Inclusive Community Workshop
- Holiday Celebrations from around the world -staff activities with foods and customs
- Cultural Literature Book Share- Staff shared different book titles that we have in our library that support cultural studies
- Guest Speaker, Kimmy Rutledge, informed the staff on Native American Customs in our area
- Staff Action Reach (PLC) using data and resources to learn about the effects of poverty, cultural differences, and language barriers on education based on an article sent by the District HAL MEP.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Chinese New Year. Parents and Grandmother of a student shared about living in China. Students learned to use chopsticks, count to 10, listened to music and played games. Read- Informational Books, Jan Brett, Daisy Comes Home, Round as a Moon Cake, "D" is for Dragon, Lon Po Po, (Chinese Little Red Riding hood), and Five Chinese Brothers. Made a Chinese lantern, puppet, shared Chinese fan, coins, paper money, abacus, calendar, writings, and a Chinese New Year card. Read and discussed other Asian Holidays too.
- Winter holidays of Europe, Mexico and Africa
- Mexican Day of the Dead- booklet and puppet.
- Native American Indian puppets, a canoe, tipi, and vest.
- A day in a Native boy's life, books on different tribes, their tools, homes, foods, and lives.
- Native Americans today-talking circles, today's native dancers and family customs
- Celebrations around the world which included learning locations on the world map, about the people, homes, foods, games, religions, feelings, weather, land, language, and items that come from those countries that we have used in our daily lives. Our library has many informational books.
- Denmark and Germany and what comes from there that we use everyday, dolls, coins, and holiday items.
- Korea- read Magic Spring, a favorite folktale and written language.
- The USSR: puppet, folktales, Stacking Dolls, Art Angel, Russian Hat. How to say hello, "Daw-bruh-yeh OO-truh".
- Netherland-reading and puppet, wooden shoes, How to say Hello, "Hallo".



- India- read, Look What Comes From India, Diwali, Hindu festival of Lights, made a puppet, and shared carved jewelry box and elephant, purse, land lamp.
- Mexico: Los Posada, sombrero and dress, musical instruments, piñata, puppets, How to say Hello, "Hola".
- Israel/Jewish Hanukah, Menorah,
- Kwanza: read, A to Z book on Kwanza, Africa, and African-Americans, Kinara, Ghana puppet, foods, How to say Hello, "Jambo".
- Guest speakers who were Native American and lived in Nigeria and shared special food/fruits.
- Read Jan Brett stories and learned about different folktales around the world and different things about each country that she wrote and illustrated about. Example: The Umbrella/ South America, Annie and The Animals/Norway, The Missing Mitten/Ukrainian, Honey, Honey Lion/Africa, The Hat/ Denmark, Who is Knocking on Christmas Eve?/ Norwegian, The Trouble With Trolls/Norway and others. Jan Brett uses different countries, architecture and costumes in her books
- Dr. Martin Luther King Jr., read many books about our many different colors and ideas.
- Ezra Jack Keats stories to help understand Inner City Life and Black Communities.
- Olympic Summer Games in China.
- Ireland and folktales: The Irish Cinderlad, Jamie O'Rourke and the Big Potato, Jamie O'Rourke and the Pooka, on St. Patrick's Day with art work.
- Cinco de Mayo, read books about Mexico, made a fan, a paper origami flower pot, colored and counted to 12 in a Spanish number booklet. Cinco de Mayo power point presentation and a festival.

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- We will create and implement plans to develop effective community partnerships that build or support the 40 Developmental Assets (Strategy 4)
- We will develop grade level specific and school-wide service learning projects that enhance the 40 developmental assets. (Strategy 4: Plan 4)

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:**     Reeder Elementary

**Principal:** Suzanne Hinman

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching Training
- 40 Developmental Assets Training
- “How Was Your Day At School?” Training by Nate Eklund

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Family Traditions
- Family Culture Posters
- Parent presentation on Vietnam
- Holidays Around the World units done at several grade levels
- Citizenship: Grandpa came in to talk about Wales and getting his citizenship
- Citizenship: A parent came in and talked to the whole 4<sup>th</sup> grade about becoming a citizen
- Civics and Government lessons to increase awareness and understanding of voting rights
- Elections: Students across the grade levels voted for president and classroom issues
- Fifth grade students participated in Nebraska’s Student Vote
- Letters to troops in Iraq
- Collection of items to be shipped by a building para to a marine troop in Iraq
- Students in 3rd grade were immersed in a country study of China, Mexico, and Italy, researching and presenting projects which included ethnic displays and foods
- Kindergarteners worked with 4<sup>th</sup> grade students to learn about Mexico and made pinata’s
- Community service in decoration paper bags for Hy-Vee
- Participation in Junior Achievement (K-5)
- Inclusion activities with ACP students and visiting ACP rooms
- Participation in Juvenile Diabetes Research Foundation Walk ~ 1<sup>st</sup> grade student has JD  
Students received instruction on health issues concerning juvenile diabetes
- Participation in Caps for the Cure ~ ACP student receiving treatments for cancer
- Participation in Hoops for Heart
- Student Council Community Projects
- Toys for Tots
- Penny Drive for Children’s Hospital
- Canned Food Drive for local food bank
- Students were matched up with children in another grade level as Peer Buddies
- Take a Second Make a Difference ~ Diversity Awareness Week

- Kids On The Block Puppets
- PLC Reteaching/enriching model
- Multiple Intelligence Lessons
- Golden Sower Club
- Domesti-pups
- Differentiated instruction: individualized spelling lists, math pretests/flexible grouping, guided reading groups, independent studies, contracts, READ, Resource, Early Literacy
- Field Trips
- Music Programs
- After school clubs: Chess, Art, Sports and Fitness, Drama, Choir, and Homework Help
- Book-It
- Valentine Cards for nursing home residents
- May Baskets for nursing home residents
- Mother's Day activities, projects, and Grade 2 Music Program
- Multicultural Titles ordered and shelved in the Media Center

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- CCM (tutoring provided by staff volunteers)
- Parents/Grandparents invited in to share information about specific religions, races, cultures and ethnicities
- Take a Second Make a Difference ~ Diversity Awareness Week
- Kids on the Block Puppets with disabilities

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Rockwell Elementary

**Principal:** Jerri Wesley

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

Kindergarten

- Culturally Responsive Training

1<sup>st</sup> Grade

- Culturally Responsive Teaching
- Getting to Know Your Students
- Getting to Know Your Self
- Review Diversity Dispositions Index Results of Rockwell
- Discussed as a staff how we feel connected and what we can do to build on this in our changing community.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

Kindergarten

- Winter Holiday Unit
- Kindergarten Holiday Get Together Program

1<sup>st</sup> Grade

- Unit on Japan with guest speaker
- African American History Month
- We do a monthly child/parent activity that is used as a way to respect the differences in families and encourage parent support. This is displayed on our hallway tree each month.

2<sup>nd</sup> Grade

- Famous African American Biography reports for Black History Month
- Kwanzaa, Hanukah, Christmas and Holidays around the World
- Cinco de Mayo Information and Celebration
- Star Student background, culture information
- Flat Stanley travels around North America

5<sup>th</sup> Grade

- Research projects on various holidays that are celebrated around the world during the winter months. Each student researched, designed and presented a play, rap, a reader's theatre or something of their choice.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Rohwer

**Principal:** Nancy Brosamle

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Parent presentations in classrooms
- Guest speakers
- Spanish Club
- Traditions and Celebrations from around the world during the holiday season
- PE focus on dances from other countries
- Display of artifacts from other countries
- Art focus on artists from around the world

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- n/a

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Mari Sandoz Elementary

**Principal:** Heidi Penke

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- 194<sup>th</sup> Contract Day-All certificated staff participated in a four hour Culturally Responsive Teaching Workshop presented by Nancy Edick and Sarah Edwards from UNO
- 194<sup>th</sup> Contract Day-All new certificated staff participated in a four hour Professional Learning Community workshop
- October 16, 2008-All certificated staff participated in Strengths Finder training in order to learn about own strengths and coworkers' strengths
- October 18, 2008-One ELL teacher attended the OPS ESL Fall Conference
- March 31, 2009-All certificated staff participated a follow up meeting about Culturally Responsive Teaching with Nancy Edick

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Author, Dean Jacobs, came to talk about having a dream and going for it as he shared his travels around the world and embarking on different cultures, communities, and places.
- Additional literature selections were read to students by teachers.
- 4<sup>th</sup> graders had a pen pal teacher from Japan
- 4<sup>th</sup> graders wrote and received postcards from all over the United States as they learned about different regions
- 4<sup>th</sup> graders studied artist, Diego Rivera, and completed a mural art project
- 4<sup>th</sup> graders held a parent involvement night where the families created Kachina dolls
- 1<sup>st</sup> graders learned about Chinese numeral writing practice and characters
- 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> graders learned about Martin Luther King, Jr. by watching his famous "I Have a Dream..." speech and creating dream displays
- 1<sup>st</sup> graders studied multicultural art through the book, *Tar Beach*, by Faith Ringgold
- 2<sup>nd</sup> graders had a charro come to school to visit and teach them about cowboys and roping practices
- 3<sup>rd</sup> graders had a multicultural party where they learned how to hula dance, wore clothing from different cultures, created an art project with Chinese writing
- Kindergarten through 5<sup>th</sup> grade ELL students attended a Brazilian dancer performance
- Kindergarten and 1<sup>st</sup> graders made quesadillas and celebrated Cinco de Mayo

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- n/a

## Upchurch

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Wheeler Elementary

**Principal:** Andy DeFreece

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching 194<sup>th</sup> Contract Day- All certified staff participated in 4 hour class presented by UNO staff
- Culturally Responsive Teaching follow-up with Dr. Edick
- Peace Corp Presentation to Staff- Staff member shared her prior Peace Corp experience with the staff
- Dr. Friend (Inclusive School Practices for Improved Student Outcomes)- Team of six staff members participated in 3 day training on effective inclusive practices
- District Autism Training for Certified and Support Staff- General Education Teachers, Special Education Teachers and support staff all attended several half day district sponsored staff development sessions that targeted topics pertaining to working with students with autism
- LEAP Training (Learning Experiences for an Alternative Program for Preschoolers and Parents)- Two special education staff members were able to participate in multiple day training that touched on using peer language models to support students with language difficulties in the inclusive classroom. The last day of their training allowed them to travel to Denver to observe a preschool that implements this program.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Peace Corp Week- Former Peace Corp members came into classrooms to present to students their experiences in the Peace Corp. A special emphasis was placed on the culture of the country where they were assigned.
- Australian Pen Pals
- Down Syndrome Presentation- A parent of a student with Down Syndrome was trained in helping students to understand Down Syndrome. She presented this information to all second grade students. Students discovered through engaging activities the commonalities and differences they have compared to a child with Down Syndrome.
- Olympic Activities- 5<sup>th</sup> grade students researched athletes and the countries that they were connected to.
- Flat Stanley- 1<sup>st</sup> grade students mailed Flat Stanley's around the world and received feedback about the culture of the location it was at. This information was shared with the class.
- Spanish Club- Students were offered an afterschool opportunity to explore the basics of the Spanish language.



**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- Develop and implement an inclusion program- Wheeler has made great progress with the inclusion of the multi-cat students into the general education classroom. Intentional efforts have been made to create an inclusive culture at Wheeler that involves all students being part of their peer group.
- Create opportunities for staff to work collaboratively to implement inclusion practices- Special Education Teachers co-teaching and planning collaboratively with general education teachers is part of the Wheeler culture. Several models have been established this year, 3<sup>rd</sup> grade and 5<sup>th</sup> grade differentiated math groupings and small needs groups in the area of reading that provide a structure for effective co-teaching.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Willowdale Elementary

**Principal:** Susan Kelley

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching – 4 hours each staff member
- Focus Group: Culturally Responsive Teaching – 1 hour each staff member

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- 40 Development Asset activities with Willowdale Family Group monthly meetings
- MPS Foundation Grant – *Diving into Story with Rita Paskowitz*- 4<sup>th</sup> grade students spent one week with reading and activities with selected multicultural books. This was based on our Site Plan of *developing and implementing plans to increase the multicultural experiences for all students*.
- MPS Foundation Grant – *Advanced Literature for Literature Lovers* – Students in 4<sup>th</sup> and 5<sup>th</sup> grades met over their lunch time to discuss books that they read. The books were selected with multicultural themes, also based on our Site Plan.
- ELL Families made classroom presentations
- Japanese Unit – 2<sup>nd</sup> Grade
- China Unit – Kindergarten
- Family Traditions/Nationalities Unit – 1<sup>st</sup> Grade

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- (see #2 and 3 above)
- All-school assemblies – *Images of the World: African Safari*
- Student Council worked at the Omaha Food Bank on 2 occasions
- Student Council met with representatives from the Open Door Mission, spearheading a school-wide project

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Andersen Middle School

**Principal:** Jeff Alfrey

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Diversity training provided by Anti-Defamation League on bullying, harassment, cyberbullying.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Underground Railroad team day
  - Underground Railroad webquest
  - Reading storybook "Sweet Clara and the Freedom Quilt"
  - Designing freedom quilt squares
  - Reading poems we wrote about slavery
  - Used tangrams or geometric shapes to create quilt squares similar to the ones used by slaves.
- Famous scientists presentations
- Alternative energy resource projects
- Women In History Projects
- Media specialist does multicultural book talks and shares a variety of multicultural books with teams
- Spanish classes do a study on immigration, causes/pros and cons. We also have food/country research projects.
- Money Management looks at life in other countries/ different tax systems, poverty issues in Africa and micro-lending.
- All Choirs, have to sing at least one song in a different language. (Usually we do 2).
- As some extra multicultural lessons, I have all classes listen, discuss and sometimes sing music from other cultures.
- Mexican fiesta/ Cinco de Mayo party for our Mexico unit.

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- Not Applicable

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Beadle Middle School

**Principal:** John Southworth

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- As part of her graduate program, a staff member participated in human relations class through Chadron State.
- In a staff meeting focused on assets, an impromptu conversation was generated regarding socioeconomic awareness. A staff member shared about how when she was younger she needed assistance of adults due to her lack of wealth and that it is important for us to be aware of the variety of students' socio-economic situations.
- Emails sent out by our 6<sup>th</sup> grade counselor reminding staff of religious observations and the needed sensitivity to these practices.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- 8<sup>th</sup> grade English three day exploration of the background of the Holocaust. Students use inquiry method to see how intolerance and hatred lead to the mass murder of 6 million Jews during World War II.
- 8<sup>th</sup> grade English one day lesson on the detention of Japanese during World War II.
- 8<sup>th</sup> grade Bulldog Block students given background on the Mormon trek and Winter Encampment as the result of field trip to the Florence Mill to do service project of cleaning for readiness for others to tour this museum.
- 8<sup>th</sup> grade band and orchestra students went to Celebrate Creativity presented by the Omaha Symphony in Julie Hahn. In the morning students attend sessions on world drumming, dance, photography, graphic design and visual art and in the afternoon they attended a performance by the Omaha Symphony. We received a Nebraska Arts Council Grant to help pay for that trip. In February we then took all the sixth grade band, orchestra, choir students to a performance by the Omaha Symphony and heard music from various composers.
- In PE, **European Handball** (8th grade only), **Bocce Ball** (6th, 7th, and 8th), **Fencing**-using swimming noodles (8th grade only). We explain the origin of the game, the rules and then play for a few days.
- In 7th grade Art - Japanese Tea Bowl. Students learn about the Japanese tradition of the tea ceremony. They create their own tea bowl in clay. Then we have a Japanese tea ceremony in class where I teach them the basic steps of the ceremony and they carry them out. We listen to Japanese music, look at Japanese art, and drink green tea.
- In 8th Grade Art - Aboriginal Dot Painting. Students learn about the culture of the Aboriginal people of Australia. Religion, Land, Animals, Music, and Art. Then they

select an Australian animal to focus on in their own Aboriginal dot painting. They use traditional symbols that the

Aboriginal people have created.

