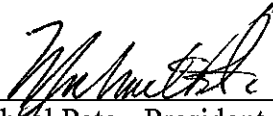
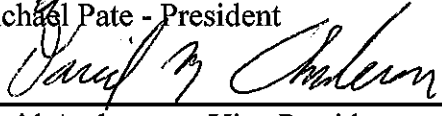


**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

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
July 12, 2010, at Don Stroh Administrative Center
5606 South 147th Street Omaha, NE 68137
Dated this 12th day of July, 2010.



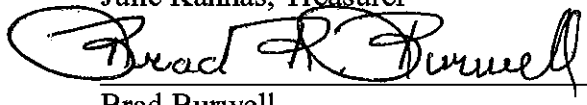
Michael Pate - President



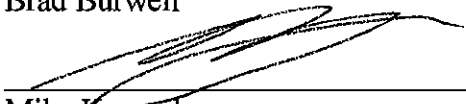
David Anderson - Vice President

Linda Poole - Secretary

Julie Kannas, Treasurer



Brad Burwell



Mike Kennedy

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

Notice is hereby given of a Board of Education Committee of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, July 12, 2010** 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

7-8-10

**THE DAILY RECORD
OF OMAHA**

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

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

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 _____

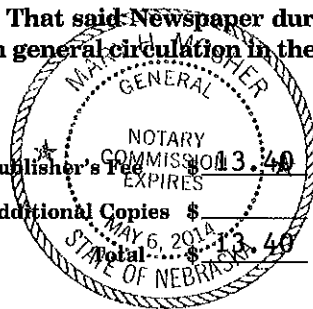
July 9, 2010

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 \$ 3.40

Additional Copies \$ 13.40

Total \$ 16.80



Subscribed in my presence and sworn to before
me this 9th day of
July 2010

Notary Public in and for Douglas County,
State of Nebraska

BOARD OF EDUCATION MEETING

JULY 12, 2010

NAME:

REPRESENTING:

Kyle Hansen

Troop 374

Mark Hansen

BSA Troop 374

Ron Feuerbach

MJR

Pat Ricketts

MILLARD

Chris Wilcox

Millard

Jim Torres

DLR Group



BOARD OF EDUCATION
MEETING



JULY 12, 2010

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
JULY 12, 2010

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 7, 2010
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

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

G. Unfinished Business:

1. Approval of Policy 6640 – Curriculum, Instruction, and Assessment – Section 504 Compliance

New Business

1. Approval of Superintendent Goals for 2010-2011
2. Approval of Sale of School Property
3. Approval of 6-12 Industrial Technology Framework
4. Approval of Job Description 2100.35 – Coordinator of Special Programs
5. Approval of Rule 4140.2 – Human Resources – Responsibilities and Duties – Non-Certified
6. Approval of Easement at 210th & Q Streets (Horizon High School)
7. Approval of Assignment of Sub-Division
8. Approval of Administrator Contract
9. Approval of Personnel Actions: Amendment to Continuing Contract(s), Leave(s) of Absence, Resignation(s), and New Hire(s)

H. Reports

1. Quarterly Investment Report
2. Quarterly Summer Projects Report
3. Educational Services Annual Report
4. Multicultural Education Report
5. Curriculum Management Audit Update
6. Career Academy Update
7. Board and Committee Meeting Schedule 2010-2011

I. Future Agenda Items/Board Calendar.

1. New Staff Breakfast on Monday, August 2, 2010 at 8:00 a.m. at Millard South High School

Agenda
July 12, 2010
Page 2

2. Board of Education Meeting on Monday, August 2, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Fall Kick-Off Celebration on Friday, August 6, 2010 at Embassy Suites in LaVista at 8:30 a.m.
4. Committee of the Whole Meeting on Monday, August 9, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, August 16, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Board of Education Meeting on Tuesday, September 7, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Board of Education Meeting on Monday, September 20, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

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

L. Adjournment:

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

.BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
JULY 12, 2010

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 7, 2010. (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.)

F.1. Superintendent's Comments

F.2. Board Comments/Announcements

G.1. Motion by _____, seconded by _____, to approve Policy 6640 – Curriculum, Instruction, and Assessment – Section 504 Compliance (See enclosure.)

H.1. Motion by _____, seconded by _____, to approve the Superintendent Goals for 2010-2011 (See enclosure.)

H.2. Motion by _____, seconded by _____, to approve the sale of school property to Robert Mormann in the amount of \$500,000 (See enclosure.)

H.3. Motion by _____, seconded by _____, to approval the 6-12 Industrial Technology Framework (See enclosure.)

H.4. Motion by _____, seconded by _____, to approve Job Description 2100.35 – Coordinator of Special Programs (See enclosure.)

H.5. Motion by _____, seconded by _____, to approve Rule 4140.2 – Human Resources – Responsibilities and Duties – Non-Certified (See enclosure.)

H.6. Motion by _____, seconded by _____, that, in consideration of \$3,328.50, the District convey a Temporary Construction Easement and a Permanent Sewer Easement to SID 529 and the City of Omaha near 210th & Q Streets as proposed (See enclosure.)

- H.7. Motion by _____, seconded by _____, that the North Reserve and the North Reserve Replat subdivisions be assigned to the attendance areas for the following schools: Morton Elementary School, Russell Middle School, and West High School (See enclosure.)
- H.8. Motion by _____, seconded by _____, to approve the Superintendent's contract for 2010-2011 as discussed in Executive Session on June 7, 2010. (See enclosure.)
- H.9. Motion by _____, seconded by _____, to approve Personnel Actions: Amendment to Continuing Contract(s), Leave(s) of Absence, Resignation(s), and New Hire(s) (See enclosure.)

I. Reports:

1. Quarterly Investment Report
2. Quarterly Summer Projects Report
3. Educational Services Annual Report
4. Multicultural Education Report
5. Curriculum Management Audit Update
6. Career Academy Development Update
7. Board and Committee Meeting Schedule 2010-2011

J. Future Agenda Items/Board Calendar

1. New Staff Breakfast on Monday, August 2, 2010 at 8:00 a.m. at Millard South High School
2. Board of Education Meeting on Monday, August 2, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Fall Kick-Off Celebration on Friday, August 6, 2010 at Embassy Suites in LaVista at 8:30 a.m.
4. Committee of the Whole Meeting on Monday, August 9, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, August 16, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Board of Education Meeting on Tuesday, September 7, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Board of Education Meeting on Monday, September 20, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

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

L. Adjournment

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

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 6:30 p.m., Monday, June 7, 2010, at the Don Stroh Administration Center, 5606 South 147th Street.

Present: Michael Pate, Dave Anderson, Linda Poole, and Julie Kannas

Absent: Brad Burwell and Mike Kennedy

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, June 4, 2010; 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.

Showcase highlighted students in Spring Sports, Journalism, American Mathematics Competition, USA Math Olympiad, Knowledge Master, WordMaster, and PTA Reflections.

Superintendent's Comments:

1. There are several new administrators with family members present this evening, and they will be introduced later in the meeting.
2. On June 16th there will be a meeting with other metro board members about the governance structure of the Learning Community. The meeting will be held at the Don Stroh Administration Center.
3. There will not be a meeting on June 21, 2010. In case there would not be a quorum this evening, there could be a special board meeting next Monday.
4. Dr. Lutz will be on vacation June 21-28, 2010.

Board Comments:

Dave Anderson said he participated in the Lions club golf tournament today, and apologized for his casual attire.

Mr. Anderson reported that he will be attending the Nebraska Association of School Boards Board of Directors meeting on Friday and Saturday.

Mr. Anderson said he will be out of town June 22 through July 1, 2010.

Linda Poole said she will be in attendance at the meeting with other metro board members on June 16th.

Mrs. Poole said if there would be a special board meeting next Monday, she would not be in attendance, because she will be out of town.

Mike Pate said he attended the Millard Public Schools Foundation board meeting two weeks ago. A new president was elected, which is John Schuele. He is very supportive of the Millard School District.

Mr. Pate thanked everyone who participated in the Foundation Golf Tournament. He said it was a great success and raised about \$66,000 for classroom grants.

Mr. Pate introduced the new administrators and their families: Skip Hanlon, assistant principal at Wheeler Elementary, Heather Phipps, assistant principal at Millard North High School, Tracy Logan, principal at Wheeler Elementary, and Ann Gapinski, assistant principal at Central Middle School. Approval of the administrators is on the agenda.

Reports were given on the Enrollment Report, the Final Enrollment Projections, and the Student Nutrition and Wellness Committee.

At 6:33 p.m. Julie Kannas arrived at the meeting.

At 6:41 p.m. Mike Pate opened the public hearing on Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access. There were not questions from the public.

Motion by Dave Anderson, seconded by Linda Poole, to adjourn the public hearing, upon roll call vote, all members voted aye. Motion carried.

At 6:45 p.m. Michael Pate called the meeting to order and 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 members present included Mike Pate, Dave Anderson, Linda Poole and Julie Kannas. Absent were Brad Burwell and Mike Kennedy.

Motion by Dave Anderson, seconded by Julie Kannas, to excuse Brad Burwell and Mike Kennedy from the meeting, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, to approve the Board of Education Minutes of May 17, 2010, approve the bills, and receive the Treasurer's Report and Place on File, upon roll call vote, all member voted aye. Motion carried.

Dave Anderson summarized the Committee of the Whole Meeting on Monday, May 24, 2010. The topic was the budget for 2010-2011.

Motion by Linda Poole, seconded by Dave Anderson, to approve Legislative Standing Positions 2011, upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Kannas, seconded by Linda Poole, to reaffirm Policy 6315 – Curriculum, Instruction, and Assessment – Millard Education Program - Use of Assessment Data, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Julie Kannas, to approve Rule 6315.1 – Curriculum, Instruction, and Assessment – Millard Education Program – Use of Assessment Data, upon roll call vote, all members voted aye. Motion carried.

Linda Poole provided the first reading of Policy 6640 – Curriculum, Instruction, and Assessment – Section 504 Compliance. This policy will be on the next board agenda for approval.

Motion by Dave Anderson, seconded by Julie Kannas, to Reaffirm Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access and Rule 6800.1 – Curriculum, Instruction, and Assessment – Parental Access, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve Memorandum of Understanding with Metropolitan Community College in support of Millard Career Academy program, upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Kannas, seconded by Dave Anderson, to approve the high school calendars for 2010-2011, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Kannas, that the contract for the providing of ATC services to Millard North, Millard South, and Millard West High School be awarded to Alegent Health at a cost of \$59,000 per year during the 2010-2011, 2011-2012, and 2012-2013 school years and that the Director of Employee Relations and Director of Activities and Athletics be authorized and directed to execute the contract as well as any and all other documents related to such contract, upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Kannas, seconded by Dave Anderson, to approve the 4th Grade Social Studies ELO Cutscore, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, that the contract for the boiler replacement project at DSAC be awarded to Pitlor & Son, Inc. in the amount of \$101,575 (with such amount including the base bid and Alternate #1) and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Julie Kannas, to approve Administrators for Hire: Heather Phipps, Assistant Principal at Millard North High School, Tracy Logan, Principal at Wheeler Elementary, Skip Hanlon, Assistant Principal at Wheeler Elementary, and Ann Gapinski, Assistant Principal at Central Middle School, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Kannas, to approve Personnel Actions: Amendment to Continuing Contracts: Pamela K. Huss, LaDonna McCabe, Jane Sandoz, Mary Kate Hough, Amy Kaup, Janet Smutny and Vickie Kyros; Leave of Absence: Sydney R. Peters; Resignations: Jay Dostal, Melanie Dostal, Lisa Stephan, Nicholas P. Hovden, Lauren Ballou, Linda burke, and Kim Boham, and New Hires: Sarah S. Barnes, Brianna J. Bickley, Zachary P. Bjornsen, Allison M. Brown, Olivia S. Call, Jeff S. Greco, Flamina M. Harrison, Gretchen M. Heusel, Crista J. Jensen, Keith W. Maly, Ann L. Rowe, Alan L. Sarka, and Seth D. Woodke, upon roll call vote, all members voted aye. Motion carried.

Future Agenda Items/Board Calendar: Committee of the Whole Meeting will be held on Monday, June 14, 2010 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. Board of Education Meeting will be held on Monday, July 12, 2010 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The New Staff Breakfast will be on Monday, August 2, 2010 at 8:00 a.m. at Millard South High School. A Board of Education Meeting will be held on Monday, August 2, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The Fall Kick-Off Celebration will be on Friday, August 6, 2010 at Embassy Suites in LaVista at 8:30 a.m. A Committee of the Whole Meeting will be on Monday, August 9, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, August 16, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Mr. Pate said the board will be going into Executive Session for the purpose of litigation and personnel issue.

At 7:20 p.m. a motion by Linda Poole seconded by Dave Anderson, to go into Executive Session for the purpose of litigation and personnel issue, upon roll call vote, all members voted aye. Motion carried.

Mr. Pate said the board will be going into Executive Session for the purpose of litigation and personnel issue.

Motion by Linda Poole, seconded by Dave Anderson, 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
July 12, 2010

Millard Public Schools

Check Register

10

Prepared for the Board Meeting of July 12, 2010

Check No	Vend No	Vendor Name	Amount
314231	135033	ACKERMAN ELEMENTARY	214.10
314233	065425	ANDERSEN MIDDLE SCHOOL	8,163.00
314234	130674	BEADLE MIDDLE SCHOOL	678.75
314235	065420	CENTRAL MIDDLE SCHOOL	4,335.00
314236	135038	CODY ELEMENTARY	29.25
314237	133617	CONOCOPHILLIPS	778.41
314238	108436	COX COMMUNICATIONS INC	29,903.22
314239	135041	HITCHCOCK ELEMENTARY	131.20
314240	133397	HY-VEE INC	292.52
314241	065438	MILLARD NORTH HIGH SCHOOL	1,758.54
314242	135490	NE ASSOC OF SCHOOL PERSONNEL ADMIN	500.00
314243	135045	ROCKWELL ELEMENTARY	501.50
314244	081630	SAM'S CLUB DIRECT	20.00
314245	135273	SARPY COUNTY TREASURER	500.00
314246	130787	SUBURBAN SCHOOL SUPERINTENDENTS	0.00
314247	136727	RESORT INNS OF AMERICA INC	436.80
314248	133224	JEFF WARNOCK	150.00
314249	106195	YWCA OF OMAHA	20.00
314250	047841	DENNIS A HANLEY	412.10
314251	130787	SUBURBAN SCHOOL SUPERINTENDENTS	1,730.00
314253	138101	MARTA DONAHOE	15,000.00
314254	138143	BROWN PALACE HOTEL ASSN LTD	514.80
314255	133617	CONOCOPHILLIPS	9,555.03
314256	135042	MONTCLAIR ELEMENTARY	337.40
314257	067027	NEBRASKA STATE BANDMASTERS ASSN	40.00
314259	130091	NORTH MIDDLE SCHOOL	1,490.10
314260	071053	OMAHA WORLD HERALD (EDUC)	83.20
314261	071566	PAPILLION-LAVISTA PUBLIC SCHOOLS	150.00
314262	108429	PETTY CASH/MILLARD SOUTH	119.13
314263	090673	QWEST	123.72
314265	010040	A & D TECHNICAL SUPPLY CO INC	957.40
314266	107252	AA WHEEL & TRUCK SUPPLY INC	35.56
314267	010030	AAA ENTERPRISES, INC.	2,703.50
314268	010165	ABLENET INC	345.00
314269	131632	AC AWARDS INC	312.82
314270	131806	ACADEMIC SUPERSTORE	392.80
314271	010298	TEK INDUSTRIES INC	290.70
314272	102832	ADVANCED OFFICE INTERIORS CORP	1,452.78
314273	108351	AIRGAS NORTH CENTRAL INC	30.77
314274	133620	AKSARBEN PIPE & SEWER CLEANING LLC	839.50
314275	133646	AKSARBEN SERVICES INC	349.95
314276	010884	FRANCE ALBANESI	241.50
314277	011051	ALL MAKES OFFICE EQUIPMENT	334.41
314278	011185	ALLIED OIL & SUPPLY, INC.	888.28
314279	137474	64 FUN LLC	213.96
314281	097090	AMERICAN BOILER COMPANY	8,308.38

Millard Public Schools

Check Register

11

Prepared for the Board Meeting of July 12, 2010

Check No	Vend No	Vendor Name	Amount
314282	102430	AMI GROUP INC	3,340.00
314283	069689	AMSAN LLC	2,961.42
314284	012590	HOLLAND USA INC	356.50
314285	135534	ACTION GROUP LLC	160.00
314286	010112	ANDERSON ELECTRIC	715.00
314287	134041	MARTHA A ANDERSON	67.20
314288	012980	APPLAUSE LEARNING RESOURCES	56.85
314289	012989	APPLE COMPUTER, INC.	17,892.66
314290	135051	APPLES & MORE A TEACHERS STORE	194.16
314291	106436	AQUA-CHEM INC	1,051.03
314292	133770	DIANE ARAUJO	25.20
314294	134235	SARAH A ASCHENBRENNER	113.95
314295	013496	ASCD	179.60
314296	134427	AUTISM ASPERGERS PUBLISHING CO	161.85
314297	102237	AUTO STATION	1,998.92
314298	108092	ARNOLD MOTOR SUPPLY LP	999.44
314299	016302	BADGE-A-MINIT LTD	164.43
314300	016295	BADGER BODY & TRUCK EQUIPMENT CO	145.74
314301	109852	BAER SUPPLY	177.98
314303	132405	BAG 'N SAVE	80.59
314304	135245	BAHR VERMEER HAECKER ARCHITECTS	700.00
314305	135991	BAKER DISTRIBUTING CO LLC	136.20
314308	017670	BALCON	6,205.00
314309	017876	BARCLAY SCHOOL SUPPLIES INC	567.91
314310	017900	BARCO MUNICIPAL PRODUCTS, INC.	99.00
314311	017908	REX J BARKER	37.50
314312	099646	BARNES & NOBLE BOOKSTORE	6,331.24
314313	132608	BARNES DISTRIBUTION	411.34
314314	017877	CYNTHIA L BARR-MCNAIR	208.15
314315	131142	CHERA A BARTELS	12.20
314316	107979	LORI A BARTELS	333.25
314317	017923	BARTON SOLVENTS INC	50.00
314318	136939	BRET BASYE	152.00
314319	134069	COLLEEN K BECKWITH	524.43
314320	107540	BRIAN F BEGLEY	421.00
314321	134884	JULIE K BERGSTROM	59.00
314323	018705	HAIAR & HAIAR INC	365.38
314326	134945	NOLAN J BEYER	75.00
314330	019111	BISHOP BUSINESS EQUIPMENT	459.63
314331	134478	TIFFANY M BOCK SMITH	46.50
314332	130899	KIMBERLY M BOLAN	167.50
314333	135539	SHEILA F BOLMEIER	29.50
314335	019559	BOUND TO STAY BOUND BOOKS INC	10,331.06
314336	019835	BOYS TOWN NATIONAL	1,725.00
314337	015805	CORVUS INDUSTRIES LTD	2,868.00
314338	133196	ALICIA A BRAGG	50.80

Millard Public Schools

Check Register

12

Prepared for the Board Meeting of July 12, 2010

Check No	Vend No	Vendor Name	Amount
314339	107281	INTERNATIONAL CATERING INC	4,407.00
314340	130576	PAMELA A BRENNAN	171.00
314341	100573	BROWN & SAENGER	11,905.00
314342	134585	KATHLEEN B BURKET	7.15
314343	136312	BRAD BURKLUND	133.96
314344	099431	BUSINESS MEDIA INC	3,680.50
314345	137274	EILEEN CABRERA	4.70
314346	023831	CALLOWAY HOUSE INC	274.73
314347	134350	CAMBIUM LEARNING	1,682.45
314348	138145	KIM M CARBEE	61.40
314349	106806	ELIZABETH J CAREY	23.60
314350	023925	CARLEX INC	139.92
314351	108215	DEBRA R CARLSON	9.17
314352	024067	CARSON DELLOSA PUBLISHING	341.71
314353	131158	CURTIS R CASE	390.50
314354	133589	CDW GOVERNMENT, INC.	2,940.00
314355	051572	CENGAGE LEARNING	850.24
314356	024260	CENTER TROPHY COMPANY	341.50
314358	130490	CERTIFIED TRANSMISSION-MILLARD	2,848.55
314359	135648	SUSAN M CHADWICK	24.50
314360	132271	ERIK P CHAUSSEE	951.10
314361	135601	CHENG & TSUI CO INC	1,701.70
314362	137565	CHERRY CREEK HIGH SCHOOL	650.00
314363	106851	CHILDREN'S HOME HEALTHCARE	5,772.00
314364	025235	DALE CLAUSEN	132.00
314365	131135	PATRICIA A CLIFTON	66.30
314366	137013	NANCY S COLE	14.90
314367	022701	SHARON R COMISAR-LANGDON	74.00
314370	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	91.00
314371	026057	CONTROL MASTERS INC	165.50
314373	133002	MONICA M COX	18.84
314374	136843	CRANE RENTAL & RIGGING CO INC	337.50
314376	130703	CROSS COUNTRY SEMINARS INC.	189.00
314379	027300	CUMMINS CENTRAL POWER LLC	692.03
314380	137696	DEBORAH S CURNYN	4.40
314381	027345	CURRICULUM ASSOCIATES INC	3,825.80
314382	130731	D & D COMMUNICATIONS	30.00
314384	131483	JANET L DAHLGAARD	35.40
314385	132671	JEAN T DAIGLE-ROSE	221.75
314386	131003	DAILY RECORD	130.48
314387	032140	DALTILE CORPORATION	5,655.13
314388	135099	HEATHER L DAUBERT	298.18
314389	032246	PAMELA M DAVIS	109.00
314390	032497	CHERYL R DECKER	84.50
314391	107469	DEFFENBAUGH INDUSTRIES	11,536.04
314392	099249	DELTA EDUCATION LLC	138.81

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Check No	Vend No	Vendor Name	Amount
314393	032800	DEMCO INC	988.22
314395	032872	DENNIS SUPPLY COMPANY	1,224.01
314396	136316	EVA DENTON	29.35
314397	133009	ROBERTA E DEREMER	22.60
314398	137024	DEVELOPMENTAL SERVICES OF NE INC	2,831.76
314399	109850	DEX MEDIA EAST LLC	217.85
314400	099220	DICK BLICK CO	6,989.04
314403	033473	DIETZE MUSIC HOUSE INC	2,009.94
314404	136179	DIGITAL EXPRESS INC	1,552.00
314406	135933	DKAH SERVICES CORP	862.50
314407	107232	DLR GROUP INC	262.50
314408	138001	DOC & EDDIE'S BBQ INC	90.16
314409	134086	AMBER J DOOLITTLE	51.25
314410	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	59,876.82
314415	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	617,225.28
314418	135689	SUSAN M DULANY	93.40
314419	034120	DULTMEIER SALES LLC	296.48
314422	036520	EASTERN NE HUMAN SERVICES AGENCY	14,308.00
314423	131073	JULIE A EASTRIDGE	104.81
314424	052370	ECHO ELECTRIC SUPPLY CO	191.12
314425	102947	EDUCATION CENTER INC	36.90
314426	037400	EDUCATIONAL RESEARCH SERVICE	495.00
314427	037525	EDUCATIONAL SERVICE UNIT #3	42,963.53
314428	100330	EDUCATORS OUTLET INC	73.97
314429	133823	REBECCA S EHRHORN	523.70
314430	135425	EINSTRUCTION	141,000.00
314431	038100	ELECTRICAL ENGINEERING & EQPT CO	64.83
314432	038140	ELECTRONIC SOUND INC.	1,807.74
314436	035579	EMC/PARADIGM PUBLISHING	5,588.90
314438	132066	ENGINEERED CONTROLS INC	709.50
314439	138088	GANNETT SATELLITE INFO NETWORK INC	528.96
314441	109066	TED H ESSER	121.15
314443	136937	ETC PRESS INC	600.26
314445	131927	MBB INC	14.00
314447	132699	FATHER FLANAGANS BOYS HOME	25,905.74
314449	040450	FEDERAL EXPRESS	113.74
314450	136377	FEINER SUPPLY CO	39.90
314451	131826	ALICIA C FEIST	150.65
314452	040470	MARK W FELDHAUSEN	105.00
314453	133565	STEVE FELICI	58.43
314454	040537	FERGUSON ENTERPRISES INC	348.36
314455	137016	ANGELA L FERGUSON	97.49
314456	138149	JILL A FIALA	8.00
314457	138070	FIELD PAPER CO	19,328.00
314458	136320	JOSHUA P FIELDS	650.72
314459	138146	FIERCE INC	3,262.50

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Check No	Vend No	Vendor Name	Amount
314460	133919	FILTER SHOP INC	719.12
314461	133960	FIREGUARD INC	382.95
314462	040902	FIRST NATIONAL BANK TRUST DEPT	2,000.00
314463	109855	SHANNON M FISCHER	24.40
314468	131555	FLOORS INC	44.00
314469	041100	FOLLETT LIBRARY RESOURCES	1,956.97
314471	041146	KENNETH J FOSSEN	83.60
314472	041543	AMY J FRIEDMAN	98.50
314473	135031	FSH COMMUNICATIONS LLC	360.00
314474	134168	ERIC W FULLER	28.20
314475	043900	GAYLORD BROTHERS INC	401.16
314476	106894	TAMMY GEBHART	48.75
314478	133886	CHERYL V GERACE	8.20
314481	044891	GOPHER	2,257.36
314482	044896	KAREN A GORDON	32.35
314483	043609	GP DIRECT	596.60
314484	130574	ARLO GRAFTON	2,700.00
314485	044950	GRAINGER INDUSTRIAL SUPPLY	286.01
314486	044965	KATHERINE A GRAY	122.80
314488	136046	JODI T GROSSE	34.70
314489	136848	GROUNDWATER FOUNDATION	77.00
314490	135016	CANDRA R GUENTHER	101.95
314491	135930	KATHLEEN M GUINAN	72.90
314492	132938	GUSTAVE A LARSON COMPANY	946.64
314495	059223	HAL LEONARD CORPORATION	175.00
314496	047800	HAMMOND & STEPHENS	328.34
314498	047853	HAPPY CAB COMPANY INC	17,679.30
314499	136458	JEAN M HASTINGS	52.45
314500	130609	HAYDEN-MCNEILL SPECIALTY	1,191.19
314501	135990	MARVCO ENTERPRISES INC	222.07
314502	108273	MARGARET HEBENSTREIT PT	126.50
314504	137695	MARTHA L HEITMAN	57.50
314505	108478	DAVID C HEMPHILL	910.10
314506	101881	OMAHA ZOOLOGICAL SOCIETY	751.19
314507	099235	HERFF JONES INC	712.04
314509	132423	HEWLETT PACKARD CO	169,955.00
314510	048710	LAB SAFETY SUPPLY INC	244.63
314511	048710	LAB SAFETY SUPPLY INC	325.46
314514	048840	SUZANNE J HINMAN	90.00
314515	048845	CAMILLE H HINZ	56.10
314516	048940	HOBBY LOBBY STORES INC	105.28
314518	138147	STEPHANIE M HOHENSTEIN	43.82
314519	099759	HOLIDAY INN OF KEARNEY	74.95
314521	049600	HOUCHEM BINDERY LTD	116.90
314524	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	33,013.97
314525	101533	DIANE F HOWARD	26.10

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Check No	Vend No	Vendor Name	Amount
314526	101032	HUSKER MIDWEST PRINTING	4,299.56
314527	134807	MONICA A HUTFLES	26.40
314528	130283	KARA L HUTTON	230.31
314529	133397	HY-VEE INC	2,651.19
314530	132878	HY-VEE INC	104.54
314531	049851	HY-VEE INC	403.37
314532	049850	HY-VEE INC	90.00
314533	049844	HYDRONIC ENERGY INC	630.00
314534	138150	IDEAL IMAGES INC	661.28
314535	051573	IDEAL PURE WATER	27.00
314536	099749	BAUDVILLE INC	76.50
314537	051575	THERESA A ILIFF	20.00
314538	135502	INDOFF, INC.	989.00
314539	102451	INTERNATIONAL BACCALAUREATE	8,820.00
314540	052150	INTERNATIONAL READING ASSOC	99.00
314542	136631	JAMES LEE STONE	352.77
314543	100928	J W PEPPER & SON INC.	1,161.32
314544	130542	J.M.KOPECKY & CO	444.64
314545	136314	KORRINDA K JAMIESON	146.15
314546	131157	CHRISTINE A JANOVEC-POEHLMAN	106.55
314547	054240	HANNELORE W JASA	24.50
314548	136953	JSDO I LLC	444.47
314549	133059	DEBBIE A JENKINS	126.35
314550	133037	JENSEN TIRE COMPANY	61.68
314551	107039	SHARON KIM H JOHANSEN	17.50
314552	135999	DESIREE K JOHN	72.95
314553	131367	AMANDA J JOHNSON	66.00
314554	130994	JOHNSON CONTROLS INC	697.32
314555	054500	JOHNSON HARDWARE CO LLC	833.50
314557	136317	KELLY L JOHNSON	18.20
314558	059573	NANCY A JOHNSTON	298.35
314559	054630	JOHNSTONE SUPPLY	38.28
314564	133738	KAMAN INDUSTRIAL TECHNOLOGIES	113.16
314565	101224	KAPCO	293.48
314566	132265	CATHERINE A KEISER	47.80
314567	132272	SUSAN L KELLEY	31.30
314568	056276	KELVIN ELECTRONICS	995.07
314571	056770	BETTY H KLESITZ	58.00
314572	109136	KLOCKIT	141.50
314573	132264	MICHELLE M KLUG	56.90
314575	134607	KONICA MINOLTA PRINTING SOLUTIONS	860.00
314578	131006	CONNIE E KOZAK	75.95
314582	132934	VICTORIA KYROS	107.50
314583	137694	MCKAYLA LABORDE	201.75
314584	137010	CHRISTINA A LAGRONE	48.05
314586	058755	LAIDLAW TRANSIT INC	17,241.79

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Check No	Vend No	Vendor Name	Amount
314588	099217	LAKESHORE LEARNING MATERIALS	1,567.88
314591	135257	LANGUAGE LINE SERVICES	315.82
314592	135688	DENISE A LARSON	270.00
314594	102491	LARUE DISTRIBUTING INC	983.83
314595	135156	LAWSON PRODUCTS INC	1,553.07
314596	132573	LEADING EDGE PRINTING	1,559.30
314597	102496	LEARNING ZONE EXPRESS	258.99
314598	106469	LEGO EDUCATION NORTH AMERICA	369.10
314599	137345	BONNIE K LEVINGER	17.50
314600	059470	LIEN TERMITE & PEST CONTROL INC	418.00
314601	059577	LINGUISYSTEMS, INC.	523.55
314602	059560	LINWELD INC	316.16
314603	059791	LIVING VOICES INC	2,484.18
314604	133758	KRAIG J LOFQUIST	67.32
314605	131141	JON T LOPEZ	82.00
314607	060111	LOVELESS MACHINE & GRINDING	50.00
314608	131397	LOWE'S HOME CENTERS INC	25.12
314609	057770	LRP PUBLICATIONS INC	106.40
314610	134568	NATASHA E LUDWIG	11.55
314611	060155	LYMAN-RICHEY CORPORATION	2,497.86
314612	135420	MUSICIAN'S FRIEND INC	41.90
314613	099321	MACKIN BOOK CO	16,575.81
314614	132741	LARRY MACTAGGART	1,500.00
314615	137007	KAREN M MARBLE	102.00
314616	063918	MUSIC SUCCESS CONCEPTS	335.00
314617	108052	MAX I WALKER	588.65
314618	101129	MJ-1 LLC	285.50
314621	063349	MCGRAW-HILL COMPANIES	2,961.57
314622	134526	MECA	8,333.76
314623	101274	MEDICAL TECHNOLOGIES INC	1,073.63
314624	121126	PATRICIA A MEEKER	137.00
314625	136470	CHAD M MEISGEIER	703.21
314626	133998	SUZANNE R MELLIGER	288.42
314627	017611	ANGELA R MERCIER	800.00
314629	F03009	MESSAGING ARCHITECTS	32,000.00
314630	064600	METAL DOORS & HARDWARE COMPANY INC	676.00
314632	133403	AMERICAN NATIONAL BANK	9,619.61
314633	064621	METROPOLITAN OMAHA ED CONSORTIUM	4,000.00
314635	136384	JEANNETTE M MEYER	85.25
314636	132599	MID AMERICA COMPANY	290.60
314637	132807	MONTESSORI EDUCATIONAL CENTERS INC	9,440.00
314638	132113	MID-PLAINS INSULATION	61.65
314639	102466	MID-WEST TECH INC	6,570.00
314640	102870	MIDLAND COMPUTER INC	802.71
314641	648477	MIDLANDS MESSENGER SERVICE INC	14.00
314642	101068	MIDWEST BOX COMPANY	1,049.00

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Check No	Vend No	Vendor Name	Amount
314643	064950	MIDWEST METAL WORKS INC	135.00
314645	065200	MIDWEST SHOP SUPPLIES INC	78.00
314646	065233	MIDWEST TURF & IRRIGATION INC	1,038.09
314648	065400	MILLARD LUMBER INC	35.52
314649	131716	BRAD S MILLARD	800.00
314650	131328	MILLER ELECTRIC COMPANY	2,434.38
314651	100316	MINDWARE	83.84
314652	099352	MINNESOTA CLAY CO	619.10
314653	066010	MONEY HANDLING MACHINES, INC.	1,774.00
314654	066083	KAREN F MONTGOMERY	18.60
314657	132491	DONITA L MOSEMAN	39.50
314658	063150	MSC INDUSTRIAL SUPPLY CO	334.38
314659	131395	DARREN D MYERS	95.50
314660	067000	NASCO	1,107.60
314661	101560	NATIONAL COUNCIL FOR SOCIAL STUDIES	98.00
314663	067910	NATIONAL SCHOOL BOARDS ASSOC	9,100.00
314664	134162	NATIONAL STAFF DEVELOPMENT COUNCIL	268.00
314665	130548	SCANTRON CORP	5,933.51
314666	068334	NEBRASKA AIR FILTER INC	5,330.39
314667	068415	NEBRASKA COUNCIL OF SCHOOL	150.00
314668	100216	NEBRASKA EDUCATIONAL TECH ASSN	115.00
314669	100216	NEBRASKA EDUCATIONAL TECH ASSN	25.00
314670	068445	NEBRASKA FURNITURE MART INC	396.00
314671	068954	NEFF COMPANY	387.82
314673	131550	NANCY G NELSON	430.00
314674	069561	LYNNE NEWVILLE	51.00
314675	109843	NEXTEL PARTNERS INC	16,575.53
314677	106326	NILA J NIELSEN	522.44
314678	069675	NOBBIES INC	97.73
314679	069930	NOVA HEALTH EQUIPMENT COMPANY	1,569.00
314680	133368	KELLY R O'TOOLE	61.00
314681	137402	ODYSSEYWARE INC	4,000.00
314683	050042	ANNE M OETH	33.50
314685	100013	OFFICE DEPOT 84133510	3,459.56
314686	070245	OHARCO DISTRIBUTORS	119.50
314689	070473	ELIZABETH A OLSON	22.15
314692	108181	OMAHA COMMUNITY PLAYHOUSE	145.00
314693	071027	VIDEO MEDIA PRODUCTS LLC	10.00
314694	071025	OMAHA TRUCK CENTER INC	29.21
314695	071050	OMAHA WORLD HERALD CO	2,426.78
314697	133850	ONE SOURCE	1,453.00
314698	130092	MARY M OSTERLOH	90.95
314699	107193	OTIS ELEVATOR COMPANY	1,360.00
314700	132008	ANDREA M OTTE	7.90
314701	134428	ELIZABETH A PACHTA	188.15
314702	071515	PAINTIN PLACE CERAMICS INC	78.40

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Check No	Vend No	Vendor Name	Amount
314703	137015	GEORGE PARKER	116.30
314704	132006	ANDREA L PARSONS	180.00
314706	106559	DAVID L PATTEN	180.63
314707	071850	PAXTON PATTERSON LLC	440.30
314708	071891	PAYFLEX SYSTEMS USA INC	4,954.00
314710	071353	WARFIELD PCI LIMITED	1,909.46
314711	102699	PEARSON EDUCATION	2,442.69
314714	082652	PEARSON EDUCATION	30,503.54
314715	138154	BETROLD ENTERPRISES INC	19.77
314716	072200	PERFECTION LEARNING CORP.	5,508.52
314717	137009	ANGELA J PETERSON	40.45
314718	134365	VICKY L PETERSON	24.50
314719	138148	PATRICK W PFEIFER	7.80
314720	133390	HEATHER C PHIPPS	1,630.40
314723	073040	PITNEY BOWES PRESORT SERVICES INC	10,000.00
314724	072760	PITSCO INC	25,527.36
314725	101663	PRESTWICK HOUSE INC	268.63
314727	134744	R & F HOBBIES INC	66.00
314728	073427	PRO-ED INC	71.50
314729	132713	PROTEX CENTRAL INC	206.25
314730	073650	PRUFROCK PRESS INC	24.90
314731	071372	PSAT/NMSQT	50.00
314732	073840	PSYCHOLOGICAL ASSESSMENT	596.89
314733	102241	PYRAMID SCHOOL PRODUCTS	60,160.26
314734	077750	QUILL CORP	87.84
314735	078250	RALSTON PUBLIC SCHOOLS	15,501.00
314736	078420	RAWSON & SONS ROOFING, INC.	31,590.00
314737	109810	BETHANY B RAY	136.00
314738	100642	REALLY GOOD STUFF INC	1,040.39
314739	078674	RECORDED BOOKS LLC	7,977.35
314740	135690	DEIDRE REEH	20.35
314741	133191	MATTHEW K REGA	910.10
314742	078760	REGAL AWARDS, INC.	35.84
314744	102249	RELIABLE OFFICE SUPPLIES	73.00
314745	109192	KIMBERLI R RICE	77.60
314746	135282	DIANNA L RINGLEB	52.38
314747	137396	RIS PAPER COMPANY INC	48,904.80
314748	136847	RIVERSIDE TECHNOLOGIES INC	907.00
314749	133549	RJ COOPER & ASSOCIATES INC	4,444.00
314750	135301	KATHY ROCCO	80.00
314751	079310	ROCKBROOK CAMERA CENTER	2,432.95
314752	136247	SIMON E ROHDE	658.98
314753	134081	EILEEN A RONCI	197.50
314755	079440	ROSENBAUM ELECTRIC INC	3,660.31
314757	072286	JEAN M RUCHTI	157.30
314758	133572	RURAL METRO MEDICAL SERVICES	1,224.00

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Check No	Vend No	Vendor Name	Amount
314759	137098	REE ENTERPRISES INC	250.56
314760	130477	KATHRYN I RYAN	46.00
314762	101101	SAFETY KLEEN SYSTEMS INC	16.00
314764	081630	SAM'S CLUB DIRECT	167.81
314765	081725	KIMBERLEY K SAUM-MILLS	52.70
314766	133389	RYAN D SAUNDERS	289.40
314767	131353	HARLAND TECHNOLOGY SERVICES	1,111.00
314768	081880	SCHEMMER ASSOCIATES INC	3,080.00
314770	137012	SHELLEY L SCHMITZ	27.75
314772	082100	SCHOLASTIC INC	2,166.45
314774	082200	SCHOOL HEALTH CORPORATION	2,175.48
314775	135488	SCHOOL NURSE SUPPLY	37.10
314776	082350	SCHOOL SPECIALTY INC	7,326.08
314777	107995	SCOCO SUPPLY INC.	1,461.53
314778	130851	SEARCH INSTITUTE	84.44
314779	082905	KIMBERLY A SECORA	41.65
314780	098765	SECURITY BENEFIT LIFE INS CO	308,314.82
314781	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
314782	082910	SECURITY EQUIPMENT INC	6,547.85
314783	108161	STAN J SEGAL	82.95
314784	082941	KELLY M SELTING	136.00
314785	136754	CCT ENTERPRISES LLC	200.49
314786	131078	SHAR PRODUCTS COMPANY	57.91
314787	133498	SHARED MOBILITY COACH INC	4,075.50
314788	109800	AMY L SHATTUCK	151.00
314790	083175	SHEPPARD'S BUSINESS INTERIORS	4,608.53
314791	130645	SHERWIN-WILLIAMS	11.33
314792	083188	SHIFFLER EQUIPMENT SALES, INC.	289.25
314794	131887	SIEMENS INDUSTRY INC.	1,999.35
314795	133575	SIGN SOLUTIONS INC	36.00
314797	083400	SIMPLEXGRINNELL	794.04
314799	133949	SKAR ADVERTISING	5,463.64
314801	136920	KATHLEEN M SMITH	162.00
314802	132808	SNYDER CHARLESON THERAPY SERVICES	2,717.00
314803	107093	CHARLENE S SNYDER	354.50
314804	083950	SOCIAL STUDIES SCHOOL SERVICE	44.74
314805	F03032	SOFTCHOICE CORPORATION	5,990.88
314806	102576	MARC S SOMMERFELD	429.70
314807	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	844.80
314808	100421	SOUTH/SOUTHWEST YMCA	21.00
314809	138163	ST ALBERT CATHOLIC SCHOOLS	100.00
314810	137574	ST JAMES SETON SCHOOL	240.00
314811	100584	STAHL'S LETTERING INC	160.43
314813	084415	STANDARD STATIONERY SUPPLY CO	33.55
314814	137481	STAPLES CONTRACT & COMMERCIAL INC	3,873.49
314818	131099	STENHOUSE PUBLISHERS	329.30