- 7th grade English and reading classes, we are often exposed to other cultures in our reading. As we read independent novels, students discuss (orally and written) the differences in the cultures/traditions in which they are reading about and what they personally experience. Some students on our team are reading *Three Cups of Tea*, a nonfiction piece dealing w/ one man's journey to build schools and educate boys and girls in Pakistan. There are many other independent examples of students reading about life experiences of those in other cultures.
- Our Bulldog Block activities in all grades have also asked students to reflect on how accepting they are and exposed to students/individuals of other cultures.
- In bulldog block we were directed to lead a lesson about people around the world. Before the students entered the room we posted 8 x 10 pictures of different locations in which people were photographed in their daily lives. The students were then directed to walk around the room independently and write what they saw in the picture. They stuck their post it note next to it. After giving the students time to write about each picture, I held the picture up and read each post it note aloud. My students learned a lot of life skills from the photos and how their assets play a huge role in their lives. A student in my class was an orphan in a different country before coming to the U.S. She volunteered to share to the class about how she used to look like the "starving babies" in a photo. My students were speechless about their peer's real life story.

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- 7<sup>th</sup> and 8<sup>th</sup> grade each completed a service learning project that focused on an element of social justice. 8<sup>th</sup> grade learned about Darfur and 7<sup>th</sup> grade learned about the results of natural disasters and crisis response.
- We will start our rewrite process next year, 2009-2010.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Millard Central Middle School

**Principal:** Beth Fink

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Inclusive Schools Lunch and Learns: Articles on multi-cultural schools and culturally responsive schools were shared and staff then came to lunches to share thoughts
- “Bafa Bafa” October In-Service: Simulation of different cultures
- Latino Summit and the Cultural Diversity Conference- Counselors and Multi-Cultural Homeroom Teacher attended
- Culturally Responsive Teaching Preparation (articles, discussions, etc)

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

Homerooms

- Service Learning Project all year- studies cultural competencies

MSAP

- Hispanic Culture/Field Trip...El Latino Museo
- Native American (Cultural awareness unit)
- Speakers (Hanukkah, Holocaust, Mexican Consulate, German Speaker, French Speaker, Cultural Competence)
- Service Learning related to poverty (Open Door Mission, Food Bank)
- Hunger Simulation
- Weekly Social Skill activities from November to January regarding cultural awareness

Social Studies 6

- Art project for each culture that we study
- Native American poetry
- Learn a greeting from each culture as we study it
- Students bring in/present materials to go with the culture we study (coins, clothing, pictures, etc.)
- Cultural Competency Team Day with the counselors at each grade level

Concerts:

- Songs in other languages
- Announcements in Spanish as well as English

English

- Dream Catcher and other multi-cultural topics

### ELL After School Program

- Weekly activities included cultural and social competency assets

### Computers:

- Topic for PPT projects are countries

### **Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- Bafa Bafa Staff Development
- Cultural Competencies Homeroom
- School video translated into other languages
- All summer and misc communication in both English and Spanish
- Worked with PPS to get Code of Conduct and other relevant materials translated into Spanish
- Purchased technology to translate into other languages (headphone system)
- ELL Family Nights

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Kiewit Middle School

**Principal:** Lori Jasa

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Information on a variety of topics including multicultural education and sensitivity was regularly shared with staff via the Kiewit staff development newsletter. Also, through the weekly “Words of Wisdom” and 40-Development assets programs, students and staff receive information that related to an appreciation of cultural diversity. These programs included hundreds of motivational and multicultural quotes and aphorisms from philosophers, religious thinkers, entertainers, sports figures, and fictional characters. Some teachers utilized the quotes as points of discussion or as instructional motivators.
- The bulletin board in the main foyer was occasionally used to highlight various cultural celebrations. During the implementation of the life skills/asset curriculum, each month a different life skill/asset was highlighted on the bulletin board. Many of the life skills related to respecting diversity and individuals. In addition to the asset/life skill bulletin board, we had another bulletin board featuring prominent black history leaders throughout the month of February.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Grade 6 - In addition to the social studies classes which consistently highlighted cultural aspects of the world, students participated in a multicultural math game, a study involving the cultural aspects of clothing, watched films about “The Irish in America,” played games relating to different civilizations, had musical days inventing civilization raps with the Greek, Roman, or Egyptian units, and much more. The 6th grades also participated in an interdisciplinary unit about the Iditarod with an emphasis on the Alaskan/Eskimo cultures. “Justice for All,” a Hal Unit, was offered to qualified students working with reading books and activities on Japanese internment during WWII. In addition to these events, one team incorporated guest speakers on subjects as law and Sudan. A father of one of our student took a mission trip to Sudan and spoke to the students about the trip. The students were engaged and learned much about the Sudan culture. Students also played a game called Economics simulation: Scramble for Wealth where students become randomly assigned nameless nations and work through three simulated activities to identify variables that affect world resources and wealth distribution. Language Arts classes read the following stories: Sadako and the Thousand Paper Cranes - Japanese Culture/internment; The Gold Cadillac - Civil rights; Sneetches – Diversity; One Fine Blanket – Native American Story; Folktales – Arabian/ African. Challenge math students read Grandfather Tang’s Story and discussed Chinese culture and area of figures using Tangrams. Math 6 students learned how to use the



Sieve of Eratosthenes efficiently and researched other major math contributions of this fine mathematician. In addition, sixth grade prealgebra students discussed Greek customs while learning about the Pythagorean Theorem and Chinese Triples.

- Grade 7 - Diverse cultures were discussed via current events through political cartoons and CNN discussions. One 7th grade team focused on Martin Luther King and subsequent projects included letters, painting, and collages which represented freedom, equality, and justice. 7th graders also researched the diversity of other cultures by “visiting” a country of their choice for four days and sharing what was learned about such topics as language, traditions, customs, clothing, economy, and government. Korean folktales were read in some homerooms. Reading class now requires that students read books of cultural diversity as part of their genre requirement and the teachers give book talks on that genre. In one of their reading texts, the students explore a variety of themes/stories related to ancient worlds and minorities. Contributions of scientists from various countries were also shared. Math students learned about Greek life and philosophers through the study of the Pythagorean Theorem.
- Grade 8 - The social studies classes highlighted various cultural aspects of the world. In history, students read about Harriet Tubman, wrote Native American poems, and studied immigration. The 8th grade curriculum lends itself to multicultural education as the curriculum includes instruction on African American history, simulations of the slave ships, assembly lines, Native American culture, etc. Students participated in an interdisciplinary unit on Lewis and Clark. Teams completed ethnic pie graphs and attended a “Living Voices” assembly about Irish immigration on May 20th. English classes read *The Diary of Anne Frank* and discussed the Holocaust. Team 8C arranged for a guest speaker, Mrs. Bea Karp who is a Holocaust survivor to speak to their students. Living through this time period, Mrs. Karp offered great insight of what it was like to live during that time period. Students also read “*Ashes of Roses*” which was a story about immigration. 8th grade English students choose a variety of multicultural topics for their MLA research papers and read a variety of short literature from authors of various backgrounds and cultures. In 8th grade science the students discussed contributions made by different cultures to astronomy.
- Exploratory and Specialists - Every foreign language class has cultural connections— language, geography, products, customs, food, shopping, sites, etc. During the week of February 23-27, the World Language classes were held in the Pit for Culture classes. Monday, the 8th graders had the opportunity to discuss the Spanish culture of Carnival, viewed through several countries in Central and South America, as well as Spain. On Tuesday, the classes met again in the Pit to discuss the French culture of Mardi Gras, and its similarities and differences to Carnival. Students looked at the origin and current practices of Mardi Gras. On Wednesday, the classes met to discuss Fasching, a German holiday similar to Carnival and Mardi Gras. Students compared the three holidays and looked at the practices in Germany, Austria, Switzerland, and other parts of the German-speaking world. Thursday, the classes had a festival in the Multi-Purpose room to combine Latin dancing, mask-making, and cooking crepes as a culminating activity. Friday, the classes listened to guest speakers who had traveled to various countries, and we had a panel discussion on the worth of traveling abroad. At the end of May, 6th graders will be having a mini World Language Week to participate in lessons on dancing and arts and crafts. Each class will have one period to experience some Latin dancing and practice making some cultural items to

connect with their kinesthetic learning styles. In addition to activities during school time, KMS now has a World Language Club which explores alternative cultures to Spanish, German, and French (Greek, Mexican, Chile, Austria, and China were discussed this year).

- Students in music classes learned about music from various cultures including how African Americans contributed to blues and jazz. The music department makes a special effort to include a wide variety of cultural music selections. Selections from a set of CD's called "Planet Soup" which combined music from different cultures was used. Sixth graders studied music from other countries and the teacher showed the students instruments she has collected from her travels. Students also played a world instrument bingo game that included pictures, maps, and listening examples from other cultures.
- Physical Education classes integrated sports, games, and dance from around the world—Middle East, Europe, and Africa.
- The 8th grade "Know Yourself" class included lessons on stereotyping, discrimination, and sexism.
- In FCS the importance of the American Food Pyramids was discussed. Food pyramids from different cultures such as Asian, Hispanic, Native American, and Mediterranean were also studied. Herbs and spices from various parts of the world were explored for the medicinal and culinary properties. In 8th grade "Foods," students discuss the life style of vegetarianism. Various religious and cultural aspects are explored and respectively acknowledged. Geographical areas are researched and students visited a website devoted in entirety to multiculturalism. Students also formed a restaurant from a different country and created a menu devoted to that area's cuisine.
- The art department continues to highlight various artistic aspects of the international world with a strong focus on Native American pottery and African American masks. Students studied Egyptian art, Spanish tile design, Aboriginal art, Mexican folk art, and African art with an emphasis on quilt stories. Students also studied batik textile designs used in India and Africa. Sixth grade students participated in "Artist of the Week" reports which included various artists who represented different cultures, nationalities, and genders. Eighth graders completed Master Sketch assignments in drawing and painting which included reading about and duplication of styles and techniques from artists around the world. Printmaking classes study the culture of their ancestors to incorporate into a print.
- The students who participated in the KCC, Kiewit's after school program, studied a different culture each month through videos, the cooking of ethnic foods, the arts, and games students learned about cultures. Example: India: the students made chicken chaat and naan to eat, learned the real way to wrap a turban, and made batik cloth designs.
- Information Center activities included research with 6th grade students on Inuit Native American culture and Japanese-American Internment during World War II. Seventh grade students spent many hours researching cultures from the Western hemisphere and Western Europe. Students were also supplied with lists of Multicultural titles for their independent book selections.

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

**#1 STRATEGY:** We will develop and implement plans to transition incoming students and families into Kiewit Middle School

- Develop new to Millard Public Schools parent orientation program so that parents feel that they, too, are a part of the Kiewit Community.
- Conduct new to Millard Public Schools student orientation so that transfer students are given equitable opportunities for success.
- Use data from assessments to help appropriately place students to achieve academic success.
- *Increase staff awareness of cultural and socio-economic diversity of all students.*

**#2 STRATEGY:** We will develop and implement plans to improve the building climate.

- We will develop innovative approaches to increase family involvement at Kiewit Middle School
- Ensure positive communication takes place in our school.
- Integrate creative and flexible scheduling to improve time management.
- We will implement Positive Behavior Support.
- Promote School-Wide Health and Wellness

**#4 STRATEGY:** We will develop and implement plans to market KMS to a broader population.

- Enhance the KMS educational experience by attracting students from the learning community through unique middle level learning options.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Millard North Middle School

**Principal:** Dr. Joannie Wilson

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- International Baccalaureate, Middle Years Program training for all of the staff
- Introduction of the IB community theme for next year of “sharing our humanity” with the staff.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Internationalism brought into curriculum by IB program – all subjects in 6th, 7th and 8th grades.
- Black History Month announcements
- Black History Month Eye on the Prize writing activity
- Martin Luther King announcement on PA
- Sixth and seventh grade social studies classes – current events
- Video on Islam, Judaism, Hinduism, Buddhism in social studies
- Holocaust speaker
- Music selections for band. orchestra, chorus were multi cultural
- Read book Seedfolk in 7th grade reading classes
- Read book Chinese Cinderella in 7th grade Reading class
- Read book Canyons in 7th grade Reading class
- Art forms from around the world in art classes
- Veteran’s Day announcements
- Immigration study in 8th grade History
- Reading classes read Sadako and the Thousand Paper Cranes
- If the World Were a Village Project in Math 6
- In Algebra students read excerpts from the book The Man Who Counted which is set in the middle east and tells the story of a man who has an amazing talent with numbers. Students solved some of the problems that were posed in the book.
- In Pre-Algebra students researched a famous mathematician and made a poster and a presentation to the class on their mathematician. This encompassed many different cultures and time periods.
- Students used a website that is from a teacher in Australia when we study transformations.
- In chorus, we sing a "multicultural" song for each concert, usually something in Latin, Italian, or German. In 6th grade general music the students learn about the music cultures of Latin America. 8th Grade chorus spends a couple of weeks learning about the music cultures

of India, Africa, and we go more in depth with Latin America than in 6th grade. 7th grade chorus learns about African-American composers, past and present.

**Displays:**

- Multi-cultural posters
- Students made posters on music in different cultures
- Display in pit on China, Germany and France
- Flags around building from all parts of the world
- Good Eating signs in cafeteria in 10 different languages, with flags
- Welcome sign in pit in Spanish, French, German, as well as English
- Signs throughout building in Spanish, French, and German
- Time Zone clocks in pit with locations
- The cultural diversity display in IT area
- World dioramas in orchestra room
- World Celebration Posters
- “Where in the world” display of all the world languages spoken by our students and staff here at NMS.

**Multicultural Experiences:** (List and describe those called for by the building’s site plan, if applicable.)

- NMS has an international club that students can join to celebrate and explore different cultures
- The international club hosted a culture night celebrating all the different cultures represented in the student population from NMS
- World maps in almost every classroom – reference to locations in all subjects at for all units
- Polaski Day intercom announcement
- Black History month intercom announcements
- Black History Share show – trivia contest between homerooms
- Black History posters
- Observation of Martin Luther King Holiday
- Display of multi-cultural books in information center
- Indian cultural dance at our annual talent show

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Russell Middle School

**Principal:** Mitch Mollring

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Staff Development for teachers included introduction to what Culturally Responsive Teaching is and why teachers will be signing up for the course next school year.
- Sister Cities Club coordinated families (teachers) to be hosts for Japanese administrators, teachers and students who visited Russell this fall. During their visit, they presented cultural information to teachers and students of Russell in a number of classrooms.
- Packtime teachers are the “staff buddy” for each student in the Packtime. Part of the Pyramid of Intervention is contacting the Staff Buddy of an at-risk student. This provided an opportunity for another adult to connect with the at-risk student about at-risk concerns. The counselors also developed Packtime materials for teachers to present to students as part of Martin Luther King Day recognition.
- 40 Developmental Asset were reinforced through staff development presentations. Each team came up with ideas to continue stressing the assets for next year. The school’s asset builder and counselors incorporated the assets into Packtime lessons in which all students participated.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- Sister Cities Club offered as an after school activity
  - Many students are active in the club that participated in several Sister City Association activities during the year, including hosting Japanese guests
- Speaker presentation focused on the lives of Immigrants in the early 1900’s—presented to all 8<sup>th</sup> graders
- Multicultural topics were addressed through extension activities throughout the curriculum. Native American cultures were discussed and explored through extension activities throughout American history classes. Speakers presented information about different cultures in world language classes, language arts classes and social studies classes.
- Speakers from Strat Com who represented a variety of cultures instructed the students

- Calendar/bulletin board outside of the main office is used to highlight the asset of the month along with multicultural holidays, events, celebrations and famous leaders from around the world.
- Holocaust survivor spoke to the 8<sup>th</sup> graders

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- The mission of Russell Middle School is to provide a safe, caring environment and guarantee each student develops individual strengths/talents and acquires the necessary academic and life skills for making positive contributions in a global society.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Millard North High School

**Principal:** Brian Begley

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Sabrina attended the one day workshop on inclusion hosted by the Conference for Inclusive Communities.
- The Music Staff discussed inclusive practices at staff development on Presidents' Day and Cindy sight read through many multicultural pieces during the Choral Music PLC that day.
- The entire Performing Arts staff discussed differentiation on writing assignments during the Write to Learn training.
- In October, Debbie sight read orchestral music from many cultures.
- The music staff attended sessions that included Multicultural Music at NMEA as well as their individual conventions ie. NSBA, NCDA and the Nebraska Orchestra Meetings.
- Stephanie Burdic and Kelly Thielen attended the Bureau of Education workshop on "What's New in Young Adult Literature"
- Stephanie Burdic and Kelly Thielen attended the IB training for Librarians in Dallas in October.
- Stephanie Burdic attended IB Extended Essay training in June.
- Sherryl Shannon and Stephanie Burdic attended International Reading Association conference in Minneapolis in May 2009.
- Carol Vande Kerkhoff and Leslie Irwin took the class: Teaching About East Asia during the spring semester.
- Amy Sauser took Multicultural Literature for Children and Adolescents at UNO (TED 8000).
- All Social Studies staff members were trained in the MYP process as part of the IB program
- Andy Fidler was a member of the steering and advisory committee for the Nebraska Department of Education Global Education Consortium
- Matt Wood participated in a class on East Asia. The class was sponsored by the Nebraska Department of Education
- Mike Quint was trained in, developed, and taught the Advanced Placement Comparative Governments course
- Casey Lundgren was trained in, developed, and taught the Advanced Placement Human and Cultural Geography course
- Simon Rohde is a reader for the IB Exams. He is currently reading papers from exams offered internationally, including the Middle East and Africa



**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- JoAnn Moser winner of the World Food Prize including a paid trip to Africa (Simon Rohde, sponsor).
- Simon Rohde organized delegations to participate in the Model United Nations.
- The Mustang Time topics for the entire month of “March Madness” were devoted to asset 27-Equality and Social Justice and asset 34 – Cultural Competence. The Mustang Mentors, Step Up Group Members, 40 Development Asset Club members and Inclusive Community Interns attended one hour training meetings the last Monday in February and every Monday in March to learn how to deliver the curriculum for the entire month of March. The interns developed a very powerful video for the culminating activity. A “Wall of Prejudice” containing 2,500 bricks with powerful personal reflections surrounded the Mustang Cafeteria during the last week in March. All Mustang Times had to “Mix it Up” during the month of March. Each MT was paired up with a different Mustang Time every week in order to meet new people and be introduced to a broader view of the diversity and opinions at Millard North. The trained student leaders facilitated the activities with the two teacher advisors assisting in the delivery.
- Promoted multi-cultural literature in book talks with students in the library.
- Selected multi-cultural literature to add to the library collection.
- Piloted and advocated for the inclusion of Global Issues in Context to the district’s library database collection.
- Selected multi-cultural titles for the “Millard High Schools Read” program
- Assisted students with video documentaries focusing on issues and people of international significance.
- Participated in IB World Language oral exams (taping) and coordination of the extended essay.
- Understanding Art - class includes studies of traditional art worldwide and throughout history. Culturally specific and time period projects are ingrained in each unit. For example: Chinese wall hangings, African jewelry, Japanese prints and origami, French Impressionist paintings, German expressionist drawings, and Native American pottery and totem pole designs. Ethnic diversity is an integral part of our studies. Differences in customs, beliefs, and traditions influence forms of art from painting to architecture.
- Pre IB Art - includes studies of Egyptian and Prehistoric Cave Art to present day practices in art.
- IB Art - Integrated into their studies, references to other cultures is an essential part of their evaluation criteria.
- Pottery classes created Grecian urns. Also studied is the Mid-eastern tradition of mosaic art. Maria Martinez’s pottery style/heritage highlighted and discussed from Southwest.
- Art Foundations - classes include a specific multicultural outcome objective (usually a 3D project) in addition to being inherent in units such as masks, Heraldry, and printmaking. For example; 3D and pottery units exemplify Native American traditions of construction and symbolic designs.
- Studies of portrait painters such as Frida Kahlo (Mexico) include discussions of her life and culture where connections can be made to Hispanic traditions in America.
- Numerous references to multicultural art examples from 2-D to 3-D are introductions of concepts for all art classes.

- Sports Officiating took advantage of the recent Summer Olympics to watch and try to understand some of the games that are not generally familiar to citizens of the United States.
- Sports Officiating also watched some of the games with which we are more familiar, but noted the importance of the universal language of signals, since a significant language barrier existed between the athletes and the officials.
- Cross Training I and II discussed a variety of ethnic foods and their propensity towards heart disease, atherosclerosis, and high cholesterol.
- Amnesty raised funds and awareness for Haiti.
- Honors 9 did their research paper on a current social justice issue outside of the United States.
- Honors 9 read a novel or non-fiction book from a world author (NOT American) that dealt with other cultures and the issues they face.
- We worked extensively with the Racism issue of Huckleberry Finn, as the students' final essay was on their opinion of this issue and the novel.
- We talked about the ostracism in Scarlet Letter and compared that to Remember the Titans...discussing what it really takes to stand up for your beliefs.
- We did blogs concerning the novel The Things They Carried. Answers focused on not only what THEY carry but what others carry, as well, going outside your comfort zone and looking into others' lives.
- Mass Media students learn how stereotypes are perpetuated in the media and then deconstruct media messages with these stereotypes.
- Mass Media students learn how diction and photography can add slant and bias to news reporting.
- Judy Glesne's students in Apparel and Design made chair backs for the inner city which consists of 65% Hispanics.
- Judy Glesne's students in Apparel and Design researched, presented, and discussed minority designers' runway shows.
- In Culinary Independent Foods, two students researched, practiced, and competed at the State ProStart Invitational with Tapas whereby they won first and second place at State.
- In Culinary Independent Foods, one student researched, practiced, and competed at the State ProStart Invitational Japanese cherry blossoms which were used in her presentation of the cherry pie cupcake.
- In Foods For Today, students studied the ethnic origins of watermelon, okra, and pavlova (Russian).
- Brent Snow sponsored students and participated in the Prejudice Elimination Workshop, Anti-defamation League
- Brent Snow attended and sponsored students in a two day workshop through the "Inter-city" Conference for Inclusive Communities. IncluCity is a multi-cultural human relations program designed to break down barriers of prejudice and oppression by enhancing diversity awareness.
- Brent Snow sponsored GSA (Gay Straight Alliance).
- Simon Rohde and Brent Snow sponsored the Diversity Club.
- Simon Rohde sponsored Millard North students in the National History Challenge where most of Millard North's participation consisted of a study of International Cultures
- Living Voices presentation on Civil Rights.

- Lance Ott sponsored Volunteers in Action providing volunteers throughout the Omaha community, including Crop Walk and the Omaha Food Bank.
- Lance Ott sponsored Handicapped Swim Program.
- Lance Ott provided a speaker from Sierra Leone, Sami Meniyouger, for his class. The speaker discussed the conditions created by international and transnational industries including diamond mining.
- Social Studies students visited the Diego Rivera display at Joslyn (Michelle Morse)
- Michelle Morse promoted the Frieda Callow letters.
- World Religions class invited numerous guest speakers to discuss the religions of the world. (Dave Bacon, Instructor).
- Casey Lundgren invited a group of Israeli students to present in his classes.
- “Eleanor Roosevelt – UN presentation focusing on minority interests.
- Our various language clubs have ongoing experiences for the students.
- We also integrate some of our exchange students in to various activities.
- The bands and orchestras performed music that originated from such places as Germany, England, France, Italy, Russia, and the U.S.
- The Choral Music students performed music by German, English, French, Italian, Russian, Slovakian, and American composers. They not only sang American folk songs but also songs from the Broadway Theater and from the Gospel genre.
- The Music Consumer students studied the music from the Mexican, African, and Chinese cultures. They listened to examples of Mariachi music from Mexico, Lali (warrior dance music) from Africa, and music from the Peking Opera.
- In Music Consumer class the students gained an understanding of how music from each country has influenced our American music.
- Jazz band students performed many different styles of Latin and Caribbean music.
- Our curriculum experiences in Performing Arts are very inclusive as we study/perform music, speeches and drama from other cultures including:
  - Peking Opera, Mestizo and Mariachi from Mexico
  - Kabuki and Commedia dell’arte theater
  - Music from Asia, Great Britain, South America, Canada, Russia, Italy, France, and the US.

**Multicultural Experiences:** (List and describe those called for by the building’s site plan, if applicable.)

- 18 students attended a full day at UNMC aimed at introducing minority groups (females and ethnic minorities) to Health Care Professions organized by counselors.
- Millard North had two student interns at the Council for Inclusive Communities - they learned and brought programming back to our building.
- 44 students attended a full day Human Relations training sponsored by CFIC
- 14 students and two staff members participated in a 4 day Human Relations retreat sponsored by CFIC.
- When opportunities arise for specific populations (eg Native Americans interested in Law, African American academically talented students, female engineers) for college or career visits, an Advanced Search in IC or in Naviance is conducted and qualified students are contacted by counselors.

- **STEP UP** (Students Together Eliminating Prejudice and Understanding People:
  - Student renamed their organization, formerly known as Diversity Club, to be more inclusive and better represent their mission
  - All students were invited to join. Large percentage of members represent minority groups and minority issues
  - Club representatives met with school principal to address concerns (and were ecstatic about his responsiveness! and that of other administrators)
  - Students networked with students from Benson and Elkhorn to learn how to better serve their school
  - Student interns networked with CFIC staff and students from area high schools to plan events to get students and staff talking about human relations issues
  - Students sponsored two Mix It Up at Lunch Day where they encouraged students to break away from their group, mingle and meet others
  - Students worked on month long March Madness along with our Special Projects coordinator, Assets Club and Mustang Mentors to teach advisement lessons
  - Students created over 200 posters focusing on the 8 isms (Ableism, Faithism, Appearanceism, Sexism, Heterosexism, Classism, Appearanceism, Racism)
  - Sponsored DEEW (Diversity and Equality in Education Week) with special events with a special focus each day for five days in March
  - Different posters displaying statistics and definitions were hung each day to educate students and staff
  - For one week the Wall of Intolerance educated students on injustice and on Friday was torn down by individual students one brick at a time throughout lunch
  - Worked with our GSA on the glass showcase
  - 15 students and sponsor participated in the Walk for Inclusion
  - Organized student volunteers for Cinco de Mayo celebration in South Omaha

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Millard South High School

**Principal:** Dr. Curtis Case *(Report prepared by Dr. Vicki Kaspar, Assistant Principal)*

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Our ELL teacher received ongoing staff development at their department meetings. Our ELL lead teacher Mrs. Shannon Cooley-Lovett sent out many e-mails to staff with articles on best practices for working with ELL students and also notification of diverse cultural events in our community and at local universities.
- We continued to focus on our professional learning communities and Grading for Learning, which benefit all students' achievement.

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

**Art**

Our curriculum and texts are layered with multi-cultural references and artists. In addition to the regular curriculum, the following Artists and Cultures are explored with students.

**Pottery, Adv. Pottery:** Native American/Pueblo pottery-Maria Martinez, Greek pottery, Louise Nevelson-sculptor, Pre-Columbian art, Museum of international Folk Art-Alexander Girard collection (dolls), Netsuke-Japanese carving

**Painting:** Mexican culture/art - Artist: Frida Kahlo, Diego Rivera, and Pablo Picasso-(Spanish heritage), Native American artists-Juane Quick-to-See-Smith, Emmi Whitehorse and Norval Morriseau (Inuit/Northwest Pacific coast art)

**Art Foundations:** Japanese Printer-Hokusai and Gyotaku printing, Dutch-Vincent van Gogh, M.C. Escher (etchings and woodcuts), Dwellings from around the world, William H. Johnson-African American painter

**Drawing:** Germany - Albrecht Durer, woodcuts, paintings & engravings, Italian Renaissance - Leonardo da Vinci

**Advanced Studio Art:** Pablo Picasso, Spanish

**Commercial Art:** Illuminated Text-Middle ages, Guttenburg (Bible-printing press) and the St. Johns Bible (collaborative effort US and Wales), Barbara Kruger-Native American Photographer, Peter Max-graphic artist born Berlin, Germany (escaped to Shanghai), art styles and their influence on graphic arts-especially Art Nouveau(Paris 1900 World's Fair-Islamic, Asian and Northern European Influence)

**Business- Technology Magnet**

**Accounting I/II:** Discussed business practices of United States companies using other countries for manufacturing to make a larger profit

Business Communications: Developed an awareness of how cultural differences can adversely affect communication. Researched business and social protocol in different countries and share findings and insights with each other Identified or demonstrated ways to show respect, understanding, and sensitivity to people of other cultures, in and out of the workplace

Graphics: Completed a famous photographer report, with one of the options a multicultural report

International Business: Discussed other cultures regarding international business (a report and presentation on different countries)

Keyboarding: Keyed letters in foreign languages during the MS Foreign Language Week  
Keyed documents with names of different ethnic backgrounds

Marketing I: Discussed the implications of cultural differences in marketing and distributing products

Marketing II: Discussion of racial discrimination on the job site

Personal Finance: Discussed other cultures regarding international business, particularly in the area of communication (i.e. presentation and acceptance of business cards from the Japanese.)

Discussed how to do business with other countries, including a "hot" topic about out-sourcing of jobs in America Continued to learn about discrimination against other diversities (and laws to protect them) such as elders and women (the ECOA--Equal Credit Opportunity Act

Word Processing: Studied and determine appropriate business mannerisms for branch offices in different parts of the world

Studied different social skills of business people working in different cultural surroundings

### Counseling

Promoted "Prejudice Elimination Workshop" – daylong workshop for high school students dealing with tolerance and diversity

Nominate students to attend *Anytown*, a week-long summer camp dealing with tolerance and diversity.

"A Better Future Today" - students presented sessions to other groups of students dealing with diversity and individual differences.

College Multicultural Programs - advertised and encouraged students to attend special multicultural days held on the UNO, UNL Creighton, and University of Kansas.

Promoted Latina – Week Long Workshop – College of St. Mary – Summer Program

UNL – Multicultural Dinner

Hosted a speaker from the Chicano Awareness Center who spoke on college admissions, scholarships

Promoted the Native American Retreat at Creighton University

Advertised and promoted a number of minority scholarships for Millard South minority students.

Examples of such are these: UNO – Isaacson Incentive Scholarship, Rick Davis Scholarship - UNO, UNL, UNK,

United Latino Endowment Scholarship, Omaha Chapter of Links (African-American), Lambda Theta Nu (Latino)

Creighton University – Black, Hispanic, Alpha Phi Alpha Fraternity, Fraiser-Stryker Minority Scholarship, Herbert L. Davis Foundation Scholarship

**ELL**

Sent out multicultural opportunities and events within the community via email/flyers to staff and students

Sent out tips on working with multicultural students

Continued to work with the staff on learning about multicultural students and the best ways to meet their needs while being culturally aware and sensitive

ELL students attended the Orpheum Theater-- to see Dance Brazil performance on Feb. 26, 2009

**Family and Consumer Science**

History of Fabric, Pattern, Clothing

Origin of Food & Cultural Practices, Foods

Cultural Practices, Adult Living

Cultural Practices, Everyday Living

Cultural Practices, Child Development Multicultural Report 2004-5

**Industrial Technology**

World Architectural Styles/Advanced Architectural Concepts

World Famous Architects/Advanced Architectural Concepts/Drftg. & Design

World Famous Inventors/Manufacturing Tech, Comprehensive Metals, Welding & Advanced Welding

**Language Arts**

Drama I: Multicultural theatre -Cirque du Soleil (multiple cultures), Rise of theatre History (Greek through Asian)

Drama II: Multicultural Theatre- August Wilson (African American Playwright), Cirque du Soleil, David Henry Hwang (Asian American Playwright) Rasa (East Indian Theatre)  
Students read various plays dealing with other cultures

Theatre Appreciation: Cirque du Soleil, Vaudeville (Jewish and African- American influence) Early American Theatre (African-American, Jewish influence) Sidney Poitier (Caribbean-American actor) Kabuki and Noh Theatre (Chinese-Japanese), Early Film (German Immigrant Expressionist movement)

Forensics: Members of the Forensics team ran multi-cultural pieces in literature interpretation competition.

**English 9:**

Studied the novel *Star Girl* by Jerry Spinelli, a novel about diversity in personalities of teens, acceptance, and popularity

Read three selections targeted specifically to Martin Luther King Day, including how the date was selected and the controversy over selecting the date.

Read Maya Angelou's *I Know Why the Caged Bird Sings* and completed a Web quest.

Read/Watch *The Miracle Worker*, the story of Helen Keller and her living with a disability. Allows students to see what it is like to live with a disability.

**English 10:**

Read *To Kill a Mockingbird* by Harper Lee-Deals with the consequences of racism during the depression era

Read the Holocaust memoir, *Night* by American cultures. Elie Wiesel

Researched and wrote about living leaders, many of whom are leaders of minority groups in America

Also read some multi-cultural non-fiction selections: "Hair" from the *Autobiography of Malcolm X*, "It Can't Be Helped" from *Farewell to Manzanar* (about the Japanese during WW II, "Typhoid Fever" from *Angela's Ashes*.