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Check No	Vend No	Vendor Name	Amount
314819	084618	STETSON BUILDING PRODUCTS INC	5.01
314820	138165	STEVE WEISS MUSIC INC	21.95
314821	137117	JEANNE STICKNEY	100.40
314822	138105	HOLLY V STOUT	50.00
314823	137867	MEGAN K STUMP	194.00
314825	109822	BRAD D SULLIVAN	172.41
314826	084907	SUNDERLAND BROTHERS COMPANY	288.77
314827	133207	SUNGARD PUBLIC SECTOR PENTAMATION	640.00
314828	084930	SUPER DUPER INC	314.75
314829	102869	SUPER SAVER #20	295.75
314830	084959	JAMES V SUTFIN	258.10
314831	134389	JULIANNE SVINGEN	146.00
314832	137403	SYS-KOOL LLC	2,745.54
314833	099302	SYSCO LINCOLN INC	58.05
314834	088654	TARGET	299.89
314835	103050	DRAPHIX, LLC	24.84
314836	088709	AMERICAN EAGLE COMPANY INC	497.09
314837	101257	TEACHERS' CURRICULUM INSTITUTE	891.62
314839	133969	TENNANT SALES & SERVICE COMPANY	149.63
314843	134962	LAURIE R THROCKMORTON	983.50
314844	132493	GREGORY E TIEMANN	234.00
314846	131446	TOSHIBA AMERICA INFO SYS INC	15,591.45
314847	131446	TOSHIBA AMERICA INFO SYS INC	2,307.00
314848	132138	TOYOTA FINANCIAL SERVICES	528.26
314849	108055	TRADE WELL PALLET INC	1,000.00
314850	138166	TRAIL PERFORMANCE COATINGS INC	330.00
314851	137829	BRYAN TRAN	40.00
314852	089740	TREETOP PUBLISHING INC	122.50
314853	101301	TREND ENTERPRISES INC	109.15
314854	135247	MARIELA J TRIBULATO	80.00
314855	107719	KIMBERLY P TRISLER	31.25
314856	136110	DONNA R TROMBLA	30.40
314857	137488	I ASSESSMENT LLC	29,870.00
314858	132268	LYNNE A TRUMAN	39.50
314859	138047	AUTO PROS OF MILLARD INC	200.00
314860	135505	TY'S OUTDOOR POWER & SERVICE INC	677.27
314861	131819	JEAN R UBVELOHDE	431.00
314862	090678	UNISOURCE WORLDWIDE INC	4,680.26
314863	132711	UNIV OF NEBRASKA MEDICAL CENTER	247.50
314864	068840	UNIVERSITY OF NEBRASKA AT OMAHA	2,866.50
314865	068840	UNIVERSITY OF NEBRASKA AT OMAHA	2,004.00
314867	090973	UPSTART	589.92
314868	090440	SPORT SUPPLY GROUP INC	304.19
314869	091040	VAL LTD	83.84
314870	135516	MICHELLE VANDENBERG	378.40
314871	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	495.00

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Check No	Vend No	Vendor Name	Amount
314872	136318	JENNIFER L VEST	61.25
314873	134397	VISION TRAINING ASSOCIATES	1,925.00
314874	138167	LINDSEY R VOGEL	77.84
314876	092834	WALKER TIRE INC	756.84
314877	093008	BARBARA N WALLER	434.27
314879	093765	WATER ENGINEERING, INC.	1,797.69
314880	133438	HEIDI J WEAVER	125.05
314881	093978	BECKY S WEGNER	241.25
314884	136602	JACQUIE WELCH	152.00
314886	134943	JESSICA A WELLS	31.35
314887	094174	WEST MUSIC COMPANY	486.20
314888	107563	CAROL M WEST	68.43
314889	131499	WESTERN BOWL LLC	218.00
314890	105619	WESTERN TRAILER LEASING INC	450.00
314891	134658	CRAIG T WHALEY	130.50
314892	130510	KIM WHEATLEY	55.58
314893	094751	DEBBY A WHITAKER	161.35
314894	137878	WHITE WOLF WEB PRINTERS INC	284.20
314895	137892	SARA M WIESE-JOHNSON	22.25
314896	137485	WENDY A WIGHT	26.00
314897	136401	OMAHA ZOO FOUNDATION	60.00
314898	102785	WILLIAM V MACGILL & CO	626.62
314899	137522	LISA M WITTGREN	152.00
314900	109073	CRAIG J WOLF	26.50
314901	095355	WOODWORKERS SUPPLY, INC.	23.23
314902	130716	SUSAN J WOOSTER	6.30
314903	095491	GLEN E WRAGGE	286.85
314904	138168	XAVIER UNIVERSITY	1,158.00
314905	095674	XEROX CORPORATION (LEASES)	7,719.02
314906	095674	XEROX CORPORATION (LEASES)	5,257.47
314907	135890	YOUTH FRONTIERS INC	3,095.00
314908	099212	ZANER BLOSER INC	931.89
314909	136855	PAUL R ZOHLEN	20.80
314910	135647	LACHELLE ZUHLKE	35.35
314911	133402	KAREN S ADAMS	86.75
314912	131265	JILL M ANDERSON	79.00
314913	133770	DIANE ARAUJO	30.45
314914	017619	RICHARD D BAKER	909.35
314915	134945	NOLAN J BEYER	359.00
314916	137140	ANNE M BIRKEL	73.60
314917	136664	JAMIE L BLYCKER	18.00
314918	133824	NANCY A BROWN	39.00
314919	135789	LINDA S BURKE	33.13
314920	137274	EILEEN CABRERA	41.70
314921	024052	JOHN T CARROLL	120.10
314922	025076	COLLEEN R CHRISTENSEN	6.00

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Check No	Vend No	Vendor Name	Amount
314923	137739	KAREN J COATES	54.00
314924	137013	NANCY S COLE	68.90
314925	135992	DAVID J CORK	62.50
314926	137331	BASTIAN DERICHS	29.10
314927	132750	JOHN D DICKEY	5.95
314928	135373	LINDA K DONOHUE	75.40
314929	135650	JAY R DOSTAL	69.58
314930	135689	SUSAN M DULANY	65.95
314931	134957	SHARON K GERHARDT	192.90
314932	136003	MELISSA J GILBERT	26.29
314933	133376	LINDA J GJERE	16.00
314934	108273	MARGARET HEBENSTREIT PT	161.00
314935	108478	DAVID C HEMPHILL	41.20
314936	049330	RICK W HOOK	51.41
314937	137943	STACY M HORSHAM	83.10
314938	095520	LINDA D HORTON	54.45
314939	136314	KORRINDA K JAMIESON	92.40
314940	135735	GEORGE W JELKIN	69.00
314941	135815	KYLE A JURGENS	137.00
314942	138144	ANDREW KANAGO	34.00
314943	131177	ANDREA L KIDD	44.44
314944	133944	SUSAN R KLOPP	34.75
314945	137385	JOSEPH R KUEHL	25.75
314946	121124	LORENE M LARSEN	45.60
314947	135688	DENISE A LARSON	117.50
314948	108450	JACEN D LEFHOLTZ	113.75
314949	060153	KEITH W LUTZ	318.00
314950	133505	SUSAN N MARLATT	243.75
314951	133201	DAWN M MARTEN	25.36
314952	063262	LINDA J MCCREA	37.50
314953	137014	RYE L MCINTOSH	145.70
314954	121126	PATRICIA A MEEKER	38.80
314955	066490	JANIS R MULLINS	36.00
314956	138097	SANDRA K NELSON	21.50
314957	069099	CAROL C NEWTON	35.20
314958	050042	ANNE M OETH	283.50
314959	134636	JANIE L PAPP	76.00
314960	135569	CYNTHIA L PAVONE	48.80
314961	107783	HEIDI T PENKE	270.00
314962	134365	VICKY L PETERSON	248.00
314963	130721	MARY J PILLE	147.50
314964	137722	ANDREW C PINKALL	175.00
314965	109143	SANDRA L RALYA	7.25
314966	137118	LISA M RANDS	175.50
314967	134858	JENNIFER L REID	43.15
314968	079295	DALE H ROBINSON	75.90

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Check No	Vend No	Vendor Name	Amount
314969	134882	LINDA A ROHMILLER	20.10
314970	136595	THOMAS J RZEMYK	133.00
314971	081495	LEONARD E SAGENBRECHT	11.10
314972	081725	KIMBERLEY K SAUM-MILLS	88.22
314973	109806	BRENT J SCHADE	17.05
314974	135433	MONTE G SCHEEF	177.00
314975	106432	KELLI J SCHINSTOCK	63.00
314976	134174	ELIZABETH M SCHMIDT	69.00
314977	137697	LARIA K SHEA	107.55
314978	131714	JOHN D SOUTHWORTH	49.50
314979	084630	CYNTHIA F STIGGE	13.35
314980	132417	JAMES D SWITZER	28.00
314981	136381	ANNETTE J THOMAS	15.00
314982	107959	NANCY C THORNBLAD	53.95
314983	135006	STEVE D THRONE	208.00
314984	132493	GREGORY E TIEMANN	239.80
314985	136578	PEGGI S TOMLINSON	11.35
314986	133826	MIRIAM R TREDWAY	15.00
314987	131112	LINDA WALTERS	57.25
314988	137892	SARA M WIESE-JOHNSON	34.55
314989	136323	STACIE A WITHERSPOON	186.90
314990	130716	SUSAN J WOOSTER	40.30
314991	137020	CHAD R ZIMMERMAN	65.00
314992	095674	XEROX CORPORATION (LEASES)	2,654.70
315004	011651	AMERICAN EXPRESS	831.41
315005	131694	HOLLING HEIGHTS ELEMENTARY	167.00
315007	132398	NEIHARDT ELEMENTARY SCHOOL	230.20
315008	134798	NEW VISION COMMUNICATIONS INC	7,141.85
315009	135043	NORRIS ELEMENTARY	278.00
315011	071053	OMAHA WORLD HERALD (EDUC)	166.40
315012	098765	SECURITY BENEFIT LIFE INS CO	6,920.00
Total for GENERAL FUND			2,393,723.53
22518	010144	ABBOTT ELEMENTARY SCHOOL	12.00
22519	135033	ACKERMAN ELEMENTARY	45.40
22520	135034	ALDRICH ELEMENTARY	2.96
22521	065425	ANDERSEN MIDDLE SCHOOL	2,024.44
22522	130674	BEADLE MIDDLE SCHOOL	2,228.89
22523	135035	BLACK ELK ELEMENTARY	43.13
22524	135036	BRYAN ELEMENTARY	14.40
22525	065420	CENTRAL MIDDLE SCHOOL	1,939.34
22526	135038	CODY ELEMENTARY	10.00
22527	133617	CONOCOPHILLIPS	51.46
22528	133178	COTTONWOOD ELEMENTARY	19.20
22529	135039	DISNEY ELEMENTARY	75.30
22530	132591	EZRA ELEMENTARY	14.40
22531	135040	HARVEY OAKS ELEMENTARY	23.61

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22532	135041	HITCHCOCK ELEMENTARY	48.65
22533	131694	HOLLING HEIGHTS ELEMENTARY	29.22
22534	134284	KIEWIT MIDDLE SCHOOL	2,285.78
22535	135050	MILLARD HORIZON HIGH SCHOOL	872.67
22536	065438	MILLARD NORTH HIGH SCHOOL	26,155.56
22537	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	3,314.94
22538	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	90.58
22539	065440	MILLARD SOUTH HIGH SCHOOL	21,207.56
22540	065443	MILLARD WEST HIGH SCHOOL	22,814.44
22541	135042	MONTCLAIR ELEMENTARY	48.90
22542	133370	MORTON ELEMENTARY	48.83
22543	132398	NEIHARDT ELEMENTARY SCHOOL	42.00
22544	135043	NORRIS ELEMENTARY	40.80
22545	130091	NORTH MIDDLE SCHOOL	2,078.89
22546	136841	REAGAN ELEMENTARY	14.40
22547	135044	REEDER ELEMENTARY	51.02
22548	135045	ROCKWELL ELEMENTARY	40.80
22549	135046	ROHWER ELEMENTARY	47.25
22550	131615	RUSSELL MIDDLE SCHOOL	2,239.11
22551	135047	SANDOZ ELEMENTARY	6.10
22552	135048	WHEELER ELEMENTARY	63.15
22553	135049	WILLOWDALE ELEMENTARY	45.40
22554	109843	NEXTEL PARTNERS INC	281.01
22555	100013	OFFICE DEPOT 84133510	91.64
Total for FOOD SERVICE			88,463.23
314264	137546	3 COM CORPORATION	114,803.60
314265	010040	A & D TECHNICAL SUPPLY CO INC	45.91
314283	069689	AMSAN LLC	133.60
314354	133589	CDW GOVERNMENT, INC.	0.00
314386	131003	DAILY RECORD	10.40
314407	107232	DLR GROUP INC	16,916.85
314580	133923	KUBAT PHARMACY/HEALTHCARE	425.00
314630	064600	METAL DOORS & HARDWARE COMPANY INC	168.00
314640	102870	MIDLAND COMPUTER INC	319.95
314726	133745	PRIMEX WIRELESS INC	859.91
314755	079440	ROSENBAUM ELECTRIC INC	162.50
314866	090900	UNIVERSITY PUB, INC.	5,098.00
Total for SPECIAL BUILDING			138,943.72
314289	012989	APPLE COMPUTER, INC.	417,032.40
Total for CONSTRUCTION			417,032.40
314244	081630	SAM'S CLUB DIRECT	15.00
314258	132398	NEIHARDT ELEMENTARY SCHOOL	500.00
314280	107651	AMAZON.COM INC	847.70
314289	012989	APPLE COMPUTER, INC.	452,054.80
314293	133406	BUSCO INC	370.00

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Check No	Vend No	Vendor Name	Amount
314295	013496	ASCD	180.60
314312	099646	BARNES & NOBLE BOOKSTORE	689.91
314329	132475	BIO CORPORATION	43.12
314346	023831	CALLOWAY HOUSE INC	30.94
314347	134350	CAMBIUM LEARNING	1,847.45
314354	133589	CDW GOVERNMENT, INC.	8,325.00
314355	051572	CENGAGE LEARNING	2,908.25
314357	101104	CENTRAL COMMUNITY COLLEGE	75.00
314368	130646	COMMONWEALTH ELECTRIC	34,765.00
314369	025690	COMPUTER INFORMATION CONCEPTS	252,940.00
314372	136922	JENIFER P COOK	79.75
314375	100300	CREATIVE TEACHING PRESS INC	70.47
314378	099957	CRYSTAL SPRINGS BOOKS	521.46
314383	103010	D & S MARKETING SYSTEMS INC	416.90
314403	033473	DIETZE MUSIC HOUSE INC	5,636.00
314405	099552	DISCOUNT SCHOOL SUPPLY	2,407.92
314417	137710	GWYNNE A WILSON	1,710.00
314420	094249	DURHAM MUSEUM	325.00
314430	135425	EINSTRUCTION	14,118.00
314433	131007	ELMAN & CO INC	1,162.00
314434	131907	ELSEVIER SCIENCE	5,809.07
314435	136938	LA VISTA ES CATERING CO INC	30,621.00
314436	035579	EMC/PARADIGM PUBLISHING	1,375.00
314437	138089	RANDY BARGER	14,062.50
314442	035610	ETA/CUISENAIRE	123.78
314446	137477	FAT BRAIN TOYS LLC	206.56
314464	040919	FISHER SCIENTIFIC	1,219.10
314467	041086	FLINN SCIENTIFIC INC	222.19
314480	044887	GOODHEART-WILCOX PUBLISHER	1,236.71
314494	020255	DESIGN CONCEPTS INC	13,040.00
314503	048517	GREENWOOD PUBLISHING GROUP INC	2,600.40
314509	132423	HEWLETT PACKARD CO	163,875.00
314512	134441	ELAINE HILL	651.06
314524	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	5,151.96
314529	133397	HY-VEE INC	244.21
314530	132878	HY-VEE INC	18.47
314532	049850	HY-VEE INC	49.51
314541	135912	IT'S YOURS INC	75.00
314548	136953	JSDO I LLC	81.59
314562	054710	JOSLYN ART MUSEUM	0.00
314563	132965	K-LOG INC	322.74
314570	056724	KINKO'S	909.45
314575	134607	KONICA MINOLTA PRINTING SOLUTIONS	1,005.00
314576	109835	MAUREEN KONWINSKI	140.00
314579	135560	KP EDUCATION SYSTEMS LLC	3,960.00
314586	058755	LIDLAW TRANSIT INC	2,283.28

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Check No	Vend No	Vendor Name	Amount
314588	099217	LAKESHORE LEARNING MATERIALS	1,722.41
314621	063349	MCGRAW-HILL COMPANIES	1,919.24
314640	102870	MIDLAND COMPUTER INC	420.86
314647	065326	MIDWEST WOODWORKERS, INC.	24,535.99
314648	065400	MILLARD LUMBER INC	32.62
314651	100316	MINDWARE	183.49
314660	067000	NASCO	186.31
314662	067801	NATIONAL MIDDLE SCHOOL ASSOC	202.94
314665	130548	SCANTRON CORP	61,873.53
314667	068415	NEBRASKA COUNCIL OF SCHOOL	1,353.50
314675	109843	NEXTEL PARTNERS INC	21.00
314685	100013	OFFICE DEPOT 84133510	616.02
314696	137824	OMBUDSMAN EDUCATIONAL SVCS LTD	62,812.50
314709	131610	PATRICIA D BUFFUM	860.00
314711	102699	PEARSON EDUCATION	14,771.64
314716	072200	PERFECTION LEARNING CORP.	689.87
314721	134620	PHYSICIANS MUTUAL INSURANCE COMPANY	1,260.00
314722	072500	PIECES OF LEARNING	87.50
314730	073650	PRUFROCK PRESS INC	178.52
314738	100642	REALLY GOOD STUFF INC	62.13
314743	134858	JENNIFER L REID	9.45
314751	079310	ROCKBROOK CAMERA CENTER	350.98
314754	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	240.00
314761	101166	S & S WORLDWIDE INC	906.06
314763	081491	SAGE PUBLICATIONS, INC.	305.90
314764	081630	SAM'S CLUB DIRECT	540.49
314771	081990	SCHOLASTIC ED TECH	329.75
314772	082100	SCHOLASTIC INC	61,781.00
314776	082350	SCHOOL SPECIALTY INC	31.33
314789	083180	BETH L SHEPARD	42.88
314798	136137	JULIA C SINIARD	41.20
314805	F03032	SOFTCHOICE CORPORATION	11,615.70
314812	138164	CARRIE STALINSKI	680.00
314814	137481	STAPLES CONTRACT & COMMERCIAL INC	298.54
314818	131099	STENHOUSE PUBLISHERS	125.54
314824	136735	SARAH STURGEON	670.04
314826	084907	SUNDERLAND BROTHERS COMPANY	180.48
314842	137995	MARY KAY LEATHERMAN	1,509.75
314845	137941	TSPA INC	78,401.00
314852	089740	TREETOP PUBLISHING INC	31.60
314869	091040	VAL LTD	316.07
314875	092790	GARY H WALDRON	420.00
314878	136756	CAROL L WARDIAN	334.01
314897	136401	OMAHA ZOO FOUNDATION	176.00
314901	095355	WOODWORKERS SUPPLY, INC.	59.51
315006	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	196.95

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Check No	Vend No	Vendor Name	Amount
315010	108159	THOMAS J HARNACK	175.00
Total for GRANT FUND			1,364,883.15
314232	136400	ALPINE KILNS & EQUIPMENT LLC	1,255.36
314265	010040	A & D TECHNICAL SUPPLY CO INC	39.72
314277	011051	ALL MAKES OFFICE EQUIPMENT	1,758.60
314322	133480	BERINGER CIACCIO DENNELL MABREY	1,346.00
314377	134039	CROUCH RECREATIONAL DESIGN INC	235.00
314421	133806	E & A CONSULTING GROUP INC	1,890.00
314509	132423	HEWLETT PACKARD CO	11,023.00
314590	058775	LAMP RYNEARSON ASSOCIATES INC	4,223.87
314644	131899	MIDWEST STORAGE SOLUTIONS	1,597.36
314690	136898	OLSSON ASSOCIATES INC	2,529.00
314768	081880	SCHEMMER ASSOCATES INC	600.00
Total for DEPRECIATION			26,497.91
314302	138009	AMBER LIN BAESLER	180.00
314306	136339	AIMEE BAKER	220.50
314307	132743	NICK BAKER	665.00
314312	099646	BARNES & NOBLE BOOKSTORE	178.88
314324	134693	JADE BERTSCH	861.00
314325	138151	MADISON BESCH	210.00
314327	137508	EDWARD BIDROWSKY	245.00
314328	137705	DENA BIELSKI	245.00
314334	101364	BOOKWORM	315.48
314335	019559	BOUND TO STAY BOUND BOOKS INC	145.02
314354	133589	CDW GOVERNMENT, INC.	1,390.00
314394	138160	HEIDI DEMUTH	336.00
314400	099220	DICK BLICK CO	882.41
314403	033473	DIETZE MUSIC HOUSE INC	2,138.85
314416	135695	AMANDA D DOWNING	554.00
314440	038431	ROBERT W. ERLANDSON	170.00
314444	136342	KEVIN FALCK	270.00
314448	135766	KAITLYN FEDER	245.00
314465	138157	ALISON FISHER	22.50
314466	138161	NOELLE FLASCHNER	35.00
314470	107364	FONTENELLE NATURE ASSOCIATION	255.50
314477	138011	JAMES MICHAEL GEIGER JR	460.00
314479	137704	ROBERT S GLOVER	192.50
314481	044891	GOPHER	254.08
314483	043609	GP DIRECT	879.20
314487	137450	TANNER GRIEVE	240.00
314493	135078	SHANNON GUY	330.00
314506	101881	OMAHA ZOOLOGICAL SOCIETY	18.56
314513	138065	MEGAN C HINGER	160.00
314517	135313	RACHEL HOGAN	245.00
314520	132592	WILLIAM SPRAGUE, JR.	3,224.83

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Check No	Vend No	Vendor Name	Amount
314524	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	493.68
314543	100928	J W PEPPER & SON INC.	75.97
314556	054492	JIM L JOHNSON	1,260.00
314560	134980	ABIGAIL C JORGENSEN	360.00
314561	137448	REILLY JORGENSEN	80.00
314563	132965	K-LOG INC	348.75
314569	138159	BRAMSTRONG KIM	280.00
314574	136767	KYLIE KNEIFL	42.00
314577	138152	TAYLOR KORTE	210.00
314581	138158	ERIN KUEHL	22.50
314588	099217	LAKESHORE LEARNING MATERIALS	344.36
314589	138153	MADISON LAMMEL	280.00
314593	137154	MEREDITH LARSON	250.00
314606	136913	LORENZ CORPORATION	121.85
314619	136364	ELIZABETH MCGINN	50.00
314620	138156	KATHERINE MCGINN	210.00
314628	134995	ALYSSA MERKEL	60.00
314634	136921	TYLER MEURET	250.00
314655	137445	KATE MORELAND	245.00
314656	137111	SATURNRINA LEE MORRIS	390.00
314670	068445	NEBRASKA FURNITURE MART INC	744.00
314672	138010	CODY NELSON	240.00
314676	138162	BRITTANY NIELSEN	200.00
314678	069675	NOBBIES INC	482.71
314682	137588	ERIN OELTJEN	100.00
314687	137702	STEPHANIE M OLMSTEAD	300.00
314688	138012	CAHNER JALINE OLSON	20.00
314691	099658	OMAHA CHILDRENS MUSEUM	187.00
314705	132166	PATRICIA M KUSEK	75.00
314724	072760	PITSCO INC	479.63
314738	100642	REALLY GOOD STUFF INC	290.60
314744	102249	RELIABLE OFFICE SUPPLIES	76.45
314751	079310	ROCKBROOK CAMERA CENTER	2,014.48
314756	134997	KATHERINE ROUNDS	336.00
314769	081891	SCHMITT MUSIC CENTER	50.00
314772	082100	SCHOLASTIC INC	436.82
314773	136895	BAILEY SCHOLLMAYER	250.00
314793	137119	DAVID SHRIVER	245.00
314796	135412	ROY EUGENE KIRK	2,100.00
314800	138135	HANNA MARIE SLOSSON	210.00
314815	136465	JAKE STAUFFER	280.00
314816	132328	KAYLA STAUFFER	24.00
314817	109821	SETH STAUFFER	24.00
314834	088654	TARGET	309.96
314838	138155	JON TEFFT	240.00
314840	134935	LISA TESAREK	252.00

Millard Public Schools

Check Register

29

Prepared for the Board Meeting of July 12, 2010

Check No	Vend No	Vendor Name	Amount
314841	137122	MORIAH THOMPSON	65.00
314882	135522	AMANDA WEIHL	285.00
314883	134999	FAWN WEIHL	24.00
314885	137586	STEPHANIE WELCH	265.00
314887	094174	WEST MUSIC COMPANY	197.10
314897	136401	OMAHA ZOO FOUNDATION	72.00
314898	102785	WILLIAM V MACGILL & CO	50.88
Total for ACTIVITY FUND			31,870.05
314796	135412	ROY EUGENE KIRK	-84.00
Total for			-84.00
Report Total			4,461,329.99

Current Cash Balance Report

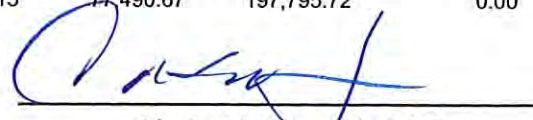
ALL Data

Date: 05/01/2010 thru 05/31/2010

30 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 General	145,198.48	0.00	0.00	0.00	145,198.48
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	8,592.69	0.00	0.00	0.00	8,592.69
180 Interest Earned - Checking	607.04	67.82	0.00	0.00	674.86
190 Interest on Savings	0.00	0.00	0.00	0.00	0.00
A General Funds Totals:	154,398.21	67.82	0.00	0.00	154,466.03
B Administrative Custody Accts					
200 Staff Development	0.00	0.00	0.00	0.00	0.00
209 MPS Activities Calendar	5,020.38	0.00	0.00	0.00	5,020.38
210 Activity Express	82,240.50	3,150.00	3,253.89	0.00	82,136.61
211 Logo Sales	1,034.56	0.00	0.00	0.00	1,034.56
213 Student Showcase	60.00	0.00	0.00	0.00	60.00
215 HAL Field Trips/Preschool	-9,497.24	0.00	1,198.08	0.00	-10,695.32
220 WF Student Donation	5,606.34	234.00	234.00	0.00	5,606.34
225 STOP Hunger	0.00	0.00	0.00	0.00	0.00
230 Hospitality	162.34	0.00	32.75	0.00	129.59
235 Educational Services Hospitality	317.47	0.00	45.00	0.00	272.47
240 NFUSSD	0.00	0.00	0.00	0.00	0.00
245 Paybac	0.00	0.00	0.00	0.00	0.00
B Administrative Custody Accts Totals:	84,944.35	3,384.00	4,763.72	0.00	83,564.63
C School Custody Accts					
300 Instrument Rental	51,327.83	0.00	0.00	0.00	51,327.83
310 South Swim Lessons	18,520.00	9,480.00	0.00	0.00	28,000.00
320 North Swim Lessons	11,180.00	8,470.00	0.00	0.00	19,650.00
325 West Swim Lessons	14,370.00	22,360.00	0.00	0.00	36,730.00
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	1,264.32	0.00	0.00	0.00	1,264.32
355 Tech Vending	1,176.51	0.00	0.00	0.00	1,176.51
360 Facility Use Rental Fee	94,969.55	16,649.45	0.00	0.00	111,619.00
365 Facility Use Building Access	136,000.75	7,973.00	136,000.75	0.00	7,973.00
366 Facility Use Staffing	56,940.00	7,809.50	56,940.00	0.00	7,809.50
370 No Longer Used	0.00	0.00	0.00	0.00	0.00
400 Check Collection	207.65	91.25	91.25	0.00	207.65
500 District Wide Coca-Cola	0.00	0.00	0.00	0.00	0.00
C School Custody Accts Totals:	385,956.61	72,833.20	193,032.00	0.00	265,757.81
D Investments					
900 Savings	-157,378.17	0.00	0.00	0.00	-157,378.17
D Investments Totals:	-157,378.17	0.00	0.00	0.00	-157,378.17
Q Extra-Curriculars					
1020 HAL Field Trips	9,982.15	1,205.65	0.00	0.00	11,187.80
1030 Parent Pay PreSchool	0.00	0.00	0.00	0.00	0.00
Q Extra-Curriculars Totals:	9,982.15	1,205.65	0.00	0.00	11,187.80
Report Totals:	477,903.15	77,490.67	197,795.72	0.00	357,598.10


Linda K. Mohlman, DSAC
Executive Secretary


Chris Hughes, DSAC
Accounting Manager


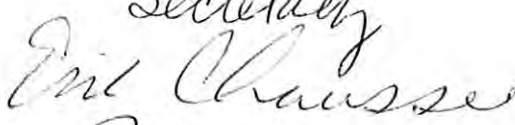
Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
31
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	994.67	36.00	62.00	0.00	968.67
110 GENERAL FUND	28,415.58	1,875.00	286.35	0.00	30,004.23
111 INTEREST EARNED CHECKING	70.06	7.78	0.00	0.00	77.84
A ACTIVITY GENERAL FUND Totals:	<u>29,480.31</u>	<u>1,918.78</u>	<u>348.35</u>	<u>0.00</u>	<u>31,050.74</u>
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,836.41	144.00	38.92	0.00	1,941.49
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
D CLUBS AND ORGANIZATIONS Totals:	<u>1,836.41</u>	<u>144.00</u>	<u>38.92</u>	<u>0.00</u>	<u>1,941.49</u>
E ADMINISTRATIVE CUSTODIAL ACCT					
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	3,121.95	175.00	409.35	0.00	2,887.60
615 FIELD TRIPS	-5,367.52	0.00	604.78	0.00	-5,972.30
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
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>-2,143.09</u>	<u>175.00</u>	<u>1,014.13</u>	<u>0.00</u>	<u>-2,982.22</u>
F DISTRICT CUSTODIAL ACCT.					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL ACCT. Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Q Extra Curricular Activities					
1000 Kindergarten field trips	1,837.60	0.00	0.00	0.00	1,837.60
1010 1st Grade Field Trips	914.25	0.00	0.00	0.00	914.25
1020 2nd Grade Field Trips	348.50	0.00	0.00	0.00	348.50
1030 3rd Grade Field Trips	978.50	0.00	0.00	0.00	978.50
1040 4th Grade Field Trips	707.00	249.29	0.00	0.00	956.29
1050 5th Grade Field Trips	743.15	0.00	0.00	0.00	743.15
1060 Spanish Class	0.00	0.00	0.00	0.00	0.00
Q Extra Curricular Activities Totals:	<u>5,529.00</u>	<u>249.29</u>	<u>0.00</u>	<u>0.00</u>	<u>5,778.29</u>
R Other Activities					
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
R Other Activities Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>34,702.63</u>	<u>2,487.07</u>	<u>1,401.40</u>	<u>0.00</u>	<u>35,788.30</u>


 Secretary

 Principal

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

32 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
110	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 Vending	232.34	124.03	0.00	35.64	392.01
110 GENERAL FUND	3,942.93	112.00	367.22	-35.64	3,652.07
115 Interest Earned Checking	53.53	6.08	0.00	0.00	59.61
A ACTIVITY GENERAL FUND Totals:	4,228.80	242.11	367.22	0.00	4,103.69
D CLUBS AND ORGANIZATIONS					
501 Student Council	625.22	0.00	0.00	0.00	625.22
515 Art Club	0.00	0.00	0.00	0.00	0.00
520 yearbook	410.00	2,275.00	2,250.00	0.00	435.00
525 Landscaping	0.00	0.00	0.00	0.00	0.00
530 Ackerman Readers	580.03	0.00	0.00	0.00	580.03
535 Choir	0.00	0.00	0.00	0.00	0.00
540 Field Day	690.22	383.00	0.00	0.00	1,073.22
D CLUBS AND ORGANIZATIONS Totals:	2,305.47	2,658.00	2,250.00	0.00	2,713.47
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Social	1,479.31	0.00	930.14	0.00	549.17
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	9,414.63	0.00	815.00	0.00	8,599.63
615 Field Trip	-3,321.37	133.54	3,332.08	-0.04	-6,519.95
620 Art K-5	6,783.05	0.00	61.86	0.00	6,721.19
625 Birthday Book Club	272.04	0.00	0.00	0.00	272.04
630 Fundraiser	596.09	0.00	0.00	0.00	596.09
635 Teacher Grant Money	1,385.68	0.00	0.00	0.00	1,385.68
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	16,609.43	133.54	5,139.08	-0.04	11,603.85
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q FEE FUND					
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	1,306.10	451.00	0.00	-0.50	1,756.60
1010 First Grade Field Trip	662.00	466.50	0.00	6.00	1,134.50
1020 Second Grade Field Trip	491.00	291.75	0.00	0.00	782.75
1030 Third Grade Field Trip	2,205.75	3.00	0.00	0.00	2,208.75
1040 Fourth Grade Field Trip	648.00	121.60	0.00	0.00	769.60
1050 Fifth Grade Field Trip	1,020.50	0.00	0.00	0.00	1,020.50
Q FEE FUND Totals:	6,333.35	1,333.85	0.00	5.50	7,672.70
Report Totals:	29,477.05	4,367.50	7,756.30	5.46	26,093.71

6/7/10

Michelle Madsen
Mussa Gilbert

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

33
 Prepared by:
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	370.74	0.00	57.25	0.00	313.49
110 GENERAL FUND	26,126.85	1,159.15	3,283.61	0.00	24,002.39
120 INTEREST AND FEES	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	26,497.59	1,159.15	3,340.86	0.00	24,315.88
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	66.29	0.00	0.00	0.00	66.29
D CLUBS AND ORGANIZATIONS Totals:	66.29	0.00	0.00	0.00	66.29
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SOCIAL COMMITTEE	630.86	0.00	298.06	0.00	332.80
602 NOT IN USE	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	23.85	34.29	51.51	0.00	6.63
615 FIELD TRIPS	-3,227.77	502.50	760.00	0.00	-3,485.27
620 BOOKFAIRS	0.00	0.00	0.00	0.00	0.00
630 BIRTHDAY BOOK CLUB	131.21	25.00	54.55	0.00	101.66
640 PLAYGROUND EQUIPMENT	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-2,441.85	561.79	1,164.12	0.00	-3,044.18
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q Fee Fund					
1000 Kindergarten field trip	597.25	454.75	0.00	0.00	1,052.00
1010 1st grade field trips	649.26	368.50	0.00	0.00	1,017.76
1020 2nd grade field trips	360.75	0.00	0.00	0.00	360.75
1030 3rd grade field trips	0.00	1,395.00	0.00	0.00	1,395.00
1040 4th grade field trips	980.00	0.00	0.00	0.00	980.00
1050 5th grade field trips	159.75	0.00	0.00	0.00	159.75
Q Fee Fund Totals:	2,747.01	2,218.25	0.00	0.00	4,965.26
Report Totals:	26,869.04	3,939.19	4,504.98	0.00	26,303.25

ALDRICH ELEMENTARY
 MAY RECONCILIATION
 06/11/10

Lori Lirette

 LORI LIRETTE
 SECRETARY

Susie Melliger

 SUSIE MELLIGER
 PRINCIPAL

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

34 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL	8,086.65	5.61	911.20	0.00	7,181.06
110 VENDING	67.03	0.00	0.00	0.00	67.03
125 Interest Earned	90.99	13.90	0.00	0.00	104.89
A ACTIVITY GENERAL FUND Totals:	8,244.67	19.51	911.20	0.00	7,352.98
B Mini-Classes					
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
805 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
C SCHOOL CUSTODIAL ACCT.					
101 Reading connections	50.65	0.00	0.00	0.00	50.65
300 ART SUPPLIES	4,855.36	0.00	0.00	0.00	4,855.36
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	37,593.04	1,637.63	9,112.13	0.00	30,118.54
411 VIP Hospitality	2,026.74	0.00	73.31	0.00	1,953.43
C SCHOOL CUSTODIAL ACCT. Totals:	44,597.89	1,637.63	9,185.44	0.00	37,050.08
D CLUBS AND ORGANIZATIONS					
113 Fun and Field Day	5,134.99	834.48	0.00	0.00	5,969.47
501 STUDENT COUNCIL	770.94	0.00	351.98	0.00	418.96
605 School Clubs	1,395.21	0.00	0.00	0.00	1,395.21
607 Choir /T shirts	290.50	0.00	0.00	0.00	290.50
D CLUBS AND ORGANIZATIONS Totals:	7,591.64	834.48	351.98	0.00	8,074.14
E ADMINISTRATIVE CUSTODIAL					
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
610 MEDIA	4,005.24	3,620.45	3,536.34	0.00	4,089.35
611 Birthday Book club	2,565.76	310.00	0.00	0.00	2,875.76
615 FIELD TRIPS	-3,290.97	0.00	962.48	0.00	-4,253.45
725 Fundraising	1,432.77	0.00	0.00	0.00	1,432.77
735 FAMILIES IN NEED	507.00	0.00	0.00	0.00	507.00
750 OPERATION SCHOOL BELL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL Totals:	5,219.80	3,930.45	4,498.82	0.00	4,651.43
Q Fee Fund Account					
1001 Kdg. Field Trip	786.50	527.00	0.00	0.00	1,313.50
1101 First Grade Field Trip	225.75	464.05	0.00	0.00	689.80
1201 Second Grade Field Trp	591.90	340.00	0.00	0.00	931.90
1202 Choir Shirts	52.00	0.00	0.00	0.00	52.00
1301 Third Grade Field Trip	218.25	0.00	0.00	0.00	218.25
1401 Fourth Grade Field Trip	139.50	314.75	0.00	0.00	454.25
1501 Fifth Grade Field Trip	718.30	699.70	0.00	0.00	1,418.00
Q Fee Fund Account Totals:	2,732.20	2,345.50	0.00	0.00	5,077.70
U Do Not Use					
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
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

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

35 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1600 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1700 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1800 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1900 DO NOT USE	0.00	0.00	0.00	0.00	0.00
U Do Not Use Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	68,386.20	8,767.57	14,947.44	0.00	62,206.33


Linda K. Mohlman, DSAC
Executive Secretary


Josh Fields, Black Elk Elementary
Principal

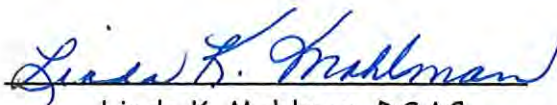
ALL Data

Current Cash Balance Report

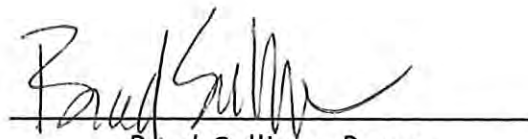
Date: 05/01/2010 thru 05/31/2010

36 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING/ADULT	356.46	0.00	0.00	0.00	356.46
105 VENDING/STUDENT	258.54	101.40	0.00	0.00	359.94
110 GENERAL FUND	5,550.09	228.00	938.41	0.00	4,839.68
115 BUILDING FUNDRAISER	287.00	0.00	0.00	0.00	287.00
200 CHECKING INTEREST	19.45	2.40	0.00	0.00	21.85
A ACTIVITY GENERAL FUND Totals:	6,471.54	331.80	938.41	0.00	5,864.93
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	339.69	1,572.00	917.00	0.00	994.69
550 ART CLUB	-334.16	0.00	0.00	0.00	-334.16
560 DRAMA CLUB	-219.07	0.00	0.00	0.00	-219.07
D CLUBS AND ORGANIZATIONS Totals:	-213.54	1,572.00	917.00	0.00	441.46
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 EARLY CHILDHOOD	0.00	0.00	0.00	0.00	0.00
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 MEDIA CENTER	2,469.76	658.66	135.44	0.00	2,992.98
615 FIELD TRIPS	-876.67	79.00	1,028.37	0.00	-1,826.04
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,593.09	737.66	1,163.81	0.00	1,166.94
F DISTRICT CUSTODIAL					
700 NOT IN USE	0.00	0.00	0.00	0.00	0.00
720 NOT IN USE	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITIES					
1000 KINDERGARTEN FIELD TRIPS	216.80	0.00	0.00	0.00	216.80
1010 FIRST GRADE FIELD TRIPS	969.40	157.50	0.00	0.00	1,126.90
1020 SECOND GRADE FIELD TRIPS	432.40	0.00	0.00	0.00	432.40
1030 THIRD GRADE FIELD TRIPS	310.00	580.00	0.00	0.00	890.00
1040 FOURTH GRADE FIELD TRIPS	280.20	231.75	0.00	0.00	511.95
1050 FIFTH GRADE FIELD TRIPS	153.00	128.50	0.00	0.00	281.50
Q EXTRA CURRICULAR ACTIVITIES Totals:	2,361.80	1,097.75	0.00	0.00	3,459.55
R CLUBS					
2000 ART CLUB	325.00	0.00	0.00	0.00	325.00
2005 DRAMA CLUB	110.00	0.00	0.00	0.00	110.00
R CLUBS Totals:	435.00	0.00	0.00	0.00	435.00
Report Totals:	10,647.89	3,739.21	3,019.22	0.00	11,367.88