Honors English 9: Students also read *Night* by Elie Wiesel, *To Kill a Mockingbird* by Harper Lee, short stories such as "Thank You M'am" by Langston Hughes, and studied living leaders, including several multicultural leaders

Honors English 10: Study Harlem Renaissance poetry and poet, and read a short story by Amy Tan

English 11: Native American: "Sky Tree" and "Coyote Finishes His Work". African American: selection from *The Narrative of the Life of Fredrick Douglass*

"Ain't I A Woman", "Mother To Son", and "Dust Tracks on a Road"

*Fallen Angels* by Walter Dean Myers (Details the experiences of African-American soldiers fighting in Vietnam) *Huckleberry Finn* by Mark Twain

Asian Culture: *The Joy Luck Club* by Amy Tan

Basic English 11: Read multicultural stories, poems and plays

Created a Family Tree in which they have to research their heritage and roots

Know Your Neighbor activity in which they have to discover personal and cultural differences among their classmates

Multicultural food day in which students are urged to bring a food item to share from their own cultural background and tell how it is related to their family traditions and cultures

Comp and Lit:

Read and analyze *Of Mice and Men* and *All Quiet on the Western Front*. Additional selections include poetry by Victor Hernandez Cruz and Judith Ortiz Cofer and the graphic novel *The Pride of Baghdad*.

Career English: Wrote an article analysis paper where they research problems faced in the workplace, and the problems include discrimination (based on gender, race and religion)

World Lit:

The literature is primarily European (Italian, Russian, Czech, French, British), with some Persian and Egyptian poetry. Students select a fable from a country or culture other than their own and present it to the rest of the class.

Speech: Chose a topic that personally affects them that deals with race, gender, location, etc.

Listened to these speeches to be informed and/or persuaded

British Literature: Explored literature in relation to race, gender, and location as it progresses from Old English to modern day. Students contemplate life from different socioeconomic status and genders based on the themes presented in the reading.

Debate: Discussed issues of immigration policy, post-Katrina reconstruction policies in relation to race, treatment of women in the legal system, and the military's policy of "Don't Ask, Don't Tell"

AP Language and Composition: Read several of the works of Sherman Alexie, especially his essay "Indian Education" and discussed the prejudice and injustice that Alexie experienced in the public schools as a Native American

Identified and wrote about instances of discrimination they see in their own school

Studied in detail the rhetoric of African-American leaders and abolitionists (Frederick Douglass, Alfred M. Green)

Rhetorical Analysis of King's "I Have a Dream" speech, Rhetorical analysis of Obama's inaugural address

Read following selections from our text *The Bedford Reader 9th Edition*

"Fish Cheeks" by Amy Tan

"Indian Education" by Sherman Alexie



"A Measure of Restraint" by Chet Raymo  
 "Everyday Use" by Alice Walker  
 "Size 6: The Western Women's Harem" by Fatema Mernissi  
 "How to Poison the Earth" by Linnea Saukko  
 "The Meanings of a Word" by Gloria Naylor  
 "Being a Chink" by Christine Leong  
 "Close Encounters with US Immigration" by Adnan R. Khan  
 "Everything isn't Racial Profiling" by Linda Chavez  
 "How the USA Patriot Act Defends Democracy" by Viet D. Dinh  
 "Aria: A Memoir of a Bilingual Childhood" by Richard Rodriguez

### **Math**

Gave lists of vocabulary terms to ELL students prior to introduction of units so they can familiarize themselves with the math terminology in their own language to understand the concepts being introduced in the chapter

Rebecca Meduna, Kenda Olson, Gary Griffin, and Katie Bennett wrote a math diagnostic test to give to new ELL students to help identify the correct math course for ELL students.

### **Music**

#### **Choir**

Zigeunerleben - German Folksong  
 Riu Riu Chiu - Spanish Folksong  
 Nia - Song written for Kwanza  
 Go Where I Send Thee - African American Spiritual  
 Frohlocket Ihr Volker Auf Erden - German  
 Keep Your Lamps - African American Spiritual  
 In Flanders Fields - Song honoring Canadian Soldiers  
 Abendlich Schon Rauscht Der Wald – German

#### **Music Consumer**

Multiple musical and video examples for each section

Chapter 2 -Music in Other Cultures (Africa, Asia, Central America, North America)

Chapter 3 - Section on Music of India

Chapter 4- Dance Music of Brazil, Mexico, Native American Dance, and European and American Ballet

#### **Orchestra**

Rhosymedre – Vaughn Williams  
 Russian Sailors Dance – Gliere  
 Schindler's List (holocaust) – Williams  
 Bachanale – Saint Saens

#### **Bands**

Fifth Suite for Band – Reed (Israeli Hora, Romanian, Japanese Yamabushi Kagura, French Sarabande dances)

Songs from the British Isles – Wagner

Peer Gynt Suite #1 – Grieg (Finland)

Amparita Roca – Dalmau (Mexican)

English Christmas – Grundman (Britain)

Russian Christmas Music – Reed (Russian)

Mary's Boy Child – Sparke (Calypso)

### **New Frontier Program**

**English:** Read *To Kill a Mockingbird* and “It Can’t Be Helped” (*excerpt from Return to Manzanar*).

**Science:** Studied genetic disorders and their frequency and affects on different races and cultures

**Geography:** Studied various religions from around the world

Studied the accomplishments of various ethnic groups as we study countries

MLK Day

Holocaust Remembrance Day

Anti Discrimination Day- understanding and recognizing differences

**Math:** Foundations 1 studied the coordinate system and how to graph coordinates on the xy axis.

Africans invented rectangular coordinates by 2650 B.C. and used them to make scale drawings and star-clocks in ancient Egypt.

### **Physical Education**

Multicultural Games

Integration of special needs students who are not mainstreamed into regular classrooms on a daily basis

Peer mentoring for ELL students and foreign exchange students

### **Science**

Discussion of the role of women and minorities in the development of physics as a separate field

Genetics, Biology – we research what traits and disorders are more common in certain ethnic groups

### **Social Studies**

The Social Studies curriculum is saturated in multicultural education. Specifically, we have a course called Ethnic Studies offered at Millard South High School, which is a historical and cultural study of the major ethnic groups that make up our pluralistic society in the United States.

The following are some of the multicultural activities/lessons done in Social Studies classrooms at Millard South High School:

New AP classes on Human Geography and Comparative Governments

Significance of MLK day

Civil Rights Unit

“I Have a Dream” video, reading & discussion

Examination of the contributions of African Americans to U.S. Military

Minorities in America

Supreme Court cases are studied that impact minorities

Study Japanese Americans during WW11 and the Internment Camps

Discussions on prejudice, stereotypes and discrimination

Studies music, art & politics of various countries of the World

Speakers from different cultures

Studies of various cultures & their religions

Civil Rights Movements of Women, Mexican Americans, Japanese Americans, Hispanics, Native Americans

Great Black Migration

Immigration Diaries and New Immigration Readings

Study immigration & migration of various ethnic/racial groups  
 Black History & Diversity Month  
 Video on first interracial basketball in Louisiana  
 Video & discussion on Ruby Bridges  
 Video on Montgomery Bus Boycott  
 “Eyes on the Prize” & Civil Rights  
 Malcolm X, Booker T. Washington, W.E.B. DuBois  
 Discuss minorities in the workplace and on the police force  
 Economic Demise of the Soviet Union  
 Islamic speakers Bureau  
 Speakers from each of the following: Hindu Temple, Buddhist Temple, and a Synagogue  
 Enrichment opportunities offered by Ethnic Studies and World Religions in the community.  
 Visit local ethnic museums and events.  
 Religious diversity education in World Religions  
 Exposure to 5 major world religions in World Geography  
 Russian and Chinese Middle Eastern history and music

### **Special Education**

The special education department parallels the curriculum from the general education classes in the areas of: English, Science and Social Studies. Through this curriculum parallel the special education teachers include multicultural activities listed in the core areas.

### **World Languages**

#### **French Club**

This year the club members visited two authentic French restaurants in our area: Le Voltaire, and The French Cafe.

We also had a fondue-tasting experience at the Melting Pot. We had a morning “Croissants et Chocolat” session where we spoke French with students while enjoying a typical French continental breakfast.

#### **Other French Department Activities**

In January, a former MSHS student who lived and studied in France for a semester was a guest speaker in all of our French classes. She talked about her experiences with the French people, the school system, and the language and culture in general.

Some student competed in the UNL Foreign Language Fair in vocal and poetry events. When not competing, the students could choose to participate in Czech, Russian, and Arabic Language and Culture Mini-Lessons. Russian Folk Dancing lessons were also offered.

The French teachers sponsor a trip abroad to France for our students every other year. That trip includes a 5 night home stay in a French family. Some French teachers in our department organize Internet e-mail exchanges and pen pal experiences with students in other countries.

We continue to welcome a growing population of French-speaking students from other countries, especially Africa, to our program.

#### **German Club**

In the fall, German Club held a reception to welcome all the exchange students at MSHS and to introduce them to the students and faculty. Club members celebrated authentic German Christmas customs with their Niklaustag activity. The German Club visited the German restaurant, Gerdas. Cultural food experiences in the club included eating Spaghetti Eis, sampling German cakes, and a enjoying a German-style breakfast.

Each year the German students go to the German Convention held in Omaha at various schools.

There they compete in cake making, poetry, art, vocal and instrumental music, cultural trivia, cultural power point presentations, and so on. They also learn folk dancing and singing, German crafts, and cooking.

### **Other German Department Activities**

The German teachers are involved in a travel exchange program with Helene-Lange-Gymnasium in Dortmund, Germany (one spring we host German students here, and the following year the MSHS students go to Germany in the summer).

Students have prepared presentations on Nebraska and American culture which they will give in classes in the Helene-Lange-Gymnasium this summer.

In January, a former MSHS student was a guest speaker on the subjects of Berlin, the UNL semester in Berlin, and international business.

### **Spanish Club**

This year Spanish Club experienced authentic food at Azteca, Guaca Maya, and Espana restaurants. They also visited El Museo Latino to see the Ofrend for El Dia de los Muertos and to visit the exhibit about Frida Kahlo. Students competed in the UNL Foreign Language Fair in vocal, drama, and poster events. At the fair, students participated in Czech, Russian, and Arabic Language and Culture Mini-Lessons. They also took Russian Folk Dancing lessons.

### **Other Spanish Department Activities**

The summer of '08, Spanish teachers and students traveled to Spain. Students visited Madrid, Salamanca, Segovia, Avila and Toledo.

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

Our building mission statement is inclusive of all students:

*"In the rich tradition of excellence at Millard South High School, based on the collaboration of students, parents, staff, and community, we guarantee every individual will recognize and reach his or her true potential and display both academic responsibility and life skills through diverse and innovative opportunities reflective of world-class expectations."*

### **Information Center**

Career book display with emphasis on women in non-traditional roles

Multicultural book talks

Created multicultural computerized reading lists for classes

Teamed with ELL teachers to assist ELL students locating multi-cultural themed reading

Collaborate with Omaha Public Young Adult Librarian presenting (Multicultural) related titles to students

Book of the Month- multicultural literature selected for student independent reading

Picturing America- Art chosen for its relationship to American History, presented to teachers along with book ties, student scavenger hunt.

### **Other MSHS Activities and Clubs**

#### **LEO Club**

(The high school branch of the Lion's Club, with a focus on community service)

Participated in Ruth Sokolof Christmas party for Handicap and visually impaired

Volunteered at the Open Door Mission

### **Diversity Club**

Hispanic American Month: 8x10 “awareness posters” dispelling the myths of Hispanic Americans were hung in all wings of the school

Welcome Party (for foreign exchange students) hosted with German Club to provide cake and punch reception

Disability Awareness Month: Students wore neck decals with different statistics and information regarding the event itself and the American disabled population

Anti-Discrimination Day: Tie-Dye ribbons were distributed to teachers and DC members along with the hanging of posters to promote pledging against discrimination. A PRIDE Time contest was held for the PRIDE Time having all students wear tie-dye.

Martin Luther King Day/Black History Month: posters were hung in all hallways and PRIDE Time trivia competition coming from information on posters.

Yom Hashoah (Holocaust Remembrance Day): 8x10 posters of facts about the Holocaust were hung in all wings of the school.

Asian Pacific American Month: 8x10 posters were hung in hallways.

### **International Leaders’ Club**

International Leaders attended the Latino Summit on October 10, in addition to the Latino Youth Conference on October 17. Several applied for college scholarships and one of our students, senior Daniel Agraz, was awarded a \$500 college scholarship at the Latino Youth Conference.

We had a bake sale and are raising funds for community service and field trips.

We arranged for a college recruiter to visit our meeting on March 30 and help with college planning.

International Leaders helped with child care at the ELL Academy meeting on April 13 and the ELL Literacy Night on April 20. They also had a picnic for the end of the school year.

**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Millard West High School

**Principal:** Greg Tiemann

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

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**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

**English Classrooms**

- Livia Bitton-Jackson, survivor of Auschwitz and author of *I Have Lived A Thousand Years*, traveled from her home in Israel to meet with students at Millard West High School. Students in Kip Colony's Honors English 9 classes were so inspired by her memoir that they contacted her via email, which started an on-going relationship. The students raised money to bring the author to Millard West giving them a unique opportunity to hear this inspiring author who survived the most horrific situations of this era, and who is willing to share with others the human spirit; the drive and will to survive. She is a motivational speaker who lectures throughout the United States, Canada, England, Europe and Israel on such topics as the Holocaust, The History of Anti-Semitism, Israel in the Middle East, Judaism and Islam, Anti-Semitic Stereotypes in Literature, and Women's Role in Judaism. She captivated and touched the lives of her audience by telling compelling stories of growing up in the Holocaust, stories of dehumanization and of prejudice, but they are stories of perseverance, loyalty, courage in the face of overwhelming odds, and of never giving up. To quote her, "My story is my message-Never give up." She ended her lecture stating her mission to every day remind people of this historic tragedy and prevent it from happening again. She encouraged our students to be ambassadors with special emphasis on human relations and sensitivity toward all races, as fewer and fewer Holocaust survivors remain. Our students gained a wealth of knowledge from their personal encounter of the author whose book, *I Have Lived 1,000 Years*, came to life allowing them to reach beyond the pages and the walls of the classroom by giving them an opportunity to interact with the "real world."
- Basic English 9 students participated in a unit on prejudice. They learned and defined terms commonly associated with prejudice (e.g. respect, tolerance, stereo-typing, discrimination, ageism, racism) with the goal of understanding the differences in these terms. They also learned about the three levels of understanding culture. They applied these understandings while they read the book, *I Have Lived a Thousand Years*, a memoir about a Holocaust survivor. They also studied African American slavery and the civil rights movement and read newspaper articles connected to the unit.

## Music

- The 2008-2009 Interdisciplinary Theme for the Music Department was Jazz. With the monumental contributions of African Americans to the art form, Orchestra students have watched videos of outstanding performers, read about the early roots of jazz and followed the progression of civil rights. One guest performer this year for the entire department was Luigi Waites, an 80 year old African American jazz icon in our city. He spoke and performed, including philosophy of life stories along with jazz.

## World Languages

- The World Language teachers took several students to the UNL Language Fair where students had the opportunity to learn Swahili, Chinese, Czech, and many other languages. They were also exposed to dances from different cultures from around the world. A small group of German students also created a poster reflecting popular music in Germany. The AP French class wrote and performed a skit which centered around French stereotypes of Americans, and the differences between the cultures.
- Several Millard West students attended the Nebraska High School German Convention which offered participants a cultural view of Germany. It included: food, music, dance, history, language, and poetry. It's a day full of German and fun.
- College/Career Day, Oct. 30, 2008 - Scheduled break-out session "College Services for Multicultural Students" with Niko Aguirre from UNL Office of Multicultural Recruitment.
- College/Career websites for multicultural populations are updated on guidance website and books are purchased for the resource library.
- As a culminating project for a chapter in our Honors Spanish IV book which discusses the history and mixture of cultures in both Spain and Mexico students researched if and how their own nationalities have influenced our community. They discovered cultural activities, stores, restaurants, social groups and cultural groups, professions and businesses that are related to their own ethnicity. Students also researched and prepared traditional foods from their ethnic heritages. They presented the information in Spanish.
- Students in Honors Spanish IV and Spanish IV classes researched Spanish speaking countries and developed a travel brochure depicting important historical sites and cultural activities.
- Students in Honors Spanish IV and Spanish IV read and translated articles about the history, the meaning and the purpose of celebrating Cinco de Mayo. They also researched and prepared traditional foods for this Mexican holiday.
- The AP Spanish class prepared a traditional children's story and performed it as a skit at the World Language Fair. They learned how to cook Tortilla Espanola from the owner and chef from the restaurant "España".

## Social Studies

- The AP Human Geography classes visited the Temple Israel and the Hindu Temple. The students listened to two leaders at the respected temples and gain an understanding of two religions that they might not have known much about.
- American History had a Living voices speaker come and we do a compare and contrast essay on Malcolm X and MLK Jr.

### **The Justice League**

The Justice League is a club which promotes tolerance, empathy and inclusion at Millard West. They have been involved in many activities throughout the year:

- Last August several students from Justice League participated in the Walk For Inclusion at Heartland of America Park. This walk is a fund-raiser for the Conference For Inclusive Communities (CFIC), the organization we partner with, and promotes tolerance, empathy, and inclusion here in Omaha.
- In cooperation with CFIC's Director of Student Programming, Spencer Terry, the Justice League hosted a one-day diversity/human relations workshop on October 22, 2008. Thirty five students participated in a full class day of simulations and discussions designed to increase their awareness of diversity and their abilities to relate to others, regardless of ethnicity, socio-economic class, gender, etc.
- The Justice League sent five students to IncluCity Camp November 14-17. IncluCity is a 4-day overnight retreat designed to get students from all over the metro area together to discuss and learn about social justice, inclusion, diversity, and human relations.
- During the week of November 17-21, the Justice League participated in National "Mix It Up Lunch" week. This is a program designed to encourage students to sit with new people at lunch, crossing social boundaries.
- The Justice League participated in Diversity and Equality Education Week March 23-27. DEEW is designed to bring our work to the entire school and we think we did just that. We set up a poster gallery in the commons area describing the "8 isms" (ageism, faithism, able-ism, sexism, heterosexism, classism, appearance-ism, and racism). We encouraged students to sign a giant poster at the front of the school, which contained a pledge of acceptance of diversity. Our members took turns during lunch one day to raise awareness of sexism and sexual assault in our country by affixing stick figures to a poster every two minutes (each stick figure represented one incident of sexual assault).

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

-



**Millard Public Schools  
Multicultural Education  
Year End Report: 2008-2009**

**School:** Millard Learning Center

**Principal:** Angie Mercier

**Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- All staff attended alcohol and drug awareness training
- PBS—implemented Positive Behavior Support system. This is a school-wide behavior system
- Continuous training of the Millard Instructional Model (MIM) during staff development

**Learning Experiences:** (List and describe those provided for students that are beyond those called for by district curriculum):

- PLP activities with students
- 40 Asset activities
- Government students and community internship class worked with Young Adult Program

**Multicultural Experiences:** (List and describe those called for by the building's site plan, if applicable.)

- N/A

# AGENDA SUMMARY SHEET

**Agenda Item:** American Recovery and Reinvestment Act (ARRA) Title I and IDEA Funds Utilization Report, 2009-2011

**Meeting Date:** June 15, 2009

**Department:** Educational Services

**Title and Brief Description:** American Recovery and Reinvestment Act (ARRA) Title I and IDEA Funds Utilization Report, 2009-2011

**Action Desired:** Information Only

**Background:** American Recovery and Reinvestment Act (ARRA) Title I and IDEA fund allocations applications must be submitted to the Nebraska Department of Education for approval through the state's Grants Management System (GMS). The attached documents are derived from the data, budgets, and rationale entered into the system.

ARRA Title I funds are being used to:

- Provide an additional Title I early childhood ELL classroom at Sandoz
- Provide an additional preschool classroom at Rockwell,
- Expand the parent support program,
- Provide a peer tutoring program (reading) at selected elementary schools, and
- Provide summer extensions/supplementary opportunities in 2010 and 2011.

ARRA IDEA monies will:

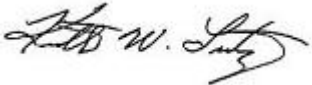
- Provide additional special education staff for two years,
- Address the needs of the Millard Public Schools Response to Instruction and Intervention Model by providing intervention materials and training in reading, math, and behavior over the next two years,
- Provide a peer tutoring program (reading) at selected elementary schools, and
- Provide partial reimbursement of special education staff salaries not covered by federal/state funding.

**Strategic Plan Reference:** Strategy 4, Action Plans 3 and 8

**Timeline:** Implementation begins immediately and carries through July 2011

**Responsible Person(s):** Mark Feldhausen, Carol Newton, Charlene Snyder

**Superintendent's Signature:**

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District Name: MILLARD PUBLIC SCHOOLS

Consolidated Application

ARRA Title I - 4810

Project Number: 10-ARRATitleI-4810-00-03-028-0017-18

Application: Original Application

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### ARRA Title I, Part A Program Information

Fields with an \* are required.

- \*1. For both Targeted Assistance programs and Schoolwide projects, list grades served in the building(s) your district. For Targeted Assistance programs include subject area for which services are provided. Schoolwide projects must include how ARRA (American Recovery and Reinvestment Act) funds will be used to improve student achievement gap. Describe intensive support and interventions that will be provided for the lowest-achieving students.

To view the list of approved Schoolwide Projects for the 2009-10 school year, please click the Schoolwide Project link below.

[Approved 2009-2010 Schoolwide Projects](#)

#### Character Count: ([count] of 5000 maximum characters used)

Schoolwide Program at Cody Elementary serves grades K-5 in the areas of reading and math. Targeted Assistance Programs at Rockwell Elementary, and Sandoz Elementary serve grades K-1 in the area of reading. Certified teachers are trained based on tied to the District and State Standards and Indicators. The literacy areas of emphasis are phonemic awareness and fluency. All students who are identified receive 30 to 45 minutes 3 to 5 days a week with a certified reading specialist. The specialist also meets with parents on a regular basis to provide suggestions for home support. Student Compacts are completed and universal screening three times during the year and progress monitoring every two weeks. A district Interventionist monitors program fidelity.

ARRA funds will be used as followed at the Schoolwide Project and the 5 Targeted Assistance Projects:

1. To expand the Title I services by adding grades 2-5 reading by adding an after school literacy program. The 4th and 5th graders will meet once a week for 45 minutes. The Learning2Together Program will be implemented with these students. Program research indicates that students grow 1.5 to 2.5 years in reading comprehension. Program will implement the year-long program.
2. To facilitate an intensive, year-long teacher training program for teachers and principals based on literacy best practices. Utilizing just-in-time staff development (all teachers in Schoolwide Project or Title I, Part A students in Targeted Assistance Projects) will be the core of this staff development program to implement the program that we have evaluated for the past year.
3. To expand the Title I Preschool Program by adding two additional full-day preschool classrooms that replicate a Title I eligible 4 year-olds the opportunity to participate in this program which meets all the Rule 11 requirements for preschool students).
4. To provide families in Title I buildings with support and development of literacy and school readiness activities. This will include providing short sessions and discussions on literacy activities. These sessions will be lead by a Parents As Teacher Consultant. Additional support will include a weekly story hour where the teacher will model various literacy activities to extend parent's and caregiver's skills and promote literacy activities in Target Assistance Projects for eligible students).
5. To expand the school year for Title I eligible student by providing a late summer jumpstart to ensure they are ready for the school year. These sessions will meet for 3 hours/day, 4 days/week for 3 week (Schoolwide Project and in Target Assistance Projects).

#### Type of Service

#### Grade Level

- Combination of both TAS and SW
- Schoolwide Project (SW)
- Targeted Assistance School (TAS)

K-5

- 2. Check if Title I-A ARRA funds will be used for preschool and complete a description of the program.
  - preschools that have students below the legal age for kindergarten.

If offering a Title I funded preschool, describe the (1) type of program (i.e., district wide preschool, charter school, etc.), (2) location(s) of preschool(s), (3) program objectives, (4) identification criteria, (5) who is in charge of the program.

of time the preschool is in session—minimum 12 hours per week, (i.e., all day 3 days per week, half (8) any coordination of services, (9) staff development, (10) transition to Kindergarten, and (11) the whether a new preschool program will be implemented or whether a preschool program that current follow Rule 11 requirements.

Character Count: ([count] of 5000 maximum characters used)

A portion of the ARRA funds will be used to expand the district wide Title I preschool program with two full-day classrooms at Rockwell Elementary, they are both Title I-A Targeted Assistance Schools. These classrooms will be designed as regular classrooms will each serve 18 students, all day everyday for 30 hrs. 40 minutes a week. The Creative Curriculum focus on play and socialization as the central core of the program. Students are enrolled based on several criteria: children with special needs, children in the Early Childhood Special Education program, children whose mothers were 18 or younger at their birth, a multiple birth, a child who is a parent, foster child or ward of the court, and child whose scores on Get It Got It Go are below our district cutscore on screenings and assessed using Get It Got It Go, the preschool level of DIBELS. All children are screened through the Creative Curriculum.net for collection by NDE. Parent involvement includes: 2 parent/teacher conference activities to promote literacy at home, home visits, and classroom visitations. Services are coordinated between our community counselor, Family Resource Center, Partners With Providers, and local community organizations. Staff include a Curriculum/Early Childhood Specialist. Staff development hours for teachers and paraprofessionals are tracked and reported. Student participation in Kindergarten Round-up, parents participation in a fall district transition to K workshop, student participation in building activities throughout the school year. The classrooms will conduct a self-evaluation using ECERS-R (Early Childhood Environment Rating Scale). These results are then used during staff development to modify practices. Teachers are also evaluated according to the district teacher evaluation system by their principal. The district has been approved for four years to qualify for state aid for our preschool programs.

3.  Check if you receive Title I-A ARRA Neglected funds and complete a description below.  
Describe the services provided to all neglected institutions within your district. NOTE: Rule 18 applies.  
Character Count: ([count] of 2500 maximum characters used)

Boystown received the Neglected portion of the Title I-A ARRA funds.

4.  Check if Title I-A, ARRA funds will be used for a summer school program or other extended learning program. Complete a description below.  
Describe (1) how students are identified for services, (2) the type of services provided, and (3) the amount of funding (i.e., morning summer school the first two weeks in August; every day after school for 1 ½ hours, etc.)  
Character Count: ([count] of 2500 maximum characters used)

An after school program will be added during the school year at all Title I funded schools utilizing ARRA funds. The program will be based on the below reading level based on Fountas & Pinnell Text Level Assessment will be identified for participation. Fourth & fifth grade students will read and prepare to work with buddy readers at second and third grades. The tutors will be involved in two 45 minute sessions each week for 30 weeks. The research-based program has shown 1.5 to 2.5 years growth for participants implementing the program.

5.  Check if your district will apply for an ARRA McKinney-Vento Education grant and complete the application.  
If your district would receive an ARRA McKinney-Vento Homeless Education grant, please indicate the amount of ARRA McKinney-Vento grant funds. REMEMBER: If your district receives an ARRA McKinney-Vento grant, indicate the amount of ARRA McKinney-Vento grant funds aside in Targeting Step 4 and broken out by object code on the budget detail page.

6. List all nonpublic schools who reported low-income students from your district, if applicable. To determine if a school is low-income, reference the Nonpublic School List link to the right. -->

Name of Nonpublic School	Grade Levels of each Building	Nonpublic Schools Services	Public School Attendance Center boundaries the nonpublic school is in
St Robert Bellarmine Elementary	K-8	No <input type="checkbox"/>	Omaha Public Schools
		No <input type="checkbox"/>	

Holy Cross Catholic School	K-8		Omaha Public Schools
St. Wenceslaus School	K-8	No <input type="checkbox"/>	Millard Public Schools
Wider Omaha Lutheran School Assn	K-8	No <input type="checkbox"/>	Westside Public Schools
St. Peter Claver Cristo Rey High School	9-12	No <input type="checkbox"/>	Omaha Public Schools

6. List all nonpublic schools who reported low-income students from your district, if applicable. To determine reference the Nonpublic School List link to the right. -->

Name of Nonpublic School	Grade Levels of each Building	Nonpublic Schools Services	Public School Attendance Center boundaries the nonpublic school
St. Cecilia Cathedral School	K-8	No <input type="checkbox"/>	Omaha Public Schools
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	

7. If ARRA Title I-A services will be provided for nonpublic students, give a brief description of the services in the nonpublic school provided by a teacher that is employed by the public school district  
 Character Count: ([count] of 2500 maximum characters used)

Non-public schools have indicated that they are not interested in participating in Title I-A ARRA funded projects.

\*8. Describe how the district plans to implement making improvements in teacher effectiveness and in particularly students who are most in need.

Character Count: ([count] of 2500 maximum characters used)

The district has a year-long staff development plan that begins during fall workshop with following up sessions in development. We are in the process of developing learning modules on best practice strategies that will be video demonstrating the instructional strategies and placed on Angel for just-in-time learning for teachers. These sessions implemented during 2009-10 school year. Principals will also be going through similar training, but will be working Angel learning modules to work with a teacher working on implementing specific strategies. As a district, we are experienced with our most at-risk students. The staff induction program provides support for teachers in such a way district teacher evaluation system also supports teacher appraisal and growth related to the Millard Instructional Model.

9. If the district has any building(s) identified for Title I School Improvement, please indicate the source (Supplemental Educational Services) set asides. (i.e. \$5,000 will come from Title I Accountability remaining \$2,000 will be district funded.) These amounts must also be listed on the Targeting Step  
 Character Count: ([count] of 2500 maximum characters used)

There are no bldgs in Title I School Improvement.

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District Name: MILLARD PUBLIC SCHOOLS

Consolidated Application

ARRA Title I - 4810

Project Number: 10-ARRATitleI-4810-00-03-028-0017-18

Application: Original Application

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**Step 1:**

Enter the details for all attendance centers then click a save page button. (Unduplicated Count)

Enter the Month and Year that Free/Reduced data was captured:

**Month**
**Year**

January
2009

Student counts in the following table must be based upon students residing in your district.

Note: The count for Public and Nonpublic students must be taken on the same date.