Linda K. Mohlman, DSAC
Executive Secretary



Brad Sullivan, Bryan
Principal

ALL Data

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

Arranged by:
37
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-67.57	24.11	0.00	0.00	-43.46
110 GENERAL	9,113.34	175.00	0.00	0.00	9,288.34
120 Paybac/Local Merchants	2,956.25	201.08	0.00	0.00	3,157.33
130 HOSPITALITY	250.81	218.00	340.57	0.00	128.24
140 INTEREST EARNED CHECKING	1,682.89	5.08	0.00	0.00	1,687.97
150 ART	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	13,935.72	623.27	340.57	0.00	14,218.42
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,223.41	0.00	0.00	0.00	1,223.41
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
D CLUBS AND ORGANIZATIONS Totals:	1,300.64	0.00	0.00	0.00	1,300.64
E ADMINISTRATIVE CUSTODIAL ACCT					
601 FIELD TRIPS	-2,433.63	250.86	1,821.89	0.00	-4,004.66
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	5,503.02	2,385.76	2,460.76	0.00	5,428.02
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
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,084.34	2,636.62	4,282.65	0.00	1,438.31
F DISTRICT CUSTODIAL					
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q EXTRA -CURRICULAR ACTIVITIES					
1000 KINDERGARTEN FIELD TRIPS	135.00	670.75	0.00	0.00	805.75
1010 1ST GRADE FIELD TRIPS	713.25	782.25	0.00	0.00	1,495.50
1020 2ND GRADE FIELD TRIPS	400.00	377.75	0.00	0.00	777.75
1030 3RD GRADE FIELD TRIPS	411.00	290.50	0.00	0.00	701.50
1040 4TH GRADE FIELD TRIPS	138.00	493.00	0.00	0.00	631.00
1050 5TH GRADE FIELD TRIPS	811.00	0.00	0.00	0.00	811.00
Q EXTRA -CURRICULAR ACTIVITIES Totals:	2,608.25	2,614.25	0.00	0.00	5,222.50
R CLUBS					
2000 CLUBS (MISC)	0.00	0.00	0.00	0.00	0.00
2010 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
R CLUBS Totals:	0.00	0.00	0.00	0.00	0.00
Z INACTIVE					
1010 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1010 DO NOT USE	0.00	0.00	0.00	0.00	0.00
Z INACTIVE Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	20,928.95	5,874.14	4,623.22	0.00	22,179.87

PPaul - 6-7-10

CJ Peterson 6-7-10

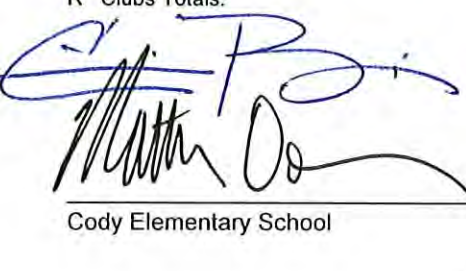
Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

38 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	224.02	0.00	10.96	0.00	213.06
110 GENERAL	3,450.98	0.00	362.43	0.00	3,088.55
120 TECHNOLOGY FUND	606.57	0.00	0.00	0.00	606.57
130 COFFEE	7.53	0.00	0.00	0.00	7.53
135 LOUNGE WATER	15.92	0.00	15.92	0.00	0.00
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	21.84	2.38	0.00	0.00	24.22
180 PTA DISCRETIONARY	420.09	0.00	78.78	0.00	341.31
190 ASSIGNMENT NOTEBOOKS	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	4,746.95	2.38	468.09	0.00	4,281.24
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,239.78	0.00	140.59	0.00	2,099.19
502 CODY APPAREL	567.06	0.00	0.00	0.00	567.06
520 STUDENT CLUBS	320.22	0.00	0.00	0.00	320.22
530 LOVE AND LOGIC	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	3,127.06	0.00	140.59	0.00	2,986.47
E ADMINISTRATIVE CUSTODIAL FUND					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	388.03	0.00	121.95	0.00	266.08
610 MEDIA	1,983.51	78.18	14.41	0.00	2,047.28
611 MEDIA - DONATIONS	157.71	0.00	0.00	0.00	157.71
615 FIELD TRIP	-518.89	260.75	303.00	0.00	-561.14
620 Instrument Rental	557.46	0.00	41.20	0.00	516.26
630 STUDENT PARTY MONEY	1.75	0.00	0.00	0.00	1.75
640 SPECIAL PROJECTS FUND	28.60	0.00	0.00	0.00	28.60
E ADMINISTRATIVE CUSTODIAL FUND Totals:	2,598.17	338.93	480.56	0.00	2,456.54
F NOT IN USE					
700 NOT IN USE	0.00	0.00	0.00	0.00	0.00
720 NOT IN USE	0.00	0.00	0.00	0.00	0.00
F NOT IN USE Totals:	0.00	0.00	0.00	0.00	0.00
Q Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1005 Kindergarten Field Trips	172.00	87.75	0.00	0.00	259.75
1010 First Grade Field Trips	93.25	197.25	0.00	0.00	290.50
1020 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1030 Third Grade Field Trips	0.00	283.44	0.00	0.00	283.44
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
Q Extra-Curricular Activities Totals:	265.25	568.44	0.00	0.00	833.69
R Clubs					
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	90.00	0.00	0.00	0.00	90.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
R Clubs Totals:	90.00	0.00	0.00	0.00	90.00
Report Totals:	10,827.43	909.75	1,089.24	0.00	10,647.94


 Secretary 6/4/10
 6-4-10

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

39 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-392.41	0.00	0.00	0.00	-392.41
110 GENERAL FUND	9,287.52	552.64	514.90	0.00	9,325.26
112 WESTERN BOWL	0.00	0.00	0.00	0.00	0.00
200 CANDY MACHINE VENDING	60.75	0.00	0.00	0.00	60.75
500 MILLARD FOUNDATION REIMB.	8,199.28	0.00	0.00	0.00	8,199.28
600 Interest earned	35.72	3.97	0.00	0.00	39.69
A ACTIVITY GENERAL FUND Totals:	17,190.86	556.61	514.90	0.00	17,232.57
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,130.87	0.00	0.00	0.00	1,130.87
D CLUBS AND ORGANIZATIONS Totals:	1,130.87	0.00	0.00	0.00	1,130.87
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 READ	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	1,573.18	887.46	1,063.70	0.00	1,396.94
615 FIELD TRIPS	-3,776.72	0.00	1,515.87	0.00	-5,292.59
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	0.00	0.00	0.00	0.00	0.00
650 GRANT MONEY	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-2,012.54	887.46	2,579.57	0.00	-3,704.65
F DISTRICT CUSTODIAL					
700 REINBURSEMENTS	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q FEE FUNDED ACCTS					
1000 KINDERGARTEN FIELD TRIPS	599.00	464.20	0.00	0.00	1,063.20
1010 1ST GRADE FIELD TRIPS	820.25	0.00	0.00	0.00	820.25
1020 2ND GRADE FIELD TRIPS	204.00	0.00	0.00	0.00	204.00
1030 3RD GRADE FIELD TRIPS	178.20	0.00	0.00	0.00	178.20
1040 4TH GRADE FIELD TRIPS	75.00	0.00	0.00	0.00	75.00
1050 5TH GRADE FIELD TRIPS	0.00	195.00	0.00	0.00	195.00
Q FEE FUNDED ACCTS Totals:	1,876.45	659.20	0.00	0.00	2,535.65
Report Totals:	18,185.64	2,103.27	3,094.47	0.00	17,194.44

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number

40

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,109.69	134.58	314.93	0.00	929.34
110 GENERAL FUND	5,057.04	0.00	241.14	0.00	4,815.90
200 INTEREST EARNED CHECKING	1,128.26	1.83	0.00	0.00	1,130.09
A ACTIVITY GENERAL FUND Totals:	7,294.99	136.41	556.07	0.00	6,875.33
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	513.11	0.00	0.00	0.00	513.11
D CLUBS AND ORGANIZATIONS Totals:	513.11	0.00	0.00	0.00	513.11
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	914.46	0.00	0.00	0.00	914.46
610 LIBRARY	1,022.92	1,804.47	1,804.47	0.00	1,022.92
612 PE	0.00	0.00	0.00	0.00	0.00
615 FIELD TRIPS	-1,425.75	0.00	393.63	0.00	-1,819.38
620 FIELD TRIPS/PTO FUND	-962.66	0.00	768.70	0.00	-1,731.36
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-451.03	1,804.47	2,966.80	0.00	-1,613.36
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES					
1010 Kindergarten Field Trips	635.50	0.00	0.00	0.00	635.50
1011 First Grade Field Trips	150.25	355.50	0.00	0.00	505.75
1012 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1013 Third Grade Field Trips	0.00	172.00	0.00	0.00	172.00
1014 Fourth Grade Field Trips	0.00	222.00	0.00	0.00	222.00
1015 Fifth Grade Field Trips	299.00	0.00	0.00	0.00	299.00
1016 K-5 SPED Field Trips	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	1,084.75	749.50	0.00	0.00	1,834.25
Report Totals:	8,441.82	2,690.38	3,522.87	0.00	7,609.33

Reesa Lafrentz 6/8/10
Bethany Case-Magnia 6/8/10

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

41 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-47.04	0.00	49.59	0.00	-96.63
110 GENERAL FUND	6,313.66	85.00	671.41	0.00	5,727.25
120 Interest on checking	21.98	2.96	0.00	0.00	24.94
A ACTIVITY GENERAL FUND Totals:	6,288.60	87.96	721.00	0.00	5,655.56
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,079.39	235.50	0.00	0.00	1,314.89
510 Art Projects	0.00	0.00	0.00	0.00	0.00
520 T-shirts	761.00	1,260.00	0.00	0.00	2,021.00
550 Pencils	360.83	0.00	0.00	0.00	360.83
590 One Book, One School	-891.12	0.00	0.00	0.00	-891.12
655 Landscaping	0.00	0.00	0.00	0.00	0.00
690 Family Dinner & Game Night	-220.00	0.00	0.00	0.00	-220.00
D CLUBS AND ORGANIZATIONS Totals:	1,090.10	1,495.50	0.00	0.00	2,585.60
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	484.07	0.00	474.28	0.00	9.79
606 Assignment Notebooks	-68.68	0.00	0.00	0.00	-68.68
610 LIBRARY	4,220.92	0.00	1,775.26	0.00	2,445.66
615 FIELD TRIPS	-4,878.87	270.97	1,565.84	0.00	-6,173.74
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	862.00	0.00	0.00	0.00	862.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	619.44	270.97	3,815.38	0.00	-2,924.97
Q					
1000 Kindergarten field trips	1,160.75	880.25	0.00	0.00	2,041.00
1010 1st grade field trips	933.60	0.00	0.00	0.00	933.60
1020 2nd grade field trips	609.75	216.47	0.00	0.00	826.22
1030 3rd grade field trip	0.00	912.25	0.00	0.00	912.25
1040 4th grade field trips	929.35	1,275.50	0.00	0.00	2,204.85
1050 5th grade field trips	698.55	0.00	0.00	0.00	698.55
1060 Sped field trips	0.00	0.00	0.00	0.00	0.00
Q Totals:	4,332.00	3,284.47	0.00	0.00	7,616.47
R					
2020 Echoes	0.00	0.00	0.00	0.00	0.00
R Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	12,330.14	5,138.90	4,536.38	0.00	12,932.66

Diane Beverly, Sec.
Principal

ALL Data

Current Cash Balance Report

42 Arranged by:
Group ID and Activity Number

Date: 05/01/2010 thru 05/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-100.54	0.00	0.00	0.00	-100.54
110 GENERAL FUND	7,538.10	1,390.00	435.63	0.00	8,492.47
115 Interest Earned Checking	19.41	2.34	0.00	0.00	21.75
A ACTIVITY GENERAL FUND Totals:	7,456.97	1,392.34	435.63	0.00	8,413.68
D CLUBS AND ORGANIZATIONS					
510 STUDENT COUNCIL	449.33	51.12	0.00	0.00	500.45
1060 Choir/Strings/Band	330.00	0.00	0.00	0.00	330.00
1070 HAL	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	779.33	51.12	0.00	0.00	830.45
E ADMINISTRATIVE CUSTODIAL ACCT					
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	-10.95	163.75	130.61	0.00	22.19
615 FIELD TRIPS	-633.22	0.00	742.75	0.00	-1,375.97
620 HOSPITALITY FUND	0.00	0.00	0.00	0.00	0.00
630 FUND RAISER	2,102.98	0.00	0.00	0.00	2,102.98
635 SAFETY PATROL	0.00	0.00	0.00	0.00	0.00
640 ART	688.89	0.00	0.00	0.00	688.89
650 5th Grade Art	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,147.70	163.75	873.36	0.00	1,438.09
F DISTRICT CUSTODIAL					
710 RUSWICK GRANT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q Fee Fund					
1000 Kindergarten Field Trips	505.35	258.60	0.00	0.00	763.95
1010 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trips	202.50	53.75	0.00	0.00	256.25
1030 Third Grade Field Trips	121.75	0.00	0.00	0.00	121.75
1040 Fourth Grade Field Trips	68.25	140.00	0.00	0.00	208.25
1050 Fifth Grade Field Trips	0.00	380.00	0.00	0.00	380.00
Q Fee Fund Totals:	897.85	832.35	0.00	0.00	1,730.20
Report Totals:	11,281.85	2,439.56	1,308.99	0.00	12,412.42

Cheyl Yera

6-10-10

Roberta Wiermer

6-11-10

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

43 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	583.06	0.00	37.97	0.00	545.09
110 General	15,770.73	242.95	785.38	0.00	15,228.30
112 Bank Charges and Interest	39.58	5.20	0.00	0.00	44.78
615 DO NOT USE	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	16,393.37	248.15	823.35	0.00	15,818.17
D CLUBS AND ORGANIZATIONS					
501 Student Council	470.12	0.00	0.00	0.00	470.12
502 DO NOT USE	0.00	0.00	0.00	0.00	0.00
611 Hitchcock Clothing	255.32	0.00	180.70	0.00	74.62
616 CREATIVE CUBS	135.88	0.00	115.14	0.00	20.74
2001 DO NOT USE	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	861.32	0.00	295.84	0.00	565.48
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base	0.00	0.00	0.00	0.00	0.00
602 Landscaping	37.00	0.00	0.00	0.00	37.00
603 Field Trip	-1,009.77	0.00	0.00	0.00	-1,009.77
604 Classroom Supplies	16.00	0.00	0.00	0.00	16.00
605 READ	1,015.05	7.91	7.91	0.00	1,015.05
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	1,147.55	0.00	74.90	0.00	1,072.65
612 HOSPITALITY	32.50	0.00	0.00	0.00	32.50
613 Art Fund	4,500.95	0.00	0.00	0.00	4,500.95
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
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	5,919.28	7.91	82.81	0.00	5,844.38
F DISTRICT CUSTODIAL					
620 NOT USED	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q Extra Curricular Activities					
1000 Kindergarten field trips	0.00	176.25	0.00	0.00	176.25
1010 1st grade field trips	168.75	242.75	0.00	0.00	411.50
1020 2nd grade field trips	175.50	249.75	0.00	0.00	425.25
1030 3rd grade field trips	0.00	865.79	0.00	0.00	865.79
1040 4th grade field trips	189.00	367.20	0.00	0.00	556.20
1050 5th grade field trips	551.40	0.00	0.00	0.00	551.40
1060 SPED Field Trips	0.00	0.00	0.00	0.00	0.00
1070 Physical Education	0.00	0.00	0.00	0.00	0.00
Q Extra Curricular Activities Totals:	1,084.65	1,901.74	0.00	0.00	2,986.39
R Clubs					
2000 Art Club	0.00	0.00	0.00	0.00	0.00
R Clubs Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	24,258.62	2,157.80	1,202.00	0.00	25,214.42



Linda K. Mohlman, DSAC
Executive Secretary



Mandy Johnson, Hitchcock
Principal

ALL Data

Current Cash Balance Report

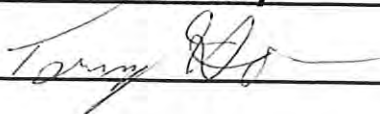
Date: 05/01/2010 thru 05/31/2010

44 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,316.05	0.00	0.00	0.00	1,316.05
110 GENERAL FUND	12,327.91	1,447.00	296.15	0.00	13,478.76
200 INTEREST EARNED CHECKING	1,301.64	5.08	0.00	0.00	1,306.72
A ACTIVITY GENERAL FUND Totals:	14,945.60	1,452.08	296.15	0.00	16,101.53
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,594.51	0.00	0.00	0.00	2,594.51
D CLUBS AND ORGANIZATIONS Totals:	2,594.51	0.00	0.00	0.00	2,594.51
E ADMINISTRATIVE CUSTODIAL ACCT					
601 PTA/TEACHER	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,478.27	2,536.16	1,851.94	0.00	3,162.49
615 FIELD TRIPS	-1,271.02	0.00	389.42	0.00	-1,660.44
620 PAYBAC	398.45	0.00	0.00	0.00	398.45
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,605.70	2,536.16	2,241.36	0.00	1,900.50
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q EXTRA-CURRICULAR ACTIVITIES					
1000 KINDERGARTEN	0.00	663.50	0.00	0.00	663.50
1010 FIRST GRADE	120.00	312.00	0.00	0.00	432.00
1020 SECOND GRADE	248.00	0.00	0.00	0.00	248.00
1030 THIRD GRADE	174.00	0.00	0.00	0.00	174.00
1040 FOURTH GRADE	1,271.00	0.00	0.00	0.00	1,271.00
1050 FIFTH GRADE	297.50	0.00	0.00	0.00	297.50
Q EXTRA-CURRICULAR ACTIVITIES Totals:	2,110.50	975.50	0.00	0.00	3,086.00
Report Totals:	21,256.31	4,963.74	2,537.51	0.00	23,682.54

SUBMITTED BY: Mary Bobka

POSITION: Secretary

APPROVED: 

ALL Data

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

45 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	195.46	0.00	49.00	-70.00	76.46
110 GENERAL	8,580.14	2,524.40	1,423.21	86.00	9,767.33
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	331.65	4.80	0.00	0.00	336.45
A ACTIVITY GENERAL FUND Totals:	9,107.25	2,529.20	1,472.21	16.00	10,180.24
C CLUBS AND ORGANIZATIONS					
501 ST. COUNCIL	1,099.91	35.00	389.20	0.00	745.71
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
C CLUBS AND ORGANIZATIONS Totals:	1,101.75	35.00	389.20	0.00	747.55
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	408.40	0.00	0.00	0.00	408.40
604 ART	2,634.91	0.00	101.90	0.00	2,533.01
606 MINI CLASSES	-1,051.17	0.00	468.00	0.00	-1,519.17
607 PE/MUSIC	154.75	0.00	0.00	0.00	154.75
610 LIBRARY	1,857.77	178.80	33.17	-16.00	1,987.40
615 FIELD TRIPS	-10,607.66	305.60	2,255.80	0.00	-12,557.86
620 MONTESSORI PRESCHOOL	0.00	0.00	0.00	0.00	0.00
625 ALL-SCHOOL PLAY	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-6,603.00	484.40	2,858.87	-16.00	-8,993.47
Q FIELD TRIPS					
1000 KINDERGARTEN	0.00	232.00	0.00	0.00	232.00
1010 FIRST GRADE	599.20	480.25	0.00	0.00	1,079.45
1020 SECOND GRADE	307.50	353.00	0.00	0.00	660.50
1030 THIRD GRADE	328.00	224.00	0.00	0.00	552.00
1040 FOURTH GRADE	550.46	406.25	0.00	0.00	956.71
1050 FIFTH GRADE	894.80	205.20	0.00	0.00	1,100.00
1060 PREPRIMARY MONTESSORI	4,181.70	196.00	0.00	0.00	4,377.70
1070 PRIMARY MONTESSORI	1,571.75	605.25	0.00	-0.05	2,176.95
1080 INTERMEDIATE MONTESSORI	2,619.60	184.00	0.00	0.00	2,803.60
1090 PRESCHOOL	198.00	190.00	0.00	0.00	388.00
Q FIELD TRIPS Totals:	11,251.01	3,075.95	0.00	-0.05	14,326.91
R CLUBS					
2020 SWING CHOIR	127.23	0.00	209.32	0.00	-82.09
R CLUBS Totals:	127.23	0.00	209.32	0.00	-82.09
S MINI-CLASSES					
3000 MINI-CLASSES	2,957.00	0.00	0.00	0.00	2,957.00
3010 LEADERSHIP CLASSES	0.00	0.00	0.00	0.00	0.00
3020 ALL-SCHOOL PLAY	2,203.55	0.00	51.23	0.00	2,152.32
S MINI-CLASSES Totals:	5,160.55	0.00	51.23	0.00	5,109.32
Report Totals:	20,144.79	6,124.55	4,980.83	-0.05	21,288.46

K Odegard 6-10-10
Mulla 6-16-10


Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
46
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	99.45	0.00	78.25	0.00	21.20
110 GENERAL FUND	8,422.82	248.00	2,058.40	0.00	6,612.42
115 INTEREST EARNED CHECKING	35.48	4.02	0.00	0.00	39.50
A ACTIVITY GENERAL FUND Totals:	8,557.75	252.02	2,136.65	0.00	6,673.12
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,389.37	455.00	1,698.78	0.00	1,145.59
510 BOOK CLUB	0.00	0.00	0.00	0.00	0.00
511 CONFLICT MANAGERS	12.00	0.00	0.00	0.00	12.00
615 SAFETY PATROL	0.00	0.00	0.00	0.00	0.00
635 M.A.D.	1.55	0.00	0.00	0.00	1.55
D CLUBS AND ORGANIZATIONS Totals:	2,402.92	455.00	1,698.78	0.00	1,159.14
E ADMINISTRATIVE CUSTODIAL ACCT					
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	432.70	0.00	34.62	0.00	398.08
603 FIELD TRIPS	-3,325.73	0.00	299.32	0.00	-3,625.05
605 READ	74.10	0.00	53.47	0.00	20.63
610 LIBRARY	5,191.90	49.95	164.01	0.00	5,077.84
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	3,119.27	0.00	883.67	0.00	2,235.60
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
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	5,532.61	49.95	1,435.09	0.00	4,147.47
Q EXTRA CURRICULAR ACTIVITES					
1005 Kindergarten Field Trips	817.75	121.25	0.00	0.00	939.00
1010 First Grade Field Trips	0.00	228.50	0.00	0.00	228.50
1020 Second Grade Field Trips	269.90	0.00	0.00	0.00	269.90
1030 Third Grade Field Trips	244.00	330.00	0.00	0.00	574.00
1040 Fourth Grade Field Trips	620.00	586.70	0.00	0.00	1,206.70
1050 Fifth Grade Field Trips	372.40	0.00	0.00	0.00	372.40
Q EXTRA CURRICULAR ACTIVITES Totals:	2,324.05	1,266.45	0.00	0.00	3,590.50
Report Totals:	18,817.33	2,023.42	5,270.52	0.00	15,570.23



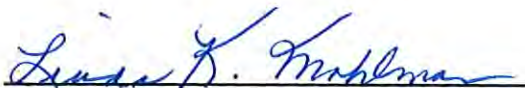

ALL Data

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

47 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 STAFF VENDING	1,728.00	0.00	0.00	0.00	1,728.00
101 STUDENT VENDING	279.27	90.00	176.80	0.00	192.47
110 GENERAL	21,261.05	16.00	2,138.19	0.00	19,138.86
125 INTEREST EARNED	49.18	6.42	0.00	0.00	55.60
130 MAGNET ART	1,967.05	0.00	0.00	0.00	1,967.05
A ACTIVITY GENERAL FUND Totals:	25,284.55	112.42	2,314.99	0.00	23,081.98
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,246.61	122.14	0.00	0.00	1,368.75
505 CHOIR	159.57	0.00	0.00	0.00	159.57
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
D CLUBS AND ORGANIZATIONS Totals:	1,406.18	122.14	0.00	0.00	1,528.32
E ADMINISTRATIVE CUSTODIAL ACCT					
602 STAFF HOSPITALITY	0.00	0.00	0.00	0.00	0.00
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,060.58	758.31	35.19	0.00	2,783.70
615 FIELD TRIPS	-3,815.90	1,041.39	1,999.89	0.00	-4,774.40
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
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-1,755.32	1,799.70	2,035.08	0.00	-1,990.70
Q FEE FUNDED ACCOUNTS					
1000 Kindergarten Field Trips	1,656.50	535.25	0.00	0.00	2,191.75
1010 First Grade Field Trips	464.75	750.25	0.00	0.00	1,215.00
1020 Second Grade Field Trips	706.80	964.80	0.00	0.00	1,671.60
1030 Third Grade Field Trips	557.85	80.00	0.00	0.00	637.85
1040 Fourth Grade Field Trips	752.00	887.00	0.00	0.00	1,639.00
1050 Fifth Grade Field Trips	640.45	82.00	0.00	0.00	722.45
Q FEE FUNDED ACCOUNTS Totals:	4,778.35	3,299.30	0.00	0.00	8,077.65
Report Totals:	29,713.76	5,333.56	4,350.07	0.00	30,697.25



Linda K. Mohlman, DSAC
Executive Secretary



Colleen Beckwith, Neihardt
Principal

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

48 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	-60.25	0.00	0.00	0.00	-60.25
105 Staff Vending	0.00	0.00	0.00	0.00	0.00
110 General	10,018.48	14.71	445.31	0.00	9,587.88
120 Interest Earned Checking	39.30	5.15	0.00	0.00	44.45
A ACTIVITY GENERAL FUND Totals:	9,997.53	19.86	445.31	0.00	9,572.08
D CLUBS AND ORGANIZATIONS					
501 Student Council	2,375.48	0.00	0.00	0.00	2,375.48
502 Asset Building	151.89	0.00	0.00	0.00	151.89
503 5th Grade Club	506.81	0.00	0.00	0.00	506.81
D CLUBS AND ORGANIZATIONS Totals:	3,034.18	0.00	0.00	0.00	3,034.18
E ADMINISTRATIVE CUSTODIAL ACCT					
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	-6,830.52	203.63	884.13	0.00	-7,511.02
608 Grants	31.75	0.00	0.00	0.00	31.75
609 Technology	0.00	0.00	0.00	0.00	0.00
610 Media	2,346.21	1,899.21	0.00	0.00	4,245.42
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	70.29	0.00	0.00	0.00	70.29
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,030.05	2,102.84	884.13	0.00	4,248.76
G DISTRICT CUST. ACCOUNTS					
800 Reimbursement	0.00	0.00	0.00	0.00	0.00
802 Convention	0.00	0.00	0.00	0.00	0.00
G DISTRICT CUST. ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
Q Fee Fund					
990 PreK Field Trips	0.00	0.00	0.00	0.00	0.00
1000 Kindergarten Field Trips	556.50	0.00	0.00	0.00	556.50
1010 First Grade Field Trips	290.00	234.00	0.00	0.00	524.00
1020 Second Grade Field Trips	268.00	155.00	0.00	0.00	423.00
1030 Third Grade Field Trips	554.75	214.00	0.00	0.00	768.75
1040 Fourth Grade Field Trips	659.25	0.00	0.00	0.00	659.25
1050 Fifth Grade Field Trips	200.50	90.00	0.00	0.00	290.50
1060 Montessori PreK/K Field Trips	2,092.00	188.40	0.00	0.00	2,280.40
1061 Montessori 1st, 2nd, 3rd Grade Field Trips	1,928.30	505.50	0.00	0.00	2,433.80
1062 Montessori 4th, 5th Grade Field Trips	1,047.00	102.00	0.00	0.00	1,149.00
1070 Special Education Field Trips	0.00	0.00	0.00	0.00	0.00
Q Fee Fund Totals:	7,596.30	1,488.90	0.00	0.00	9,085.20
R Clubs					
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir Club	0.00	0.00	0.00	0.00	0.00
2050 Student Council Club	0.00	0.00	0.00	0.00	0.00
R Clubs Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	23,658.06	3,611.60	1,329.44	0.00	25,940.22

Current Cash Balance Report

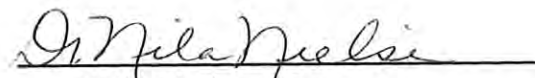
ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number
49

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL					
100 GENERAL	52,700.80	2,437.78	653.77	0.00	54,484.81
110 VENDING	439.03	0.00	0.00	0.00	439.03
115 INTEREST EARNED CHECKING	93.34	15.46	0.00	0.00	108.80
A ACTIVITY GENERAL Totals:	53,233.17	2,453.24	653.77	0.00	55,032.64
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	876.76	0.00	0.00	0.00	876.76
D CLUBS AND ORGANIZATIONS Totals:	876.76	0.00	0.00	0.00	876.76
E ADMINSTRATIVE CUSTODIAL ACCT					
600 HOSPITALITY	1,026.72	0.00	261.70	0.00	765.02
601 FIELD TRIPS	-9,501.46	498.50	1,445.34	0.00	-10,448.30
610 LIBRARY	3,997.73	0.00	605.00	0.00	3,392.73
615 PAYBAC	0.00	0.00	0.00	0.00	0.00
620 PLAYGROUND FUNDRAISER	11,776.86	0.00	0.00	0.00	11,776.86
650 VIP HOSPITALITY	1,039.97	0.00	0.00	0.00	1,039.97
E ADMINSTRATIVE CUSTODIAL ACCT Totals:	8,339.82	498.50	2,312.04	0.00	6,526.28
Q FEE FUND					
1000 K FIELD TRIPS	869.40	954.00	0.00	0.00	1,823.40
1010 FIRST GRADE FIELD TRIPS	2,268.50	1,586.00	0.00	0.00	3,854.50
1020 SECOND GRADE FIELD TRIPS	2,621.90	0.00	0.00	0.00	2,621.90
1030 THIRD GRADE FIELD TRIPS	1,257.50	721.00	0.00	0.00	1,978.50
1040 FOURTH GRADE FIELD TRIPS	1,456.50	646.00	0.00	0.00	2,102.50
1050 FIFTH GRADE FIELD TRIPS	1,380.25	440.00	0.00	0.00	1,820.25
Q FEE FUND Totals:	9,854.05	4,347.00	0.00	0.00	14,201.05
R CLUBS					
2000 CLUBS (MISC)	0.00	0.00	0.00	0.00	0.00
2010 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
R CLUBS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	72,303.80	7,298.74	2,965.81	0.00	76,636.73


 Linda K. Mohlman, DSAC
 Executive Secretary


 Nila Nielsen, Reagan
 Principal

ALL Data

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

50 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL					
100 GENERAL	9,371.55	0.00	33.26	0.00	9,338.29
110 VENDING	243.85	0.00	106.00	0.00	137.85
115 INTEREST EARNED CHECKING	28.70	4.76	0.00	0.00	33.46
A ACTIVITY GENERAL Totals:	9,644.10	4.76	139.26	0.00	9,509.60
D CLUBS AND ORGANIZATION					
501 STUDENT COUNCIL	-292.12	389.25	0.00	0.00	97.13
D CLUBS AND ORGANIZATION Totals:	-292.12	389.25	0.00	0.00	97.13
E ADMINISTRATIVE CUSTODIAL ACCT					
600 SOCIAL	0.00	0.00	0.00	0.00	0.00
601 FIELD TRIPS	-4,386.08	0.00	973.16	0.00	-5,359.24
602 READ	0.00	0.00	0.00	0.00	0.00
603 LIBRARY	3,153.49	30.53	571.09	0.00	2,612.93
604 PAYBAC	5,382.49	18.00	348.75	0.00	5,051.74
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
608 MUSIC	2,568.52	0.00	0.00	0.00	2,568.52
609 PE	1,206.79	0.00	0.00	0.00	1,206.79
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	7,982.12	48.53	1,893.00	0.00	6,137.65
Q FEE FUND					
1005 KINDERGARTEN	995.45	441.80	0.00	0.00	1,437.25
1010 FIRST GRADE	1,092.00	0.00	0.00	0.00	1,092.00
1020 SECOND GRADE	919.05	515.75	0.00	0.00	1,434.80
1030 THIRD GRADE	651.00	0.00	0.00	0.00	651.00
1040 FOURTH GRADE	1,364.90	0.00	0.00	0.00	1,364.90
1050 FIFTH GRADE	511.80	0.00	0.00	0.00	511.80
1060 DO NOT USE - MUSIC	0.00	0.00	0.00	0.00	0.00
1070 DO NOT USE - PE	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	5,534.20	957.55	0.00	0.00	6,491.75
Report Totals:	22,868.30	1,400.09	2,032.26	0.00	22,236.13

ALL Data

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

51 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
610 unused library account	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 VENDING	467.35	183.60	0.00	0.00	650.95
110 GENERAL FUND	9,200.73	78.00	500.44	0.00	8,778.29
125 interest earned checking	57.39	7.44	0.00	0.00	64.83
A ACTIVITY GENERAL FUND Totals:	9,725.47	269.04	500.44	0.00	9,494.07
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,259.18	47.00	256.51	0.00	2,049.67
505 GRADE 5 ACTIVITY	0.00	0.00	0.00	0.00	0.00
510 STANDD CLUB	126.28	0.00	75.18	0.00	51.10
515 K-KIDS CLUB	357.09	0.00	14.00	0.00	343.09
520 ENVIRONMENTAL CLUB	-118.01	336.00	63.65	0.00	154.34
D CLUBS AND ORGANIZATIONS Totals:	2,624.54	383.00	409.34	0.00	2,598.20
E ADMINISTRATIVE CUSTODIAL					
602 HOSPITALITY	29.33	0.00	0.00	0.00	29.33
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	5,807.51	1,071.05	764.63	0.00	6,113.93
615 FIELD TRIPS	-1,999.73	118.07	1,139.07	0.00	-3,020.73
620 PAYBACK PARTNER	1,894.35	91.68	0.00	0.00	1,986.03
625 CORPORATE DONATIONS	6,559.55	410.30	0.00	0.00	6,969.85
630 SPELL-A-THON	3,191.09	0.00	640.05	0.00	2,551.04
635 HOST	0.00	0.00	0.00	0.00	0.00
640 OTHER STUDENT ACTIVITIES	386.33	0.00	0.00	0.00	386.33
645 TOOLS FOR SCHOOLS	1,000.00	0.00	0.00	0.00	1,000.00
650 ARTWORKS	1,121.52	0.00	21.25	0.00	1,100.27
E ADMINISTRATIVE CUSTODIAL Totals:	17,989.95	1,691.10	2,565.00	0.00	17,116.05
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITIES					
1005 KG FIELD TRIPS	734.00	0.00	0.00	0.00	734.00
1010 1ST GR. FIELD TRIPS	289.75	0.00	0.00	0.00	289.75
1020 2ND GR. FIELD TRIPS	746.45	0.00	0.00	0.00	746.45
1030 3RD GR. FIELD TRIPS	571.80	0.00	0.00	0.00	571.80
1040 4TH GR. FIELD TRIPS	961.45	345.00	0.00	0.00	1,306.45
1050 5TH GR. FIELD TRIPS	326.55	0.00	0.00	0.00	326.55
Q EXTRA CURRICULAR ACTIVITIES Totals:	3,630.00	345.00	0.00	0.00	3,975.00
Report Totals:	33,969.96	2,688.14	3,474.78	0.00	33,183.32

Principal Jeri Wesley

Secretary Mary Van Roy 6-9-10

ALL Data

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

52 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	20,654.71	0.00	494.39	0.00	20,160.32
110 VENDING	93.33	55.22	0.00	0.00	148.55
120 INTEREST EARNED CHECKING	58.07	7.57	0.00	0.00	65.64
A ACTIVITY GENERAL FUND Totals:	20,806.11	62.79	494.39	0.00	20,374.51
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	309.22	0.00	223.00	0.00	86.22
211 SAFETY PATROL	25.00	0.00	0.00	0.00	25.00
B CLUBS AND ORGANIZATIONS Totals:	334.22	0.00	223.00	0.00	111.22
C ADMINISTRATIVE CUSTODIAL ACCT					
301 MEDIA	2,337.04	0.00	105.00	0.00	2,232.04
305 FIELD TRIPS	-3,793.49	0.00	1,073.00	0.00	-4,866.49
310 HOSPITALITY	1,781.58	0.00	573.01	0.00	1,208.57
320 BIRTHDAY BOOK CLUB	1,282.49	0.00	0.00	0.00	1,282.49
325 Battle of the Books	0.00	0.00	0.00	0.00	0.00
330 GRANTS	0.00	0.00	0.00	0.00	0.00
340 PTO	4,124.48	2,483.20	1,004.98	0.00	5,602.70
350 BEAUTIFICATION	0.00	0.00	0.00	0.00	0.00
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	5,732.10	2,483.20	2,755.99	0.00	5,459.31
Q FEE FUND					
1000 Kindergarten	862.00	703.50	0.00	0.00	1,565.50
1001 1st Grade	1,199.00	631.25	0.00	0.00	1,830.25
1002 2nd Grade	1,144.25	686.00	0.00	0.00	1,830.25
1003 3rd Grade	131.25	1,022.00	0.00	0.00	1,153.25
1004 4th Grade	0.00	654.50	0.00	0.00	654.50
1005 5th Grade	1,202.50	0.00	0.00	0.00	1,202.50
1010 Self-Contained	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	4,539.00	3,697.25	0.00	0.00	8,236.25
R CLUB--FEE FUND					
2000 Student Council Fee Fund	0.00	0.00	0.00	0.00	0.00
2010 Chorus Fee Fund	0.00	0.00	0.00	0.00	0.00
R CLUB--FEE FUND Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	31,411.43	6,243.24	3,473.38	0.00	34,181.29

ALL Data

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

53 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Fund					
100 VENDING	608.01	51.84	0.00	0.00	659.85
110 GENERAL FUND	7,897.35	1,640.00	67.62	0.00	9,469.73
130 INTEREST EARNED	398.10	2.84	0.00	0.00	400.94
140 Do Not Use	0.00	0.00	0.00	0.00	0.00
A General Fund Totals:	8,903.46	1,694.68	67.62	0.00	10,530.52
B Clubs & Organizations					
501 STUDENT COUNCIL	594.14	0.00	83.83	0.00	510.31
B Clubs & Organizations Totals:	594.14	0.00	83.83	0.00	510.31
C Administrative Custodial					
600 Do Not Use	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,162.57	1,614.38	1,600.78	0.00	3,176.17
615 FIELD TRIPS	-2,077.24	0.00	434.65	0.00	-2,511.89
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
C Administrative Custodial Totals:	1,085.33	1,614.38	2,035.43	0.00	664.28
Q Fee Funded Account					
1000 KG FIELD TRIP	0.00	176.25	0.00	0.00	176.25
1010 FIRST GR. FIELD TRIP	389.25	56.00	0.00	0.00	445.25
1020 SECOND GR. FIELD TRIP	307.15	378.50	0.00	0.00	685.65
1030 THIRD GR. FIELD TRIP	649.75	0.00	0.00	0.00	649.75
1040 FOURTH GR. FIELD TRIP	187.96	249.45	0.00	0.00	437.41
1050 FIFTH GR. FIELD TRIP	367.04	0.00	0.00	0.00	367.04
1060 ELL FIELD TRIP	0.00	0.00	0.00	0.00	0.00
Q Fee Funded Account Totals:	1,901.15	860.20	0.00	0.00	2,761.35
Report Totals:	12,484.08	4,169.26	2,186.88	0.00	14,466.46

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number
54

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Fund					
100 General Fund	3,317.94	281.50	574.58	0.00	3,024.86
110 Vending	139.18	16.80	0.00	0.00	155.98
120 Interest Earned Checking	11.44	2.01	0.00	0.00	13.45
A General Fund Totals:	3,468.56	300.31	574.58	0.00	3,194.29
B Clubs & Organizations					
200 Student Council	2,782.87	270.00	417.61	0.00	2,635.26
B Clubs & Organizations Totals:	2,782.87	270.00	417.61	0.00	2,635.26
C Administrative Custodial					
300 Libary	2,511.72	154.38	0.00	0.00	2,666.10
615 Field Trips	-3,126.41	352.02	760.10	0.00	-3,534.49
C Administrative Custodial Totals:	-614.69	506.40	760.10	0.00	-868.39
Q Free Funded Accounts					
1000 Kindergarted Field Trips	879.00	673.50	0.00	0.00	1,552.50
1010 First Grade Field Trips	774.75	0.00	0.00	0.00	774.75
1020 Second Grade Field Trips	400.00	0.00	0.00	0.00	400.00
1030 Third Grade Field Trips	384.50	344.50	0.00	0.00	729.00
1040 Fourth Grade Field Trips	236.50	175.25	0.00	0.00	411.75
1050 Fifth Grade Field Trips	0.00	714.00	0.00	0.00	714.00
Q Free Funded Accounts Totals:	2,674.75	1,907.25	0.00	0.00	4,582.00
Report Totals:	8,311.49	2,983.96	1,752.29	0.00	9,543.16