Attendance Center	Grade Span	Grand-fathered	Resident Public	Resident Non-Public	Public # Low Income	Non-Public # Low Income
0001 - MILLARD SOUTH HIGH SCHOOL	Secondary School	<input type="checkbox"/>	2029	172	364	0
0002 - MILLARD CENTRAL MIDDLE SCHOOL	Middle School	<input type="checkbox"/>	731	80	207	0
0003 - BRYAN ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	383	35	106	0
0004 - MILLARD NORTH HIGH SCHOOL	Secondary School	<input type="checkbox"/>	2380	383	173	0
0006 - MILLARD NORTH MIDDLE SCHOOL	Middle School	<input type="checkbox"/>	727	116	109	0
0007 - GRACE ABBOTT ELEM SCHOOL	Elementary	<input type="checkbox"/>	415	55	28	0
0008 - CODY ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	209	10	123	0
0009 - NORRIS ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	338	27	102	0
0010 - SANDOZ ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	312	34	126	0
0011 - WILLA CATHER ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	435	17	79	0
0012 - HITCHCOCK ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	177	21	19	0

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0013 - MONTCLAIR ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	527	40	56	0
0014 - HOLLING HEIGHTS ELEM SCHOOL	Elementary	<input type="checkbox"/>	393	32	135	0
0015 - J STERLING MORTON ELEM SCHOOL	Elementary	<input type="checkbox"/>	367	101	55	0
0016 - WALT DISNEY ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	265	31	60	0
0017 - NEIHARDT ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	558	46	122	0
0018 - COTTONWOOD ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	343	82	54	0
0019 - HARVEY OAKS ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	288	125	27	0
0020 - NORMAN ROCKWELL ELEM SCHOOL	Elementary	<input type="checkbox"/>	300	16	92	0
0023 - MILLARD LEARNING CENTER	Secondary School	<input type="checkbox"/>	87	0	0	0
0024 - ACKERMAN ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	548	85	56	0
0025 - HARRY ANDERSEN MIDDLE SCHOOL	Middle School	<input type="checkbox"/>	762	66	167	0
0026 - KIEWIT MIDDLE SCHOOL	Middle School	<input type="checkbox"/>	925	203	65	0
0027 - EZRA MILLARD ELEMENTARY SCH	Elementary	<input type="checkbox"/>	398	74	45	0
0028 - WILLOWDALE ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	419	38	34	0
0029 - RUSSELL MIDDLE SCHOOL	Middle School	<input type="checkbox"/>	855	169	51	0
0030 - MILLARD WEST HIGH SCHOOL	Secondary School	<input type="checkbox"/>	2088	342	81	0
0031 - ALDRICH ELEMENTARY	Elementary	<input type="checkbox"/>	425	65	0	0
0032 - BLACK ELK ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	547	85	29	0
0033 - ROHWER ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	466	81	11	0
0034 - WHEELER ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	587	91	27	0
0035 - BEADLE MIDDLE SCHOOL	Middle School	<input type="checkbox"/>	844	108	44	0
0036 - MIDDLE SCHOOL ALTERNATIVE PROG	Middle School	<input type="checkbox"/>	29	0	0	0
0037 - YOUNG ADULT PROGRAM	Secondary School	<input type="checkbox"/>	54	0	0	0
0038 - REEDER ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	437	26	20	0
0039 - REGAN ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	543	45	37	0

0040 - UPCHURCH ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	291	23	29	237 0
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District Name: MILLARD PUBLIC SCHOOLS

Consolidated Application

ARRA Title I - 4810

Project Number: 10-ARRATitleI-4810-00-03-028-0017-18

Application: Original Application

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**Step 2:**

If the totals are correct, click the 'Proceed to Ranking' button. Otherwise, [Click here to return to Step 1.](#)

Attendance Center	Total Resident Count	Total # Low Income	Percent Low Income (Public & Nonpublic)	Percent Low Income (Public Only)
0001 - MILLARD SOUTH HIGH SCHOOL	2201	364	16.54 %	17.94 %
0002 - MILLARD CENTRAL MIDDLE SCHOOL	811	207	25.52 %	28.32 %
0003 - BRYAN ELEMENTARY SCHOOL	418	106	25.36 %	27.68 %
0004 - MILLARD NORTH HIGH SCHOOL	2763	173	6.26 %	7.27 %
0006 - MILLARD NORTH MIDDLE SCHOOL	843	109	12.93 %	14.99 %
0007 - GRACE ABBOTT ELEM SCHOOL	470	28	5.96 %	6.75 %
0008 - CODY ELEMENTARY SCHOOL	219	123	56.16 %	58.85 %
0009 - NORRIS ELEMENTARY SCHOOL	365	102	27.95 %	30.18 %
0010 - SANDOZ ELEMENTARY SCHOOL	346	126	36.42 %	40.38 %
0011 - WILLA CATHER ELEMENTARY SCHOOL	452	79	17.48 %	18.16 %
0012 - HITCHCOCK ELEMENTARY SCHOOL	198	19	9.60 %	10.73 %
0013 - MONTCLAIR ELEMENTARY SCHOOL	567	56	9.88 %	10.63 %
0014 - HOLLING HEIGHTS ELEM SCHOOL	425	135	31.76 %	34.35 %
0015 - J STERLING MORTON ELEM SCHOOL	468	55	11.75 %	14.99 %
0016 - WALT DISNEY ELEMENTARY SCHOOL	296	60	20.27 %	22.64 %
0017 - NEIHARDT ELEMENTARY SCHOOL	604	122	20.20 %	21.86 %
0018 - COTTONWOOD ELEMENTARY SCHOOL	425	54	12.71 %	15.74 %

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0019 - HARVEY OAKS ELEMENTARY SCHOOL	413	27	6.54 %	9.38 %
0020 - NORMAN ROCKWELL ELEM SCHOOL	316	92	29.11 %	30.67 %
0023 - MILLARD LEARNING CENTER	87	0	0.00 %	0.00 %
0024 - ACKERMAN ELEMENTARY SCHOOL	633	56	8.85 %	10.22 %
0025 - HARRY ANDERSEN MIDDLE SCHOOL	828	167	20.17 %	21.92 %
0026 - KIEWIT MIDDLE SCHOOL	1128	65	5.76 %	7.03 %
0027 - EZRA MILLARD ELEMENTARY SCH	472	45	9.53 %	11.31 %
0028 - WILLOWDALE ELEMENTARY SCHOOL	457	34	7.44 %	8.11 %
0029 - RUSSELL MIDDLE SCHOOL	1024	51	4.98 %	5.96 %
0030 - MILLARD WEST HIGH SCHOOL	2430	81	3.33 %	3.88 %
0031 - ALDRICH ELEMENTARY	490	0	0.00 %	0.00 %
0032 - BLACK ELK ELEMENTARY SCHOOL	632	29	4.59 %	5.30 %
0033 - ROHWER ELEMENTARY SCHOOL	547	11	2.01 %	2.36 %
0034 - WHEELER ELEMENTARY SCHOOL	678	27	3.98 %	4.60 %
0035 - BEADLE MIDDLE SCHOOL	952	44	4.62 %	5.21 %
0036 - MIDDLE SCHOOL ALTERNATIVE PROG	29	0	0.00 %	0.00 %
0037 - YOUNG ADULT PROGRAM	54	0	0.00 %	0.00 %
0038 - REEDER ELEMENTARY SCHOOL	463	20	4.32 %	4.58 %
0039 - REGAN ELEMENTARY SCHOOL	588	37	6.29 %	6.81 %
0040 - UPCHURCH ELEMENTARY SCHOOL	314	29	9.24 %	9.97 %
<b>Elementary Total</b>	11256	1472	13.08 %	14.76 %
<b>Middle School Total</b>	5615	643	11.45 %	13.20 %
<b>Secondary School Total</b>	7535	618	8.20 %	9.31 %
<b>District Total</b>	24406	2733	11.20 %	12.72 %

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District Name: MILLARD PUBLIC SCHOOLS

Consolidated Application

ARRA Title I - 4810

Project Number: 10-ARRATitleI-4810-00-03-028-0017-18

Application: Original Application

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**Title I Targeting****Instructions**

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**Step 3:**

Select the desired ranking method for attendance centers below 75% low income and then click the 'Rank' button.

- 1. District enrollment is less than 1,000.
- 2. One school per grade span (e.g. K-5, 6-8, 9-12).
- 3. Fiscal Agent of a Title I Cooperative.  
(Rank Ordering of buildings in a cooperative project ranks all of the buildings of all members instead of by district.)
- 4. Areas with at least 1,000 resident students and multiple attendance centers
  - Ranking within entire district.
  - Ranking by same or similar grade spans.

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District Name: MILLARD PUBLIC SCHOOLS

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**Title I Targeting**

[Instructions](#)

**Step 4:**

1. Input all necessary set asides for your district and then click the 'Calculate Distribution Amount' button. If you intend to utilize the Indirect Cost Set Aside, you should first look at the Title I Budget Detail page to determine the maximum allowable amount.
2. Select Schoolwide project only if the school (building) has an approved schoolwide plan on file with the NDE Title I office.
3. Click the 'Distribute Amount Evenly' button to distribute the same per pupil amount to each school being served.
4. Adjust the resulting allocations, if needed, to put higher per pupil amounts in higher ranked schools. Click the 'Check Distribution' button.
5. If the distribution amounts are correct click the 'Save Distribution' button to accept the distribution.
6. If the chosen ranking method did not achieve the desired results, return to step 3 to select an alternate ranking method.

<b>Title I Allocation</b>	<b>+/- Net Transfers</b>	<b>= Total Title I Available for LEA</b>
\$1,356,173	(\$351,364)	\$1,004,809

Set Asides -- These amounts must be located on the Budget Detail page				NonPublic Equitable Service Reservation
Non-Public School non-instructional costs	0	Parent Involvement (District Wide)	14,000	\$0
Administration	0	Parent Involvement (School Level) is included in Total Distribution Amount below	95,455	
Homeless Children	0	Preschool (District Wide)	445,971	
Neglected/Delinquent Children	0	Professional Development (District Wide)	0	\$0
Professional Development (District in Improvement)	0	Coordination of Services	0	
Professional Development (District in Improvement) – Funds Other than Title I-A	0	Other	0	
Transportation for School Choice – Title I-A Funds	0	School Improvement	0	
Transportation for School Choice – Funds Other than	0	Summer	91,240	

Title I-A				
Supplemental Educational Services – Title I-A Funds	0		Indirect Cost	0
Supplemental Educational Services – Funds Other than Title I-A	0		Indirect Cost from Budget Detail Page	0
<b>Total Distribution Amount: \$453,599</b>				
Minimum Per Pupil Amount (equal to 125% if applicable) \$620				

**Number of Low Income Students in Building Served**      Public  $\sqrt{684}$       NonPublic  $\sqrt{0}$       Proportional Percentage 0.00 %

Attendance Center	TAS / SWP	Not Served	Public Low Income	NonPublic Low Income	Low Income Percent	Public Attendance Center Allocation	Per Pupil Amount	NonPublic Allocation
0008 - CODY ELEMENTARY SCHOOL	<input type="radio"/> / <input checked="" type="radio"/>	<input type="radio"/> / <input type="radio"/>	123	0	56.16 %	81,568	\$663	\$0
0010 - SANDOZ ELEMENTARY SCHOOL	<input checked="" type="radio"/> / <input type="radio"/>	<input type="radio"/> / <input type="radio"/>	126	0	36.42 %	83,558	\$663	\$0
0014 - HOLLING HEIGHTS ELEM SCHOOL	<input checked="" type="radio"/> / <input type="radio"/>	<input type="radio"/> / <input type="radio"/>	135	0	31.76 %	89,526	\$663	\$0
0020 - NORMAN ROCKWELL ELEM SCHOOL	<input checked="" type="radio"/> / <input type="radio"/>	<input type="radio"/> / <input type="radio"/>	92	0	29.11 %	61,010	\$663	\$0
0009 - NORRIS ELEMENTARY SCHOOL	<input checked="" type="radio"/> / <input type="radio"/>	<input type="radio"/> / <input type="radio"/>	102	0	27.95 %	67,642	\$663	\$0
0003 - BRYAN ELEMENTARY SCHOOL	<input checked="" type="radio"/> / <input type="radio"/>	<input type="radio"/> / <input type="radio"/>	106	0	25.36 %	70,295	\$663	\$0
0016 - WALT DISNEY ELEMENTARY SCHOOL	<input type="radio"/> / <input type="radio"/>	<input type="radio"/> / <input checked="" type="radio"/>	60	0	20.27 %	0	\$0	\$0
0017 - NEIHARDT ELEMENTARY SCHOOL	<input type="radio"/> / <input type="radio"/>	<input type="radio"/> / <input checked="" type="radio"/>	122	0	20.20 %	0	\$0	\$0
0011 - WILLA CATHER ELEMENTARY SCHOOL	<input type="radio"/> / <input type="radio"/>	<input type="radio"/> / <input checked="" type="radio"/>	79	0	17.48 %	0	\$0	\$0
0018 - COTTONWOOD ELEMENTARY SCHOOL	<input type="radio"/> / <input type="radio"/>	<input type="radio"/> / <input checked="" type="radio"/>	54	0	12.71 %	0	\$0	\$0
0015 - J STERLING MORTON ELEM	<input type="radio"/> / <input type="radio"/>	<input type="radio"/> / <input checked="" type="radio"/>	55	0	11.75 %	0	\$0	\$0

SCHOOL									243
0002 - MILLARD CENTRAL MIDDLE SCHOOL	<input type="radio"/> / <input type="radio"/> / <input checked="" type="radio"/>	207	0	25.52 %	<input type="text" value="0"/>	\$0	\$0		
0025 - HARRY ANDERSEN MIDDLE SCHOOL	<input type="radio"/> / <input type="radio"/> / <input checked="" type="radio"/>	167	0	20.17 %	<input type="text" value="0"/>	\$0	\$0		
0006 - MILLARD NORTH MIDDLE SCHOOL	<input type="radio"/> / <input type="radio"/> / <input checked="" type="radio"/>	109	0	12.93 %	<input type="text" value="0"/>	\$0	\$0		
0001 - MILLARD SOUTH HIGH SCHOOL	<input type="radio"/> / <input type="radio"/> / <input checked="" type="radio"/>	364	0	16.54 %	<input type="text" value="0"/>	\$0	\$0		
<input type="button" value="Save Distribution"/>									
<b>Total</b>		1901	0			\$453,599		\$0	
<b>Difference</b>						\$0			

Comments	The district has elected not to serve the buildings not selected in order to provide a Title I preschool program because early intervention has the greatest positive impact on student learning.
----------	---

user ID: csuzynewt



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District Name: MILLARD PUBLIC SCHOOLS

ARRA Title I - 4810

Consolidated Application

Project Number: 10-ARRATitleI-4810-00-03-028-0017-18

Application: Original Application

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<u>Overview</u>	<u>Guidance</u>	<u>Program Information</u>	<u>Targeting</u>	<u>Staff</u>	<u>Capital Outlay</u>	<u>Budget</u>	<u>Page Count</u>
<u>Instructional Staff</u>	<u>Additional Instructional Staff</u>		<u>Non-Instructional Staff</u>		<u>Additional Non-Instructional Staff</u>		

**ARRA Title I, Part A Instructional Staff**

**Ins**

**Full Time Equivalency (FTE) is the indication of the time an individual spends in their position assignment as it relates to the total time in the work week defined for that position by each school/system during the regular school year. The number of hours in a work week may vary by school districts/systems, schools in a district/system, and within a school (i.e., the number of hours in the work week for school administrative staff may differ from the number of hours in the work week for teaching staff). In all cases, full-time is equal to 1.00. No individual should be reported as more than 1.00 FTE regardless of how many positions that individual serves in a district/system.**

**This page is for the identification of Instructional Staff for Targeted Assistance Schools, Non-Targeted Assistance Schools, Neglected, Summer, Preschool and Substitutes. TITLE I FUNDS CANNOT BE USED FOR ANY PART OF A SUPERINTENDENT'S SALARY.**

**NOTE: This page is not linked to the Budget Summary, therefore, the Calculated Amount Paid should be entered on the Budget Detail page in the 100 column under the correct activity(ies) - i.e., public, non-public, summer, neglected, etc. The total of all staff pages should equal the total of the 100 column on the budget. If stipends are to be paid, list the word Stipends under the Staff Paid column and not (zero) for FTE.**

**DO NOT LIST STAFF IN AN APPROVED SCHOOLWIDE PROJECT.**

**Use the Additional Instructional Staff page if needed.**

List Name(s) of Instructional Staff Paid with ARRA Title I Funds	Name of Assigned Building	Total Contracted Salary without benefits and/or extra curricular	FTE of Title I Time	Amount with Title I w/ benefits and/cur
Linda Walters (2009-10)	Rockwell	61,000	0.50	30,500
Linda Walters (2010-11)	Rockwell	63,500	0.50	31,750
TBA Preschool Tchr (2009-10)	Sandoz	42,100	1.00	42,100
TBA Preschool Tchr (2010-11)	Sandoz	43,800	1.00	43,800
TBA Preschool Tchr (2009-10)	Rockwell	42,100	1.00	42,100

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TBA Preschool Tchr (2010-11)	Rockwell	43,800	1.00	43,800
Stipends L2T 2-4 (2009-10)	Bryan	45,000	0.00	2,500
Stipends L2T 2-4 (2010-11)	Bryan	45,000	0.00	2,500
Stipends L2T 3-5 (2009-10)	Bryan	45,000	0.00	2,500
Stipends L2T 3-5 (2010-11)	Bryan	45,000	0.00	2,500

Calculated Amount Paid 244,050

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District Name: MILLARD PUBLIC SCHOOLS

ARRA Title I - 4810

Consolidated Application

Project Number: 10-ARRATitleI-4810-00-03-028-0017-18

Application: Original Application

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<a href="#">Overview</a>	<a href="#">Guidance</a>	<a href="#">Program Information</a>	<a href="#">Targeting</a>	<a href="#">Staff</a>	<a href="#">Capital Outlay</a>	<a href="#">Budget</a>	<a href="#">Page C</a>
<a href="#">Instructional Staff</a>	<a href="#">Additional Instructional Staff</a>		<a href="#">Non-Instructional Staff</a>		<a href="#">Additional Non-Instructional Staff</a>		