Kim Pirrone
Susan Angley

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	5,537.76	0.00	1,491.19	0.00	4,046.57
110 VENDING	6.45	72.06	0.00	0.00	78.51
120 INTEREST EARNED CHECKING	30.98	3.94	0.00	0.00	34.92
A ACTIVITY GENERAL FUND Totals:	5,575.19	76.00	1,491.19	0.00	4,160.00
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	329.26	46.60	58.77	-250.00	67.09
210 GARDEN CLUB	450.39	0.00	0.00	-250.00	200.39
B CLUBS AND ORGANIZATIONS Totals:	779.65	46.60	58.77	-500.00	267.48
C ADMINISTRATIVE CUSTODIAL ACCT					
0	0.00	0.00	0.00	0.00	0.00
301 Hospitality	1,193.55	0.00	185.66	0.00	1,007.89
310 MEDIA	1,572.00	0.00	0.00	0.00	1,572.00
315 FIELD TRIPS	-4,161.48	0.00	1,989.03	0.00	-6,150.51
320 BIRTHDAY BOOK CLUB	861.48	30.00	156.05	0.00	735.43
330 DONATIONS	2,259.04	100.00	100.00	-750.00	1,509.04
340 Destination Imagination	0.81	9,620.09	10,770.90	1,250.00	100.00
350 Music Dept. Fund	90.00	0.00	0.00	0.00	90.00
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,815.40	9,750.09	13,201.64	500.00	-1,136.15
Q EXTRA CURRICULAR ACTIVITIES					
1000 KINDGARTEN FIELD TRIPS	1,311.25	494.00	0.00	0.00	1,805.25
1001 FIRST GRADE FIELD TRIPS	0.00	501.95	0.00	0.00	501.95
1002 SECOND GRADE FIELD TRIPS	244.00	541.45	0.00	0.00	785.45
1003 THIRD GRADE FIELD TRIPS	637.00	603.75	0.00	0.00	1,240.75
1004 FOURTH GRADE FIELD TRIPS	1,462.55	626.00	0.00	0.00	2,088.55
1005 FIFTH GRADE FIELD TRIPS	1,698.40	0.00	0.00	0.00	1,698.40
Q EXTRA CURRICULAR ACTIVITIES Totals:	5,353.20	2,767.15	0.00	0.00	8,120.35
Report Totals:	13,523.44	12,639.84	14,751.60	0.00	11,411.68

Patsa Sullivan
6-3-10
Chris A. Huen
6-3-10

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number
30

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 STAFF VENDING	3,765.66	119.65	183.44	0.00	3,701.87
101 STUDENT VENDING	-45.05	0.00	0.00	0.00	-45.05
110 GENERAL FUND	6,173.43	1,866.53	744.46	0.00	7,295.50
115 INTEREST EARNED CHECKING	537.08	2.41	0.00	0.00	539.49
815 ENRICHMENT DAY	656.03	0.00	0.00	0.00	656.03
5000 FIELD IMPROVEMENT	249.00	0.00	0.00	0.00	249.00
A ACTIVITY GENERAL FUND Totals:	<u>11,336.15</u>	<u>1,988.59</u>	<u>927.90</u>	<u>0.00</u>	<u>12,396.84</u>
C FAMILY NIGHTS					
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
C FAMILY NIGHTS Totals:	<u>50.30</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>50.30</u>
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	179.52	371.08	0.00	-5.00	545.60
901 US WEST VOLUNTEER GRANTS & OTHERS	965.72	0.00	0.00	0.00	965.72
2030 ENVIRONMENTAL CLUB	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	<u>1,145.24</u>	<u>371.08</u>	<u>0.00</u>	<u>-5.00</u>	<u>1,511.32</u>
E ADMINISTRATIVE CUSTODIAL ACCT					
610 MEDIA	714.53	253.84	38.75	0.00	929.62
615 FIELD TRIPS	-4,023.70	270.50	4,203.20	0.00	-7,956.40
701 TECHNOLOGY	813.54	102.00	110.90	0.00	804.64
801 GIFTED/HAL	-25.64	0.00	0.00	0.00	-25.64
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>-2,521.27</u>	<u>626.34</u>	<u>4,352.85</u>	<u>0.00</u>	<u>-6,247.78</u>
F DISTRICT CUSTODIAL					
700 NOT USED	0.00	0.00	0.00	0.00	0.00
720 NOT USED	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
H OUTDOOR LEARNING ENVIRONMENT (OLE)					
3000 BRICK ORDERS & OTHER	258.44	50.00	0.00	0.00	308.44
H OUTDOOR LEARNING ENVIRONMENT (OLE) Totals:	<u>258.44</u>	<u>50.00</u>	<u>0.00</u>	<u>0.00</u>	<u>308.44</u>
Q FEE FUND FIELD TRIPS					
1000 KINDERGARTEN FIELD TRIPS	310.25	0.00	0.00	0.00	310.25
1010 1ST GRADE FIELD TRIPS	408.50	0.00	0.00	0.00	408.50
1020 2ND GRADE FIELD TRIPS	134.00	0.00	0.00	0.00	134.00
1030 3RD GRADE FIELD TRIPS	0.00	683.00	0.00	0.00	683.00
1040 4TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1050 5TH GRADE FIELD TRIPS	363.00	0.00	0.00	0.00	363.00
Q FEE FUND FIELD TRIPS Totals:	<u>1,215.75</u>	<u>683.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,898.75</u>
R FEE FUND CLUBS					
2020 CHORUS CLUB	0.00	0.00	0.00	0.00	0.00
R FEE FUND CLUBS Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>11,484.61</u>	<u>3,719.01</u>	<u>5,280.75</u>	<u>-5.00</u>	<u>9,917.87</u>

Cathy Covage
An Kelly

ALL Data

Current Cash Balance Report

Jeffrey
Cindy Bannor 57 Arranged by:
Group ID and Activity Number

Date: 05/01/2010 thru 05/31/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 VENDING MACHINES	14,060.25	173.05	2,124.11	0.00	12,109.19
110 OTHER GENERAL	18,277.35	0.00	1,393.35	0.00	16,884.00
115 FINES	7,534.93	10.00	0.00	0.00	7,544.93
120 FUND RAISING ACCOUNT	16,159.27	0.00	0.00	0.00	16,159.27
125 VOLUNTEER	666.64	0.00	691.66	0.00	-25.02
130 INTEREST EARNED - CHECKING	4,383.28	21.52	0.00	0.00	4,404.80
A General Funds Totals:	61,081.72	204.57	4,209.12	0.00	57,077.17
B Athletics					
205 ATHLETIC DEPARTMENT	-8,016.12	190.00	437.98	0.00	-8,264.10
B Athletics Totals:	-8,016.12	190.00	437.98	0.00	-8,264.10
C Academic Clubs					
300 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
310 YEARBOOK	7,195.10	485.00	4,123.96	0.00	3,556.14
320 YOUTH TO YOUTH	-4,949.28	0.00	3,256.94	0.00	-8,206.22
330 KIDS HELPING KIDS	3,808.86	0.00	115.45	0.00	3,693.41
340 RENAISSANCE PROGRAM	1,908.09	0.00	0.00	0.00	1,908.09
350 HAL	-80.00	0.00	0.00	0.00	-80.00
C Academic Clubs Totals:	7,882.77	485.00	7,496.35	0.00	871.42
D Clubs and Organizations					
400 STUDENT COUNCIL	3,379.44	0.00	1,602.50	0.00	1,776.94
410 VOLLEYBALL CLUB	0.00	0.00	0.00	0.00	0.00
420 LEADERSHIP	1,224.01	500.00	601.86	0.00	1,122.15
430 BOOK CLUB	324.16	0.00	0.00	0.00	324.16
440 SCRAPBOOK CLUB	0.00	0.00	0.00	0.00	0.00
442 FCS CLUB	-60.57	0.00	0.00	0.00	-60.57
450 ARTS & CRAFTS CLUB	0.00	0.00	0.00	0.00	0.00
460 PHOTOGRAPHY CLUB	79.58	0.00	0.00	0.00	79.58
470 BUILDER'S CLUB	310.92	0.00	0.00	0.00	310.92
480 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
D Clubs and Organizations Totals:	5,257.54	500.00	2,204.36	0.00	3,553.18
E School Custodial Accounts					
500 MUSIC	-248.18	921.00	176.09	0.00	496.73
501 BAND	3,984.87	0.00	1,165.50	159.92	2,979.29
502 SOLO AND ENSEMBLE CONTEST	2,463.17	29.00	417.42	-159.92	1,914.83
505 ART CLASS	0.00	0.00	0.00	0.00	0.00
509 8TH GRADE FAREWELL	1,185.81	1,500.00	2,695.80	0.00	-9.99
510 TRANSPORTATION	454.96	0.00	296.82	0.00	158.14
511 SPECIAL EVENTS	4,415.93	264.00	0.00	0.00	4,679.93
512 HELP FUND	-2,201.25	0.00	4,475.00	0.00	-6,676.25
515 FACULTY VENDING FUND	1,056.27	0.00	173.12	0.00	883.15
520 TEACHERS HOSPITALITY FUND	756.33	90.00	167.40	0.00	678.93
525 AMS T-SHIRT SALES	2,825.17	0.00	0.00	0.00	2,825.17
528 A.P.E. T-SHIRTS	135.00	0.00	0.00	0.00	135.00
530 OUTDOOR CLASSROOM	1,195.60	0.00	12.26	0.00	1,183.34
535 SCIENCE BREAKAGE	0.99	0.00	0.00	0.00	0.99
540 INDUSTRIAL ARTS	3,578.38	555.50	0.00	0.00	4,133.88
542 FAMILY CONSUMER SCIENCE	1,475.09	0.00	0.00	0.00	1,475.09
544 JUMP START	-11.87	0.00	0.00	0.00	-11.87
545 LIBRARY	1,225.00	0.00	0.00	0.00	1,225.00
555 FITNESS ROOM	735.42	0.00	0.00	0.00	735.42
570 FIELD TRIPS-SPECIAL AREA	-150.00	0.00	0.00	0.00	-150.00

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

58 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
576 FIELD TRIPS-6 GR.	-1,621.65	0.00	0.00	0.00	-1,621.65
577 FIELD TRIPS-7 GR.	-2,040.58	0.00	450.00	0.00	-2,490.58
578 FIELD TRIPS-8 GR.	363.30	0.00	0.00	0.00	363.30
580 OTHER SCHOOL CUSTODIAL	-128.52	227.00	227.00	0.00	-128.52
590 TEAM 6A	0.00	0.00	0.00	0.00	0.00
591 TEAM 6B	0.00	0.00	0.00	0.00	0.00
592 TEAM 6C	0.00	0.00	0.00	0.00	0.00
593 TEAM 7A	0.00	0.00	0.00	0.00	0.00
594 TEAM 7B	0.00	0.00	0.00	0.00	0.00
595 TEAM 7C	0.00	0.00	0.00	0.00	0.00
596 TEAM 8A	0.00	0.00	0.00	0.00	0.00
597 TEAM 8B	0.00	0.00	0.00	0.00	0.00
598 TEAM 8C	0.00	0.00	0.00	0.00	0.00
E School Custodial Accounts Totals:	19,449.24	3,586.50	10,256.41	0.00	12,779.33
G Investments					
700 SAVINGS	-10,479.52	0.00	0.00	0.00	-10,479.52
710 INTEREST ON SAVINGS	5,479.52	0.00	0.00	0.00	5,479.52
G Investments Totals:	-5,000.00	0.00	0.00	0.00	-5,000.00
Q FIELD TRIP FEES					
1350 HAL FIELD TRIPS	75.00	0.00	0.00	0.00	75.00
1570 FIELD TRIPS-SPECIAL AREA	150.00	0.00	0.00	0.00	150.00
1576 FIELD TRIPS-6 GR.	1,561.00	0.00	0.00	0.00	1,561.00
1577 FIELD TRIPS-7 GR.	1,824.00	545.00	0.00	0.00	2,369.00
1578 FIELD TRIPS-8 GR.	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	3,610.00	545.00	0.00	0.00	4,155.00
R CLUB FEES					
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	5,254.00	3,284.00	0.00	0.00	8,538.00
2400 STUDENT COUNCIL	385.00	0.00	0.00	0.00	385.00
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	60.00	0.00	0.00	0.00	60.00
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	1,234.99	0.00	0.00	0.00	1,234.99
2501 BAND CLUB	2,733.45	557.00	0.00	0.00	3,290.45
2544 JUMP START	0.00	0.00	0.00	0.00	0.00
R CLUB FEES Totals:	9,667.44	3,841.00	0.00	0.00	13,508.44
S ATHLETIC FEES					
3205 ATHLETICS	11,867.00	0.00	0.00	0.00	11,867.00
S ATHLETIC FEES Totals:	11,867.00	0.00	0.00	0.00	11,867.00
Report Totals:	105,799.59	9,352.07	24,604.22	0.00	90,547.44

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUND					
100 General Fund	1,675.27	6.50	83.11	0.00	1,598.66
110 Student Vending	10,809.97	0.00	1,157.95	0.00	9,652.02
115 Staff Vending	627.08	0.00	471.11	0.00	155.97
120 Staff Contests	-17.18	0.00	0.00	0.00	-17.18
A GENERAL FUND Totals:	13,095.14	6.50	1,712.17	0.00	11,389.47
D SCHOOL CUSTODIAL ACCOUNTS					
400 Library	475.80	0.00	0.00	0.00	475.80
405 FCS - Family Consumer Science	122.97	0.00	0.00	0.00	122.97
410 Field Trips	-3,216.62	0.00	1,835.00	0.00	-5,051.62
415 Hospitality	1,252.56	0.00	131.93	0.00	1,120.63
420 IT LAB - Industrial Technology	3,209.49	510.50	0.00	0.00	3,719.99
425 Art	5.00	0.00	0.00	0.00	5.00
430 Spirit Wear	2,002.30	0.00	0.00	0.00	2,002.30
435 Book Fines	20.00	439.50	40.00	0.00	419.50
440 School Improvements	10,805.12	0.00	0.00	0.00	10,805.12
445 Book Store	-80.78	30.00	0.00	0.00	-50.78
450 PE Shirts	651.21	0.00	0.00	0.00	651.21
455 Jump Start Camp	21.62	0.00	0.00	0.00	21.62
460 Lunch and Learn	-65.41	0.00	0.00	0.00	-65.41
465 Guidance Activities	595.12	0.00	0.00	0.00	595.12
470 FRPLS	-410.00	0.00	0.00	0.00	-410.00
475 Musical	1,450.05	0.00	0.00	0.00	1,450.05
480 Husker Hoops	1,581.00	417.00	1,997.00	0.00	1.00
D SCHOOL CUSTODIAL ACCOUNTS Totals:	18,419.43	1,397.00	4,003.93	0.00	15,812.50
E PROGRAMS					
500 B.A.S.E.	-612.01	0.00	0.00	0.00	-612.01
E PROGRAMS Totals:	-612.01	0.00	0.00	0.00	-612.01
F ATHLETICS and ACTIVITIES					
600 Athletics Program	-11,853.19	-25.00	1,163.34	0.00	-13,041.53
605 Clubs and Activities	22.20	0.00	0.00	0.00	22.20
610 Student Council	1,941.79	38.00	1,621.00	0.00	358.79
615 Youth to Youth	-825.54	0.00	81.32	0.00	-906.86
620 Emissary / Peer Mediation / Tutor	0.00	0.00	0.00	0.00	0.00
625 FCS Club	89.97	0.00	165.46	0.00	-75.49
630 Swing Choir Club	-2,835.91	0.00	75.00	0.00	-2,910.91
635 Environmental Club	335.40	0.00	0.00	0.00	335.40
640 Yearbook	10,704.68	1,580.00	5,030.64	0.00	7,254.04
645 Art Club	28.43	0.00	0.00	0.00	28.43
650 HAL	-274.75	0.00	0.00	0.00	-274.75
655 Dance Club	3.71	0.00	0.00	0.00	3.71
660 Jazz Band	51.97	0.00	0.00	0.00	51.97
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	-0.52	0.00	30.00	0.00	-30.52
F ATHLETICS and ACTIVITIES Totals:	-2,586.72	1,593.00	8,166.76	0.00	-9,160.48
G INVESTMENTS					
700 Savings	0.00	0.00	0.00	0.00	0.00
705 Checking Interest	1,705.94	14.32	0.00	0.00	1,720.26
710 Interest on Savings	0.00	0.00	0.00	0.00	0.00

X *John Scudlitz* 6/12/10

Rhonda Hedwood 6/11/10

Current Cash Balance Report

Arranged by:
Group ID and Activity Number

ALL Data

Date: 05/01/2010 thru 05/31/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
G INVESTMENTS Totals:	1,705.94	14.32	0.00	0.00	1,720.26
Q FIELD TRIP FEES					
1000 Field Trips	3,351.50	3,494.00	0.00	0.00	6,845.50
Q FIELD TRIP FEES Totals:	3,351.50	3,494.00	0.00	0.00	6,845.50
R CLUB FEES					
2455 Jump Start Camp	10.00	0.00	0.00	0.00	10.00
2610 Student Council	0.00	0.00	0.00	0.00	0.00
2615 Youth-to-Youth	954.00	0.00	0.00	0.00	954.00
2625 FCS Club	160.00	0.00	0.00	0.00	160.00
2630 Swing Choir	2,911.00	0.00	0.00	0.00	2,911.00
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	220.50	0.00	0.00	0.00	220.50
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	45.00	0.00	0.00	45.00
R CLUB FEES Totals:	4,255.50	45.00	0.00	0.00	4,300.50
S ATHLETIC FEES					
3000 Athletics	19,000.46	425.00	0.00	0.00	19,425.46
S ATHLETIC FEES Totals:	19,000.46	425.00	0.00	0.00	19,425.46
T PROGRAM FEES					
4500 B.A.S.E. FEES	8,300.00	2,500.00	0.00	0.00	10,800.00
T PROGRAM FEES Totals:	8,300.00	2,500.00	0.00	0.00	10,800.00
Report Totals:	64,929.24	9,474.82	13,882.86	0.00	60,521.20

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING MACHINES	4,590.23	0.00	0.00	0.00	4,590.23
105 STAFF VENDING MACHINES	91.75	0.00	49.95	0.00	41.80
110 GENERAL	-2,500.73	1,430.00	1,275.15	0.00	-2,345.88
120 PENCIL FUND (SCHOOL IMPROV.)	617.74	0.00	4.98	0.00	612.76
150 INTEREST EARNED CHECKING	911.84	0.00	0.00	0.00	911.84
170 INTEREST EARNED SAVINGS	13,660.97	0.00	0.00	0.00	13,660.97
190 PAYBAC FUND	192.16	0.00	0.00	0.00	192.16
A GENERAL FUNDS Totals:	17,563.96	1,430.00	1,330.08	0.00	17,663.88
B ATHLETICS					
200 ATHLETICS PROGRAM	-1,886.96	0.00	137.70	0.00	-2,024.66
B ATHLETICS Totals:	-1,886.96	0.00	137.70	0.00	-2,024.66
C ACADEMIC CLUBS					
305 ART CLUB	-50.15	0.00	0.00	0.00	-50.15
310 YEARBOOKS	1,726.92	412.50	2,297.14	0.00	-157.72
315 BOWLING CLUB	-640.13	0.00	0.00	0.00	-640.13
320 FAMILY CONSUMER SCIENCE CLUB	-98.55	0.00	0.00	0.00	-98.55
330 DRAMA	524.35	0.00	227.94	0.00	296.41
335 FITNESS CLUB	-33.69	0.00	0.00	0.00	-33.69
C ACADEMIC CLUBS Totals:	1,428.75	412.50	2,525.08	0.00	-683.83
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	1,255.63	846.00	663.65	0.00	1,437.98
425 SPARKS	-775.02	0.00	0.00	0.00	-775.02
D CLUBS AND ORGANIZATIONS Totals:	480.61	846.00	663.65	0.00	662.96
E SCHOOL CUSTODIAL ACCOUNTS					
500 BAND	138.44	0.00	188.70	-158.00	-208.26
502 HOSPITALITY	1,079.89	0.00	537.87	0.00	542.02
503 TREE FUND	475.06	134.00	0.00	0.00	609.06
505 FINES	2,427.71	10.00	0.00	0.00	2,437.71
506 MONTESSORI (6TH)	-500.00	0.00	0.00	500.00	0.00
508 MONTESSORI 7/8	-12,468.83	0.00	0.00	0.00	-12,468.83
510 FIELD TRIPS	-2,990.74	0.00	260.00	220.59	-3,030.15
511 NEW TEACHER FUND	829.79	0.00	64.62	0.00	765.17
512 PALS	46.11	0.00	0.00	0.00	46.11
513 MONTESSORI SUPPORT FUND	8.00	0.00	374.25	-500.00	-866.25
514 LACEY LEGACY FUND	51.91	0.00	0.00	0.00	51.91
515 ASSIGNMENT NOTEBOOKS	97.40	0.00	0.00	0.00	97.40
520 LIBRARY	1,000.15	73.49	170.39	0.00	903.25
525 M.S. ALTERNATIVE PROGRAM	11.33	0.00	0.00	0.00	11.33
528 H.A.L. TRIPS	-12.99	0.00	0.00	0.00	-12.99
529 MENTORING HOMEROOMS FUND	325.01	0.00	76.50	0.00	248.51
531 "GOOD FRIENDS" FUND	-11.87	0.00	78.61	0.00	-90.48
533 BACKPACK PROGRAM	7.57	0.00	0.00	0.00	7.57
534 ASSET SUMMIT	0.00	0.00	0.00	0.00	0.00
535 VOCAL MUSIC	-277.87	0.00	115.70	-113.42	-506.99
537 ASAP	-446.62	0.00	84.63	0.00	-531.25
538 TIME TRAVELERS	-150.00	150.00	0.00	0.00	0.00
539 CYCLONE SEQUEL	0.00	0.00	0.00	0.00	0.00
541 MAGAZINE FUNDRAISER 09-10	1,708.61	6.00	0.00	0.00	1,714.61
545 ORCHESTRA	175.00	0.00	155.00	-282.17	-262.17
550 TEAM FUNDS	696.20	0.00	0.00	0.00	696.20
551 6 A/B SUPPORT FUND	-257.46	0.00	462.44	0.00	-719.90
552 7 A/B SUPPORT FUND	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
553 8 A/B SUPPORT FUND	-252.15	2,109.50	44.10	0.00	1,813.25
560 PHYSICAL EDUCATION	266.91	0.00	0.00	0.00	266.91
570 CYCLONE PARENT DONATIONS	2,129.09	231.05	142.04	0.00	2,218.10
575 ART FEES	280.61	0.00	0.00	0.00	280.61
580 SEWING (HAAN CRAFT KITS)	139.69	0.00	0.00	0.00	139.69
581 JUMPSTART	0.00	0.00	0.00	0.00	0.00
586 7TH GR. ENRICHMENT	45.67	0.00	0.00	0.00	45.67
587 CARTRIDGES FOR KIDS	180.20	0.00	0.00	0.00	180.20
590 TECHNOLOGY EDUCATION	1,453.38	0.00	41.05	0.00	1,412.33
598 THE ZONE	239.61	0.00	0.00	0.00	239.61
599 MUSIC SHIRTS	-1,990.50	0.00	0.00	0.00	-1,990.50
E SCHOOL CUSTODIAL ACCOUNTS Totals:	-5,545.69	2,714.04	2,795.90	-333.00	-5,960.55
F DISTRICT CUSTODIAL ACCOUNTS					
620 CONFERENCE ACCOUNT	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS					
700 SAVINGS	-30,715.64	0.00	0.00	0.00	-30,715.64
710 INTEREST ON SAVINGS	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	-30,715.64	0.00	0.00	0.00	-30,715.64
Q FIELD TRIP FEES					
1020 6TH GRADE FIELD TRIPS	1,440.00	0.00	0.00	0.00	1,440.00
1045 7TH GRADE FIELD TRIPS	1,928.75	0.00	0.00	0.00	1,928.75
1065 8TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1070 ELL FIELD TRIPS	0.00	115.00	0.00	0.00	115.00
1080 WORLD LANGUAGE	0.00	360.00	0.00	0.00	360.00
1506 MONTESSORI (6) FIELD TRIPS	0.00	888.00	0.00	0.00	888.00
1508 MONTESSORI (7,8) FIELD TRIPS	6,595.00	0.00	0.00	0.00	6,595.00
1525 MSAP FIELD TRIPS	110.00	0.00	0.00	0.00	110.00
1528 H.A.L. FIELD TRIPS	132.00	0.00	0.00	0.00	132.00
1538 TIME TRAVELERS FIELD TRIPS	180.00	0.00	0.00	0.00	180.00
1581 JUMPSTART FEES	0.00	970.00	0.00	0.00	970.00
Q FIELD TRIP FEES Totals:	10,385.75	2,333.00	0.00	0.00	12,718.75
R CLUB FEES					
2305 ART CLUB	180.00	0.00	0.00	0.00	180.00
2315 BOWLING CLUB	640.00	0.00	0.00	0.00	640.00
2320 FAMILY CONSUMER SCIENCE CLUB	150.00	0.00	0.00	0.00	150.00
2330 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
2335 FITNESS CLUB	19.00	0.00	0.00	0.00	19.00
2400 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
2425 SPARKS	924.00	0.00	0.00	0.00	924.00
2500 BAND	0.00	0.00	0.00	158.00	158.00
2535 VOCAL MUSIC	579.25	0.00	0.00	0.00	579.25
2545 ORCHESTRA	105.00	0.00	0.00	175.00	280.00
2600 MUSIC SHIRTS	1,994.45	0.00	0.00	0.00	1,994.45
R CLUB FEES Totals:	4,591.70	0.00	0.00	333.00	4,924.70
S ATHLETICS FEES					
3200 ATHLETICS	14,540.00	0.00	0.00	0.00	14,540.00
S ATHLETICS FEES Totals:	14,540.00	0.00	0.00	0.00	14,540.00
Z DO NOT USE CATEGORY					
180 DO NOT USE	0.00	0.00	0.00	0.00	0.00
340 DO NOT USE	0.00	0.00	0.00	0.00	0.00
350 SKI CLUB	0.00	0.00	0.00	0.00	0.00
501 DO NOT USE	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
504 ROTARY ACTIVITY FUND	0.00	0.00	0.00	0.00	0.00
509 DO NOT USE	0.00	0.00	0.00	0.00	0.00
516 DO NOT USE	0.00	0.00	0.00	0.00	0.00
517 DO NOT USE	0.00	0.00	0.00	0.00	0.00
518 DO NOT USE	0.00	0.00	0.00	0.00	0.00
519 DO NOT USE	0.00	0.00	0.00	0.00	0.00
521 DO NOT USE	0.00	0.00	0.00	0.00	0.00
522 DO NOT USE	0.00	0.00	0.00	0.00	0.00
523 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
532 "APPLE TREE" DONATIONS	0.00	0.00	0.00	0.00	0.00
536 READING LOUNGE	0.00	0.00	0.00	0.00	0.00
540 FUNDRAISER 98-99, LIBRARY	0.00	0.00	0.00	0.00	0.00
555 FUNDRAISER '07-'08	0.00	0.00	0.00	0.00	0.00
565 DO NOT USE	0.00	0.00	0.00	0.00	0.00
585 DO NOT USE	0.00	0.00	0.00	0.00	0.00
588 FUNDRAISER 08-09	0.00	0.00	227.78	0.00	-227.78
595 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1005 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
1030 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1035 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1050 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1055 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1075 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1085 DO NOT USE	0.00	0.00	0.00	0.00	0.00
2350 DO NOT USE	0.00	0.00	0.00	0.00	0.00
2550 DO NOT USE	0.00	0.00	0.00	0.00	0.00
Z DO NOT USE CATEGORY Totals:	0.00	0.00	227.78	0.00	-227.78
Report Totals:	10,842.48	7,735.54	7,680.19	0.00	10,897.83

Submitted by Michelle Kraft

Approved by [Signature] Date 6-9-10

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING	33,095.85	802.57	433.52	0.00	33,464.90
105 STAFF VENDING	2,224.40	38.85	105.93	0.00	2,157.32
110 GENERAL FUND	3,329.00	10.00	0.00	0.00	3,339.00
112 PAYBAC	7,541.31	0.00	0.00	0.00	7,541.31
115 KIEWIT T-SHIRT-SALES/PROJECTS	28,772.91	0.00	0.00	0.00	28,772.91
116 CLASS/ACTIVITY T-SHIRTS	636.06	0.00	200.00	0.00	436.06
117 BOOK ORDERS	10.60	0.00	0.00	0.00	10.60
119 SITE IMPROVEMENT	44,156.09	0.00	0.00	0.00	44,156.09
120 SCHOOL IMPROVEMENT TEAM	2,051.00	0.00	0.00	0.00	2,051.00
125 FUNDRAISER	33,241.32	45.20	10,393.66	-2,000.00	20,892.86
130 BUS	-371.15	0.00	400.00	2,000.00	1,228.85
140 RETIREMENT	93.76	0.00	76.77	0.00	16.99
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	6,139.12	0.00	0.00	0.00	6,139.12
170 SCHOLARSHIP	2,586.06	0.00	0.00	0.00	2,586.06
180 SPECIAL PROJECTS	700.25	0.00	0.00	0.00	700.25
185 LEARNING CENTER	930.13	0.00	0.00	0.00	930.13
190 STAFF DEVELOPMENT	692.68	0.00	1,012.00	0.00	-319.32
195 STUDENT ACTIVITIES	460.44	0.00	0.00	0.00	460.44
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	540.24	250.00	0.00	0.00	790.24
A GENERAL FUNDS Totals:	168,108.76	1,146.62	12,621.88	0.00	156,633.50
B ATHLETICS					
200 ATHLETICS	-4,154.19	0.00	1,975.96	0.00	-6,130.15
205 SUMMER BB CAMP	477.35	0.00	0.00	0.00	477.35
210 MULTI-PURPOSE PROJECT	0.00	0.00	0.00	0.00	0.00
B ATHLETICS Totals:	-3,676.84	0.00	1,975.96	0.00	-5,652.80
C ACADEMIC CLUBS					
300 INTERNATIONAL CLUB	-1.00	0.00	0.00	0.00	-1.00
305 VOLUNTEER CLUB	5,916.26	0.00	190.67	0.00	5,725.59
310 YEARBOOK	41,264.00	0.00	4,543.17	0.00	36,720.83
315 DRAMA CLUB	1,994.28	0.00	0.00	0.00	1,994.28
320 YOUTH-TO-YOUTH	1,665.36	0.00	0.00	0.00	1,665.36
325 STUDENT COUNCIL	1,341.97	0.00	0.00	0.00	1,341.97
330 SCIENCE CLUB	342.00	0.00	338.66	0.00	3.34
335 ART CLUB	-137.61	0.00	0.00	0.00	-137.61
355 SPEECH CLUB	-364.00	0.00	0.00	0.00	-364.00
360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
C ACADEMIC CLUBS Totals:	52,021.26	0.00	5,072.50	0.00	46,948.76
D CLUBS AND ORGANIZATIONS					
420 SNACK AND STITCH	-75.18	0.00	35.00	0.00	-110.18
D CLUBS AND ORGANIZATIONS Totals:	-75.18	0.00	35.00	0.00	-110.18
E SCHOOL CUSTODIAL ACCOUNTS					
520 SOCIAL/HOSPITALITY	1,960.00	0.00	0.00	0.00	1,960.00
530 PE/LOCK	1,198.91	0.00	0.00	0.00	1,198.91
540 HOME ARTS	210.60	8.50	0.00	0.00	219.10
550 INDUSTRIAL ARTS	12,852.25	0.00	0.00	0.00	12,852.25

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
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	2,055.17	0.00	530.57	0.00	1,524.60
581 6A FIELD TRIP	0.00	0.00	599.28	0.00	-599.28
582 6B FIELD TRIP	0.00	0.00	615.04	0.00	-615.04
583 6C FIELD TRIP	0.00	0.00	603.53	0.00	-603.53
584 7A FIELD TRIP	-980.00	0.00	0.00	0.00	-980.00
585 7B FIELD TRIP	-942.25	0.00	0.00	0.00	-942.25
586 7C FIELD TRIP	0.00	0.00	111.88	0.00	-111.88
587 8A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
588 8B FIELD TRIP	-1,582.00	0.00	0.00	0.00	-1,582.00
589 8C FIELD TRIP	0.00	0.00	0.00	0.00	0.00
590 FRENCH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
591 GERMAN FIELD TRIP	0.00	0.00	0.00	0.00	0.00
592 SPANISH FIELD TRIP	-1,352.40	0.00	0.00	0.00	-1,352.40
593 HAL FIELD TRIPS	-1,161.00	0.00	165.00	0.00	-1,326.00
594 AFTER SCHOOL PROGRAM	-15,128.26	0.00	3,559.13	0.00	-18,687.39
595 SUMMER SCHOOL PROGRAM	0.00	0.00	0.00	0.00	0.00
596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
597 BAND ACTIVITIES	0.00	0.00	0.00	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	-2,868.98	8.50	6,184.43	0.00	-9,044.91
F DISTRICT CUSTODIAL ACCOUNTS					
620 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS					
700 SAVINGS	-82,778.72	0.00	0.00	0.00	-82,778.72
710 INTEREST ON SAVINGS	58,376.72	0.00	0.00	0.00	58,376.72
G INVESTMENTS Totals:	-24,402.00	0.00	0.00	0.00	-24,402.00
Q FIELD TRIP FEES					
1581 6A FIELD TRIP	601.75	0.00	0.00	0.00	601.75
1582 6B FIELD TRIPS	623.00	0.00	0.00	0.00	623.00
1583 6C FIELD TRIPS	606.00	0.00	0.00	0.00	606.00
1584 7A FIELD TRIPS	988.75	0.00	0.00	0.00	988.75
1585 7B FIELD TRIPS	951.00	0.00	0.00	0.00	951.00
1586 7C FIELD TRIPS	0.00	350.00	0.00	0.00	350.00
1587 8A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1588 8B FIELD TRIPS	1,582.00	0.00	0.00	0.00	1,582.00
1589 8C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1590 FRENCH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1591 GERMAN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1592 SPANISH FIELD TRIPS	1,307.00	0.00	0.00	0.00	1,307.00
1593 HAL FIELD TRIPS	1,136.40	167.20	0.00	0.00	1,303.60
1596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	7,795.90	517.20	0.00	0.00	8,313.10
R CLUB FEES					
2320 YOUTH TO YOUTH CLUB	0.00	0.00	0.00	0.00	0.00
2335 ART CLUB	225.00	0.00	0.00	0.00	225.00
2350 CHESS CLUB	0.00	0.00	0.00	0.00	0.00
2355 SPEECH CLUB	234.00	17.00	0.00	0.00	251.00
2360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
2420 SNACK AND STITCH CLUB	112.00	0.00	0.00	0.00	112.00
R CLUB FEES Totals:	571.00	17.00	0.00	0.00	588.00

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
66
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S ATHLETIC FEES					
3200 ATHLETICS	19,865.00	250.00	0.00	0.00	20,115.00
3205 SUMMER BB CAMP	0.00	0.00	0.00	0.00	0.00
S ATHLETIC FEES Totals:	<u>19,865.00</u>	<u>250.00</u>	<u>0.00</u>	<u>0.00</u>	<u>20,115.00</u>
T AFTER SCHOOL PROGRAM FEES					
6594 AFTER SCHOOL PROGRAM	25,247.00	0.00	0.00	0.00	25,247.00
6595 AFTER SCHOOL/SUMMER SCHOOL	260.00	550.00	0.00	0.00	810.00
T AFTER SCHOOL PROGRAM FEES Totals:	<u>25,507.00</u>	<u>550.00</u>	<u>0.00</u>	<u>0.00</u>	<u>26,057.00</u>
Report Totals:	<u>242,845.92</u>	<u>2,489.32</u>	<u>25,889.77</u>	<u>0.00</u>	<u>219,445.47</u>

Debra Schuch
L. Jan

ALL Data

Current Cash Balance Report

67 Arranged by:
Group ID and Activity Number

Date: 05/01/2010 thru 05/31/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 Vending (Student)	20,624.75	0.00	0.00	0.00	20,624.75
101 Vending (Pens & Pencils)	398.36	24.25	0.00	0.00	422.61
104 Vending (Staff)	432.12	0.00	105.00	0.00	327.12
105 Parent Donations	89.90	0.00	0.00	0.00	89.90
110 General	7,303.16	1,594.00	2,226.02	0.00	6,671.14
115 Stalnaker Book Orders	0.00	0.00	0.00	0.00	0.00
125 Maust 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	814.97	0.00	72.95	0.00	742.02
A GENERAL FUNDS Totals:	29,693.59	1,618.25	2,403.97	0.00	28,907.87
B ATHLETICS					
210 Football	-2,837.27	0.00	0.00	0.00	-2,837.27
220 Basketball	2,251.97	0.00	0.00	0.00	2,251.97
230 Volleyball	489.81	0.00	0.00	0.00	489.81
240 Wrestling	-2,458.88	0.00	465.00	0.00	-2,923.88
260 Track & Field	-2,813.38	50.00	1,320.84	0.00	-4,084.22
B ATHLETICS Totals:	-5,367.75	50.00	1,785.84	0.00	-7,103.59
C ACADEMIC CLUBS					
300 Annual	2,093.38	2,335.00	2,354.17	0.00	2,074.21
305 Art Club	381.99	0.00	764.50	0.00	-382.51
306 Chess Club	-254.53	0.00	74.75	0.00	-329.28
309 International Club	-185.21	0.00	0.00	0.00	-185.21
310 Drama Club	1,502.31	0.00	10.15	1,708.00	3,200.16
315 Youth to Youth Club	-183.88	0.00	0.00	0.00	-183.88
318 Mustang Mentors	-176.99	0.00	0.00	0.00	-176.99
321 Scrapbook Club	0.00	0.00	0.00	0.00	0.00
330 Cross Country Club	-488.58	0.00	0.00	0.00	-488.58
335 Volunteer Club	74.12	0.00	103.86	0.00	-29.74
345 Robotics & Engineering Club	0.00	0.00	0.00	0.00	0.00
350 Forensics	-782.00	0.00	1.07	0.00	-783.07
C ACADEMIC CLUBS Totals:	1,980.61	2,335.00	3,308.50	1,708.00	2,715.11
D CLUBS AND ORGANIZATIONS					
360 Stang Gang Spirit Club	92.85	0.00	0.00	0.00	92.85
400 Student Council	2,695.10	0.00	1,304.15	0.00	1,390.95
450 Mustang Scholar Retreat	-48,105.28	0.00	7,420.96	-1,800.00	-57,326.24
D CLUBS AND ORGANIZATIONS Totals:	-45,317.33	0.00	8,725.11	-1,800.00	-55,842.44
E SCHOOL CUSTODIAL ACCOUNTS					
500 Art Projects	428.79	74.00	160.33	0.00	342.46
501 Band Contest/Clinic	-87.00	0.00	43.25	0.00	-130.25
502 Swing Choir	-495.32	0.00	0.00	0.00	-495.32
503 Honor Choir	0.00	0.00	0.00	0.00	0.00
504 Jazz Band	-63.73	0.00	0.00	0.00	-63.73
506 6A Field Trips	0.00	0.00	0.00	0.00	0.00
507 6B Field Trips	0.00	0.00	0.00	0.00	0.00
508 7A Field Trips	0.00	0.00	0.00	0.00	0.00
509 7B Field Trips	0.00	0.00	0.00	0.00	0.00
510 8A Field Trips	0.00	0.00	0.00	0.00	0.00
511 8B Field Trips	0.00	0.00	0.00	0.00	0.00
512 Foreign Language Trip	-100.00	0.00	0.00	0.00	-100.00
513 Orchestra Contest/Clinic	-639.35	0.00	12.07	0.00	-651.42

ALL Data

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

68 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
515 Fund Raising	33,082.84	9.60	70.91	0.00	33,021.53
520 Gym Suits	0.00	0.00	0.00	0.00	0.00
525 Home Ec Projects	-83.05	87.25	0.00	0.00	4.20
526 Honors Band	-145.22	0.00	0.00	0.00	-145.22
527 HAL Field Trips	-50.00	0.00	0.00	0.00	-50.00
530 Industrial Tech Projects	7,898.71	284.00	38.05	0.00	8,144.66
535 Instrument Rental	-875.00	0.00	0.00	0.00	-875.00
545 Library Activities	1,608.04	238.59	284.18	0.00	1,562.45
550 Lock	0.00	0.00	0.00	0.00	0.00
555 Outdoor Education	-12,026.98	0.00	0.00	0.00	-12,026.98
570 Jump Start	-1,530.12	0.00	0.00	0.00	-1,530.12
E SCHOOL CUSTODIAL ACCOUNTS Totals:	26,922.61	693.44	608.79	0.00	27,007.26
G INVESTMENTS					
700 Investments	-33,751.43	0.00	0.00	0.00	-33,751.43
710 Interest from Savings	4,944.17	0.00	0.00	0.00	4,944.17
G INVESTMENTS Totals:	-28,807.26	0.00	0.00	0.00	-28,807.26
Q FIELD TRIP FEES					
1400 Student Council	0.00	0.00	0.00	0.00	0.00
1506 6A Field Trips	0.00	0.00	0.00	0.00	0.00
1507 6B Field Trips	0.00	0.00	0.00	0.00	0.00
1508 7A Field Trips	0.00	0.00	0.00	0.00	0.00
1509 7B Field Trips	0.00	0.00	0.00	0.00	0.00
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	100.00	0.00	0.00	0.00	100.00
1527 HAL Field Trip	6.00	0.00	0.00	0.00	6.00
1555 Outdoor Education	11,160.00	0.00	0.00	0.00	11,160.00
1570 Jump Start	1,450.00	0.00	0.00	0.00	1,450.00
Q FIELD TRIP FEES Totals:	12,716.00	0.00	0.00	0.00	12,716.00
R CLUB FEES					
2305 Art Club	820.00	0.00	0.00	0.00	820.00
2306 Chess Club	165.00	0.00	0.00	0.00	165.00
2310 Drama Club	2,633.00	0.00	0.00	-1,708.00	925.00
2315 Youth to Youth	516.00	0.00	0.00	0.00	516.00
2330 Cross Country Club	180.00	0.00	0.00	0.00	180.00
2345 Robotics & Engineering Club	0.00	0.00	0.00	0.00	0.00
2350 Forensics	698.00	0.00	0.00	0.00	698.00
2360 Stang Gang Spirit Club	0.00	0.00	0.00	0.00	0.00
2504 Jazz Band	66.00	0.00	0.00	0.00	66.00
2513 Orchestra Contest/Clinic	736.34	0.00	0.00	0.00	736.34
2526 Honors Band	0.00	0.00	0.00	0.00	0.00
2535 Instrument Rental	910.00	0.00	0.00	0.00	910.00
R CLUB FEES Totals:	6,724.34	0.00	0.00	-1,708.00	5,016.34
S ATHLETIC FEES					
3010 Football	2,345.00	0.00	0.00	0.00	2,345.00
3020 Basketball	4,285.00	0.00	0.00	0.00	4,285.00
3030 Volleyball	1,935.00	0.00	0.00	0.00	1,935.00
3040 Wrestling	575.00	0.00	0.00	0.00	575.00
3060 Track & Field	5,590.00	0.00	0.00	0.00	5,590.00
S ATHLETIC FEES Totals:	14,730.00	0.00	0.00	0.00	14,730.00