**ARRA Title I, Part A Additional Instructional Staff** Ins

**Full Time Equivalency (FTE) is the indication of the time an individual spends in their position assignment as it relates to the total time in the work week defined for that position by each school/system during the regular school year. The number of hours in a work week may vary by school districts/systems, schools in a district/system, and within a school (i.e., the number of hours in the work week for school administrative staff may differ from the number of hours in the work week for teaching staff). In all cases, full-time is equal to 1.00. No individual should be reported as more than 1.00 FTE regardless of how many positions that individual serves in a district/system.**

**This page is for the identification of Instructional Staff for Targeted Assistance Schools, Non-Targeted Schools, Neglected, Summer, Preschool and substitutes. TITLE I FUNDS CANNOT BE USED FOR ANY PART OF A SUPERINTENDENT'S SALARY.**

**NOTE: This page is not linked to the Budget Summary, therefore, the Calculated Amount Paid should be entered on the Budget Detail page in the 100 column under the correct activity(ies) - i.e., public, non-public, summer, neglected, etc. The total of all staff pages should equal the total of the 100 column on the budget. If stipends are to be paid, list the word Stipends under the Staff Paid column and the amount (zero) for FTE.**

**DO NOT LIST STAFF IN AN APPROVED SCHOOLWIDE PROJECT.**

List Name(s) of Instructional Staff Paid with ARRA Title I Funds	Name of Assigned Building	Total Contracted Salary without benefits and/or extra curricular	FTE of Title I Time	Amount with Title I
Stipends L2T 2-4 (2009-10)	Holling	45,000	0.00	2,500
Stipends L2T 2-4 (2010-11)	Holling	45,000	0.00	2,500
Stipends L2T 3-5 (2009-10)	Holling	45,000	0.00	2,500
Stipends L2T 3-5 (2010-11)	Holling	45,000	0.00	2,500
Stipends L2T 2-4 (2009-10)	Norris	45,000	0.00	2,500
Stipends L2T 2-4 (2010-11)	Norris	45,000	0.00	2,500

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Stipends L2T 3-5 (2009-10)	Norris	45,000	0.00	2,500
Stipends L2T 3-5 (2010-11)	Norris	45,000	0.00	2,500
Stipends L2T 2-4 (2009-10)	Rockwell	45,000	0.00	2,500
Stipends L2T 2-4 (2010-11)	Rockwell	45,000	0.00	2,500

List Name(s) of Instructional Staff Paid with ARRA Title I Funds	Name of Assigned Building	Total Contracted Salary without benefits and/or extra curricular	FTE of Title I Time	Am Sala with Title w. be and/ cur
Stipends L2T 3-5 (2009-10)	Rockwell	45,000	0.00	2,500
Stipends L2T 3-5 (2010-11)	Rockwell	45,000	0.00	2,500
Stipends L2T 2-4 (2009-10)	Sandoz	45,000	0.00	2,500
Stipends L2T 2-4 (2010-11)	Sandoz	45,000	0.00	2,500
Stipends L2T 3-5 (2009-10)	Sandoz	45,000	0.00	2,500
Stipends L2T 3-5 (2010-11)	Sandoz	45,000	0.00	2,500
Stipends Summer Sch (2009-10)	Bryan	45,000	0.00	1,750
Stipends Summer Sch (2010-11)	Bryan	45,000	0.00	1,850
Stipends Summer Sch (2009-10)	Holling	45,000	0.00	1,750
Stipends Summer Sch (2010-11)	Holling	45,000	0.00	1,850

List Name(s) of Instructional Staff Paid with ARRA Title I Funds	Name of Assigned Building	Total Contracted Salary without benefits and/or extra curricular	FTE of Title I Time	Am Sala with Title w. be and/ cur
Stipends Summer Sch (2009-10)	Norris	45,000	0.00	1,750
Stipends Summer Sch (2010-11)	Norris	45,000	0.00	1,850
Stipends Summer Sch (2009-10)	Rockwell	45,000	0.00	1,750
Stipends Summer Sch (2010-11)	Rockwell	45,000	0.00	1,850
Stipends Summer Sch (2009-10)	Sandoz	45,000	0.00	1,750
Stipends Summer Sch (2010-11)	Sandoz	45,000	0.00	1,850

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Calculate Totals

Calculated Amount Paid 58,000

Add Additional Entries

Save Page

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Spell Check

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District Name: MILLARD PUBLIC SCHOOLS

ARRA Title I - 4810

Consolidated Application

Project Number: 10-ARRATitleI-4810-00-03-028-0017-18

Application: Original Application

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<a href="#">Overview</a>	<a href="#">Guidance</a>	<a href="#">Program Information</a>	<a href="#">Targeting</a>	<a href="#">Staff</a>	<a href="#">Capital Outlay</a>	<a href="#">Budget</a>
<a href="#">Instructional Staff</a>	<a href="#">Additional Instructional Staff</a>	<a href="#">Non-Instructional Staff</a>		<a href="#">Add Non-Instru</a>		

**ARRA Title I, Part A Non-Instructional Staff**

**This page is for the identification of Non-Instructional Staff for Targeted Assistance Schools, and Preschool only.**

**NOTE: This page is not linked to the Budget Summary, therefore, the Calculated Amount Paid on the Budget Detail page in the 100 column under the correct activity(ies) - i.e., public, non-p neglected, etc. The total of all staff pages should equal the total of the 100 column on the budg DO NOT LIST STAFF IN AN APPROVED SCHOOLWIDE PROJECT.**

**Use the Additional Non-Instructional Staff page if needed.**

List Name(s) of Non-Instructional Staff Paid with ARRA Title I Funds	Name of Assigned Building	Indicate Type of Staff	FTE of I Tin
TBA Preschool Para-1 (2009-10)	Sandoz	ParaProfessional <input type="checkbox"/>	0.88
TBA Preschool Para-1 (2010-11)	Sandoz	ParaProfessional <input type="checkbox"/>	0.88
TBA Preschool Para-2 (2009-10)	Sandoz	ParaProfessional <input type="checkbox"/>	0.88
TBA Preschool Para-2 (2010-11)	Sandoz	ParaProfessional <input type="checkbox"/>	0.88
TBA Preschool Para-1 (2009-10)	Rockwell	ParaProfessional <input type="checkbox"/>	0.88

Calculated Amount Paid 76,200

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District Name: MILLARD PUBLIC SCHOOLS

ARRA Title I - 4810

Consolidated Application

Project Number: 10-ARRATitleI-4810-00-03-028-0017-18

Application: Original Application

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<a href="#">Overview</a>	<a href="#">Guidance</a>	<a href="#">Program Information</a>	<a href="#">Targeting</a>	<a href="#">Staff</a>	<a href="#">Capital Outlay</a>	<a href="#">Budget</a>
<a href="#">Instructional Staff</a>	<a href="#">Additional Instructional Staff</a>	<a href="#">Non-Instructional Staff</a>		<a href="#">Add Non-Instr</a>		

**ARRA Title I, Part A Additional Non-Instructional Staff**

**This page is for the identification of Non-Instructional Staff for Targeted Assistance Schools, Neglected, Summer and Preschool only.**

**NOTE: This page is not linked to the Budget Summary, therefore, the Calculated Amount Paid on the Budget Detail page in the 100 column under the correct activity(ies) - i.e., public, non-p neglected, etc. The total of all staff pages should equal the total of the 100 column on the budg DO NOT LIST STAFF IN AN APPROVED SCHOOLWIDE PROJECT.**

List Name(s) of Non-Instructional Staff Paid with ARRA Title I Funds	Name of Assigned Building	Indicate Type of Staff	FTE of I Tin
TBA Preschool Para-1 (2010-11)	Rockwell	ParaProfessional	0.88
TBA Preschool Para-2 (2009-10)	Rockwell	ParaProfessional	0.88
TBA Preschool Para-2 (2010-11)	Rockwell	ParaProfessional	0.88

Calculate Totals

Calculated Amount Paid 46,200

Add Additional Entries

Save Page

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Spell Check



District Name: MILLARD PUBLIC SCHOOLS

ARRA Title I - 4810

Consolidated Application

Project Number: 10-ARRATitleI-4810-00-03-028-0017-18

Application: Original Application

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<a href="#">Overview</a>	<a href="#">Guidance</a>	<a href="#">Program Information</a>	<a href="#">Targeting</a>	<a href="#">Staff</a>	<a href="#">Capital Outlay</a>	<a href="#">Budget</a>	<a href="#">Page Lock Control</a>
<a href="#">Inventoried Equipment</a>				<a href="#">Depreciated Equipment</a>			

**ARRA Title I, Part A - Inventoried Equipment  
 Budgeted in Object Code 400**

[Instructions](#)

**NOTE: Title I requires a description and dollar amount for ALL PROPOSED PURCHASES identified as equipment REGARDLESS of cost.**

**Equipment is any instrument, machine, apparatus or set of articles that meets ALL of the following:**

- a. Under normal conditions of use can be expected to last longer than a year,
- b. Does not lose its identity through fabrication or incorporation into a different or more complex unit,
- c. Is non-expendable (more feasible to repair the item than to replace),
- d. Retains its appearance and character through use,
- e. Is of significant value and,
- f. Is small and attractive.

Equipment items costing at least \$1,500 per unit must be inventoried although it is prudent to inventory any equipment that meets the definition above. Recently, auditors have added small and attractive to the definition of what equipment needs to be inventoried. Some federal programs have specific guidance regarding equipment itemization and inventory requirements.

**All inventoried equipment costing less than \$5,000 per unit must be budgeted in Object Code 400. This change in guidance is necessary to align the Grants Management System (GMS) with the NDE's Users Manual.**

**This page is not linked to the Budget Summary and must be entered on the Budget Detail page in the 400 Object Code column.**

**Itemize proposed Inventoried Equipment that will be funded with this grant. Select Add Additional Entries if you need to enter more items.**

Purchase 3 student computers in 2 new preschool classrooms at \$1,714 each, including software. These machines will be 20inch iMAC with 3 year warranty and OS X maintenance package. All information will be kept in our records.

**Location** | Sandoz and Rockwell Preschool

**Unit Cost** | 1,715

**Quantity** | 6

**Calculated Total Cost:** | 10,290

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**District Name:** MILLARD PUBLIC SCHOOLS

Consolidated Application

ARRA Title I - 4810

**Project Number:** 10-ARRATitleI-4810-00-03-028-0017-18

**Application:** Original Application

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**Budget Detail** BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Instructions

Total Allocation Available for Budgeting

**1. To expand the Title I services by adding grades 2-5 reading by adding an after school literacy program. The students will meet twice a week for 45 minutes and the 2nd & 3rd graders will meet once a week for 45 minute Learning2Together Program will be implemented with these students (Schoolwise Project and in Target Assistance eligible students). 2. To facilitate an intensive, year-long teacher training program for teachers and principals to practice and utilizing just-in-time staff development (all teachers in Schoolwise Project or Title I, Part A student Assistance Schools) 3. To expand the Title I Preschool Program by adding two additional full-day preschool classes replicate a form NDE Early Childhood Grant Program. This will allow 36 additional ELL and Title I eligible 4 year to participate in this program which meets all the Rule 11 requirements (Schoolwise Project and in Target Assistance eligible students). 4. To provide families in Title I buildings with support and development of literacy and school activities. This will also include a weekly story hour each week for preschool age children in the school media center model various literacy activities to extend parent's skills and promote reading at home. Books will be available (Schoolwise Project and in Target Assistance Projects for eligible students). 5. To expand the school year for Title I by providing a late summer jumpstart to ensure they are ready to begin the year with a review of prior grade level skills. These sessions will meet for 3 hours/day, 4 days/week for 3 week (Schoolwise Project and in Target Assistance eligible students).**

Function Code	100 - Salaries	200 - Employee Benefits	300 - Purchased Service / Lease Agreement	400 - Supplies & Materials / Computer Software	500 - Computer Hardware / Equipment	600 - Travel / Professional Development
02-Instruction Public	50000	9000	0	111174	0	10000
04-Parent Involvement	62250	11205	12000	20000	0	4000
05-Summer	18000	3240	45000	25000	0	0
09-Preschool	303965	54715	7000	64000	10290	6000
13-Schoolwide	41500	7470	9000	33475	0	8000
14-Professional Development	0	0	12000	36525	0	30000
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
<b>Sub Total</b>	<b>\$475,715</b>	<b>\$85,630</b>	<b>\$85,000</b>	<b>\$290,174</b>	<b>\$10,290</b>	<b>\$58,000</b>

<b>***** TOTALS *****</b>	<input type="text" value="\$475,715"/>	<input type="text" value="\$85,630"/>	<input type="text" value="\$85,000"/>	<input type="text" value="\$290,174"/>	<input type="text" value="\$10,290"/>	<input type="text" value="\$58,000"/>	<input type="text" value="\$1,004,809"/>
---------------------------	--	---------------------------------------	---------------------------------------	--	---------------------------------------	---------------------------------------	--

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	<input type="text" value="\$1,004,809"/>	(F) Total budgeted above	<input type="text" value="\$1,004,809"/>
(B) Capital Outlay Costs	<input type="text" value="\$10,290"/>	(G) Budgeted Indirect Cost	<input type="text" value="0"/>
(C) Allowable Direct Costs (A-B)	<input type="text" value="\$994,519"/>	(H) Total Budget (F+G)	<input type="text" value="\$1,004,809"/>
(D) Indirect Cost Rate %	<input type="text" value="3.1043"/>		



(E) Maximum Indirect Cost (C\*(D/1+D))

Allocation Remaining (A-H)

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District Name: MILLARD PUBLIC SCHOOLS

Consolidated Application

ARRA Title I - 4810

Project Number: 10-ARRATitleI-4810-00-03-028-0017-18

Application: Original Application

[Click to Return to Application Select](#)**Budget (Read Only)**

Activity Description	Expenditure Object Code						TOTAL
	100 - Salaries	200 - Employee Benefits	300 - Purchased Service / Lease Agreement	400 - Supplies & Materials / Computer Software	500 - Computer Hardware / Equipment	600 - Travel / Professional Development	
Administration							
Instruction Public	50,000	9,000		111,174		10,000	180,174
Instruction Nonpublic							
Parent Involvement	62,250	11,205	12,000	20,000		4,000	109,455
Summer	18,000	3,240	45,000	25,000			91,240
Homeless							
Neglected							
Transportation							
Preschool	303,965	54,715	7,000	64,000	10,290	6,000	445,970
Coordination of Services							
Section 1116 (e) Services							
Schoolwide	41,500	7,470	9,000	33,475		8,000	99,445
Professional Development			12,000	36,525		30,000	78,525
Total Object Code	475,715	85,630	85,000	290,174	10,290	58,000	1,004,809
							1,004,809

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**American Recovery and Reinvestment Act (ARRA)  
IDEA (Sec. 619) Preschool (Ages 3-5) Online Entry  
For the School Year of 2008-2009**

28-0017

**MILLARD PUBLIC SCHOOLS**

5606 S 147TH ST  
OMAHA NE 68137-2604

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**Preschool Fund Entitlement**

The total below represents the amount of IDEA Preschool (Sect. 619) funds available to the district. This amount was determined by calculations based on school enrollment and poverty.

Carryover amount from prior to be carried forward.

A. \$ 0

Current year ARRA IDEA Preschool (Sect 619) entitlement (Feb17 , 2009 to August 31, 2009 ). The amount to be used by the district prior to August 31, 2009 or carried over to the following year.

B. \$ 81838

**TOTAL DISTRICT ARRA IDEA Preschool (Sect 619) FUNDS CURRENTLY AVAILABLE**

**Total (A + B) \$ 81838**

**What do I Plan to Do with the Available Money?**

**A. Apply the district's previous year ARRA IDEA Preschool (Sect. 619) carryover dollars which is \$ 0 as follows:**

1. \$ 0	ARRA IDEA Preschool (Sect. 619) ages 3 to 5, SPED costs. Provide a description with amounts of proposed expenditures (Next Page).
2. \$ 0	Carried over to the next school year
3. \$ 0	released to NDE (Note A1 + A2 + A3 must total \$ 0) <i>Amounts you entered for A1, A2, and A3. total: \$ 0</i>

**B. Apply the district's current year ARRA IDEA Preschool (Sect. 619) dollars which is \$**

**81838** as follows:

4. \$ 81838	ARRA IDEA Preschool (Sect. 619), ages 3 to 5, SPED costs. Provide a description with amounts of proposed expenditures (Next Page).
5. \$ 0	carried over to the next school year
6. \$ 0	released to NDE (Note B4 +B5 + B6 must total \$ <b>81838</b> ) <i>Amounts you entered for B4, B5, and B6. total: \$ 81838</i>

If Coordinated Early Intervening Services (CEIS) funds, not to exceed 15% of the ARRA IDEA Preschool (Sect 619) allocation, are being utilized, these funds have been incorporated into the ARRA IDEA Part B (Sect 611) application (Refer to Section B, Line 5A)

## Description of Line Item Costs

Provide a brief description with amounts of proposed expenditures. Report **All Uses** of ARRA IDEA Preschool (Sect. 619) funds. Include Object Code (from "Programing Budgeting, Accounting, and Reporting System for School Districts") for each item.