ALL Data

Current Cash Balance Report

Date: 05/01/2010 thru 05/31/2010

69 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
T AFTER SCHOOL PROGRAM FEES					
4500 Mustang Scholar Retreat	60,953.00	3,322.00	0.00	1,800.00	66,075.00
T AFTER SCHOOL PROGRAM FEES Totals:	60,953.00	3,322.00	0.00	1,800.00	66,075.00
Report Totals:	74,227.81	8,018.69	16,832.21	0.00	65,414.29

Jan Wilson
Principal

Julie Bartholomew
Bookkeeper

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number
70

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending - Student	4,986.66	5.00	2,492.88	0.00	2,498.78
101 Coffee & Water Machines	-631.81	0.00	202.45	0.00	-834.26
102 Building Beautification	0.00	0.00	0.00	0.00	0.00
103 Vending machines-staff	1,376.98	0.00	86.08	0.00	1,290.90
110 General	1,990.01	0.00	491.70	0.00	1,498.31
150 Sweatshirt Sales	58.85	1,699.00	0.00	0.00	1,757.85
A ACTIVITY GENERAL FUND Totals:	7,780.69	1,704.00	3,273.11	0.00	6,211.58
B ATHLETICS/ACTIVITIES					
201 Athletics	-8,929.95	298.00	1,217.47	0.00	-9,849.42
202 Athletics Assistance from Rotary	578.50	0.00	0.00	0.00	578.50
B ATHLETICS/ACTIVITIES Totals:	-8,351.45	298.00	1,217.47	0.00	-9,270.92
C ACADEMIC CLUBS					
301 Yearbook	24,526.26	650.00	4,366.53	0.00	20,809.73
C ACADEMIC CLUBS Totals:	24,526.26	650.00	4,366.53	0.00	20,809.73
D CLUBS AND ORGANIZATIONS					
409 Craft Club	0.00	0.00	0.00	0.00	0.00
410 Student Council	6,749.99	0.00	239.07	0.00	6,510.92
413 Wits Clash/Knowledge Masters	4.02	0.00	0.00	0.00	4.02
430 Sister Cities Club	56.95	0.00	0.00	0.00	56.95
501 TASC	-12,893.38	0.00	3,930.99	0.00	-16,824.37
D CLUBS AND ORGANIZATIONS Totals:	-6,082.42	0.00	4,170.06	0.00	-10,252.48
E ADMIN CUSTODIAL ACCOUNTS					
601 Employee Hospitality	529.37	0.00	589.83	0.00	-60.46
603 Gym Fees	761.80	157.00	404.00	0.00	514.80
605 Book Fines	10,576.00	270.22	0.00	0.00	10,846.22
606 Library	306.36	83.46	46.41	0.00	343.41
610 8th Grade Farewell	1,451.34	0.00	0.00	0.00	1,451.34
618 Counseling	374.36	802.26	1,064.26	0.00	112.36
E ADMIN CUSTODIAL ACCOUNTS Totals:	13,999.23	1,312.94	2,104.50	0.00	13,207.67
F ACADEMIC CUSTODIAL ACCOUNTS					
701 HAL	225.71	0.00	193.80	0.00	31.91
702 Industrial Technology	2,737.80	417.01	25.51	0.00	3,129.30
703 Home Economics	639.42	0.00	0.00	0.00	639.42
704 TEAM 6A	194.00	0.00	103.17	0.00	90.83
705 TEAM 6B	300.00	0.00	103.17	0.00	196.83
706 TEAM 7A	230.59	0.00	87.56	0.00	143.03
707 TEAM 7B	116.37	0.00	0.00	0.00	116.37
708 TEAM 8A	266.82	0.00	74.66	0.00	192.16
709 TEAM 8B	267.50	0.00	0.00	0.00	267.50
710 TEAM 7C	106.46	0.00	0.00	0.00	106.46
711 TEAM 6C	142.18	0.00	103.16	0.00	39.02
712 TEAM 8C	74.88	0.00	0.00	0.00	74.88
714 6th grade field trips/team days	-5,546.52	0.00	0.00	0.00	-5,546.52
715 7th grade field trips/team days	-2,431.42	3.50	0.00	0.00	-2,427.92
716 8th grade field trips/team days	-3,795.67	0.00	0.00	0.00	-3,795.67
719 Music	1,154.64	0.00	1,067.00	0.00	87.64
720 Orchestra	0.00	654.00	174.00	0.00	480.00
722 Music field trips	1.00	0.00	0.00	0.00	1.00
723 Orchestra field trips	0.00	0.00	985.00	0.00	-985.00
725 HAL Field trips	-688.84	0.00	165.00	0.00	-853.84
728 Jump Start Program	0.00	0.00	0.00	0.00	0.00
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	-6,005.08	1,074.51	3,082.03	0.00	-8,012.60

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number

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Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
H INVESTMENTS					
905 Interest on checking	3,283.52	21.71	0.00	0.00	3,305.23
H INVESTMENTS Totals:	<u>3,283.52</u>	<u>21.71</u>	<u>0.00</u>	<u>0.00</u>	<u>3,305.23</u>
I FUNDRAISERS					
1000 Parent Donations	1,640.00	0.00	0.00	0.00	1,640.00
1002 MAGAZINE SALES	1,418.89	0.00	0.00	0.00	1,418.89
1003 Entertainment Books	1,552.46	75.00	0.00	0.00	1,627.46
1004 J.C. Penney	0.00	0.00	0.00	0.00	0.00
1005 Target Donations	0.00	0.00	0.00	0.00	0.00
1006 Donations	10,034.92	10.59	0.00	0.00	10,045.51
1010 Coffee Fundraiser	0.00	0.00	0.00	0.00	0.00
I FUNDRAISERS Totals:	<u>14,646.27</u>	<u>85.59</u>	<u>0.00</u>	<u>0.00</u>	<u>14,731.86</u>
Q Student Fees					
1205 6A field trips/team days	2,717.00	0.00	0.00	0.00	2,717.00
1210 6B Field trips/team day	1,151.00	0.00	0.00	0.00	1,151.00
1211 6C field trips/team days	1,210.00	0.00	0.00	0.00	1,210.00
1215 7A Field trips/team day	421.00	0.00	0.00	0.00	421.00
1220 7B Field trips/team day	1,636.50	0.00	0.00	0.00	1,636.50
1225 7C Field trips/team days	203.50	0.00	0.00	0.00	203.50
1230 8A Field trips/team days	1,680.00	0.00	0.00	0.00	1,680.00
1235 8B Field trip/team days	1,416.00	0.00	0.00	0.00	1,416.00
1240 8C Field trips/team days	585.00	0.00	0.00	0.00	585.00
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	1,030.15	0.00	0.00	0.00	1,030.15
1280 Jump Start	300.00	1,020.00	0.00	0.00	1,320.00
Q Student Fees Totals:	<u>12,350.15</u>	<u>1,020.00</u>	<u>0.00</u>	<u>0.00</u>	<u>13,370.15</u>
R Clubs/Activities					
2409 Craft Club Fees	26.00	9.05	0.00	0.00	35.05
R Clubs/Activities Totals:	<u>26.00</u>	<u>9.05</u>	<u>0.00</u>	<u>0.00</u>	<u>35.05</u>
S Athletic Fees					
3201 Athletics	17,183.00	0.00	0.00	0.00	17,183.00
S Athletic Fees Totals:	<u>17,183.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>17,183.00</u>
T After School Program Fees					
2501 TASC	27,374.00	1,382.00	0.00	0.00	28,756.00
T After School Program Fees Totals:	<u>27,374.00</u>	<u>1,382.00</u>	<u>0.00</u>	<u>0.00</u>	<u>28,756.00</u>
Z UNUSED ACCOUNTS					
104 Freedom Shrine Donations	0.00	0.00	0.00	0.00	0.00
105 Dummy Account	0.00	0.00	0.00	0.00	0.00
149 Discretionary Spending	0.00	0.00	0.00	0.00	0.00
203 Concert Supervision	0.00	0.00	0.00	0.00	0.00
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
401 Art Club	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
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
411 Youth to Youth	0.00	0.00	0.00	0.00	0.00
412 Writing Club	0.00	0.00	0.00	0.00	0.00

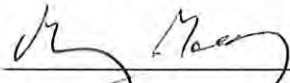
Current Cash Balance Report

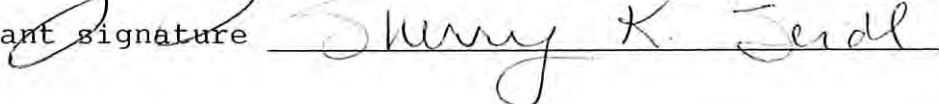
ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number
72

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
414 Ski Club	0.00	0.00	0.00	0.00	0.00
415 Photography Club	0.00	0.00	0.00	0.00	0.00
416 Literary Club	0.00	0.00	0.00	0.00	0.00
417 Summer Opportunities	0.00	0.00	0.00	0.00	0.00
418 Spirit Club	0.00	0.00	0.00	0.00	0.00
419 Engineering Club	0.00	0.00	0.00	0.00	0.00
420 Japanese Club	0.00	0.00	0.00	0.00	0.00
421 Dulcimer Club	0.00	0.00	0.00	0.00	0.00
604 Art	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
713 Field Trips - balance from prior years	0.00	0.00	0.00	0.00	0.00
717 Exploratory Teams	0.00	0.00	0.00	0.00	0.00
718 Packtime	0.00	0.00	0.00	0.00	0.00
721 Band	0.00	0.00	0.00	0.00	0.00
724 Band field trips	0.00	0.00	0.00	0.00	0.00
726 Foreign Language Field Trips	0.00	0.00	0.00	0.00	0.00
727 Youth to Youth Field Trips	0.00	0.00	0.00	0.00	0.00
729 Summer School	0.00	0.00	0.00	0.00	0.00
800 Reimbursement account	0.00	0.00	0.00	0.00	0.00
801 Convention	0.00	0.00	0.00	0.00	0.00
802 Other District Custodial	0.00	0.00	0.00	0.00	0.00
1001 Auction	0.00	0.00	0.00	0.00	0.00
1007 Commercial Federal Donation	0.00	0.00	0.00	0.00	0.00
1008 Bemis Art Project	0.00	0.00	0.00	0.00	0.00
1009 Russell Night at Moe's	0.00	0.00	0.00	0.00	0.00
1100 PACKTime 6th grade	0.00	0.00	0.00	0.00	0.00
1102 PACKTime 7th grade	0.00	0.00	0.00	0.00	0.00
1103 PACKTime 8th grade	0.00	0.00	0.00	0.00	0.00
1250 Vocal Music Field Trips	0.00	0.00	0.00	0.00	0.00
1255 Orchestra Field Trips	0.00	0.00	0.00	0.00	0.00
1265 Band Field Trips	0.00	0.00	0.00	0.00	0.00
1270 Journalism Field Trips	0.00	0.00	0.00	0.00	0.00
1275 Student Council Field Trips	0.00	0.00	0.00	0.00	0.00
1281 Youth to Youth Field Trips	0.00	0.00	0.00	0.00	0.00
1285 Summer School	0.00	0.00	0.00	0.00	0.00
2401 Art Club	0.00	0.00	0.00	0.00	0.00
2402 Chess Club	0.00	0.00	0.00	0.00	0.00
2420 Japanese Club	0.00	0.00	0.00	0.00	0.00
Z UNUSED ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	100,730.17	7,557.80	18,213.70	0.00	90,074.27

Principal signature  Date 6/9/10

Administrative Assistant signature 

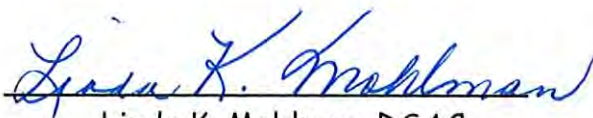
ALL Data

Current Cash Balance Report

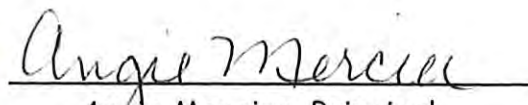
Date: 05/01/2010 thru 05/31/2010

73 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 General Account	3,231.69	0.00	0.00	0.00	3,231.69
110 Interest Earned - Checking	0.00	0.90	0.00	0.00	0.90
120 Staff Vending	3,054.33	0.00	0.00	0.00	3,054.33
A General Funds Totals:	<u>6,286.02</u>	<u>0.90</u>	<u>0.00</u>	<u>0.00</u>	<u>6,286.92</u>
Report Totals:	6,286.02	0.90	0.00	0.00	6,286.92



Linda K. Mohlman, DSAC
Executive Secretary



Angie Mercier, Principal
Millard Horizon High School

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

74 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL					
100 PRIOR YEARS VENDING	123,763.30	0.00	31,061.44	0.00	92,701.86
105 MUSTANG MANIA GRANTS	6,962.56	991.00	500.00	0.00	7,453.56
110 GENERAL	14,584.09	141.40	1,776.93	0.00	12,948.56
115 MIT	53.88	0.00	0.00	0.00	53.88
120 ACTIVITIES SUPPORT	0.00	0.00	0.00	0.00	0.00
146 COKE/FOOD SERVICE	88,376.44	0.00	0.00	0.00	88,376.44
170 INTEREST OF CD'S	114,957.20	0.00	0.00	0.00	114,957.20
180 BANK CHARGES/INTEREST ON CHECKING	1,507.86	0.00	78.18	0.00	1,429.68
185 INTEREST ON MM FUND	27,346.14	131.50	0.00	0.00	27,477.64
190 MN SITE IMPROVEMENTS	69.53	0.00	0.00	0.00	69.53
225 MIGHTY MASCOT	241.35	0.00	0.00	0.00	241.35
A ACTIVITY GENERAL Totals:	377,862.35	1,263.90	33,416.55	0.00	345,709.70
B ATHLETICS/ACTIVITIES					
199 ATHLETIC GATE RECEIPTS	77,636.22	3,203.00	992.87	0.00	79,846.35
200 ACTIVITIES TRANSPORTATION	-40,749.80	1,380.00	11,872.89	300.00	-50,942.69
201 CONCESSIONS	-4,510.63	689.85	2,982.46	-2,049.00	-8,852.24
202 ATHLETICS	53,470.40	200.00	15.00	0.00	53,655.40
203 SPORT FEES	-180.00	0.00	0.00	0.00	-180.00
204 ACTIVITY TICKETS	19,070.00	0.00	0.00	0.00	19,070.00
205 ATHLETIC CLOTHING	-4,550.04	0.00	0.00	0.00	-4,550.04
206 BASEBALL	-14,846.38	0.00	0.00	0.00	-14,846.38
207 BASKETBALL-BOYS	-2,471.10	0.00	0.00	0.00	-2,471.10
208 BASKETBALL - GIRLS	-2,515.50	0.00	0.00	0.00	-2,515.50
209 CROSS COUNTRY	-3,687.36	0.00	0.00	0.00	-3,687.36
211 FOOTBALL	-27,736.33	0.00	0.00	0.00	-27,736.33
212 GOLF	-4,740.44	0.00	694.54	0.00	-5,434.98
213 SOCCER - BOYS	-6,141.23	0.00	0.00	0.00	-6,141.23
214 SOCCER - GIRLS	-6,842.46	0.00	0.00	0.00	-6,842.46
216 SOFTBALL	-3,546.20	0.00	0.00	0.00	-3,546.20
217 SWIMMING	-10,969.00	0.00	878.90	0.00	-11,847.90
218 TENNIS	-1,132.74	0.00	92.57	0.00	-1,225.31
219 TRACK - BOYS	-5,780.67	0.00	525.11	0.00	-6,305.78
220 ENTRY FEES	5,590.17	1,040.00	0.00	0.00	6,630.17
221 TRACK - GIRLS	-4,821.97	0.00	464.83	1,070.00	-4,216.80
222 VOLLEYBALL	-8,002.82	0.00	0.00	0.00	-8,002.82
223 WRESTLING	-5,085.79	0.00	0.00	0.00	-5,085.79
224 ATHLETIC TRAINING	-3,684.92	0.00	0.00	0.00	-3,684.92
226 CHEERLEADING	-3,995.61	0.00	0.00	0.00	-3,995.61
227 DANCE TEAM	-4,059.06	0.00	0.00	0.00	-4,059.06
228 FUTURE IMPROVEMENTS	6,458.33	0.00	0.00	0.00	6,458.33
230 OFFICIALS	-35,218.64	0.00	1,500.00	0.00	-36,718.64
235 DEBATE TRANSPORTATION	-3,253.79	0.00	0.00	0.00	-3,253.79
240 FORENSIC TRANSPORTATION	-10,009.42	0.00	0.00	0.00	-10,009.42
250 BAND/ORCHESTRA TRANSPORTATION	-14,383.10	0.00	1,029.44	0.00	-15,412.54
260 CHORAL TRANSPORTATION	-320.40	0.00	0.00	0.00	-320.40
B ATHLETICS/ACTIVITIES Totals:	-71,010.28	6,512.85	21,048.61	-679.00	-86,225.04
C ACADEMIC CLUBS					
301 DECA	-32,247.15	3,890.00	0.00	0.00	-28,357.15
302 FRENCH CLUB	1,244.53	55.00	715.19	0.00	584.34
303 LATIN CLUB	509.55	0.00	185.40	400.00	724.15
305 SPANISH CLUB	1,028.33	0.00	314.47	0.00	713.86

Current Cash Balance Report

75 Arranged by:

ALL Data

Date: 05/01/2010 thru 05/31/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
306 PRIOR YRS YEARBOOK	2,322.00	0.00	0.00	0.00	2,322.00
307 GERMAN CLUB	125.58	0.00	0.00	0.00	125.58
308 YEARBOOK/STAMPEDE	22,957.66	3,320.00	140.00	0.00	26,137.66
309 NEWSPAPER/HOOFBEAT	3,892.48	200.00	1,168.26	-300.00	2,624.22
311 ASTRONOMY CLUB	99.65	0.00	0.00	0.00	99.65
314 HISTORY CLUB	-490.79	22.31	3,975.51	1,500.00	-2,943.99
315 SPIRIT SHOP	19,978.13	62.00	2,486.57	0.00	17,553.56
316 FCCLA	7,219.22	0.00	2,860.93	0.00	4,358.29
317 MATH CLUB	-1.18	0.00	0.00	0.00	-1.18
318 CHEMISTRY CLUB	68.50	0.00	0.00	0.00	68.50
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	463.90	0.00	0.00	0.00	463.90
614 BROADCAST CLUB	0.00	0.00	0.00	0.00	0.00
615 SKILLS USA	61.40	840.00	903.25	0.00	-1.85
C ACADEMIC CLUBS Totals:	28,704.45	8,389.31	12,749.58	1,600.00	25,944.18
D CLUBS AND ORGANIZATIONS					
310 VARSITY/JV CHEER FUNDRAISER	975.57	7,128.50	5,052.54	49.00	3,100.53
402 CHEER/DANCE UNIFORMS	19,570.61	920.59	4,750.00	0.00	15,741.20
403 CHEER/DANCE CAMPS	30.00	300.00	0.00	0.00	330.00
406 DANCE TEAM FUNDRAISER	251.61	0.00	39.99	0.00	211.62
407 BASEBALL FR	2,393.88	1,245.00	0.00	0.00	3,638.88
408 INTERNATIONAL THESPIANS	-795.00	0.00	0.00	0.00	-795.00
409 CHESS CLUB	919.83	0.00	0.00	0.00	919.83
410 CROSS COUNTRY FR	-255.57	0.00	0.00	0.00	-255.57
411 FOOTBALL FR	3,317.02	1,120.00	0.00	0.00	4,437.02
412 BOYS TRACK FR	95.23	0.00	86.45	0.00	8.78
414 GIRLS GOLF FR	951.33	0.00	0.00	0.00	951.33
417 BOYS SOCCER FR	93.82	0.00	54.76	0.00	39.06
418 GIRLS SWIM	57.42	0.00	0.00	0.00	57.42
419 SOFTBALL FR	663.09	855.00	0.00	0.00	1,518.09
420 SWIM FR	1,849.35	0.00	0.00	0.00	1,849.35
421 TENNIS FR	0.00	0.00	0.00	0.00	0.00
422 GIRLS TRACK FR	4,107.66	0.00	194.60	-1,070.00	2,843.06
423 VOLLEYBALL FUNDRAISER	6,168.87	1,890.00	0.00	0.00	8,058.87
424 BOYS SWIM	206.74	0.00	0.00	0.00	206.74
425 LITERARY MAGAZINE	1,896.18	0.00	0.00	0.00	1,896.18
426 BAND	6,262.21	1,300.00	789.87	0.00	6,772.34
427 FLAGS	1,193.89	0.00	0.00	0.00	1,193.89
429 AMNESTY INTERNATIONAL	1,304.58	0.00	0.00	0.00	1,304.58
430 SHOW CHOIR	1,633.89	15,574.92	8,492.77	0.00	8,716.04
431 ORCHESTRA	2,039.61	998.25	2,639.84	0.00	398.02
432 STUDENT COUNCIL	25,226.73	0.00	75.33	0.00	25,151.40
434 JUNIOR CLASS BOARD	5,238.64	22,849.88	2,976.45	0.00	25,112.07
435 SENIOR CLASS BOARD	4,508.29	210.00	128.60	0.00	4,589.69
437 NATIONAL HONOR SOCIETY	2,662.06	0.00	0.00	0.00	2,662.06
439 DEVELOPMENTAL ASSETS	339.14	0.00	119.00	0.00	220.14
440 MUSTANG MENTOR	1,211.85	0.00	229.65	0.00	982.20
441 DIVERSITY CLUB/STEP UP	204.60	0.00	0.00	0.00	204.60
444 INTRAMURAL SOCCER	-59.75	0.00	0.00	0.00	-59.75
450 INTRAMURALS BASKETBALL	16.32	0.00	0.00	0.00	16.32
451 INTRAMURAL VOLLEYBALL	3.00	0.00	0.00	0.00	3.00

Current Cash Balance Report

ALL Data

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Group ID and Activity Number

Date: 05/01/2010 thru 05/31/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
456 BOYS GOLF F/R	821.47	0.00	0.00	0.00	821.47
459 BOYS BASKETBALL CAMP	85.77	1,545.00	0.00	300.00	1,930.77
466 WRESTLING FUNDRAISER	1,201.78	0.00	0.00	0.00	1,201.78
480 BAND TRIP	0.00	0.00	0.00	0.00	0.00
500 NFL ACCOUNT	1,097.18	4,069.28	1,431.44	100.00	3,835.02
520 GIRLS BASKETBALL CAMP	1,497.08	4,590.00	2,201.37	-300.00	3,585.71
600 GIRLS SOCCER F/R	761.64	495.00	115.73	0.00	1,140.91
D CLUBS AND ORGANIZATIONS Totals:	99,747.62	65,091.42	29,378.39	-921.00	134,539.65
E ADMIN CUSTODIAL ACCOUNTS					
601 COURTESY	2,182.38	65.00	364.68	0.00	1,882.70
602 CAREER DEVELOPMENT	255.99	0.00	0.00	0.00	255.99
603 PARKING STICKERS	2,603.13	0.00	124.60	0.00	2,478.53
605 FIELDTRIPS	-22,785.05	0.00	2,066.68	0.00	-24,851.73
606 AFTER PROM	4.31	0.00	0.00	0.00	4.31
607 ART	1,628.47	0.00	0.00	0.00	1,628.47
608 GYM FEES	7,098.62	19.50	0.00	0.00	7,118.12
609 ART/SCHIMENTI	173.96	0.00	0.00	0.00	173.96
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	13,094.40	365.47	0.00	0.00	13,459.87
611 INDUSTRIAL TECH	1,071.37	466.00	0.00	0.00	1,537.37
612 STAFF VENDING	2,812.54	0.00	580.32	0.00	2,232.22
613 LIBRARY	1,132.50	136.00	109.69	0.00	1,158.81
616 TRANSCRIPT FEES	2,195.35	0.00	24.55	0.00	2,170.80
617 POOL	1,966.26	0.00	50.00	0.00	1,916.26
621 PE FIELDTRIPS	-1,015.05	0.00	0.00	0.00	-1,015.05
625 AP EXAMS	15,483.49	0.00	0.00	0.00	15,483.49
629 IB	-25,988.12	0.00	495.12	0.00	-26,483.24
630 IB FUND-RAISING	1,051.85	0.00	0.00	0.00	1,051.85
631 PSAT EXAM	-6,709.05	0.00	0.00	0.00	-6,709.05
675 SALBERG FIELDTRIPS	-1,655.95	0.00	418.36	0.00	-2,074.31
680 OTT FIELDTRIPS	-684.26	0.00	209.18	0.00	-893.44
E ADMIN CUSTODIAL ACCOUNTS Totals:	-6,082.86	1,051.97	4,443.18	0.00	-9,474.07
F ACADEMIC CUSTODIAL ACCOUNTS					
300 DEBATE	339.54	0.00	0.00	0.00	339.54
321 DRAMA	5,388.56	0.00	167.38	0.00	5,221.18
622 SPEECH	-4,026.08	811.07	3,859.92	0.00	-7,074.93
701 MANTARO/GRANT	0.00	0.00	0.00	0.00	0.00
750 FCS	257.75	200.00	52.97	0.00	404.78
751 ALEKS MATH PROGRAM	66.83	0.00	0.00	0.00	66.83
755 SENIOR CLASS ACTIVITIES	18,875.07	0.00	0.00	0.00	18,875.07
770 ADVERTISING	15.42	0.00	0.00	0.00	15.42
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	20,917.09	1,011.07	4,080.27	0.00	17,847.89
G DISTRICT CUSTODIAL ACCOUNTS					
872 LEADERS SCHOLARSHIP	701.31	0.00	0.00	0.00	701.31
G DISTRICT CUSTODIAL ACCOUNTS Totals:	701.31	0.00	0.00	0.00	701.31
Q EXTRACURRICULAR					
1000 FIELDTRIPS	17,886.46	0.00	0.00	0.00	17,886.46
1002 PE FIELDTRIPS	653.00	322.00	0.00	0.00	975.00
1005 BAND TRIP	0.00	0.00	0.00	0.00	0.00
1010 DC TRIP	6,699.00	0.00	0.00	0.00	6,699.00
1200 SCIENCE FIELDTRIP	0.00	0.00	0.00	0.00	0.00
1300 DEBATE TRIPS	270.00	0.00	0.00	0.00	270.00
1301 DECA TRIPS	20,727.80	850.00	0.00	0.00	21,577.80

ALL Data

Current Cash Balance Report

77 Arranged by:
Group ID and Activity Number

Date: 05/01/2010 thru 05/31/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1302 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
1303 LATIN CLUB	0.00	0.00	0.00	0.00	0.00
1305 SPANISH CLUB	0.00	0.00	0.00	0.00	0.00
1307 GERMAN CLUB	0.00	0.00	0.00	0.00	0.00
1314 HISTORY CLUB TRIP	8,600.00	800.00	0.00	0.00	9,400.00
1316 FCCLA CLUB	400.00	0.00	0.00	0.00	400.00
1408 THESPIAN/DRAMA CLUB	1,340.00	0.00	0.00	0.00	1,340.00
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 SKILLS USA	3,220.00	0.00	0.00	0.00	3,220.00
1622 FORENSIC TRIP	3,509.50	500.00	0.00	0.00	4,009.50
1675 SALBERG FIELDTRIPS	1,842.00	323.00	0.00	0.00	2,165.00
1680 OTT FIELDTRIPS	865.25	0.00	0.00	0.00	865.25
2000 MUSIC ALLSTATE FEES	1,590.00	0.00	0.00	0.00	1,590.00
5000 SPORTS PARTICIPATION FEE	51,955.00	0.00	0.00	0.00	51,955.00
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
Q EXTRACURRICULAR Totals:	119,558.01	2,795.00	0.00	0.00	122,353.01
R POST SECONDARY EDUCATION					
6625 AP EXAM FEES	0.00	0.00	0.00	0.00	0.00
6629 IB EXAM FEES	27,100.00	0.00	0.00	0.00	27,100.00
6631 PSAT EXAM	6,640.00	0.00	0.00	0.00	6,640.00
R POST SECONDARY EDUCATION Totals:	33,740.00	0.00	0.00	0.00	33,740.00
S BANKING					
999 STARTING CASH	-1,850.00	1,200.00	200.00	0.00	-850.00
S BANKING Totals:	-1,850.00	1,200.00	200.00	0.00	-850.00
Z INVESTMENTS					
900 CERTIFICATES OF DEPOSITS	-312,005.34	0.00	0.00	0.00	-312,005.34
905 MONEY MARKET FUND	-157,304.30	0.00	131.50	0.00	-157,435.80
Z INVESTMENTS Totals:	-469,309.64	0.00	131.50	0.00	-469,441.14
Report Totals:	132,978.05	87,315.52	105,448.08	0.00	114,845.49

Current Cash Balance Report

SELECTED Data

Date: 05/03/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number **78**

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL ACCOUNT EXPENSES					
109 Public Relations	-890.82	0.00	0.00	0.00	-890.82
115 General Account	-4,275.52	0.00	0.00	0.00	-4,275.52
117 Damage and Loss Property	-15.90	0.00	0.00	0.00	-15.90
120 Extracurr Transportation	-23,273.54	0.00	0.00	0.00	-23,273.54
121 Athletic Transportation	-40,141.68	0.00	1,073.41	0.00	-41,215.09
140 Technology	0.00	0.00	0.00	0.00	0.00
142 Equipment Replacement / Repair	-304.00	0.00	0.00	0.00	-304.00
143 Building Maintenance	-495.00	0.00	0.00	0.00	-495.00
144 Pride Time	0.00	0.00	0.00	0.00	0.00
146 Academic Awards	-553.94	0.00	311.71	0.00	-865.65
147 Activity Support/Projects	-7,175.64	0.00	117.45	0.00	-7,293.09
148 Teachers Grants/Awards	1,000.00	0.00	0.00	0.00	1,000.00
151 Personnel Support	-6,798.35	0.00	118.95	0.00	-6,917.30
154 Student Recognition Incentive	-212.10	0.00	0.00	0.00	-212.10
166 Wellness	262.82	0.00	0.00	0.00	262.82
199 Miscellaneous Bank Charges	-2,741.00	0.00	198.53	0.00	-2,939.53
A GENERAL ACCOUNT EXPENSES Totals:	-85,614.67	0.00	1,820.05	0.00	-87,434.72
B GENERAL ACCOUNT REVENUE					
100 Vending Machines-Coca-Cola	71,250.44	0.00	0.00	0.00	71,250.44
104 Staff Coke Fund	1,839.99	0.00	0.00	0.00	1,839.99
105 Sanitary Machines	314.25	0.00	0.00	0.00	314.25
152 Other Revenue	28,877.11	210.00	0.00	0.00	29,087.11
153 Graduation Revenue	0.00	0.00	0.00	0.00	0.00
155 PAYBAC Partners	862.76	0.00	0.00	0.00	862.76
158 Capital Outlay	55,992.12	0.00	0.00	0.00	55,992.12
190 Misc. Bank Credit Adjustments	0.00	0.00	0.00	0.00	0.00
901 Interest on Bus MM	0.00	0.00	0.00	0.00	0.00
902 Interest on Business Checking	0.00	0.00	0.00	0.00	0.00
B GENERAL ACCOUNT REVENUE Totals:	159,136.67	210.00	0.00	0.00	159,346.67
C ATHLETICS					
201 Concessions	19,143.44	0.00	141.60	0.00	19,001.84
202 Athletics	-9,538.12	600.00	72.00	0.00	-9,010.12
203 Athletic Gate Receipts	76,810.03	2,987.00	0.00	0.00	79,797.03
204 Athletic Clothing	0.00	0.00	0.00	0.00	0.00
206 Athletic Tickets	14,455.00	0.00	0.00	0.00	14,455.00
207 Participation Fee	0.00	0.00	0.00	0.00	0.00
208 Sport Facility Use	-659.24	0.00	0.00	0.00	-659.24
210 Athletic Capital Outlay	265,414.94	0.00	0.00	0.00	265,414.94
211 Activities	-857.70	0.00	0.00	0.00	-857.70
212 Athletic Fundraisers	0.00	0.00	0.00	0.00	0.00
213 Summer Clinics	20.00	6,600.00	0.00	0.00	6,620.00
214 Little Dribblers	3.21	0.00	0.00	0.00	3.21
216 Strength and Conditioning	-747.99	0.00	816.80	0.00	-1,564.79
220 Football	-12,912.84	0.00	1,720.16	0.00	-14,633.00
221 Volleyball	-4,686.62	0.00	2,385.50	0.00	-7,072.12
222 Softball	-5,993.42	0.00	808.70	0.00	-6,802.12
223 Tennis (Boys)	-1,276.14	0.00	0.00	0.00	-1,276.14
224 Tennis (Girls)	-1,023.64	0.00	354.60	0.00	-1,378.24
225 Golf (Boys)	-4,105.97	1,325.00	40.00	0.00	-2,820.97
226 Golf (Girls)	-1,044.96	0.00	0.00	0.00	-1,044.96
227 Wrestling	-5,246.72	32.00	0.00	0.00	-5,214.72

Current Cash Balance Report

SELECTED Data

Arranged by:

Date: 05/03/2010 thru 05/31/2010

Group ID and Activity Number **79**

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
228 Soccer (Boys)	-8,181.93	130.00	96.90	0.00	-8,148.83
229 Soccer (Girls)	-9,065.06	440.00	80.00	0.00	-8,705.06
230 Baseball	-6,956.47	330.00	3,029.50	0.00	-9,655.97
231 Cross Country (Boys)	-186.59	0.00	0.00	0.00	-186.59
232 Basketball (Boys)	-6,038.24	0.00	0.00	0.00	-6,038.24
233 Track (Boys)	-10,569.13	550.00	63.99	0.00	-10,083.12
234 Swimming (Boys)	-2,371.33	0.00	251.63	0.00	-2,622.96
235 NSAA Competitions	10,360.01	2,574.26	1,800.58	0.00	11,133.69
240 Athletic Training	-5,972.26	0.00	0.00	0.00	-5,972.26
241 Cross Country (Girls)	-166.58	0.00	291.35	0.00	-457.93
242 Basketball (Girls)	-8,690.30	0.00	0.00	0.00	-8,690.30
243 Track (Girls)	-10,231.16	550.00	119.16	0.00	-9,800.32
244 Swimming (Girls)	-2,827.06	0.00	0.00	0.00	-2,827.06
915 Interest-Athletic Activity MM	0.00	0.00	0.00	0.00	0.00
2200 Summer Football	190.44	0.00	0.00	0.00	190.44
2221 Summer Volleyball	932.66	0.00	0.00	0.00	932.66
2222 Summer Softball	1,923.94	0.00	0.00	0.00	1,923.94
2228 Summer Boys Soccer	43.87	0.00	0.00	0.00	43.87
2229 Summer Girls Soccer	470.71	0.00	0.00	0.00	470.71
2230 Summer Baseball	480.44	0.00	0.00	0.00	480.44
2231 Summer Girls Basketball	615.86	0.00	0.00	0.00	615.86
2232 Summer Boys Basketball	338.85	0.00	0.00	0.00	338.85
C ATHLETICS Totals:	271,853.93	16,118.26	12,072.47	0.00	275,899.72
D ORGANIZATIONS AND CLUBS					
301 DECA	-46,310.37	0.00	2,559.40	0.00	-48,869.77
302 French Club	1,770.43	0.00	0.00	0.00	1,770.43
303 LEO Club	-2,028.05	0.00	27.60	0.00	-2,055.65
305 Spanish Club	112.30	0.00	0.00	0.00	112.30
306 World Language	-168.00	0.00	0.00	0.00	-168.00
307 German Club	510.83	0.00	72.00	0.00	438.83
310 Squashfest	3,186.65	0.00	0.00	0.00	3,186.65
311 Environmental Club	2,379.40	2,017.50	208.08	0.00	4,188.82
312 Forensics	1,591.07	0.00	47.24	0.00	1,543.83
314 Newspaper	12,660.86	270.00	693.37	0.00	12,237.49
315 Debate	1,790.61	128.21	0.00	0.00	1,918.82
316 Art Club	32.26	0.00	0.00	0.00	32.26
317 Play Production	3,616.70	3,650.80	0.00	0.00	7,267.50
318 Thespians	0.00	0.00	0.00	0.00	0.00
319 Athletic Trainers	-65.45	0.00	0.00	0.00	-65.45
385 Culinary Competition	143.00	0.00	0.00	0.00	143.00
395 Fashion Merchandising	5.08	0.00	0.00	0.00	5.08
399 Auditorium Manager	-7,049.79	0.00	661.28	0.00	-7,711.07
409 Band Dept Trips	6,432.00	0.00	0.00	0.00	6,432.00
410 Band	13,515.63	0.00	1,917.46	0.00	11,598.17
411 Choir	-11,970.40	0.00	7,580.00	0.00	-19,550.40
412 Orchestra	-13,712.42	240.40	0.00	0.00	-13,472.02
413 Entertainment Books	6,547.50	0.00	0.00	0.00	6,547.50
414 Band Fundraising	-5,492.07	0.00	0.00	0.00	-5,492.07
415 Choir Fundraising	1,088.00	1,216.00	0.00	0.00	2,304.00
416 Orchestra Fundraising	914.01	0.00	0.00	0.00	914.01
481 Senior Class	1,839.45	867.00	699.00	0.00	2,007.45
482 Junior Class	-6,151.99	13,950.00	7,641.85	40.00	196.16

Current Cash Balance Report

SELECTED Data

Date: 05/03/2010 thru 05/31/2010

Arranged by:
Group ID and 80 Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
499 VICA-Skills USA	-48.67	0.00	0.00	0.00	-48.67
500 STARS	579.22	0.00	0.00	0.00	579.22
501 Student Council	-2,218.65	0.00	0.00	0.00	-2,218.65
502 National Honor Society	5,670.10	335.00	249.00	-40.00	5,716.10
503 Drama Club	0.00	0.00	0.00	0.00	0.00
504 Literary Magazine	177.54	0.00	100.05	0.00	77.49
506 Chess Club	39.10	0.00	0.00	0.00	39.10
507 40 Assets	1,321.20	0.00	81.13	0.00	1,240.07
515 Dance Team	-1,049.28	0.00	2,695.00	0.00	-3,744.28
516 Cheerleading-Varsity	-8,306.79	0.00	0.00	0.00	-8,306.79
517 Cheerleading-JV	180.36	0.00	0.00	0.00	180.36
518 Cheerleading-Freshman	217.94	0.00	0.00	0.00	217.94
519 Cheerleading Uniforms	-2,150.80	12,775.70	0.00	0.00	10,624.90
525 Prior Yrs Yearbook	1,414.09	30.00	0.00	0.00	1,444.09
527 Yearbook 09-10	6,916.17	6,090.00	50.00	0.00	12,956.17
528 Yearbook 08-09	7,360.39	0.00	0.00	0.00	7,360.39
555 FCCLA	-49.85	36.00	0.00	0.00	-13.85
556 Future Educators of America	23.43	0.00	0.00	0.00	23.43
560 Patriot Post	20,474.07	2,984.65	2,140.73	0.00	21,317.99
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
595 HOSA	-965.65	0.00	138.55	0.00	-1,104.20
D ORGANIZATIONS AND CLUBS Totals:	-5,162.17	44,591.26	27,561.74	0.00	11,867.35
E ADMINISTRATIVE CUSTODIAL					
599 Intramurals	103.06	0.00	389.45	0.00	-286.39
601 Staff Courtesy Fund	1,121.08	0.00	0.00	0.00	1,121.08
602 Parking	12,409.40	2,495.00	89.99	0.00	14,814.41
603 Field Trips	-3,608.43	0.00	0.00	0.00	-3,608.43
605 Pool Maintenance	3,646.70	979.00	391.12	0.00	4,234.58
607 Book Fines	15,178.80	1,447.99	0.00	0.00	16,626.79
610 Information Center	47.24	36.97	0.00	0.00	84.21
611 Advanced Placement	26,010.96	4,080.00	8,634.14	0.00	21,456.82
613 Counseling Center	-430.00	0.00	0.00	0.00	-430.00
614 Transcripts	1,776.91	0.00	0.00	0.00	1,776.91
615 PSAT	-3,372.39	0.00	0.00	0.00	-3,372.39
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	-892.45	0.00	452.12	0.00	-1,344.57
623 Manufacturing Tech	173.61	0.00	0.00	0.00	173.61
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	1,668.39	0.00	0.00	0.00	1,668.39
632 Lock Replacement	1,361.38	15.00	0.00	0.00	1,376.38
635 Library Book Fines	379.80	144.00	0.00	0.00	523.80
636 Freshman Transition Day	0.00	0.00	0.00	0.00	0.00
640 Student ID Card Fee	31.16	80.00	0.00	0.00	111.16
641 School Planners	50.00	0.00	0.00	0.00	50.00
645 Family Consumer Science	16.50	0.00	0.00	0.00	16.50
648 MOBA Playhouse	328.00	0.00	68.35	0.00	259.65
656 Technology Magnet	7.64	0.00	0.00	0.00	7.64
660 PAEMST-Science National Award	0.00	0.00	0.00	0.00	0.00
679 New Frontier Book Fines	32.70	0.00	0.00	0.00	32.70

Current Cash Balance Report

SELECTED Data

Date: 05/03/2010 thru 05/31/2010

Arranged by:
Group ID and **81** Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
680 New Frontier (Grants/Donations)	12.03	0.00	0.00	0.00	12.03
681 New Frontier Chuck Wagon	47.74	203.20	0.00	0.00	250.94
682 New Frontier Activity	75.11	0.00	0.00	0.00	75.11
683 Graduation Expense	0.00	0.00	0.00	0.00	0.00
684 Post-Prom	0.00	0.00	0.00	0.00	0.00
686 Contributions/Gifts	0.00	0.00	0.00	0.00	0.00
687 Next Frontier	0.00	0.00	0.00	0.00	0.00
688 New Addition	0.00	0.00	0.00	0.00	0.00
689 SpEd Activity	36.25	75.00	0.00	0.00	111.25
E ADMINISTRATIVE CUSTODIAL Totals:	56,368.85	9,556.16	10,025.17	0.00	55,899.84
Q Extracurricular Activities					
1000 Field Trips	3,323.55	231.00	0.00	0.00	3,554.55
2301 DECA	50,361.80	0.00	178.00	0.00	50,183.80
2302 French Club	0.00	0.00	0.00	0.00	0.00
2303 LEO Club	2,400.00	0.00	0.00	0.00	2,400.00
2305 Spanish Club	0.00	119.00	0.00	0.00	119.00
2306 World Language	168.00	0.00	0.00	0.00	168.00
2307 German Club	205.50	0.00	0.00	0.00	205.50
2310 Squash Fest	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	0.00	530.00	0.00	0.00	530.00
2315 Debate	0.00	0.00	0.00	0.00	0.00
2316 Art Club	0.00	0.00	0.00	0.00	0.00
2317 Play Production	2,100.00	100.00	0.00	0.00	2,200.00
2318 Thespian Club	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
2410 Band	1,350.00	0.00	0.00	0.00	1,350.00
2411 Choir Trip	14,719.25	2,721.75	0.00	0.00	17,441.00
2412 Orchestra Trip	17,775.77	0.00	0.00	0.00	17,775.77
2499 VICA Trip	0.00	0.00	0.00	0.00	0.00
2500 STARS	150.00	0.00	0.00	0.00	150.00
2501 Student Council	2,642.12	0.00	0.00	0.00	2,642.12
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	0.00	0.00	0.00	0.00	0.00
2507 40 Assets	195.00	0.00	0.00	0.00	195.00
2515 Dance Team	1,972.90	1,699.00	0.00	0.00	3,671.90
2516 Varsity Cheerleading Camp	10,230.50	5,020.00	0.00	0.00	15,250.50
2517 JV Cheerleading Camp	0.00	2,700.00	0.00	0.00	2,700.00
2518 FR Cheerleading Camp	0.00	2,940.00	0.00	0.00	2,940.00
2555 FCCLA	59.00	0.00	0.00	0.00	59.00
2556 FEA	64.00	0.00	0.00	0.00	64.00
2560 Patriot Post Trip	802.00	0.00	0.00	0.00	802.00
2580 International Leaders	0.00	0.00	0.00	0.00	0.00
2595 HOSA	1,201.00	0.00	0.00	0.00	1,201.00
2599 Intramurals	390.00	0.00	0.00	0.00	390.00
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	91.50	85.00	0.00	0.00	176.50
5000 Sport Participating Fee	31,015.00	0.00	0.00	0.00	31,015.00

Current Cash Balance Report

SELECTED Data

Date: 05/03/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number **82**

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
5001 Sport Facility Use Fee	380.00	0.00	0.00	0.00	380.00
Q Extracurricular Activities Totals:	<u>141,596.89</u>	<u>16,145.75</u>	<u>178.00</u>	<u>0.00</u>	<u>157,564.64</u>
R Post-Secondary Education					
7010 AP Exam Fees	326.00	192.00	0.00	0.00	518.00
7020 PSAT Exam fees	3,480.00	0.00	0.00	0.00	3,480.00
R Post-Secondary Education Totals:	<u>3,806.00</u>	<u>192.00</u>	<u>0.00</u>	<u>0.00</u>	<u>3,998.00</u>
S Banking					
999 Starting Cash	-3,950.00	1,800.00	0.00	0.00	-2,150.00
S Banking Totals:	<u>-3,950.00</u>	<u>1,800.00</u>	<u>0.00</u>	<u>0.00</u>	<u>-2,150.00</u>
Report Totals:	<u>538,035.50</u>	<u>88,613.43</u>	<u>51,657.43</u>	<u>0.00</u>	<u>574,991.50</u>

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

83 arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ADMINISTRATIVE					
100 GENERAL ACTIVITY FUND	2,615.98	0.00	40.00	0.00	2,575.98
105 PRINCIPALS ADMIN	7,420.41	160.41	615.91	0.00	6,964.91
110 BUILDING MAINTENANCE	993.82	0.00	67.85	0.00	925.97
120 AP EXAMS	37,521.56	0.00	0.00	0.00	37,521.56
122 ACT PREP	129.65	0.00	0.00	0.00	129.65
125 SPECIAL PROJECTS	505.28	0.00	0.00	0.00	505.28
130 COURTESY FUND	265.92	0.00	75.00	0.00	190.92
135 DONATIONS - SR CLASS	0.00	1,230.00	0.00	0.00	1,230.00
142 GIFTED	570.18	0.00	0.00	0.00	570.18
145 GUIDANCE	1,731.26	5.00	619.30	-70.00	1,046.96
150 INFORMATION CENTER	141.77	40.03	13.59	0.00	168.21
152 GUIDANCE - PL GRANT	0.00	0.00	0.00	0.00	0.00
160 PARKING	-1,074.16	789.00	2,422.02	0.00	-2,707.18
170 STAFF CLOTHING	1,285.12	0.00	0.00	0.00	1,285.12
172 STAFF VENDING	2,760.81	0.00	132.16	0.00	2,628.65
174 TECHNOLOGY REBATES	2,507.72	0.00	149.79	0.00	2,357.93
180 SPECIAL PROJ - COMMONS	191.87	0.00	0.00	0.00	191.87
182 VENDING-FOOD SERVICE	76,958.57	0.00	0.00	0.00	76,958.57
A ADMINISTRATIVE Totals:	134,525.76	2,224.44	4,135.62	-70.00	132,544.58
B ATHLETIC ADMIN					
200 ATH ADMIN (GATE)	134,597.38	1,094.09	747.73	0.00	134,943.74
201 AD'S OFFICE	-75.73	0.00	44.00	10,000.00	9,880.27
202 ATHLETIC EVENT ADMISSIONS	3,675.87	0.00	0.00	0.00	3,675.87
203 ATHLETIC PROJECT FUND	27,563.60	0.00	277.55	0.00	27,286.05
204 ATHLETIC CRAFT FAIR	5,585.81	0.00	294.50	0.00	5,291.31
205 ATHLETIC TRAINING	-4,003.94	0.00	135.95	0.00	-4,139.89
208 BASEBALL FUNDRAISING	8,119.96	0.00	4,493.40	0.00	3,626.56
210 BOYS BB FR/CAMP	4,868.31	5,165.00	638.00	0.00	9,395.31
212 BOYS GOLF FUNDRAISING	2,012.18	260.00	656.00	0.00	1,616.18
213 BOYS SOCCER FR/CAMP	1,083.92	845.00	172.50	0.00	1,756.42
215 XC FR/CAMP	738.42	0.00	0.00	0.00	738.42
217 COACHES CLINICS	946.64	0.00	40.00	0.00	906.64
219 CONCESSIONS	16,842.08	0.00	1,807.78	0.00	15,034.30
220 INTRAMURALS	-2,166.12	0.00	122.50	0.00	-2,288.62
222 FIT CNTR EQUIP/MAIN	1,256.78	0.00	0.00	0.00	1,256.78
225 FOOTBALL FR/CAMPS	10,296.45	2,380.00	5,168.02	0.00	7,508.43
233 GIRLS SOCCER FUNDR	2,321.99	519.22	221.88	0.00	2,619.33
235 GIRLS BB FR/CAMP	3,517.48	5,200.06	1,425.06	0.00	7,292.48
240 SOCCER STADIUM	100.00	0.00	0.00	0.00	100.00
245 SOFTBALL FR/CAMP	0.00	0.00	0.00	0.00	0.00
250 ST TRAINERS (HOSA)	950.44	105.00	1,028.00	0.00	27.44
255 GIRLS TRACK FR/CAMP	526.63	0.00	35.90	0.00	490.73
258 BOYS TRACK FR/CAMP	1,600.88	0.00	417.45	0.00	1,183.43
260 POOL FR	4,906.89	3,240.00	1,683.33	0.00	6,463.56
265 VOLLEYBALL FR/CAMP	3,639.10	1,710.00	350.00	0.00	4,999.10
270 WRESTLING MAT FUND	3,990.78	0.00	0.00	0.00	3,990.78
271 WRESTLING FR/CAMP	183.30	0.00	160.00	0.00	23.30
275 WRESTLING SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
290 METRO	0.00	0.00	0.00	0.00	0.00
295 STATE/DIST/MW TOURNEY	16,688.27	3,431.00	3,514.67	-10,000.00	6,604.60
299 CORPORATE ADVERTISING	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

84 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
B ATHLETIC ADMIN Totals:	249,767.37	23,949.37	23,434.22	0.00	250,282.52
C ACADEMIC COURSES					
300 AP SOC STD TEXTS	2,065.14	0.00	0.00	0.00	2,065.14
320 ART CLASS FR	1,730.02	0.00	0.00	0.00	1,730.02
338 FAMILY CONSUMER SCIENCE	30.15	0.00	0.00	0.00	30.15
345 LIFETIME FIT	6.00	0.00	0.00	0.00	6.00
355 PHYSICAL EDUCATION	-3,633.86	0.00	0.00	0.00	-3,633.86
370 VOC IT COURSES	427.64	0.00	50.00	0.00	377.64
376 VOC WOODS	1,723.64	744.45	453.51	0.00	2,014.58
C ACADEMIC COURSES Totals:	2,348.73	744.45	503.51	0.00	2,589.67
D CLUBS/ORGANIZATIONS					
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)	2,589.76	788.75	739.37	-1,242.04	1,397.10
405 CULINARY COMPETITION	243.51	0.00	0.00	0.00	243.51
407 DEBATE TEAM	-405.55	1,300.32	419.07	0.00	475.70
410 DECA	-30,952.70	363.00	1,421.62	1,312.04	-30,699.28
411 DRAMA - INTL THESPIANS	-375.10	475.00	310.00	0.00	-210.10
412 DRAMA PRODUCTION	1,931.98	1,685.40	963.90	0.00	2,653.48
413 FCCLA FAMILY CARREER	8,789.62	0.00	34.74	0.00	8,754.88
414 FORENSICS TEAM	2,555.05	36.65	695.08	0.00	1,896.62
415 FRENCH CLUB	33.88	0.00	0.00	0.00	33.88
416 KEY CLUB	459.56	0.00	0.00	0.00	459.56
418 FUTURE EDUCATORS	2,404.66	0.00	197.02	0.00	2,207.64
419 40 ASSETS	6.58	729.86	0.00	0.00	736.44
420 GERMAN CLUB	321.67	200.00	0.00	0.00	521.67
425 JUNIOR CLASS	10,020.97	0.00	627.52	0.00	9,393.45
430 LITERARY MAGAZINE	351.63	0.00	0.00	0.00	351.63
435 M CLUB - CRAZIES	1,026.96	0.00	0.00	0.00	1,026.96
440 JUSTICE LEAGUE	8.88	0.00	0.00	0.00	8.88
445 NATL HONOR SOCIETY	4,895.93	365.00	400.00	0.00	4,860.93
450 NEWSPAPER	217.94	0.00	88.13	0.00	129.81
452 SCIENCE/OLYMPIAD	1.21	0.00	0.00	0.00	1.21
455 SENIOR CLASS	3,299.01	1,671.00	1,699.74	0.00	3,270.27
460 SPANISH CLUB	1,304.99	164.00	76.14	0.00	1,392.85
470 STUDENT COUNCIL	13,294.24	0.00	1,309.05	0.00	11,985.19
471 STUCO WORKSHOPS	157.93	0.00	0.00	0.00	157.93
473 VOC ENGINEERING CLUB	3.28	0.00	0.00	0.00	3.28
475 SKILLS USA	103.25	0.00	0.00	0.00	103.25
480 YEARBOOK (PROWLER)	27,297.10	4,318.00	290.15	0.00	31,324.95
490 ENVIRONMENTAL CLUB	372.81	3,151.00	44.25	0.00	3,479.56
495 YOUTH MAKING A DIFF	420.92	0.00	0.00	0.00	420.92
D CLUBS/ORGANIZATIONS Totals:	50,560.76	15,247.98	9,315.78	70.00	56,562.96
E ATHLETIC TEAMS					
500 CAPITAL OUTLAY	13,383.36	0.00	0.00	0.00	13,383.36
501 BASEBALL EQ/COST	-5,322.88	0.00	1,009.63	0.00	-6,332.51
505 BASKETBALL BOYS EQ/COST	-6,353.62	0.00	52.17	0.00	-6,405.79
510 BASKETBALL G EQ/COST	-4,487.12	0.00	0.00	0.00	-4,487.12
515 XC EQ/COST	-3,864.87	0.00	0.00	0.00	-3,864.87
520 FOOTBALL EQ/COST	-18,620.86	160.00	0.00	0.00	-18,460.86
525 GOLF B EQ/COST	759.17	0.00	532.50	0.00	226.67
530 GOLF G EQ/COST	-2,933.43	0.00	0.00	0.00	-2,933.43

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
550 SOCCER B EQ/COST	-5,013.13	0.00	121.00	0.00	-5,134.13
555 SOCCER G EQ/COST	-4,406.95	65.00	41.00	0.00	-4,382.95
560 SOFTBALL EQ/COST	-2,988.89	0.00	0.00	0.00	-2,988.89
565 SWIM EQ/COST	-2,540.92	0.00	0.00	0.00	-2,540.92
570 TENNIS B EQ/COST	-2,606.41	0.00	0.00	0.00	-2,606.41
573 TENNIS G EQ/CONT	103.98	0.00	613.00	0.00	-509.02
575 TRACK B EQ/COST	-4,276.57	0.00	46.96	0.00	-4,323.53
580 TRACK G EQ/COST	-2,449.53	0.00	3,282.92	0.00	-5,732.45
585 VOLLEYBALL EQ/COST	-1,100.85	0.00	0.00	0.00	-1,100.85
590 WRESTLING EQ/COST	-3,853.15	0.00	0.00	0.00	-3,853.15
E ATHLETIC TEAMS Totals:	-56,572.67	225.00	5,699.18	0.00	-62,046.85
F CHEERLEADERS					
612 DANCE TEAM	78.31	0.00	0.00	0.00	78.31
620 FRESHMAN CHEER	3,884.18	0.00	3,744.00	0.00	140.18
625 JV CHEERLEADERS	3,494.44	0.00	3,168.00	0.00	326.44
630 VARSITY CHEERLEADERS	5,843.92	0.00	5,509.00	0.00	334.92
F CHEERLEADERS Totals:	13,300.85	0.00	12,421.00	0.00	879.85
G MUSIC					
700 BAND	2,806.41	1,067.34	1,806.19	0.00	2,067.56
701 BAND UNIFORMS	245.60	32.00	0.00	0.00	277.60
720 MUSICAL	26,362.87	0.00	9,805.14	0.00	16,557.73
725 MUSIC TECH/AUDITORIUM	0.55	0.00	0.00	0.00	0.55
730 ORCHESTRA	-83.37	742.33	333.40	0.00	325.56
733 ORCHESTRA TRIP	317.99	817.00	514.28	0.00	620.71
745 CHORAL MUSIC FR	5,588.51	110.00	3,260.95	-1,111.65	1,325.91
750 SHOW CHOIR	16,952.61	703.00	1,838.39	0.00	15,817.22
755 SINGSATION	26,965.16	0.00	300.00	0.00	26,665.16
760 BAND TRIP	-256,182.68	0.00	0.00	0.00	-256,182.68
770 CHOIR TRIP	1,721.50	1,000.00	457.20	0.00	2,264.30
775 TRI M MUSIC HONOR SOCIETY	878.95	0.00	315.00	0.00	563.95
790 MUSIC DONATIONS	1,261.71	0.00	0.00	0.00	1,261.71
G MUSIC Totals:	-173,164.19	4,471.67	18,630.55	-1,111.65	-188,434.72
H TRANSPORTATION					
800 TRANSPORTATION MISC	-710.22	0.00	0.00	0.00	-710.22
810 TRANS ATHLETICS	-40,539.99	0.00	5,476.63	0.00	-46,016.62
840 TRANS FIELD TRIPS	-9,877.70	0.00	1,805.00	0.00	-11,682.70
849 TRANSPORTATION MUSIC MISC	-412.62	0.00	0.00	0.00	-412.62
851 TR DRAMA	-364.58	0.00	0.00	0.00	-364.58
H TRANSPORTATION Totals:	-51,905.11	0.00	7,281.63	0.00	-59,186.74
I ACADEMIC COURSE FINES					
901 FOREIGN LANG FINES	824.47	75.00	0.00	0.00	899.47
902 ENGLISH FINES	1,184.57	75.00	0.00	0.00	1,259.57
903 MATH FINES	4,083.20	213.42	0.00	0.00	4,296.62
904 SCIENCE FINES	-521.90	30.50	0.00	0.00	-491.40
906 SOCIAL STUDIES FINES	1,417.50	114.00	0.00	0.00	1,531.50
907 BUSINESS FINES	58.86	51.00	0.00	0.00	109.86
I ACADEMIC COURSE FINES Totals:	7,046.70	558.92	0.00	0.00	7,605.62
M BANKING (MONEY)					
910 STARTING CASH	-4,539.00	10.00	0.00	0.00	-4,529.00
920 CHECKING ACCCOUNT	3,670.69	34.00	131.65	0.00	3,573.04
930 MONEY MKT INTEREST	15,406.79	271.40	0.00	0.00	15,678.19
M BANKING (MONEY) Totals:	14,538.48	315.40	131.65	0.00	14,722.23

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

Arranged by: 86
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q FEE FUND - EXTRA CURRICULAR					
1000 FIELD TRIPS FEE FUND	14,200.05	3,139.80	0.00	0.00	17,339.85
2220 INTRAMURAL FEE FUND	4,036.00	0.00	0.00	0.00	4,036.00
2338 FCS - FEE FUND	0.00	0.00	0.00	0.00	0.00
2410 DECA FEE FUND	30,950.50	0.00	0.00	0.00	30,950.50
2411 DRAMA FEE FUND	0.00	0.00	0.00	0.00	0.00
2700 BAND FEE FUND	1,297.43	0.00	0.00	0.00	1,297.43
2710 CHOIR FEE FUND	1,097.00	0.00	0.00	1,111.65	2,208.65
2730 ORCHESTRA FEE FUND	676.88	0.00	0.00	0.00	676.88
2733 ORCHESTRA TRIP FEE FUND	726.00	2,040.00	0.00	0.00	2,766.00
2760 BAND TRIP FEE FUND	254,666.64	80.00	0.00	0.00	254,746.64
2770 CHOIR TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
5010 PARTICIPATION FEES	44,490.00	0.00	0.00	0.00	44,490.00
Q FEE FUND - EXTRA CURRICULAR Totals:	352,140.50	5,259.80	0.00	1,111.65	358,511.95
R FEE FUND - POST SECONDARY ED					
7120 AP TESTS	0.00	0.00	0.00	0.00	0.00
R FEE FUND - POST SECONDARY ED Totals:	0.00	0.00	0.00	0.00	0.00
U NOT IN USE					
138	0.00	0.00	0.00	0.00	0.00
157	0.00	0.00	0.00	0.00	0.00
165	0.00	0.00	0.00	0.00	0.00
181	0.00	0.00	0.00	0.00	0.00
183	0.00	0.00	0.00	0.00	0.00
184	0.00	0.00	0.00	0.00	0.00
189	0.00	0.00	0.00	0.00	0.00
211	0.00	0.00	0.00	0.00	0.00
214	0.00	0.00	0.00	0.00	0.00
223	0.00	0.00	0.00	0.00	0.00
226	0.00	0.00	0.00	0.00	0.00
230	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
285	0.00	0.00	0.00	0.00	0.00
303	0.00	0.00	0.00	0.00	0.00
310	0.00	0.00	0.00	0.00	0.00
312	0.00	0.00	0.00	0.00	0.00
330	0.00	0.00	0.00	0.00	0.00
340	0.00	0.00	0.00	0.00	0.00
360	0.00	0.00	0.00	0.00	0.00
371	0.00	0.00	0.00	0.00	0.00
373	0.00	0.00	0.00	0.00	0.00
374	0.00	0.00	0.00	0.00	0.00
403	0.00	0.00	0.00	0.00	0.00
433	0.00	0.00	0.00	0.00	0.00
465	0.00	0.00	0.00	0.00	0.00
485	0.00	0.00	0.00	0.00	0.00
506	0.00	0.00	0.00	0.00	0.00
511	0.00	0.00	0.00	0.00	0.00
516	0.00	0.00	0.00	0.00	0.00
521	0.00	0.00	0.00	0.00	0.00
526	0.00	0.00	0.00	0.00	0.00
531	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Date: 05/01/2010 thru 05/31/2010

87 arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
551	0.00	0.00	0.00	0.00	0.00
556	0.00	0.00	0.00	0.00	0.00
561	0.00	0.00	0.00	0.00	0.00
566	0.00	0.00	0.00	0.00	0.00
571	0.00	0.00	0.00	0.00	0.00
574	0.00	0.00	0.00	0.00	0.00
576	0.00	0.00	0.00	0.00	0.00
581	0.00	0.00	0.00	0.00	0.00
586	0.00	0.00	0.00	0.00	0.00
591	0.00	0.00	0.00	0.00	0.00
600	0.00	0.00	0.00	0.00	0.00
710	0.00	333.33	0.00	0.00	333.33
715	0.00	0.00	0.00	0.00	0.00
735	0.00	0.00	0.00	0.00	0.00
820	0.00	0.00	0.00	0.00	0.00
830	0.00	0.00	0.00	0.00	0.00
845	0.00	0.00	0.00	0.00	0.00
848	0.00	0.00	0.00	0.00	0.00
850	0.00	0.00	0.00	0.00	0.00
852	0.00	0.00	0.00	0.00	0.00
900	0.00	0.00	0.00	0.00	0.00
940	0.00	0.00	0.00	0.00	0.00
2620	0.00	0.00	0.00	0.00	0.00
2625	0.00	0.00	0.00	0.00	0.00
2630	0.00	0.00	0.00	0.00	0.00
U NOT IN USE Totals:	0.00	333.33	0.00	0.00	333.33
Z INVESTMENTS					
950 OSB-MONEY MKT PLUS	-426,065.36	0.00	271.40	0.00	-426,336.76
Z INVESTMENTS Totals:	-426,065.36	0.00	271.40	0.00	-426,336.76
Report Totals:	116,521.82	53,330.36	81,824.54	0.00	88,027.64

*Cyrene M Hunt 6/18/10
Accounting Clerk*



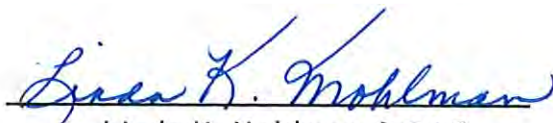
ALL Data

Current Cash Balance Report

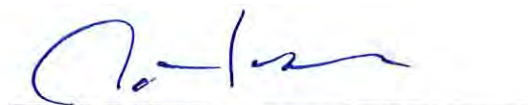
Date: 05/01/2010 thru 05/31/2010

88 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A SUMMER SCHOOL ACCOUNTS					
100 Elementary Summer School	32,005.00	5,050.00	900.00	0.00	36,155.00
120 Middle School Summer School	13,840.00	3,680.00	735.00	0.00	16,785.00
130 Senior High Summer School	49,270.00	11,010.00	700.00	0.00	59,580.00
140 Special Education	1,555.00	585.00	0.00	0.00	2,140.00
145 Special Education Preschool	0.00	0.00	0.00	0.00	0.00
150 Interest	2,557.06	23.31	0.00	0.00	2,580.37
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>99,483.51</u>	<u>20,348.31</u>	<u>2,335.00</u>	<u>0.00</u>	<u>117,496.82</u>
Report Totals:	99,483.51	20,348.31	2,335.00	0.00	117,496.82



Linda K. Mohlman, DSAC
Executive Secretary



Chris Hughes, DSAC
Accounting Manager

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 6640: Section 504 Compliance

MEETING DATE: July 12, 2010

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Compliance with Section 504 of the Rehabilitation Act of 1973

ACTION DESIRED: Approval


BACKGROUND: In 2008 the Rehabilitation Act of 1973 was amended and the amended Act became effective January 1, 2009. In addition to the update of the current policy governing Section 504 Compliance, District procedures regarding Section 504 have been updated.

RECOMMENDATIONS: Approve Policy 6640

IMPLICATIONS OF ADOPTION OR REJECTION: Approval is needed to reflect the change in administrative responsibility for compliance with Section 504.

TIME LINE: Immediate

PERSONS RESPONSIBLE: Charlene Snyder, Mark Feldhausen

SUPERINTENDENT'S APPROVAL: _____  _____

Pupil Services Curriculum, Instruction and Assessment

Section 504 Compliance

50156640

The District will comply with Section 504 of the Rehabilitation Act of 1973 and regulations thereunder as amended, and shall ensure that students who are disabled within the definition of Section 504 are identified, evaluated, and provided with appropriate educational services. The Director of ~~Pupil Services~~ Special Education or designee has been assigned to coordinate compliance efforts and investigate any complaints regarding students and Section 504. Building principals are responsible for the implementation of Section 504 procedures in their buildings.

Legal Reference:

Section 504 of the Rehabilitation Act of 1973

34

— C.F.R. §104.1 *et seq.*

Policy Approved: December 20, 1993

Revised: August 7, 2000

Reaffirmed: April 21, 2008

Revised: June XX, 2010

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Superintendent Goals for 2010-2011

MEETING DATE: July 12, 2010

DEPARTMENT: Board of Education

TITLE AND BRIEF DESCRIPTION: Each year the Board approves the goals set for the Superintendent

ACTION DESIRED: Approval

BACKGROUND:

OPTIONS/ALTERNATIVE CONSIDERATIONS:

RECOMMENDATIONS: Approval

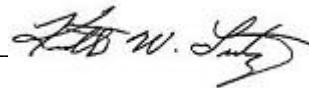
STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIME LINE:

PERSONS RESPONSIBLE: Board of Education

SUPERINTENDENT'S APPROVAL: _____



SUPERINTENDENT GOALS 2010-2011

1. *Financial Impact to State Aid to Education*
2. *Gallup Survey Results and Implementation*
3. *Learning Community Participation and Millard Public School Best Interests*

AGENDA SUMMARY SHEET

AGENDA ITEM: Sale of School Property

MEETING DATE: July 12, 2010

DEPARTMENT: Business Office

TITLE AND BRIEF DESCRIPTION: Sale of donated school property from the Wiebe family.

ACTION DESIRED: Sell the school property.

BACKGROUND: The property was donated to the Millard Public Schools by the Wiebe estate. After further research it is deemed more advantageous for the school district to sell the property then to occupy.

OPTIONS/ALTERNATIVE CONSIDERATIONS: The school district would occupy at a cost of \$100,000 to \$200,000 for alternations.

RECOMMENDATIONS: Recommendations would be to go ahead with the sale of the property.

STRATEGIC PLAN REFERENCE: Strategy 1

IMPLICATIONS OF ADOPTION OR REJECTION:

TIME LINE: Immediate

PERSONS RESPONSIBLE: Ken Fossen

SUPERINTENDENT'S APPROVAL: _____  _____

YOUNG & WHITE
LAW OFFICES

MALCOLM D. YOUNG
DUNCAN A. YOUNG
JEFF C. MILLER
DAVID J. SELBY
KEITH I. KOSAKI

8742 FREDERICK STREET
P.O. BOX 241368
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Telephone (402) 393-6500
Facsimile (402) 393-6323
E-Mail lawoffices@youngandwhite.com

ELKHORN OFFICE
20283 WIRT STREET
OMAHA, NE 68022
(402) 289-1890

LELAND G. WHITE
(1888-1891)

July 2, 2010

Robert Mormann
BlueStem Marketing LLC
11045 O Street
Omaha, NE 68137

RE: Millard Public School District Public Sale

Dear Mr. Mormann:

This is to acknowledge the bid opening for offers on the sale of the property located at 3626 So. 149th Street, Omaha, Nebraska.

The Superintendent of Schools for the Millard Public School District will present this matter for the Board's action at its regularly scheduled meeting on July 12, 2010. In accordance with the Notice of Public Sale, the Superintendent will recommend to the Board that they accept the offer in the amount of \$500,000.00. Your check #535038 made payable to the Millard Public School District will be retained by the District in accordance with the Notice of Public Sale until closing.

In the event the Board approves the offer in accordance with the recommendation from the Superintendent, the District will immediately proceed to closing in accordance with your offer. The District cannot represent at this time that the closing can take place within ten (10) days; however, rest assured that the District will act expeditiously to close the sale.

Thank you, again, for your interest in the property. At your direction we will be dealing directly with John Heine as your representative, unless directed otherwise.

Yours very truly,

/s/ Duncan A. Young
Duncan A. Young

DAY/sh
cc: Keith Lutz
Ken Fossen

AGENDA SUMMARY SHEET

AGENDA ITEM:	Approve Millard Public Schools 6-12 Industrial Technology Framework
MEETING DATE:	July 12, 2010
DEPARTMENT:	Educational Services
TITLE:	Millard Public Schools 6-12 Industrial Technology Framework
BRIEF DESCRIPTION:	<p>The 6-12 Industrial Technology Framework is being presented for approval. Included in the framework: District Mission and Beliefs; Content Area Philosophy; Academic and Life Skills; Curriculum Planning Committee and Focus Group Participants; and the Timeline of Development Events. Included is the Industrial Technology Matrix based on Industry Standards and aligned with the Nebraska Career Education Model defined by the Nebraska Department of Education. The Matrix defines the courses and associated standards and indicators. The appendix includes course descriptions for newly designed courses.</p> <ul style="list-style-type: none"> • The middle school industrial technology program will continue with the current hands-on modules and will be updated to explore the high school career pathways. • The high school industrial technology curriculum is based upon four Pathways: Construction, Engineering, Manufacturing, and Power and Mechanized Systems. Three current courses did not align with the defined pathways and are recommended for discontinuation (see appendix). • The course sequence in the pathways of Construction and Manufacturing were revised to reflect current industry standards. • The Engineering Pathway has been revised to align to <i>Project Lead the Way</i> to ensure the curriculum meets a national standard recognized by post secondary institutions. <i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) pathway by the United States Department of Education and Nebraska Department of Education. • The Power and Mechanized Systems Pathway is a proposed addition to expand opportunities for Millard students in a future area of need defined by Workforce Development data through Nebraska Department of Labor. • The proposed high school course changes streamline and align to post secondary courses and industry standards. The Industrial Technology pathways programmatic design was created based on current facilities and will have minimal impact. The course changes and the impact on facilities, equipment and staffing are included on a table within the appendix.

ACTION DESIRED: Approval

BACKGROUND: The 6-12 Industrial Technology Framework was created following Policy 6120 and Rule 6120.1 through Phase I based on input from the Curriculum Planning Committee and the Community Focus Group. The proposed framework was reviewed by Educational Services Cabinet and Superintendent's Cabinet.

Upon approval of the framework, committees will convene under the facilitation of Janet Larson, Industrial Technology MEP Facilitator, to complete Phase II of the Millard Education Program Cycle procedures for future recommendation to the Board of Education.

RECOMMENDATIONS: Recommend approval of the 6-12 Industrial Technology Framework

STRATEGIC PLAN

REFERENCE: None

TIMELINE: 2010-2011

RESPONSIBLE

PERSON(S): Mark Feldhausen, Nancy Johnston, Barb Waller, and Heather Daubert

SUPERINTENDENT'S APPROVAL:  _____

BOARD ACTION:

6 – 12

Industrial Technology Framework

Spring 2010



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District Mission and Beliefs

6-12 Industrial Technology Philosophy

District Mission:

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

District Beliefs:

We believe:

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

6-12 Industrial Technology Philosophy Statement:

The philosophy of Industrial Technology is to provide all students with a performance-based education that incorporates technical knowledge, skills, and literacy along with career exploration. This will lead a student to enter, maintain, and advance in a career or post-secondary program. Industrial Technology promotes the synthesis and application of academic knowledge and life skills.

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

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

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards on District-wide assessments. This proficiency, along with the successful completion of 225 credits (230 credits for class of 2013 and beyond) and a Personal Learning Plan (PLP), is used for diploma granting or denial.

LANGUAGE ARTS

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

MATHEMATICS

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE

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

SOCIAL STUDIES

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

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

LANGUAGE ARTS

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

FINANCIAL LITERACY

- Demonstrate skills to manage financial resources.
- Make sound financial choices by using appropriate resources.

HUMAN RELATIONS

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

TECHNOLOGY

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

FINE AND PERFORMING ARTS

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

WELLNESS

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

LIFE SKILLS AND PERFORMANCES

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

READINESS FOR WORK

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

READINESS FOR LIFE-LONG LEARNING

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

CITIZENSHIP

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

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

Rule Adopted: May 3, 1999
 Revised: June 18, 2001; July 21, 2003;
 December 4, 2006; March 2, 2009
 March 1, 2010

Industrial Technology Curriculum Planning Committee Members 2009-10

Under the facilitation of Heather Daubert, MEP Facilitator Industrial Technology

Secondary

Gene Adams	SHS Industrial Technology
Rick Baker	WHS Industrial Technology
Jeff Banker	SHS Industrial Technology
Eric Daigle	NMS Industrial Technology
Judy Elledge	NHS Special Education Resource
Nick Friedrichsen	WHS Industrial Technology
Denny Hanley	MPS MEP Technology Facilitator
Mike Hansen	CMS Industrial Technology
Spencer Hawkins	BMS Industrial Technology
Casey Hurner	WHS Special Education Resource
Nancy Johnston	MPS Director of Secondary Education
Pat Meeker	KMS Assistant Principal
Mitch Mentzer	WHS Industrial Technology
Dave Patten	NHS Industrial Technology
Joe Philippi	SHS Industrial Technology
Andy Pinkall	SHS Assistant Principal
Jaisa Poppleton	SHS Industrial Technology
Jennifer Reid	MPS English Language Learners Department Head
Matt Shrader	NHS Industrial Technology
Barb Waller	MPS Career and Technical Education Coordinator

Millard Public Schools 2009 Industrial Technology Community Focus Group

Under the facilitation of Heather Daubert, MEP Facilitator Industrial Technology

Gene Adams	Millard Public Schools
Rick Baker	Millard Public Schools
Katie Beach	NMC (Caterpillar)
Heather Daubert	Millard Public Schools
Rosemary Edzie	UNL's Durham School/ Peter Kiewit Institute
Doug Fletcher	OSHA
Jay Hutfles	Werner Enterprises, Inc.
Nancy Johnston	Millard Public Schools
Andy Lange	Morrissey Engineering
Erika Volker	NDE Partnerships for Innovation
Jim Vyhlidal	Tri-V-Tool & Trade
John Vyhlidal	Tri-V-Tool & Trade
Barb Waller	Millard Public Schools
Christine Warren	UNL's Durham School/ Peter Kiewit Institute

Industrial Technology Framework Committee Members 2009-10

Under the facilitation of Heather Daubert, MEP Facilitator Industrial Technology

Middle Level

Eric Daigle	NMS Industrial Technology
Mike Hansen	CMS Industrial Technology
Spencer Hawkins	BMS Industrial Technology

Construction

Grant Brassette	SHS Industrial Technology
Mitch Mentzer	WHS Industrial Technology
Matt Shrader	NHS Industrial Technology

Engineering

Rick Baker	WHS Industrial Technology
Nick Friedrichsen	WHS Industrial Technology
Jaisa Poppleton	SHS Industrial Technology
Bob Trauernicht	NHS Industrial Technology

Manufacturing Systems

Gene Adams	SHS Industrial Technology
Jeff Banker	SHS Industrial Technology
Steve Besch	WHS Industrial Technology
John Kirke	NHS Industrial Technology
Dave Patten	NHS Industrial Technology

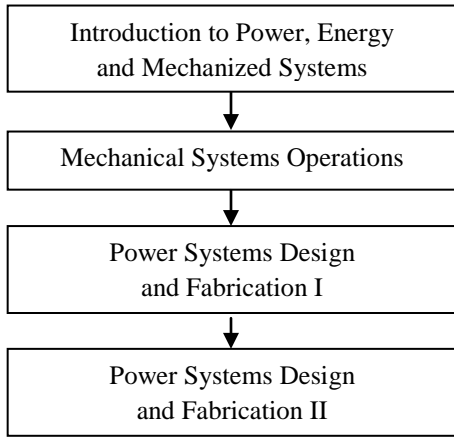
Power and Mechanized Systems

Scott Bohlken	WHS Industrial Technology
Gary Holst	NHS Industrial Technology
Joe Philippi	SHS Industrial Technology

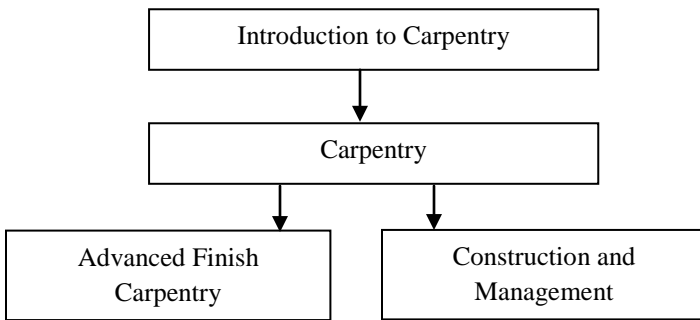
**Phase I Timeline for the 6-12 Industrial Technology
Millard Education Program**

November, 2009	<ul style="list-style-type: none"> • Convened Curriculum Planning Committee. • Reviewed Data Book and determined research topics.
December, 2009 - March, 2010	<ul style="list-style-type: none"> • Research teams conducted research.
December, 2009	<ul style="list-style-type: none"> • Community Focus Group convened.
January, 2010	<ul style="list-style-type: none"> • Research shared with the Curriculum Planning Committee. • Course pathways were identified and additional research conducted.
January, 2010	<ul style="list-style-type: none"> • Representatives from the University of Nebraska Lincoln's Durham School of Architecture and Construction Management and Metropolitan Community College met with the Millard Public Schools Construction and Power and Mechanized Systems teams.
February, 2010	<ul style="list-style-type: none"> • 6-12 Industrial Technology Department toured and visited with representatives of the University of Nebraska Lincoln's Durham School of Architecture and Construction Management, Omaha Campus, and Metropolitan Community College, South Omaha Campus.
February-April, 2010	<ul style="list-style-type: none"> • Course pathways further defined. • Industrial Technology Framework Committee began writing the MPS 6-12 Industrial Technology Matrix.
April, 2010	<ul style="list-style-type: none"> • Curriculum Planning Committee made final course and pathway recommendations to Educational Services and the Industrial Technology Framework Committee.
April, 2010	<ul style="list-style-type: none"> • Educational Services Cabinet made recommendations. • Industrial Technology Framework Committee finalized the 6-12 Industrial Technology Framework.
July, 2010	<ul style="list-style-type: none"> • Millard Public Schools Board of Education approved the 6-12 Industrial Technology Framework.