**Carry Over Costs:** Report Costs. Costs must total expenditures reported on previous page A1 (\$ 0).

**Carry Over Cost**  
**Carry Over Balance Left: \$ 0**

Budget Object Code	Cost	Description of Expenditure (Limit to less than 100 characters)
--------------------	------	--

**Current Costs:** Report Costs. Costs must total expenditures reported on previous page B4 (\$ 81838 ).

**Current Cost**  
**Current Balance Left: \$ 0**

Budget Object Code	Cost	Description of Expenditure (Limit to less than 100 characters)
100-Salary	67345	Preschool Teacher Salaries
200-Employee Benefits	14493	Preschool Teacher Benefits

## I Assure Accuracy and Compliance With The Federal Regulations

I certify, as the below designated school district official, that the information submitted is accurate, and that except as provided in 34 CFR, Part 300, funds received under IDEA Part B Preschool (Section 619) will be used only to pay the excess costs of providing special education and related services to children with disabilities ages 3 to 5, and that the school district will comply with all of the requirements of the Individuals with Disabilities Education Act of 2004, General Education Provisions Act (GEPA), the Education Department General Administration Regulations (EDGAR), and the American Recovery and Reinvestment Act (ARRA) of 2009-Public Law 111-5, including but not limited to the accountability and separate reporting requirements under Section 1512, and when applicable, Sections 1605 (use of American iron, steel, or manufactured goods) and 1606 (Davis-Bacon and related Acts). Additionally, the school district accepts and agrees to comply with all the terms and conditions of the ARRA IDEA Part B Preschool (Section 619) Grant Award issued by NDE.

### **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (nonprocurement)." The Certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

#### **1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or

#### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to

cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an office or employee of any agency, a Member of Congress, an office or employee of Congress, or an employee of a member of Congress in connection with this Federal Grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the application is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

As the duly authorized representative of this application, I hereby certify that the applicant will comply with the certification for

- Lobbying
- Debarment, suspension and other responsibility matters.

This form is being signed because of federal requirements relating to the IDEA, GEPA, EDGAR and ARRA.

- ARRA IDEA - Grants to States Recovery Act (Section 619)

**Authorized School District Official:**

Name:	Christopher Hughes	Title:	Accounting Manager	County District:	28-0017
Phone:	402-715-8201	Email:	cmhughes@mpsomaha.org	Date:	6/4/2009 2:42:13 PM



**IDEA PART B (SECTION 611) ARRA ENROLLMENT/POVERTY ONLINE  
ENTRY**  
for the American Recovery and Reinvestment Act (ARRA) of 2008-2009 First  
50% Allocation

28-0017

**MILLARD PUBLIC SCHOOLS**

5606 S 147TH ST  
OMAHA NE 68137-2604

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**Step I: How Much am I Entitled to?**

The total below represents the amount of ARRA IDEA Part B (Sect. 611) funds available to the district. This amount was determined by calculations based on school enrollment and poverty. The amount reported on line A denotes IDEA Part B funds identified on last years report to be carried over or represents funds released by other school districts. The amount on Line B reports current year obtainable funds.

If it is determined from this application that the district meets maintenance of effort requirements the following ARRA IDEA Part B funds are available to the district:

Carryover amount from prior year (September 1, 2007 to August 31, 2008). The amount to be used by the district prior to August 31, 2009 or be released back to NDE.

A. \$ 0

Current year entitlement (Feb 17, 2009 to August 31, 2009 ). The amount to be used by the district prior to September 30, 2011 or be released back to NDE.

B. \$ 2527865

TOTAL DISTRICT FUNDS CURRENTLY AVAILABLE

Total (A + B) \$ 2527865

**Step II: Will I Receive the Entitlement?**

A - SPECIAL EDUCATION MAINTENANCE OF EFFORT(MOE) CALCULATION WORKSHEET			
ANNUAL FINANCE REPORT (AFR) ACCOUNT DESCRIPTION	AFR ACCOUNT CODE	I AFR SCHOOL YR 2007-2008 ACTUAL	II PRELIMINARY SCHOOL YR 2008- 2009

		EXPENDITURES		BUDGET ESTIMATE
<b>Expenditures</b>				
A. Total School Age Special Education Instructional Program (Expenditures)	01-2-01200-000	\$ 17058776	A.	\$ 21864734
B. Total School Age Special Education Pupil Transportation (Expenditures)	01-2-02760-000	\$ 2309930	B.	\$ 2517150
C. IDEA Part B - Birth to Age Five Special Education (Expenditures)	01-2-04400-000	\$ 3511778	C.	\$ 3851112
D. IDEA Enrollment Poverty (Expenditures)	01-2-04410-000	\$ 2762070	D.	\$ 0
D1. Early Intervening Services (Expenditures)	01-2-04411-000	\$		
D2. IDEA Enrollment Poverty Building Fund (Expenditures)	08-2-04410-000	\$ 0		
D3. Qualified Capitol Purpose Undertaking Fund (Expenditures)	09-2-04410-000	\$ 0		
<b>1. TOTAL SPECIAL EDUCATION EXPENDITURES (A+B+C+D+D1+D2+D3)</b>		<b>\$ 25642554</b>	<b>E.</b>	<b>\$ 28232996</b>
<b>Receipts</b>				
F. Special Education Programs - School Age (Receipt)	01-1-03120-000	\$ 10313609	F.	\$ 12000000
G. Special Education Transportation - School Age (Receipt)	01-1-03125-000	\$ 1360284	G.	\$ 1500000
H. IDEA Part B Special Education (Receipt)	01-1-04400-000	\$ 1350551	H.	\$ 1400000
I. IDEA Enrollment Poverty Grant (Receipt)	01-1-04410-000	\$ 2762070	I.	\$ 2888788
I1. Early Intervening Services (Receipt)	01-1-04411-000	\$		
I2. IDEA Enrollment Poverty Building Fund (Receipt)	08-1-04410-000	\$ 0		
I3. Qualified Capitol Purpose Undertaking Fund (Receipt)	09-1-04410-000	\$ 0		
J. Medicaid in Public Schools (Receipt)	01-1-04450-000	\$ 90767	J.	\$ 100000
<b>2. TOTAL STATE &amp; FEDERAL SPECIAL EDUCATION RECEIPTS (F+G+H+I+I1+I2+I3+J)</b>		<b>\$ 15877281</b>	<b>K.</b>	<b>\$ 17888788</b>
L. Maintenance of Effort (Local Spending) (Expenditures less Receipts) (1-2)		<b>\$ 9765273</b>	<b>L.</b>	<b>\$ 10344208</b>

(If Column II - Line L is equal to or greater than Column I - Line L, the district has preliminary met the Special



Education Maintenance of Effort requirement.

**B - SPECIAL EDUCATION EXCESS COST CALCULATION**

M. SPED Student Full-Time Equivalency	STUDENT FTE	566.7	M.	586.08
N. Adjusted Average Per Pupil Cost	AAPC	\$ 3869	N.	\$ 3992
O. Adjusted Average Per Pupil Cost (AAPC) Deduction (MxN)		\$ 2192562	O.	\$ 2339631
P. Local Excess Special Education Costs (Maintenance of Effort less AAPC Deduction) (L-O)		\$ 7572711	P.	\$ 8004577
Q. Increase of Local Excess Special Education Costs (Column II P - Column I P)			Q.	\$ 431866

**Step III: What do I Plan to Do with the Available Money?**

Maintenance of Effort Has Been Met

**C - OPTIONS FOR USE OF FUNDS****Select condition I IF:**

<input checked="" type="checkbox"/> I	The school district has preliminarily demonstrated that the requirement for <b>MAINTENANCE OF EFFORT HAS BEEN MET</b> (Column II - Line L is equal to or greater than Column I - Line L on the Special Education Maintenance Of Effort Calculation Worksheet - Section A on Step II previous page).
---------------------------------------	---

**Select condition II IF:**

<input type="checkbox"/> II	The school district has <b>NOT</b> preliminarily demonstrated that the district has met the "Maintenance of Effort" requirement, however, the district has attached documentation for an allowable federal exception(s).
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**Describe and include amounts of Federal Exemptions.**

Report the following Federal Exemptions. Include all Line Item Costs:

**If condition I or II has been marked, complete the following:**

**A. Apply the district's previous year Enrollment/Poverty ARRA IDEA Part B carryover dollars which is \$ 0 as follows:**

1. \$ 0	to the amount identified in Section B Column II line Q which is \$ 431866 (A1 + B4 cannot exceed Q)
2. \$ 0	to the continuation of the previous school year Enrollment/Poverty ARRA IDEA Part B funded expanded SPED program or to new and/or expanded 2008-2009 SPED costs. Provide a description with amounts of proposed expenditures

	in the area below.
3. \$ 0	released to NDE (Note A1 + A2 + A3 must total \$ 0) <i>Amounts you entered for A1, A2, and A3. total: \$ 0</i>
<b>B. Apply the district's current year Enrollment/Poverty ARRA IDEA Part B dollars which is \$ 2527865 as follows:</b>	
4. \$ 0	to the amount identified in Section B, Column II line Q which is \$ 431866 <i>(A1 + B4 cannot exceed Q)</i>
5. \$ 2527865	to the continuation of the previous school year Enrollment/Poverty ARRA IDEA Part B funded expanded SPED program or to new and/or expanded 2008-2009 SPED costs. Provide a description with amounts of proposed expenditures.
5A. \$ 0	IDEA Coordinated Early Intervening Services (CEIS) projects are voluntary projects that are available to school districts and approved cooperatives. NDE payment for project costs is limited to 15% of the district's current year ARRA IDEA Part B, Section 611 and Sect 619 allocation. The projects are designed for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. All CEIS Projects require an approved NDE application and final report for payment. Application materials are available at ( <a href="http://portal.nde.state.ne.us">http://portal.nde.state.ne.us</a> ). Not to exceed \$ 391456 (this amount represents 15% of sum total of the districts current year ARRA IDEA part B Sect 611 and Sect 619 appropriation). CEIS funds are interconnected to MOE and may impact district MOE.
6. \$ 0	carried over to the 2009-2010 school year
7. \$ 0	released to NDE for allocation to other eligible school districts (Note B4 + B5 + B5A + B6 + B7 must total \$ 2527865) <i>Amounts you entered for B4, B5, B5A, B6 and B7. total: \$ 2527865</i>
<b>Select condition III IF:</b>	
<input type="checkbox"/> III	The school district has <b>NOT</b> preliminarily demonstrated that the district has met the Maintenance of Effort requirement. <b>If condition III has been marked, complete the following</b> (Previous year carryover amount of (\$ 0) has been released to NDE for allocation to other eligible school districts):
8. \$ 0	of the district's current year ARRA IDEA Enrollment/Poverty funding which is (\$ 2527865) is to be carried over to the 2009-2010 school year. (To be eligible for the Enrollment/Poverty IDEA funding in the 2009-2010 school year, the district must be able to demonstrate Maintenance of Effort in 2009-2010 as determined by submission of SPED MOE Calculation

		Worksheet Section A).
	9. \$ 0	of the district's current year ARRA IDEA Enrollment/Poverty funding which is (\$ <b>2527865</b> ) is to be released to NDE. (Note 8 + 9 must total \$ <b>2527865</b> ) <i>Amounts you entered for C8 and C9 total: \$0</i>

## Step IV\_I: Description of Line Item Costs for Expenditures

Provide a brief description with amounts of proposed expenditures. Report **All Uses** of ARRA Funds. Include Object Code (from "Program Budgeting, Accounting, and Reporting System for School Districts") for each item.

**Carry Over Costs:** Report Both Excess and Expanded Costs. Costs must total expenditures reported in Step III **A1-Excess (\$ 0) + A2-Expanded(\$ 0) = \$ 0.**

**Carry Over Excess Expand Cost**  
**Carry Over Excess Expand Balance Left: \$ 0**

Budget Object Code	Cost	Description of Expenditure (Limit to less than 100 characters)
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**Current Costs:** Report Both Excess and Expanded Costs. Costs must total expenditures reported in Step III **B4-Excess (\$ 0) + B5-Expanded (\$ 2527865) = \$ 2527865.**

**Current Excess Expand Cost**  
**Current Excess Expand Balance Left: \$ 0**

Budget Object Code	Cost	Description of Expenditure (Limit to less than 100 characters)
100-Salary	1013076	Partial Reimbursement of SpED staff salaries not covered by federal/state funding
200-Employee Benefits	253269	Partial Reimbursement of SpED staff salaries not covered by federal/state funding
100-Salary	147912	New SpED Staff
200-Employee Benefits	36978	New SpED Staff Benefits
100-Salary	20000	Learning Together Program - Peer Tutoring Stipends
200-Employee Benefits	5000	Learning Together Program Benefits
300-Purchased Services	2500	Learning Together Program On-site staff development
400-Supplies and Materials	72131	Learning Together Program Supplies
100-Salary	355000	RtI+I staff stipends and sub costs

200-Employee Benefits	71000	RtI+I staff benefits
300-Purchased Services	50000	RtI+I On-site staff development
400-Supplies and Materials	398000	RtI+I Supplies
200-Employee Benefits	13000	AYP Staff Stipend Benefits
400-Supplies and Materials	24999	AYP Supplies
100-Salary	65000	AYP Staff Stipends

### Step IV\_II: Description of Line Item Costs for Coordinated Early Intervening Services (CEIS)

Provide a brief description with amounts of proposed CEIS services. Report **All Uses** of ARRA Funds. Include Object Code (from "Program Budgeting, Accounting, and Reporting System for School Districts") for each item.

**CEIS Costs:** Report CEIS Costs. Costs must total CEIS reported in Step III 5A-Coordinated Early Intervening Services (\$ 0).

**Coordinated Early Intervening Services Cost**  
**Coordinated Early Intervening Services Balance Left: \$ 0**

Budget Object Code	Cost	Description of Expenditure (Limit to less than 100 characters)
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### Step V: I Assure Accuracy and Compliance With The Federal Regulations

I certify, as the below designated school district official, that the information submitted is accurate, and that except as provided in 34 CFR, Part 300, funds received under IDEA Part B ARRA (Section 611) will be used only to pay the excess costs of providing special education and related services to children with disabilities to age 21, and that the school district will comply with all of the requirements of the Individuals with Disabilities Education Act (IDEA) of 2004, General Education Provisions Act (GEPA) the Education Department General Administration Regulations (EDGAR) and The American Recovery and Reinvestment Act (ARRA) of 2009-Public Law III-5, including but not limited to the accountability and separate reporting requirements under Section 1512, and when applicable, Sections 1605 (use of American iron, steel or manufactured goods) and 1606 (Davis-Bacon and related Acts). Additionally, the school district accepts and agrees to comply with all the terms and conditions of the ARRA IDEA Part B (Section 611) Grant Award issued by NDE.

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND**

## OTHER RESPONSIBILITY MATTERS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (nonprocurement)." The Certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an office or employee of any agency, a Member of Congress, an office or employee of Congress, or an employee of a member of Congress in connection with this Federal Grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and (d) Have not within a three-year period preceding this application had one

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the application is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

As the duly authorized representative of this application, I hereby certify that the applicant will comply with the certification for

- Lobbying
- Debarment, suspension and other responsibility matters.

This form is being signed because of federal requirements relating to the IDEA, GEPA, EDGAR and ARRA.

- ARRA IDEA - Grants to States Recovery Act (Section 611)

**Authorized School District Official:**

Name:	Christopher Hughes	Title:	Accounting Manager	County District:	28-0017
Phone:	402-715-8201	Email:	cmhughes@mpsomaha.org	Date:	6/4/2009 2:28:21 PM