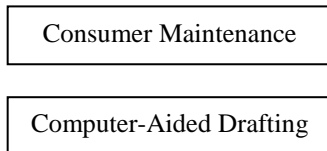
Power and Mechanized Systems Pathway



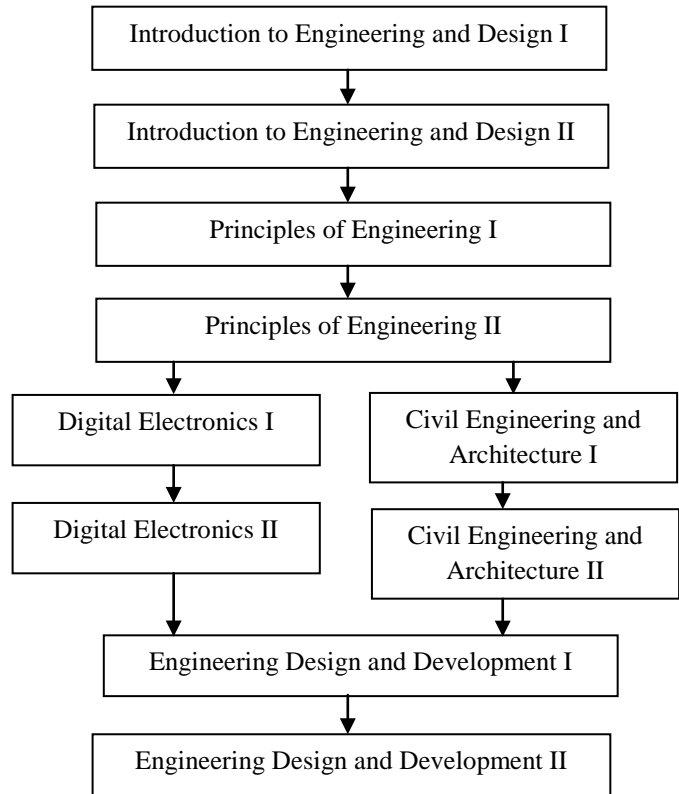
Construction Pathway



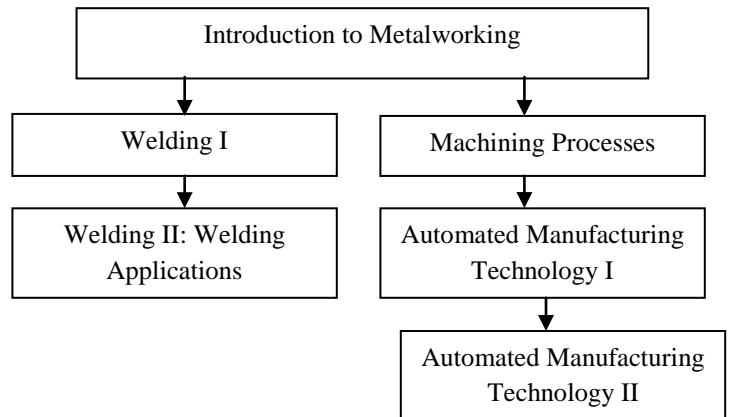
The following stand-alone courses are not part of any pathway and may be taken at any time.



Engineering Pathway



Manufacturing Pathway



Students who complete a single pathway are encouraged to expand their knowledge through an additional pathway. Students would begin the second pathway with the listed course, which in some cases exempts them from a prerequisite course.

- Power and Mechanized Systems Pathway: Introduction to Power, Energy and Mechanized Systems
- Engineering: Introduction to Engineering and Design I
- Construction Pathway: Carpentry
- Manufacturing Pathway: Welding I or Machining Processes

Introduction to 6-12 Industrial Technology Matrix

Introduction

The 6-12 Industrial Technology Standards and Indicators are sequenced in the following Matrix.

Nomenclature

The nomenclature for the standards and indicators is as follows:

IT Industrial Technology

M Millard Standard

6-8; 12 Grade Level

Comprehensive Pathway Standards

C Construction Pathway

E Engineering Pathway

M Manufacturing Pathway

PS Power and Mechanized Systems Pathway

Course Level Standards

Construction Pathway

IC Introduction to Carpentry

C Carpentry

AFC Advanced Finish Carpentry

CMGT Construction and Management

CM Consumer Maintenance

SYN Synergistics (middle school program)

Engineering Pathway

IED Introduction to Engineering and Design

POE Principles of Engineering

DE Digital Electronics

CEA Civil Engineering and Architecture

EDD Engineering Design and Development

SYN Synergistics (middle school program)

Manufacturing Pathway

IM Introduction to Metalworking

MP Machining Processes

AMTI Automated Manufacturing Technology I

AMTII Automated Manufacturing Technology II

WI	Welding I
WII	Welding II
SYN	Synergistics (middle school program)

Power and Mechanized Systems Pathway

IPEMS	Introduction to Power, Energy, and Mechanized Systems
MSO	Mechanical Systems and Operations
PSDFI	Power System Design and Fabrication I
PSDFII	Power System Design and Fabrication II
SYN	Synergistics (middle school program)

1-7 Concepts of each Course Level Standard

1	Safety
2	Oral and Written Communication
3	Employability Skills
4	Career Exploration
5	Technical Knowledge and Skills
6	Technical Communication (CAD, Print Reading)
7	Technical Math

Examples

IT M M-IM 12.1.a

IT	Industrial Technology
M	Millard Public School Standard
M	Comprehensive Pathway Standard: Manufacturing Pathway
IM	Course Level Standard: Introduction to Metalworking
12	Grade Level: 12
1	Concept Number: 1 - Safety
a	Curricular Indicator: a - Model general shop safety practices.

IT M C-IC 12.3 b

IT	Industrial Technology
M	Millard Public School Standard
C	Comprehensive Pathway Standard: Construction Pathway
IC	Course Level Standard: Introduction to Carpentry
12	Grade Level: 12
3	Concept Number: 3 - Employability Skills
b	Curricular Indicator: b - Use job roles to work effectively as a team member.

**6- 12 Comprehensive Construction Pathway Standards:
Students will demonstrate competency in the practices and skills of the Construction Pathway.**

Concepts	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
Safety	IT M C-SYN 6-8.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).	IT M C-IC 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).	IT M C-C 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).	IT M C-AFC 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).	IT M C-CMGT 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).	IT M C-CM 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).
Oral/Written Communication	IT M C-SYN 6-8.2 Apply speaking and technical writing skills to communicate key ideas.	IT M C-IC 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M C-C 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M C-AFC 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M C-CMGT 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M C-CM 12.2 Apply speaking and technical writing skills to communicate key ideas.
Employability Skills	IT M C-SYN 6-8.3 Demonstrate appropriate employability skills throughout the course.	IT M C-IC 12.3 Demonstrate appropriate employability skills throughout the course.	IT M C-C 12.3 Demonstrate appropriate employability skills throughout the course.	IT M C-AFC 12.3 Demonstrate appropriate employability skills throughout the course.	IT M C-CMGT 12.3 Demonstrate appropriate employability skills throughout the course.	IT M C-CM 12.3 Demonstrate appropriate employability skills throughout the course.
Career Exploration	IT M C-SYN 6-8.4 Investigate educational opportunities.	IT M C-IC 12.4 Investigate educational opportunities and employment requirements related to construction careers.	IT M C-C 12.4 Investigate educational opportunities and employment requirements related to construction careers.	IT M C-AFC 12.4 Investigate educational opportunities and employment requirements related to construction careers.	IT M C-CMGT 12.4 Investigate educational opportunities and employment requirements related to construction careers.	IT M C-CM 12.4 Investigate educational opportunities and employment requirements related to construction careers.

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of the Construction Pathway.						
Concepts	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
Technical Knowledge and Skills	IT M C-SYN 6-8.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M C-IC 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M C-C 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M C-AFC 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M C-CMGT 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M C-CM 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.
Technical Communication (CAD, print reading)	IT M C-SYN 6-8.6 Read, interpret, and create graphic representations.	IT M C-IC 12.6 Read, interpret, and create graphic representations.	IT M C-C 12.6 Read, interpret, and create graphic representations.	IT M C-AFC 12.6 Read, interpret, and create graphic representations.	IT M C-CMGT 12.6 Read, interpret, and create graphic representations.	IT M C-CM 12.6 Read, interpret, and create graphic representations.
Technical Math	IT M C-SYN 6-8.7 Apply computational and geometric skills to course-specific goals.	IT M C-IC 12.7 Apply computational and geometric skills to course-specific goals.	IT M C-C 12.7 Apply computational and geometric skills to course-specific goals.	IT M C-AFC 12.7 Apply computational and geometric skills to course-specific goals.	IT M C-CMGT 12.7 Apply computational and geometric skills to course-specific goals.	IT M C-CM 12.7 Apply computational and geometric skills to course-specific goals.

**6- 12 Comprehensive Construction Pathway Standards:
Students will demonstrate competency in the practices and skills of the Construction Pathway.**

Concepts	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
Safety	IT M C-SYN 6-8.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).	IT M C-IC 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).	IT M C-C 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).	IT M C-AFC 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).	IT M C-CMGT 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).	IT M C-CM 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up).
Safety Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M C-IC 12.1.a Model general shop safety practices.	IT M C-C 12.1.a Model general shop safety practices.	IT M C-AFC 12.1.a Model general shop safety practices.	IT M C-CMGT 12.1.a Model general shop safety practices.	IT M C-CM 12.1.a Model general shop safety practices.
		IT M C-IC 12.1.b Assess the need for safe working habits in today's construction industry.	IT M C-C 12.1.b Assess the need for safe working habits in today's construction industry.	IT M C-AFC 12.1.b Assess the need for safe working habits in today's construction industry.	IT M C-CMGT 12.1.b Assess the need for safe working habits in today's construction industry.	IT M C-CM 12.1.b Assess the need for safe working habits in today's construction industry.
		IT M C-IC 12.1.c Demonstrate safe practices of hand tools.	IT M C-C 12.1.c Identify and demonstrate safe practices of the tools and machines in the shop and home.	IT M C-AFC 12.1.c Discuss the health and safety aspects of working around power tools and hazardous liquids.	IT M C-CMGT 12.1.c Demonstrate safe practices of portable power tools.	IT M C-CM 12.1.c Discuss the health and safety aspects of working around power tools and hazardous liquids.
		IT M C-IC 12.1.d Demonstrate safe practices of portable power tools.	IT M C-C 12.1.d Demonstrate safe practices of portable power tools.	IT M C-AFC 12.1.d Examine and model safe sawing with hand and portable power tools.	IT M C-CMGT 12.1.d Demonstrate safe practices of stationary power tools.	IT M C-CM 12.1.d Discuss and demonstrate the safe use of tools used in cabinet making.

**6- 12 Comprehensive Construction Pathway Standards:
Students will demonstrate competency in the practices and skills of Construction.**

Concept	Course Level Standards										
<p align="center">Safety Curricular Indicators</p> <p><i>Synergistics</i> has its own identified course curriculum. For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p align="center">IT 6-8</p>	<p align="center">Introduction to Carpentry</p>	<p align="center">Carpentry</p>	<p align="center">Advanced Finish Carpentry</p>	<p align="center">Construction and Management</p>	<p align="center">Consumer Maintenance</p>					
							IT M C-IC 12.1.e Demonstrate safe practices of stationary power tools.	IT M C-C 12.1.e Demonstrate safe practices of stationary power tools.	IT M C-AFC 12.1.e Discuss sawing with stationary power tools	IT M C-CMGT 12.1.e List reasons why safety is a growing concern to the employer as well as the craftsman (Liability Insurance; Workman's Compensation).	IT M C-CM 12.1.e Explain concrete safety pertaining to chemicals and burns.
							IT M C-IC 12.1.f Explain Occupational Safety and Health Administration (OSHA).	IT M C-C 12.1.f Examine and explain electrical safety.		IT M C-CMGT 12.1.f Discuss the need for safe use of tools, and general working habits.	IT M C-CM 12.1.f Demonstrate safe practices with circuits and shocks.
							IT M C-IC 12.1.g List safety features and practices for each circular saw.	IT M C-C 12.1.g List safety features and practices for each circular saw.	.	IT M C-CMGT 12.g Demonstrate proper use of safety equipment (Table saw guard, height, harnesses, etc.).	IT M C-CM 12.1.g Discuss plumbing tool safety.
								IT M C-C 12.1.g Practice safe use of power drills and fastener drivers.	IT M C-AFC 12.1.g Explain safe surfacing with planes and scrapers	IT M C-CMGT 12.h Assess the need for the Federal Occupational Safety and Health Act of 1971.	IT M C-CM 12.1.h Discuss roofing safety.
								IT M C-C 12.1.h Demonstrate safe working practices when using pneumatic tools (brad and finish nailer).			IT M C-CM 12.1.i Discuss the safety of floor covering tools.
								IT M C-C 12.1.i Practice the safe use of the plate jointer.	T M C-AFC 12.1.f Review safe surfacing with the jointer and planer.		

**6- 12 Comprehensive Construction Pathway Standards:
Students will demonstrate competency in the practices and skills of Construction.**

Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
Oral/Written Communication	IT M C-SYN 6-8.2 Apply speaking and technical writing skills to communicate key ideas.	IT M C-IC 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M C-C 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M C-AFC 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M C-CMGT 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M C-CM 12.2 Apply speaking and technical writing skills to communicate key ideas.
Oral/Written Communication Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M C-IC 12.2.a Use appropriate technical vocabulary (ex. Reference points, hand tool ID, power tool ID, and sheet metal, framing components, cabinet components).	IT M C-C 12.2.a Use appropriate technical vocabulary (ex. Reference points, hand tool ID, power tool ID, and sheet metal, framing components, cabinet components).	IT M C-AFC 12.2.a Use appropriate technical vocabulary (ex. Reference points, hand tool ID, power tool ID, and sheet metal, framing components, cabinet components).	IT M C-CMGT 12.2.a Use appropriate technical vocabulary (ex. Reference points, hand tool ID, power tool ID, Framing members, wall members, roof members, floor members, foundation members, mechanical/HVAC members).	IT M C-CM 12.2.a Use appropriate technical vocabulary (ex. Reference points, hand tool ID, power tool ID, and sheet metal, framing components, cabinet components).
		IT M C-IC 12.2.b Use technical writing.	IT M C-C 12.2.b Use technical writing.	IT M C-AFC 12.2.b Use technical writing.	IT M C-CMGT 12.2.b Use technical writing.	IT M C-CM 12.2.b Use technical writing.
		IT M C-IC 12.2.c Use proper construction symbols.	IT M C-C 12.2.c Use proper construction symbols.	IT M C-AFC 12.2.c Use proper construction symbols.	IT M C-CMGT 12.2.c Use proper construction symbols.	IT M C-CM 12.2.c Use proper construction symbols.
				IT M C-AFC 12.2.d Given general plans, the learner will create a written plan of procedure, cut list, and bill of materials.	IT M C-CMGT 12.2.d Create and defend a project proposal.	

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of Construction.						
Concept	Course Level Standards					
Oral/Written Communication Curricular Indicators	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
	<i>Synergistics</i> has its own identified course curriculum.				IT M C-CMGT 12.2.e Retrieve prices from vendors.	
	For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.				IT M C-CMGT 12.2.f Write a proposal to a client with a business name, expected income, expenses, logo, etc.	
					IT M C-CMGT 12.2.g Write a bid.	

6- 12 Comprehensive Construction Pathway Standards:						
Students will demonstrate competency in the practices and skills of Construction.						
Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
Employability Skills	IT M C-SYN 6-8.3 Demonstrate appropriate employability skills throughout the course.	IT M C-IC 12.3 Demonstrate appropriate employability skills throughout the course.	IT M C-C 12.3 Demonstrate appropriate employability skills throughout the course.	IT M C-AFC 12.3 Demonstrate appropriate employability skills throughout the course.	IT M C-CMGT 12.3 Demonstrate appropriate employability skills throughout the course.	IT M C-CM 12.3 Demonstrate appropriate employability skills throughout the course.
Employability Skills Curricular Indicators	<i>Synergistics</i> has its own identified course curriculum. For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.	IT M C-IC 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M C-C 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M C-AFC 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M C-CMGT 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M C-CM 12.3.a Use appropriate collaboration to complete tasks and assigned work.
		IT M C-IC 12.3.b Use job roles to work effectively as a team member.	IT M C-C 12.3.b Use job roles to work effectively as a team member.	IT M C-AFC 12.3.b Use job roles to work effectively as a team member.	IT M C-CMGT 12.3.b Use job roles to work effectively as a team member.	IT M C-CM 12.3.b Use job roles to work effectively as a team member.
		IT M C-IC 12.3.c Be punctual to class and maintain regular attendance.	IT M C-C 12.3.c Be punctual to class and maintain regular attendance.	IT M C-AFC 12.3.c Be punctual to class and maintain regular attendance.	IT M C-CMGT 12.3.c Be punctual to class and maintain regular attendance.	IT M C-CM 12.3.c Be punctual to class and maintain regular attendance.

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of Construction.						
Concepts	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
Career Exploration	IT M C-SYN 6-8.4 Investigate educational opportunities.	IT M C-IC 12.4 Investigate educational opportunities and employment requirements related to construction careers.	IT M C-C 12.4 Investigate educational opportunities and employment requirements related to construction careers.	IT M C-AFC 12.4 Investigate educational opportunities and employment requirements related to construction careers.	IT M C-CMGT 12.4 Investigate educational opportunities and employment requirements related to construction careers.	IT M C-CM 12.4 Investigate educational opportunities and employment requirements related to construction careers.
Career Exploration Curricular Indicators	<i>Synergistics</i> has its own identified course curriculum. For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.	IT M C-IC 12.4.a Explore construction trades and job opportunities (ex. news articles, text, career tech expo; Skill USA). IT M C-IC 12.4.b Select a journal article and summarize how it applies to the construction pathway.	IT M C-C 12.4.a Explore construction trades and job opportunities (ex. news articles, text, career tech expo; Skill USA). IT M C-C 12.4.b Do a presentation on the career opportunities w/in this field.	IT M C-C 12.4.a Explore construction trades and job opportunities (ex. news articles, text, career tech expo; Skill USA).	IT M C-CMGT 12.4.a Explore construction trades and job opportunities (ex. news articles, text, career tech expo; Skill USA). IT M C-CMGT 12.4.b Create and defend a project proposal.	IT M C-CM 12.4.a Explore construction trades and job opportunities (ex. news articles, text, career tech expo; Skill USA).

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of Construction.						
Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
Technical Knowledge and Skills	IT M C-SYN 6-8.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M C-IC 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M C-C 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M C-AFC 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M C-CMGT 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M C-CM 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.
Technical Knowledge and Skills Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M C-IC 12.5.a Identify wall parts.	IT M C-C 12.5.a Demonstrate the application of various measuring tools. (steel rule, tape measure, squares)	IT M C-AFC 12.5.a Select marking, measuring and layout tools.	IT M C-CMGT 12.5.a Identify Residential construction styles. (ranch, tudor, bungalow, duplex, townhome, split, etc.)	IT M C-CM 12.5.a Differentiate between the different types of foundations.
<i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i>		IT M C-IC 12.5.b Build a wall and a door opening.	IT M C-C 12.5.b Compare and contrast sawing, edge cutting, fastening, drilling and boring tools for both metal and wood (nail vs. glue).	IT M C-AFC 12.5.b Identify and order supplies required to build a project.	IT M C-CMGT 12.5.b Identify types of foundations, including: poured concrete, CMU (block), ICF (insulated concrete forms).	IT M C-CM 12.5.b Compare and contrast building materials and explain the structural parts of a house.
		IT M C-IC 12.5.c Identify the parts of a board.	IT M C-C 12.5.c Examine and illustrate the need for proper maintenance of hand tools.	IT M C-AFC 12.5.c Layout lines and use geometric shapes.	IT M C-CMGT 12.5.c Identify types of floors, including: platform construction, joist, truss, engineered beams, post and beam.	IT M C-CM 12.5.c Compare and contrast roofing materials.

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of Construction.						
Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
<p>Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M C-IC 12.5.d Differentiate between cuts on a board.	IT M C-C 12.5.d Demonstrate the cognitive ability to select quality tools for the proper task.	IT M C-AFC 12.5.d Identify the differences between cabinet styles.	IT M C-CMGT 12.5.d Identify types of walls, including: load-bearing, partitioned, 2X4, 2X6, wall members.	IT M C-CM 12.5.d Explain the statement "What do you own?" in reference to fence guidelines, covenants, local codes, and dial before you dig.
		IT M C-IC 12.5.e Demonstrate basic joinery and fasteners.	IT M C-C 12.5.e Practice the proper use of required hand tools.	IT M C-AFC 12.5.e Identify the difference between function and form of a cabinet.	IT M C-CMGT 12.5.e Identify the types of roofs, including: gable, hip & ridge, mansard, etc.	IT M C-CM 12.5.e Build a set of concrete forms, do a slump test and pour concrete.
			IT M C-C 12.5.f Articulate the types of cuts made on circular saws, including rip, crosscut, miter, and compound miter.	IT M C-AFC 12.5.f Design cabinetry that is convenient and flexible and choose the appropriate material for production.	IT M C-CMGT 12.5.f Define members of rafters and trusses.	IT M C-CM 12.5.f Identify concrete materials and tools.
			IT M C-C 12.5.g Practice changing blades as well as proper saw adjustments for each type of circular saw.	IT M C-AFC 12.5.g Describe the human factors that affect finish carpentry.	IT M C-CMGT 12.5.g Identify types of exterior siding, including: sheet, vinyl, concrete, lap, etc.	IT M C-CM 12.5.g Differentiate between cement and concrete.

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of Construction.						
Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
<p>Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>		IT M C-C 12.5.h Perform various cutting tasks as required in completion of a project.	IT M C-AFC 12.5.h Identify the need for a plan.	IT M C-CMGT 12.5.h Explain the different types of windows, including: vinyl, wood, casement, double-hung, awning.	IT M C-CM 12.5.h Identify the tools and materials of interior finish.
			IT M C-C 12.5.i List the drills available and categorize the use for each (cordless, corded, 3/8 inch drill, ½ inch drill, hammer drill, right angle drill).	IT M C-AFC 12.5.i. List the steps in making production decisions.	IT M C-CMGT 12.5.i Identify roofing components, including: tar paper, shingles, ridge cap.	IT M C-CM 12.5.i Practice drywall layout and hanging.
			IT M C-C 12.5.j List the types of bits available and categorize the use for each.	IT M C-AFC 12.5.j Describe the types of working drawings and sketches used by cabinetmakers.	IT M C-CMGT 12.5.j Identify trim styles.	IT M C-CM 12.5.j Demonstrate drywall techniques including hanging, mudding, finishing and patching.
			IT M C-C 12.5.k Discuss the need to drill proper size holes for wood crews.	IT M C-AFC 12.5.k Apply the techniques of sketching to draw isometric, cabinet, and perspective sketches.	IT M C-CMGT 12.5.k Discuss the different types of painting and sealant (caulk).	IT M C-CM 12.5.k Identify tools and materials of an electrical system.

**6- 12 Comprehensive Construction Pathway Standards:
Students will demonstrate competency in the practices and skills of Construction.**

Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
<p align="center">Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>		IT M C-C 12.5.1 Recognize the tasks performed and fasteners used by nail and staple pneumatic drivers.	IT M C-AFC 12.5.1 Explain the activities leading to a finished drawing.	IT M C-CMGT 12.5.1 Create Print take-offs.	IT M C-CM 12.5.1 Explain troubleshooting of circuit breakers.
			IT M C-C 12.5.m List the functions that take place within a pneumatic fastener and list parts associated with these functions.	IT M C-AFC 12.5.m Select proper adhesives for cabinet assembly.	IT M C-CMGT 12.5.m Apply Construction Management skills by assigning jobs to fellow workers (accountant, foreman, laborer, executor, etc.).	IT M C-CM 12.5.m Create an entire electrical circuit including: pull wire through a wall, hang the box, wire in a new switch and place it in receptacle; How to change/add lighting circuits (NOT adding a new switch).
			IT M C-C 12.5.n Explain the need and proper maintenance of pneumatic tools.	IT M C-AFC 12.5.n Identify adhesive characteristics and proper application.	IT M C-CMGT 12.5.n Create a scale model demonstrating structural members and framing.	IT M C-CM 12.5.n Identify the terminology of plumbing.
			IT M C-C 12.5.o Differentiate between various air supply systems and chose the proper system (compressor, fuel, electrical, CO2) for the job.	IT M C-AFC 12.5.o Describe the different types of clamps and how they are used for assembling a project.	IT M C-CMGT 12.5.o Manufacture a physical structure (ex. Metro Omaha Business Association - MOBA playhouse).	IT M C-CM 12.5.o Discuss the responsibility of City Connection.

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of Construction.						
Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
<p>Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p>Synergistics has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>		IT M C-C 12.5.p List the functions performed by a router.	IT M C-AFC 12.5.p Explain how to protect work pieces from clamp and glue damage.		IT M C-CM 12.5.p Differentiate between inflow and outflow systems.
			IT M C-C 12.5.q List the differences between hand and table routers.	IT M C-AFC 12.5.q Discuss the components made by spindle and faceplate turning.		IT M C-CM 12.5.q Examine what plumbing is and how it works.
			IT M C-C 12.5.r List the types of cutters available, describe the function for each and safely change bits.	IT M C-AFC 12.5.r Identify accessories which increase the convenience of a machine.		IT M C-CM 12.5.r Explain the troubleshooting of plumbing.
			IT M C-C 12.5.s Assess the need for jigs/guides.	IT M C-AFC 12.5.s Select appropriate joints based on the product/material and select the proper tools to make them.		IT M C-CM 12.5.s Observe the water flow in a house by the demonstration of sweating pipe.

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of Construction.						
Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
<p>Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>		IT M C-C 12.5.t Differentiate between the jigsaw, saber saw and saws all.	IT M C-AFC 12.5.t Discuss abrasives and how they are used in making cabinets.		IT M C-CM 12.5.t Identify roofing materials.
			IT M C-C 12.5.u Calculate proper blade selection.	IT M C-AFC 12.5.u Demonstrate proper procedures for drilling and boring.		IT M C-CM 12.5.u Explain the tear-off of a roof.
			IT M C-C 12.5.v List the two types of sanders and categorize the use of each (orbital disc and belt sanders).	IT M C-AFC 12.5.v Demonstrate how to wet up and operate a shaper.		IT M C-CM 12.5.v Differentiate between roof types.
			IT M C-C 12.5.w Differentiate between the three types of finish sanders and list applications for each.			IT M C-CM 12.5.w Demonstrate roofing by shingling a section of a roof.
			IT M C-C 12.5.x Identify the need for proper selection of sand paper.			IT M C-CM 12.5.x Discuss what HVAC is.
			IT M C-C 12.5.y Demonstrate the ability to sand with various sanders.			IT M C-CM 12.5.y Observe the maintenance of an A/C, heater, and water heater.

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of Construction.						
Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
<p>Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills component.s</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>		IT M C-C 12.5.z Identify and categorize by use, the type of planers and jointers.			IT M C-CM 12.5.z Explain the basic troubleshooting of HVAC.
			IT M C-C 12.5.aa Discuss how grain direction is determined.			IT M C-CM 12.5.aa Observe the maintenance of A/C, heater and water heater.
			IT M C-C 12.5.bb Identify practical uses for plate jointers. (edge jointing)			IT M C-CM 12.5.bb Explain the basic troubleshooting of HVAC.
			IT M C-C 12.5.cc Discuss proper layout needed for successful plate jointing.			IT M C-CM 12.5.cc Discuss requirements for carbon monoxide detectors and fire alarms.
			IT M C-C 12.5.dd List the numbered plate sizes to their actual size.			IT M C-CM 12.5.dd Create a schedule for lawn care.
			IT M C-C 12.5.ee Practice the safe use of the plate jointer.			IT M C-CM 12.5.ee Discuss fence and retaining wall maintenance.

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of Construction.						
Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
<p>Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>		IT M C-C 12.5.ff Analyze the value of wood as a building material.			IT M C-CM 12.5.ff Demonstrate small motor maintenance such as oil change, blade sharpening, spark plug and choke/primer.
			IT M C-C 12.5.gg Explain the natural defects in wood and how they are used in lumber grading.			IT M C-CM 12.5.gg Differentiate the different types of flooring.
			IT M C-C 12.5.hh Assess the need and application of local building codes.			IT M C-CM 12.5.hh Define insulation, sealants, emissions, windows and CFLs.
			IT M C-C 12.5.ii Demonstrate the selection of materials.			IT M C-CM 12.5.ii Observe efficiency testing.
			IT M C-C 12.5.jj Create a material list and estimate cost for a project.			
			IT M C-C 12.5.kk Build a jig.			

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of Construction.						
Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
Technical Communication	IT M C-SYN 6-8.6 Read, interpret, and create graphic representations.	IT M C-IC 12.6 Read, interpret, and create graphic representations.	IT M C-C 12.6 Read, interpret, and create graphic representations.	IT M C-AFC 12.6 Read, interpret, and create graphic representations.	IT M C-CMGT 12.6 Read, interpret, and create graphic representations.	IT M C-CM 12.6 Read, interpret, and create graphic representations.
Technical Communication Curricular Indicators	<i>Synergistics</i> has its own identified course curriculum. For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.	IT M C-IC 12.6.a Read CAD-created plans to manually sketch initial designs.	IT M C-C 12.6.a Use CAD to represent project designs.	IT M C-AFC 12.6.a Read, interpret and alter CAD-created designs.	IT M C-CMGT 12.6.a Read, interpret and alter CAD-created designs.	
		IT M C-IC 12.6.b Interpret blueprints.				
		IT M C-IC 12.6.c Interpret multi-view drawings.				

6- 12 Comprehensive Construction Pathway Standards: Students will demonstrate competency in the practices and skills of Construction.						
Concept	Course Level Standards					
	IT 6-8	Introduction to Carpentry	Carpentry	Advanced Finish Carpentry	Construction and Management	Consumer Maintenance
Technical Math	IT M C-SYN 6-8.7 Apply computational and geometric skills to course-specific goals.	IT M C-IC 12.7 Apply computational and geometric skills to course-specific goals.	IT M C-C 12.7 Apply computational and geometric skills to course-specific goals.	IT M C-AFC 12.7 Apply computational and geometric skills to course-specific goals.	IT M C-CMGT 12.7 Apply computational and geometric skills to course-specific goals.	IT M C-CM 12.7 Apply computational and geometric skills to course-specific goals.
Technical Math Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M C-IC 12.7.a Apply measurement techniques: Read ruler within 1/16” accuracy and compute fractions.	IT M C-C 12.7.a Apply measurement techniques: Read ruler within 1/16” accuracy and compute fractions.	IT M C-AFC 12.7.a Apply measurement techniques: Read ruler within 1/16” accuracy and compute fractions.	IT M C-CMGT 12.7.a Apply measurement techniques: Read ruler within 1/16” accuracy and compute fractions.	IT M C-CM 12.7.a Apply measurement techniques: Read ruler within 1/16” accuracy and compute fractions.
		IT M C-IC 12.7.b Apply computational and geometric skills to course-specific goals.	IT M C-C 12.7.b Apply computational and geometric skills to course-specific goals.	IT M C-AFC 12.7.b Apply computational and geometric skills to course-specific goals.	IT M C-CMGT 12.7.b Apply computational and geometric skills to course-specific goals.	
			IT M C-C 12.7.c Calculate lumber in board feet for estimating cost.			

**K- 12 Comprehensive Engineering Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Engineering Systems.**

Concepts	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Safety	IT M E–SYN 6-8.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–IED 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–POE 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–DE 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–CEA 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–EDD 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–CAD 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).
Oral and Written Communication	IT M E–SYN 6-8.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–IED 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–POE 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–DE 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–CEA 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–EDD 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–CAD 12.2 Apply speaking and technical writing skills to communicate key ideas.
Employability Skills	IT M E–SYN 6-8.3 Demonstrate appropriate employability skills throughout the course.	IT M E–IED 12.3 Demonstrate appropriate employability skills throughout the course.	IT M E–POE 12.3 Demonstrate appropriate employability skills throughout the course.	IT M E–DE 12.3 Demonstrate appropriate employability skills throughout the course.	IT M E–CEA 12.3 Demonstrate appropriate employability skills throughout the course.	IT M E–EDD 12.3 Demonstrate appropriate employability skills throughout the course.	IT M E–CAD 12.3 Demonstrate appropriate employability skills throughout the course.

**K- 12 Comprehensive Engineering Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Engineering Systems.**

Concepts	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Career Exploration	IT M E–SYN 6-8.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–IED 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–POE 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–DE 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–CEA 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–EDD 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–CAD 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.
Technical Knowledge and Skills	IT M E–SYN 6-8.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.	IT M E–IED 12.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.	IT M E–POE 12.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.	IT M E–DE 12.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.	IT M E–CEA 12.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.	IT M E–EDD 12.7 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.	IT M E–CAD 12.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.
Technical Communication (CAD, print reading)	IT M E–SYN 6-8.6 Read, interpret, and create graphic representations.	IT M E–IED 12.6 Read, interpret, and create graphic representations.	IT M E–POE 12.6 Read, interpret, and create graphic representations.	IT M E–DE 12.6 Read, interpret, and create graphic representations.	IT M E–CEA 12.6 Read, interpret, and create graphic representations.	IT M E–EDD 12.6 Read, interpret, and create graphic representations.	IT M E–CAD 12.6 Read, interpret, and create graphic representations.
Technical Math	IT M E–SYN 6-8.7 Apply computational and geometric skills to course-specific goals.	IT M E–IED 12.7 Apply computational and geometric skills to course-specific goals.	IT M E–POE 12.7 Apply computational and geometric skills to course-specific goals.	IT M E–DE 12.7 Apply computational and geometric skills to course-specific goals.	IT M E–CEA 12.7 Apply computational and geometric skills to course-specific goals.	IT M E–EDD 12.7 Apply computational and geometric skills to course-specific goals.	IT M E–CAD 12.7 Apply computational and geometric skills to course-specific goals.

**K- 12 Comprehensive Engineering Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Engineering Systems.**

Concept	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Safety	IT M E–SYN 6-8.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–IED 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–POE 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–DE 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–CEA 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–EDD 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).	IT M E–CAD 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, inspection, use, clean-up).
Safety Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p align="center"><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p align="center"><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p align="center">For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					<p>IT M E–CAD 12.1.a Model general shop safety practices</p> <hr/> <p>IT M E–CAD 12.1.b Assess the need for safe working habits and practices in today's manufacturing industry. (ex. OSHA)</p> <hr/> <p>IT M E–CAD 12.1.c Demonstrate safe practices when using hand, portable and stationary power tools, and equipment.</p>

K- 12 Comprehensive Engineering Systems Pathway Standards: Students will demonstrate competency in the practices and skills of Engineering Systems.							
Concept	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Oral/Written Communication	IT M E–SYN 6-8.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–IED 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–POE 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–DE 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–CEA 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–EDD 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M E–CAD 12.2 Apply speaking and technical writing skills to communicate key ideas.
Oral/Written Communication Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p>For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					<p>IT M E–CAD 12.2.a Use CAD-specific vocabulary in all written and oral communication.</p>

**K- 12 Comprehensive Engineering Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Engineering Systems.**

Concept	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Employability Skills	IT M E–SYN 6-8.3 Demonstrate appropriate employability skills throughout the course.	IT M E–IED 12.3 Demonstrate appropriate employability skills throughout the course.	IT M E–POE 12.3 Demonstrate appropriate employability skills throughout the course.	IT M E–DE 12.3 Demonstrate appropriate employability skills throughout the course.	IT M E–CEA 12.3 Demonstrate appropriate employability skills throughout the course.	IT M E–EDD 12.3 Demonstrate appropriate employability skills throughout the course.	IT M E–CAD 12.3 Demonstrate appropriate employability skills throughout the course.
Employability Skills Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p align="center"><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p align="center">For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					<p>IT M E–CAD 12.3.a Use appropriate collaboration to complete tasks and assigned work.</p> <p>IT M E–CAD 12.3.b Use job roles to work effectively as a team member.</p> <p>IT M E–CAD 12.3.c Be punctual to class and maintain regular attendance.</p> <p>IT M E–CAD 12.3.d Demonstrate time management skills by completing tasks by the assigned deadlines.</p>

K- 12 Comprehensive Engineering Systems Pathway Standards: Students will demonstrate competency in the practices and skills of Engineering Systems.							
Concept	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Employability Skills Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p>For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					IT M E–CAD 12.3.e Set and reach appropriate personal and classroom goals as they pertain to the course expectations.
							IT M E–CAD 12.3.f Maintain appropriate personal hygiene.
							IT M E–CAD 12.3.g Wear appropriate clothing and personal safety protection equipment to safely work in a lab environment (ex. eye, hearing, etc.).
							IT M E–CAD 12.3.h Self-reflect on personal conduct and expectations.

**K- 12 Comprehensive Engineering Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Engineering Systems.**

Concept	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Career Exploration	IT M E–SYN 6-8.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–IED 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–POE 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–DE 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–CEA 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–EDD 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M E–CAD 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.
Career Exploration Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p align="center"><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p align="center"><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p align="center">For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					IT M E–CAD 12.4.a Explore CAD-related career opportunities.

**K- 12 Comprehensive Engineering Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Engineering Systems.**

Concept	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
<p align="center">Technical Knowledge and Skills</p>	<p>IT M E–SYN 6-8.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.</p>	<p>IT M E–IED 12.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.</p>	<p>IT M E–POE 12.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.</p>	<p>IT M E–DE 12.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.</p>	<p>IT M E–CEA 12.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.</p>	<p>IT M E–EDD 12.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.</p>	<p>IT M E–CAD 12.5 Use the appropriate software, hardware, and portable and stationary power tools to accomplish specific course goals.</p>
<p align="center">Technical Knowledge and Skills Curricular Indicators</p>	<p><i>Synergistics</i> has its own identified course curriculum. For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p align="center"><i>Project Lead the Way</i> has its own identified course curriculum. <i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education. For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					<p>IT M E–CAD 12.5.a CAD Commands: Perform all drawing commands (lines, poly-line, sp-line, arc, circles to specific annotations) to create specifically sized objects. IT M E–CAD 12.5.b CAD Commands: Use plot commands.</p>

**K- 12 Comprehensive Engineering Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Engineering Systems.**

Concept	Course Level Standards
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	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Technical Knowledge and Skills Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p>For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484</p>					<p>IT M E–CAD 12.5.c CAD Commands: Design basic file mgmt(naming, storage, saving, retrieval from student server) for continuing drawings so work is not lost on a daily basis.</p> <p>IT M E–CAD 12.5.d CAD Commands: Use modify commands to alter existing drawings to meet standards and improve efficiency repetitive tasks.</p>

K- 12 Comprehensive Engineering Systems Pathway Standards: Students will demonstrate competency in the practices and skills of Engineering Systems.							
Concepts	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Technical Communication	IT M E–SYN 6-8.6 Read, interpret, and create graphic representations.	IT M E–IED 12.6 Read, interpret, and create graphic representations.	IT M E–POE 12.6 Read, interpret, and create graphic representations.	IT M E–DE 12.6 Read, interpret, and create graphic representations.	IT M E–CEA 12.6 Read, interpret, and create graphic representations.	IT M E–EDD 12.6 Read, interpret, and create graphic representations.	IT M E–CAD 12.6 Read, interpret, and create graphic representations.
Technical Communication Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p>For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					<p>IT M E–CAD 12.6.a In sketching, sketch object to rough size and shape for basic reference to a final product to be graded.</p> <p>IT M E–CAD 12.6.b In sketching, constrain an object (give it dimensions - geometrically, Length, Width, Height, distance, thicknesses).</p>

**K- 12 Comprehensive Engineering Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Engineering Systems.**

Concepts	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
<p>Technical Communication Curricular Indicators</p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p align="center"><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p align="center"><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p align="center">For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					<p>IT M E-CAD 12.6.c In Orthographic Projection, project an object by a multiple viewing capacity (i.e. Front, Top, and Right Side Views in a single drawing space) to better see the object in a two dimensional plane.</p>
							<p>IT M E-CAD 12.6.d Use Parametric Modeling file management (part, drawing, assembly).</p>
							<p>IT M E-CAD 12.6.e Use Parametric Modeling commands.</p>
							<p>IT M E-CAD 12.6.f Use Parametric Modeling sketch commands (draw, constrain, pattern, modify).</p>

**K- 12 Comprehensive Engineering Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Engineering Systems.**

Concepts	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
<p align="center">Technical Communication Curricular Indicators</p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484</p>	<p align="center"><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p>For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					<p>IT M E-CAD 12.6.g Use Parametric Modeling model commands (create, modify, work feature, pattern, surface).</p> <p>IT M E-CAD 12.6.h Use Parametric Modeling tools. (measure, options)</p> <p>IT M E-CAD 12.6.i Use Parametric Modeling manage commands (parameters, styles, standards, insert, layout).</p> <p>IT M E-CAD 12.6.j Use Parametric Modeling annotations.</p>

K- 12 Comprehensive Engineering Systems Pathway Standards: Students will demonstrate competency in the practices and skills of Engineering Systems.							
Concepts	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Technical Communication Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p>For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					IT M E-CAD 12.6.k Use Parametric Modeling view commands (visibility, appearance, windows, navigation).
							IT M E-CAD 12.6.l Use Parametric Modeling plot commands.
							IT M E-CAD 12.6.m Complete a portfolio representing mastery of CAD Commands, Orthographic/Pictorial Projection, Dimensioning/Scalin, Model/Paper Space/Templates.

K- 12 Comprehensive Engineering Systems Pathway Standards: Students will demonstrate competency in the practices and skills of Engineering Systems.							
Concept	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Technical Math	IT M E–SYN 6-8.7 Apply computational and geometric skills to course-specific goals.	IT M E-IED 12.7 Apply computational and geometric skills to course-specific goals.	IT M E–POE 12.7 Apply computational and geometric skills to course-specific goals.	IT M E–DE 12.7 Apply computational and geometric skills to course-specific goals.	IT M E–CEA 12.7 Apply computational and geometric skills to course-specific goals.	IT M E–EDD 12.7 Apply computational and geometric skills to course-specific goals.	IT M E–CAD 12.7 Apply computational and geometric skills to course-specific goals.
Technical Math Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p>For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					<p>IT M E–CAD 12.7.a Apply Basic measurement skills to the nearest 1/16th on an inch on a daily basis through exercise and evaluation of accuracy.</p> <p>IT M E–CAD 12.7.b Convert full size scale to designated scale and vice versa.</p>

**K- 12 Comprehensive Engineering Systems Pathway Standards:
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Concept	Course Level Standards						
	IT 6-8	Introduction to Engineering Design (IED)	Principles of Engineering (POE)	Digital Electronics (DE)	Civil Engineering and Architecture (CEA)	Engineering Design and Development (EDD)	Computer-Aided Drafting (CAD)
Technical Math Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	<p align="center"><i>Project Lead the Way</i> has its own identified course curriculum.</p> <p align="center"><i>Project Lead the Way</i> is recognized as a Science, Technology, Engineering, and Mathematics (STEM) program by the United States Department of Education and Nebraska Department of Education.</p> <p align="center">For the most current course syllabi and associated resources, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484</p>					<p>IT M E-CAD 12.7.c Compare and contrast the difference between Engineering and Architectural scales (measuring devices) applied to board drawing techniques.</p>
							<p>IT M E-CAD 12.7.d Model Paper/Space: Convert a specific drawing to be printed onto a specified size for official documentation, including title, scale, name of designer, and drawing number.</p>

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concepts	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
Safety	T M M-SYN 6-8.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, equipment set-up).	IT M M-IM 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).	IT M M-MP 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).	IT M M-AMTI 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).	IT M M-AMTII 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).	IT M M-WI 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).	IT M M-WII 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).
Oral and Written Communication	IT M M-SYN 6-8.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-IM 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-MP 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-AMTI 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-AMTII 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-WI 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-WII 12.2 Apply speaking and technical writing skills to communicate key ideas.
Employability Skills	IT M M-SYN 6-8.3 Demonstrate appropriate employability skills throughout the course.	IT M M-IM 12.3 Demonstrate appropriate employability skills throughout the course.	IT M M-MP 12.3 Demonstrate appropriate employability skills throughout the course.	IT M M-AMTI 12.3 Demonstrate appropriate employability skills throughout the course.	IT M M-AMTII 12.3 Demonstrate appropriate employability skills throughout the course.	IT M M-WI 12.3 Demonstrate appropriate employability skills throughout the course.	IT M M-WII 12.3 Demonstrate appropriate employability skills throughout the course.

K- 12 Comprehensive Manufacturing Pathway Standards: Students will demonstrate competency in the practices and skills of Manufacturing Technology.							
Concepts	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
Career Exploration	IT M M-SYN 6-8.4 Investigate educational opportunities.	IT M M-IM 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M M-MP 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M M-AMTI 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M M-AMTII 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M M-WI 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M M-WII 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.
Technical Knowledge and Skills	IT M M-SYN 6-8.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M M-IM 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M M-MP 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M M-AMTI 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M M-AMTII 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M M-WI 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M M-WII 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.
Technical Communication (CAD, print reading)	IT M M-SYN 6-8.6 Read, interpret, and create graphic representations.	IT M M-IM 12.6 Read, interpret, and create graphic representations.	IT M M-MP 12.6 Read, interpret, and create graphic representations.	IT M M-AMTI 12.6 Read, interpret, and create graphic representations.	IT M M-AMTII 12.6 Read, interpret, and create graphic representations.	IT M M-WI 12.6 Read, interpret, and create graphic representations.	IT M M-WII 12.6 Read, interpret, and create graphic representations.
Technical Math	IT M M-SYN 6-8.7 Apply computational skills to course-specific goals.	IT M M-IM 12.7 Apply computational and geometric skills to course-specific goals.	IT M M-MP 12.7 Apply computational and geometric skills to course-specific goals.	IT M M-AMTI 12.7 Apply computational and geometric skills to course-specific goals.	IT M M-AMTII 12.7 Apply computational and geometric skills to course-specific goals.	IT M M-WI 12.7 Apply computational and geometric skills to course-specific goals.	IT M M-WII 12.7 Apply computational and geometric skills to course-specific goals.

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
Safety	T M M-SYN 6-8.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, equipment set-up).	IT M M-IM 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).	IT M M-MP 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).	IT M M-AMTI 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).	IT M M-AMTH 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).	IT M M-WI 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).	IT M M-WII 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).
Safety Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M M-IM 12.1.a Model general shop safety practices.	IT M M-MP 12.1.a Model general shop safety practices.	IT M M-AMTI 12.1.a Model general shop safety practices.	IT M M-AMTH 12.1.a Model general shop safety practices.	IT M M-WI 12.1.a Model general shop safety practices.	IT M M-WII 12.1.a Model general shop safety practices.
IT M M-IM 12.1.b Demonstrate safe practices when using hand tools.		IT M M-MP 12.1.b Demonstrate safe practices when using hand tools.	IT M M-AMTI 12.1.b Demonstrate safe practices when using hand tools.	IT M M-AMTH 12.1.b Demonstrate safe practices when using hand tools.	IT M M-WI 12.1.b Demonstrate safe practices when using hand tools.	IT M M-WII 12.1.b Demonstrate safe practices when using hand tools.	
IT M M-IM 12.1.c Demonstrate safe practices when using portable and stationary power tools and equipment.		IT M M-MP 12.1.c Demonstrate safe practices when using portable and stationary power tools and equipment.	IT M M-AMTI 12.1.c Demonstrate safe practices when using portable and stationary power tools and equipment.	IT M M-AMTH 12.1.c Demonstrate safe practices when using portable and stationary power tools and equipment.	IT M M-WI 12.1.c Demonstrate safe practices when using portable and stationary equipment.	IT M M-WII 12.1.c Demonstrate safe practices when using portable and stationary equipment.	

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
Safety Curricular Indicators		IT M M-IM 12.1.d Assess the need for safe working habits in today's manufacturing industry.	IT M M-MP 12.1.d Assess the need for safe working habits in today's manufacturing industry.	IT M M-AMTI 12.1.d Assess the need for safe working habits in today's manufacturing industry.	IT M M-AMTII 12.1.d Assess the need for safe working habits in today's manufacturing industry.	IT M M-WI 12.1.d Assess the need for safe working habits in today's manufacturing industry.	IT M M-WII 12.1.d Assess the need for safe working habits in today's manufacturing industry.

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
Oral and Written Communication	IT M M-SYN 6-8.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-IM 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-MP 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-AMTI 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-AMTII 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-WI 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M M-WII 12.2 Apply speaking and technical writing skills to communicate key ideas.
Oral and Written Communication Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M M-IM 12.2.a Use appropriate technical vocabulary (ex. Reference points, hand tool ID, power tool ID, and sheet metal, foundry, welding, machining terminology).	IT M M-MP 12.2.a Use appropriate technical vocabulary (ex. Reference points, hand tool ID, power tool ID, and sheet metal, foundry, welding, machining terminology).	IT M M-AMTI 12.2.a Use appropriate technical vocabulary (ex. Reference points, hand tool ID, power tool ID, boring, drilling, foundry, welding, machining terminology).	IT M M-AMTII 12.2.a Use appropriate technical vocabulary (ex. Reference points, hand tool ID, power tool ID, boring, drilling, foundry, welding, machining terminology).	IT M M-WI 12.2.a Use appropriate technical vocabulary (ex. SMAW, GTAW, O/A, GMAW).	IT M M-WII 12.2.a Use appropriate technical vocabulary (ex. SMAW, GTAW, O/A, GMAW).
IT M M-IM 12.2.b Use technical writing.		IT M M-MP 12.2.b Use technical writing.	IT M M-AMTI 12.2.b Use technical writing.	IT M M-AMTII 12.2.b Use technical writing.	IT M M-WI 12.2.b Use technical writing.	IT M M-WII 12.2.b Use technical writing.	
IT M M-IM 12.2.c Use proper manufacturing symbols.		IT M M-MP 12.2.c Use proper manufacturing symbols.	IT M M-AMTI 12.2.c Use proper manufacturing symbols.	IT M M-AMTII 12.2.c Use proper manufacturing symbols.	IT M M-WI 12.2.c Use proper manufacturing symbols.	IT M M-WII 12.2.c Use proper manufacturing symbols.	

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
Employability Skills	IT M M-SYN 6-8.3 Demonstrate appropriate employability skills throughout the course.	IT M M-IM 12.3 Demonstrate appropriate employability skills throughout the course.	IT M M-MP 12.3 Demonstrate appropriate employability skills throughout the course.	IT M M-AMTI 12.3 Demonstrate appropriate employability skills throughout the course.	IT M M-AMTII 12.3 Demonstrate appropriate employability skills throughout the course.	IT M M-WI 12.3 Demonstrate appropriate employability skills throughout the course.	IT M M-WII 12.3 Demonstrate appropriate employability skills throughout the course.
Employability Skills Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M M-IM 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M M-MP 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M M-AMTI 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M M-AMTII 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M M-WI 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M M-WII 12.3.a Use appropriate collaboration to complete tasks and assigned work.
		IT M M-IM 12.3.b Use job roles to work effectively as a team member.	IT M M-MP 12.3.b Use job roles to work effectively as a team member.	IT M M-AMTI 12.3.b Use job roles to work effectively as a team member.	IT M M-AMTII 12.3.b Use job roles to work effectively as a team member.	IT M M-WI 12.3.b Use job roles to work effectively as a team member.	IT M M-WII 12.3.b Use job roles to work effectively as a team member.
		IT M M-IM 12.3.c Be punctual to class and maintain regular attendance.	IT M M-MP 12.3.c Be punctual to class and maintain regular attendance.	IT M M-AMTI 12.3.c Be punctual to class and maintain regular attendance.	IT M M-AMTII 12.3.c Be punctual to class and maintain regular attendance.	IT M M-WI 12.3.c Be punctual to class and maintain regular attendance.	IT M M-WII 12.3.c Be punctual to class and maintain regular attendance.

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
Employability Skills Curricular Indicators For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715.8484.	<i>Synergistics</i> has its own identified course curriculum.	IT M M-IM 12.3.d Set and reach appropriate personal and classroom goals as they pertain to the course deadlines and expectations.	IT M M-MP 12.3.d Set and reach appropriate personal and classroom goals as they pertain to the course deadlines and expectations.	IT M M-AMTI 12.3.d Set and reach appropriate personal and classroom goals as they pertain to the course deadlines and expectations.	IT M M-AMTII 12.3.d Set and reach appropriate personal and classroom goals as they pertain to the course deadlines and expectations.	IT M M-WI 12.3.d Set and reach appropriate personal and classroom goals as they pertain to the course deadlines and expectations.	IT M M-WII 12.3.d Set and reach appropriate personal and classroom goals as they pertain to the course deadlines and expectations.
		IT M M-IM 12.3.e Maintain appropriate personal hygiene.	IT M M-MP 12.3.e Maintain appropriate personal hygiene.	IT M M-AMTI 12.3.e Maintain appropriate personal hygiene.	IT M M-AMTII 12.3.e Maintain appropriate personal hygiene.	IT M M-WI 12.3.e Maintain appropriate personal hygiene.	IT M M-WII 12.3.e Maintain appropriate personal hygiene.
		IT M M-IM 12.3.f Wear appropriate clothing and personal safety protection equipment to safely work in a lab environment (ex. eye, hearing, etc.).	IT M M-MP 12.3.f Wear appropriate clothing and personal safety protection equipment to safely work in a lab environment (ex. eye, hearing, etc.).	IT M M-AMTI 12.3.f Wear appropriate clothing and personal safety protection equipment to safely work in a lab environment (ex. eye, hearing, etc.).	IT M M-AMTII 12.3.f Wear appropriate clothing and personal safety protection equipment to safely work in a lab environment (ex. eye, hearing, etc.).	IT M M-WI 12.3.f Wear appropriate clothing and personal safety protection equipment to safely work in a lab environment (ex. eye, hearing, etc.).	IT M M-WII 12.3.f Wear appropriate clothing and personal safety protection equipment to safely work in a lab environment (ex. eye, hearing, etc.).
		IT M M-IM 12.3.g Self-reflect on personal conduct and expectations.	IT M M-MP 12.3.g Self-reflect on personal conduct and expectations.	IT M M-AMTI 12.3.g Self-reflect on personal conduct and expectations.	IT M M-AMTII 12.3.g Self-reflect on personal conduct and expectations.	IT M M-WI 12.3.g Self-reflect on personal conduct and expectations.	IT M M-WII 12.3.g Self-reflect on personal conduct and expectations.

K- 12 Comprehensive Manufacturing Pathway Standards: Students will demonstrate competency in the practices and skills of Manufacturing Technology.							
Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
Career Exploration	IT M M-SYN 6-8.4 Investigate educational opportunities.	IT M M-IM 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M M-MP 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M M-AMTI 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M M-AMTII 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M M-WI 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M M-WII 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.
Career Exploration Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M M-IM 12.4.a Explore manufacturing trades and job opportunities (ex. news articles, text, career tech expo; Skill USA).	IT M M-MP 12.4.a Explore manufacturing trades and job opportunities (ex. news articles, text, career tech expo; Skill USA).	IT M M-AMTI 12.4.a Explore manufacturing trades and job opportunities (ex. news articles, text, career tech expo; Skill USA).	IT M M-AMTII 12.4.a Explore manufacturing trades and job opportunities (ex. news articles, text, career tech expo; Skill USA).	IT M M-WI 12.4.a Explore manufacturing trades and job opportunities (ex. news articles, text, career tech expo; Skill USA).	IT M M-WII 12.4.a Explore manufacturing trades and job opportunities (ex. news articles, text, career tech expo; Skill USA).
		IT M M-IM 12.4.b Do a presentation on the career opportunities within this field.	IT M M-MP 12.4.b Do a presentation on the career opportunities within this field.	IT M M-AMTI 12.4.b Do a presentation on the career opportunities within this field.	IT M M-AMTII 12.4.b Differentiate between the various trade and career levels available today.	IT M M-WI 12.4.b Do a presentation on the career opportunities within this field.	IT M M-WII 12.4.b Differentiate between the various trade and career levels available today.

**K- 12 Comprehensive Manufacturing Pathway Standards:
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Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
Technical Knowledge and Skills	IT M M-SYN 6-8.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	T M M-IM 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M M-MP 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M M-AMTI 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M M-AMTII 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M M-WI 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M M-WII 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.
Technical Knowledge and Skills Curricular Indicators	<i>Synergistics</i> has its own identified course curriculum. For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.	IT M M-IM 12.5.a Sheet Metal: Identify and produce the basic hems and seams using sheet metal including: single hem, double hem, groove locking seam, wire edge, standing seam, cap strip, Pittsburg seam.	IT M M-MP 12.5.a Precision Measurement: Use dial calipers, micrometers: depth-mic, outside mic, height gauge, telescoping and small-hole gauge, thread-pitch, screw-pitch gauge, sheet metal gauge, wire gauge, and Vernier Measuring Systems.	IT M M-AMTI 12.5.a View multiple design models and determine the most efficient and effective process to produce an end-goal: Design, project-plan, cost-benefit analysis, process plan, effective use of machinery, materials options, time management, machine timing, size/weight of project, engineering and design factors.	IT M M-AMTII 12.5.a Lathe/Milling Operations: Machine to specified tolerances within +/- .005.	IT M M-WI 12.5.a Use and understand the standard and non-standard welding terms and definitions commonly used by welding professionals.	IT M M-WII 12.5.a Use and understand the standard and non-standard welding terms and definitions commonly used by welding professionals.

**K- 12 Comprehensive Manufacturing Pathway Standards:
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Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
<p align="center">Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p>	IT M M-IM 12.5.b Sheet Metal: Use and identify fastening methods: spot weld, rivets, soldering, mechanical fasteners.	IT M M-MP 12.5.b Machine Tool ID: Use metal lathe and know its parts and functions: lathe – dog, t-wrenches, gauging, taper attachment, etc.	IT M M-AMTI 12.5.b Given a scenario with required parameters, in groups, students will apply the processes-planning and produce a final instructor-selected product (Skills USA: technical team problem solving).	IT M M-AMTII 12.5.b Classification and Composition of Materials: Describe and give examples of ferrous and nonferrous metals and alloys.	IT M M-WI 12.5.b Welding: Demonstrate welding processes by producing a fusion weld (square-groove weld, butt weld).	IT M M-WII 12.5.b Use the Shielded Metal Arc Welding process (SMAW) to produce quality welds based on an understanding of its method of operation, equipment and application to the welding of steel.
	For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.	IT M M-IM 12.5.c Sheet Metal: Model application of hems, seams, and fastening methods.	IT M M-MP 12.5.c Machine Tool ID: Use a vertical mill and know its parts and functions.	IT M M-AMTI 12.5.c Precision Measurement: Use dial calipers, micrometers (depth-mic, outside mic), height gauge, telescoping and small-hole gauge, thread-pitch, screw-pitch gauge, sheet metal gauge, wire gauge, and Vernier Measuring Systems, sin bars, angle plates, surface plate, inspection/quality control).	IT M M-AMTII 12.5.c Classification and Composition of Materials: ID and describe the code classification system used to designate basic types of steel.	IT M M-WI 12.5.c Welding: Demonstrate welding processes by producing a weld pool (bead, puddle, with and without filler rod).	IT M M-WII 12.5.c Differentiate between SMAW electrodes from the F1,F2, F3, and F4 groups based on an understanding of their operating characteristics, usability and application to the welding of steel.

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Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
<p align="center">Technical Knowledge and Skills Curricular Indicators</p> <p align="center"><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M M-IM 12.5.d Bench Metal: Use appropriate tools to produce internal and external threads.	IT M M-MP 12.5.d Machine Tool ID: Use a surface grinder and know its parts and functions.		IT M M-AMTII 12.5.d Classification and Composition of Materials: Describe the process of ID different types of steel through spark testing and color codes	IT M M-WI 12.5.d Welding: Demonstrate welding processes by producing an arc weld.	IT M M-WII 12.5.d Produce quality single-pass fillet welds in the flat and horizontal positions.
		IT M M-IM 12.5.e Bench Metal: Model application of basic hand tools and procedures with bench metal.	IT M M-MP 12.5.e Tool ID: Identify and use reamers, drill bits, counter bores, counter sinks, taps, end-mills, cutters, lathe cutting tools, knurling, toe-clamps, kant-twist clamps.		IT M M-AMTII 12.5.e Classification and Composition of Materials: Describe various industrial uses of selected nonferrous alloys.	IT M M-WI 12.5.e Welding: Demonstrate cutting process (Ex. O/A, flame/torch cutting, plasma, straight-cut, bevel-cut, hole-cut).	IT M M-WII 12.5.e Produce quality multi-pass fillet welds in the horizontal position.
		IT M M-IM 12.5.f Casting: Identify appropriate tools used in the casting process. (Ex. Heat source, patterns, pattern-making tools)	IT M M-MP 12.5.f Lathe: Turn, face, center-drill, knurl, taper, thread-cutting, drill, and bore a piece of metal.		IT M M-AMTII 12.5.f Classification and Composition of Materials: Heat Treatment of Metals.	IT M M-WI 12.5.f O/A Welding: Identify and produce the three welding flames (carburizing, neutral, and oxidizing).	IT M M-WII 12.5.f Produce quality single-pass groove welds in the flat position.

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Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
<p>Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M M-IM 12.5.g Casting: Model application of casting techniques.	IT M M-MP 12.5.g Milling Machine: Use the Vertical Mill and know its parts and functions (square a block of metal, indicate a vice, tram a head, edge-find, climb and conventional milling).			IT M M-WI 12.5.g O/A: Produce welds in the flat position (bead, butt, lap, T, outside corner, edge).	IT M M-WII 12.5.g Produce quality multi-pass groove welds in the flat position.
		IT M M-IM 12.5.h Welding: Demonstrate welding processes by producing a fusion weld (square-groove weld, butt weld).				IT M M-WI 12.5.h O/A: Apply visual inspection methods to evaluate a quality weld (consistency, ripple, evenness, crown, penetration, and fusion).	IT M M-WII 12.h Pass the Welder Performance Qualification Tests in the flat position (Guided Bend Test).
		IT M M-IM 12.5.i Welding: Demonstrate welding processes by producing a weld pool (bead, puddle, with and without filler rod).				IT M M-WI 12.5.i Shielded Metal Arc Welding (SMAW): Identify and demonstrate proper use of SMAW-related tools (chipping hammers, brushes, stationary and portable equipment, electrode selection and identification).	

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
<p>Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M M-IM 12.5.j Welding: Demonstrate welding processes by producing an arc weld.				IT M M-WI 12.5.j Shielded Metal Arc Welding (SMAW): Produce welds in the flat position. (bead, butt, lap, T, outside corner, edge).	
		IT M M-IM 12.5.k Welding: Demonstrate cutting process (Ex. O/A, plasma, straight-cut, bevel-cut, hole-cut).				IT M M-WI 12.5.k Shielded Metal Arc Welding (SMAW): Identify characteristics and proper use of different electrodes. (6010,6011, 6013, 7018)	
						IT M M-WI 12.5.l Shielded Metal Arc Welding (SMAW): Apply visual inspection methods to evaluate a quality weld (consistency, ripple, evenness, crown, penetration, and fusion).	

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
<p align="center">Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					IT M M-WI 12.5.m Gas Metal Arch Welding (GMAW): Identify and demonstrate proper use of GMAW-related tools (chipping hammers, brushes, stationary and portable equipment, electrode selection and identification).	
						IT M M-WI 12.5.n Gas Metal Arch Welding (GMAW): Demonstrate ability to manipulate the torch (backhand, forehand, perpendicular) to produce welds.	
						IT M M-WI 12.5.o Gas Metal Arch Welding (GMAW): Produce welds (bead, butt, lap, T, outside corner, edge).	

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
<p>Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>					<p>IT M M-WI 12.5.p Gas Metal Arc Welding (GMAW): Apply visual inspection methods to evaluate a quality weld (consistency, ripple, evenness, crown, penetration, and fusion).</p>	
						<p>IT M M-WI 12.5.q Gas Tungsten Arch Welding (GTAW/Tig-Welding): Identify and demonstrate proper use of GTAW-related tools (brushes, stationary and portable equipment, electrode selection and identification).</p>	

K- 12 Comprehensive Manufacturing Pathway Standards: Students will demonstrate competency in the practices and skills of Manufacturing Technology.							
Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
<p style="text-align: center;">Technical Knowledge and Skills Curricular Indicators</p> <p style="text-align: center;"><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Facilitator for Industrial Technology at (402) 715-8484.</p>					IT M M-WI 12.5.r Gas Tungsten Arch Welding (GTAW/Tig-Welding): Demonstrate ability to manipulate the torch (backhand, forehand, perpendicular) to produce welds.	
						IT M M-WI 12.5.s Gas Tungsten Arch Welding (GTAW/Tig-Welding): Produce welds. (bead, butt).	
						IT M M-WI 12.5.t Gas Tungsten Arch Welding (GTAW/Tig-Welding): Apply visual inspection methods to evaluate a quality weld (consistency, ripple, evenness, crown, penetration, and fusion).	
						IT M M-WI 12.5.u Identify and use a variety of power sources to produce welds (ex. inverter, pulse, transformer, square-wave).	

K- 12 Comprehensive Manufacturing Pathway Standards:

Students will demonstrate competency in the practices and skills of Manufacturing Technology.

Concepts	Course Level Standards						
Technical Communication	IT M M-SYN 6-8.6 Read, interpret, and create graphic representations.	IT M M-IM 12.6 Read, interpret, and create graphic representations.	IT M M-MP 12.6 Read, interpret, and create graphic representations.	IT M M-AMTI 12.6 Read, interpret, and create graphic representations.	IT M M-AMTII 12.6 Read, interpret, and create graphic representations.	IT M M-WI 12.6 Read, interpret, and create graphic representations.	IT M M-WII 12.6 Read, interpret, and create graphic representations.
Technical Communication Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M M-IM 12.6.a Read and interpret a plan of procedure.	IT M M-MP 12.6.a Read and interpret a plan of procedure.	IT M M-AMTI 12.6.a Read and interpret a plan of procedure.	IT M M-AMTII 12.6.a Read and interpret a plan of procedure.	IT M M-WI 12.6.a Read and interpret a welding procedure sheet.	IT M M-WII 12.6.a Read and interpret a welding procedure sheet.
		IT M M-IM 12.6.b Explore the menus in drafting software (ex. CAD, Spectracad).	IT M M-MP 12.6.b Apply the menus in drafting software (ex. CAD, Spectracad).	IT M M-AMTI 12.6.b Use drafting software (ex. CAD, Spectracad, Mastercam, Surfcam) to generate a CNC cut path.	IT M M-AMTII 12.6.b Use drafting software (ex. CAD, Spectracad, Mastercam, Surfcam) to generate a CNC cut path.		
						IT M M-WI 12.c Use a welding calculator to properly set-up the parameters for a welding machine.	IT M M-WII 12.6.c Use a welding calculator to properly set-up the parameters for a welding machine.

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
Technical Math	IT M M-SYN 6-8.7 Apply computational skills to course-specific goals.	IT M M-IM 12.7 Apply computational and geometric skills to course-specific goals.	IT M M-MP 12.7 Apply computational and geometric skills to course-specific goals.	IT M M-AMTI 12.7 Apply computational and geometric skills to course-specific goals.	IT M M-AMTII 12.7 Apply computational and geometric skills to course-specific goals.	IT M M-WI 12.7 Apply computational and geometric skills to course-specific goals.	IT M M-WII 12.7 Apply computational and geometric skills to course-specific goals.
Technical Math Curricular Indicators	<i>Synergistics</i> has its own identified course curriculum.	IT M M-IM 12.7.a Read a ruler.	IT M M-MP 12.7.a Read a ruler.	IT M M-AMTI 12.7.a Read a ruler.	IT M M-AMTII 12.7.a Read a ruler.	IT M M-WI 12.7.a Read a ruler.	IT M M-WII 12.7.a Read a ruler.
	For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.	IT M M-IM 12.7.b Convert between decimals and fractions.	IT M M-MP 12.7.b Convert between decimals and fractions.	IT M M-AMTI 12.7.b Convert between decimals and fractions.	IT M M-AMTII 12.7.b Convert between decimals and fractions.	IT M M-WI 12.7.b Convert between decimals and fractions.	IT M M-WII 12.7.b Convert between decimals and fractions.
		IT M M-IM 12.7.c Add and subtract dimensions on a print.	IT M M-MP 12.7.c Add and subtract dimensions on a print.	IT M M-AMTI 12.7.c Add and subtract dimensions on a print.	IT M M-AMTII 12.7.c Add and subtract dimensions on a print.	IT M M-WI 12.7.c Add and subtract dimensions on a print.	IT M M-WII 12.7.c Add and subtract dimensions on a print.
			IT M M-MP 12.7.d Measure within .001 of an inch using precision measurement instruments.	IT M M-MP 12.7.d Measure within .001 of an inch using precision measurement instruments.	IT M M-AMTII 12.7.d Measure within .001 of an inch using precision measurement instruments.		

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
<p align="center">Technical Math Curricular Indicators</p>	<p align="center"><i>Synergistics</i> has its own identified course curriculum. For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>		IT M M-MP 12.7.e Determine plot points using the Cartesian Coordinate System.	IT M M-MP 12.7.e Determine plot points using the Cartesian Coordinate System.	IT M M-AMTII 12.7.e Determine plot points using the Cartesian Coordinate System.		
		IT M M-MP 12.7.f Apply right-angle trigonometry principles (sin, cos, seq, co-seq, tan, co-tan, Pythagorean Theorem) to set machine angles and cut tapers.	IT M M-MP 12.7.f Apply right-angle trigonometry principles (sin, cos, seq, co-seq, tan, co-tan, Pythagorean Theorem) to set machine angles and cut tapers.	IT M M-AMTII 12.7.f Apply right-angle trigonometry principles (sin, cos, seq, co-seq, tan, co-tan, Pythagorean Theorem) to set machine angles and cut tapers.			
		IT M M-MP 12.7.g Manipulate arcs, circles, and radius to degrees.	IT M M-MP 12.7.g Manipulate arcs, circles, and radius to degrees.	IT M M-AMTII 12.7.g Manipulate arcs, circles, and radius to degrees.			
		IT M M-MP 12.7.h Apply basic Algebraic calculations (cut speed * 4/pi * diameter) to determine proper cutting speed.	IT M M-MP 12.7.h Apply basic Algebraic calculations (cut speed * 4/pi * diameter) to determine proper cutting speed.	IT M M-AMTII 12.7.h Apply basic Algebraic calculations (cut speed * 4/pi * diameter) to determine proper cutting speed.			

**K- 12 Comprehensive Manufacturing Pathway Standards:
Students will demonstrate competency in the practices and skills of Manufacturing Technology.**

Concept	Course Level Standards						
	IT 6-8	Intro to Metalworking	Machining Processes	Automated Manufacturing Technology I	Automated Manufacturing Technology II	Welding I	Welding II
<p align="center">Technical Math Curricular Indicators</p>	<p><i>Synergistics</i> has its own identified course curriculum.</p>		IT M M-MP 12.7.i Read drawings and manipulate drawings to find proper dimensions and tolerances.	IT M M-MP 12.7.i Read drawings and manipulate drawings to find proper dimensions and tolerances.	IT M M-AMTII 12.7.i Read drawings and manipulate drawings to find proper dimensions and tolerances.		
	For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484				IT M M-AMTII 12.7.j Solve practical math problems involving measurements relating to the machine trades (measure bores, tapers, shoulders, depth of bores, grooves).		

**K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concepts	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operations	Power System Design and Fabrication I	Power System Design and Fabrication II
Safety	IT M PS- SYN 6-8.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, equipment set-up).	IT M PS-IPEMS 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up, pressures).	IT M PS-MSO 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up, pressures).	IT M PS-PSDFI 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, welding, clean-up, pressures).	IT M PS-PSDFII 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).
Oral and Written Communication	IT M PS- SYN 6-8.2 Apply speaking and technical writing skills to communicate key ideas.	IT M PS-IPEMS 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M PS-MSO 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M PS-PSDFI 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M PS-PSDFII 12.2 Apply speaking and technical writing skills to communicate key ideas.
Employability Skills	IT M PS- SYN 6-8.3 Demonstrate appropriate employability skills throughout the course.	IT M PS-IPEMS 12.3 Demonstrate appropriate employability skills throughout the course.	IT M PS-MSO 12.3 Demonstrate appropriate employability skills throughout the course.	IT M PS-PSDFI 12.3 Demonstrate appropriate employability skills throughout the course.	IT M PS-PSDFII 12.3 Demonstrate appropriate employability skills throughout the course.
Career Exploration	I IT M PS- SYN 6-8.4 Investigate educational opportunities.	IT M PS-IPEMS 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M PS-MSO 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M PS-PSDFI 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M PS-PSDFII 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.
Technical Knowledge and Skills		IT M PS-IPEMS 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M PS-MSO 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M PS-PSDFI 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M PS-PSDFII 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.
Technical Communication (CAD, print reading)		IT M PS-IPEMS 12.6 Read, interpret, and create schematics and technical drawings.	IT M PS-MSO 12.6 Read, interpret, and create schematics and technical drawings.	IT M PS-PSDFI 12.6 Read, interpret, and create schematics and technical drawings.	IT M PS-PSDFII 12.6 Read, interpret, and create schematics and technical drawings.

**K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concept	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operations	Power System Design and Fabrication I	Power System Design and Fabrication II
Technical Math	IT M PS- SYN 6-8.7 Apply computational skills to course-specific goals.	IT M PS-IPEMS 12.7 Apply computational and geometric skills to course-specific goals.	IT M PS-MSO 12.7 Apply computational and geometric skills to course-specific goals.	IT M PS-PSDFI 12.7 Apply computational and geometric skills to course-specific goals.	IT M PS-PSDFII 12.7 Apply computational and geometric skills to course-specific goals.

**K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concept	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operations	Power System Design and Fabrication I	Power System Design and Fabrication II
Safety	IT M PS- SYN 6-8.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, equipment set-up).	IT M PS-IPEMS 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up, pressures).	IT M PS-MSO 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, clean-up, pressures).	IT M PS-PSDFI 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils, welding, clean-up, pressures).	IT M PS-PSDFII 12.1 Demonstrate safe practices with lab equipment (ex. clothing, eye protection, burn protection, equipment set-up, grounding, inspection, use, chemicals/oils and welding, clean-up, pressures).
Safety Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M PS-IPEMS 12.1.a Model general shop safety practices.	IT M PS-MSO 12.1.a Model general shop safety practices.	IT M PS-PSDFI 12.1.a Model general shop safety practices.	IT M PS-PSDFII 12.1.a Model general shop safety practices.
		IT M PS-IPEMS 12.1.b Demonstrate safe practices when using hand tools.	IT M PS-MSO 12.1.b Demonstrate safe practices when using hand tools.	IT M PS-PSDFI 12.1.b Demonstrate safe practices when using hand tools.	IT M PS-PSDFII 12.1.b Demonstrate safe practices when using hand tools.
		IT M PS-IPEMS 12.1.c Demonstrate safe practices when using portable and stationary power tools and equipment.	IT M PS-MSO 12.1.c Demonstrate safe practices when using portable and stationary power tools and equipment.	IT M PS-PSDFI 12.1.c Demonstrate safe practices when using portable and stationary power tools and equipment.	IT M PS-PSDFII 12.1.c Demonstrate safe practices when using portable and stationary power tools and equipment.
		IT M PS-IPEMS 12.1.d Assess the need for safe working habits and practices in today's manufacturing industry (ex. OSHA).	IT M PS-MSO 12.1.d Assess the need for safe working habits and practices in today's manufacturing industry (ex. OSHA).	IT M PS-PSDFI 12.1.d Assess the need for safe working habits and practices in today's manufacturing industry (ex. OSHA).	IT M PS-PSDFII 12.1.d Assess the need for safe working habits and practices in today's manufacturing industry (ex. OSHA).
			IT M PS-MSO 12.1.e Safely wire-up an electrical (24V) circuit.	IT M PS-PSDFI 12.1.e Safely wire-up an electrical (24V) circuit.	IT M PS-PSDFII 12.1.e Safely wire-up an electrical (24V) circuit.
			IT M PS-MSO 12.1.f Practice electrical isolation (lock-out, tag-out)	IT M PS-PSDFI 12.1.f Practice electrical isolation (lock-out, tag-out)	IT M PS-PSDFII 12.1.f Practice electrical isolation (lock-out, tag-out).

**K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concept	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operation	Power System Design and Fabrication I	Power System Design and Fabrication II
Oral/Written Communication	IT M PS- SYN 6-8.2 Apply speaking and technical writing skills to communicate key ideas.	IT M PS-IPEMS 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M PS-MSO 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M PS-PSDFI 12.2 Apply speaking and technical writing skills to communicate key ideas.	IT M PS-PSDFII 12.2 Apply speaking and technical writing skills to communicate key ideas.
Oral/Written Communication Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715.8484.</p>	IT M PS-IPEMS 12.2.a Use appropriate technical vocabulary (ex. Torque, leverage, gear ratios, pneumatic, chemical power, photovoltaic (solar) power, wind power).	IT M PS-MSO 12.2.a Use appropriate technical vocabulary (ex. coupling, bearings, sheaves, sprockets, gears).	IT M PS-PSDFI 12.2.a Use appropriate technical vocabulary (ex. Programmable-logic controllers (PLCs), switches, standard C-Programming).	IT M PS-PSDFII 12.2.a Use appropriate technical vocabulary (ex. Programmable-logic controllers (PLCs), switches, standard C-Programming).
		IT M PS-IPEMS 12.2.b Use technical writing.	IT M PS-MSO 12.2.b Use technical writing.	IT M PS-PSDFI 12.2.b Use technical writing.	IT M PS-PSDFII 12.2.b Use technical writing.
		IT M PS-IPEMS 12.2.c Use proper symbols (ex. electrical, mechanical systems).	IT M PS-MSO 12.2.c Use proper symbols (ex. electrical, mechanical systems).	IT M PS-PSDFI 12.2.c Use proper symbols (ex. electrical, mechanical systems).	IT M PS-PSDFII 12.2.c Use proper symbols (ex. electrical, mechanical systems).

**K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concept	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operations	Power System Design and Fabrication I	Power System Design and Fabrication II
Employability Skills	IT M PS- SYN 6-8.3 Demonstrate appropriate employability skills throughout the course.	IT M PS-IPEMS 12.3 Demonstrate appropriate employability skills throughout the course.	IT M PS-MSO 12.3 Demonstrate appropriate employability skills throughout the course.	IT M PS-PSDFI 12.3 Demonstrate appropriate employability skills throughout the course.	IT M PS-PSDFII 12.3 Demonstrate appropriate employability skills throughout the course.
Employability Skills Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M PS-IPEMS 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M PS-MSO 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M PS-PSDFI 12.3.a Use appropriate collaboration to complete tasks and assigned work.	IT M PS-PSDFII 12.3.a Use appropriate collaboration to complete tasks and assigned work.
		IT M PS-IPEMS 12.3.b Use job roles to work effectively as a team member.	IT M PS-MSO 12.3.b Use job roles to work effectively as a team member.	IT M PS-PSDFI 12.3.b Use job roles to work effectively as a team member	IT M PS-PSDFII 12.3.b Use job roles to work effectively as a team member.
		IT M PS-IPEMS 12.3.c Be punctual to class and maintain regular attendance.	IT M PS-MSO 12.3.c Be punctual to class and maintain regular attendance.	IT M PS-PSDFI 12.3.c Be punctual to class and maintain regular attendance.	IT M PS-PSDFII 12.3.c Be punctual to class and maintain regular attendance.
		IT M PS-IPEMS 12.3.d Demonstrate time management skills by completing tasks by the assigned deadlines.	IT M PS-MSO 12.3.d Demonstrate time management skills by completing tasks by the assigned deadlines.	IT M PS-PSDFI 12.3.d Demonstrate time management skills by completing tasks by the assigned deadlines.	IT M PS-PSDFII 12.3.d Demonstrate time management skills by completing tasks by the assigned deadlines.
		IT M PS-IPEMS 12.3.e Set and reach appropriate personal and classroom goals as they pertain to the course expectations.	IT M PS-MSO 12.3.e Set and reach appropriate personal and classroom goals as they pertain to the course expectations.	IT M PS-PSDFI 12.3.e Set and reach appropriate personal and classroom goals as they pertain to the course expectations.	IT M PS-PSDFII 12.3.e Set and reach appropriate personal and classroom goals as they pertain to the course expectations.
		IT M PS-IPEMS 12.3.f Maintain appropriate personal hygiene.	IT M PS-MSO 12.3.f Maintain appropriate personal hygiene.	IT M PS-PSDFI 12.3.f Maintain appropriate personal hygiene.	IT M PS-PSDFII 12.3.f Maintain appropriate personal hygiene.

**K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concept	Course Level Standards				
Employability Skills Curricular Indicators	IT 6-8 <i>Synergistics</i> has its own identified course curriculum. For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.	Intro Power, Energy, and Mechanized Systems IT M PS-IPEMS 12.3.g Wear appropriate clothing and personal safety protection equipment to safely work in a lab environment (ex. eye, hearing, etc.).	Mechanical Systems Operations IT M PS-MSO 12.3.g Wear appropriate clothing and personal safety protection equipment to safely work in a lab environment (ex. eye, hearing, etc.).	Power System Design and Fabrication I IT M PS-PSDFI 12.3.g Wear appropriate clothing and personal safety protection equipment to safely work in a lab environment (ex. eye, hearing, etc.).	Power System Design and Fabrication II IT M PS-PSDFII 12.3.g Wear appropriate clothing and personal safety protection equipment to safely work in a lab environment (ex. eye, hearing, etc.).
		IT M PS-IPEMS 12.3.h Self-reflect on personal conduct and expectations.	IT M PS-MSO 12.3.h Self-reflect on personal conduct and expectations.	IT M PS-PSDFI 12.3.h Self-reflect on personal conduct and expectations.	IT M PS-PSDFII 12.3.h Self-reflect on personal conduct and expectations.
				IT M PS-PSDFI 12.3.i Problem-solve to identify potential problems and correct them.	IT M PS-PSDFII 12.3.i Problem-solve to identify potential problems and correct them.

**K- 12 K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concepts	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operations	Power System Design and Fabrication I	Power System Design and Fabrication II
Career Exploration	I IT M PS- SYN 6-8.4 Investigate educational opportunities.	IT M PS-IPEMS 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M PS-MSO 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M PS-PSDFI 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.	IT M PS-PSDFII 12.4 Investigate educational opportunities and employment requirements related to course-specific careers.
Career Exploration Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M PS-IPEMS 12.4.a Explore power, energy, and mechanized trades and job opportunities (ex. TDL academy, news articles, text, career tech expo; Skill USA).	IT M PS-MSO 12.4.a Explore power, energy, and mechanized trades and job opportunities (ex. TDL academy, news articles, text, career tech expo; Skill USA).	IT M PS-PSDFI 12.4.a Explore power, energy, and mechanized trades and job opportunities (ex. TDL academy, news articles, text, career tech expo; Skill USA).	IT M PS-PSDFII 12.4.a Explore power, energy, and mechanized trades and job opportunities (ex. TDL academy, news articles, text, career tech expo; Skill USA).
		IT M PS-IPEMS 12.4.b Do a presentation on the career opportunities within this field.	IT M PS-MSO 12.4.b Do a presentation on the career opportunities within this field.	IT M PS-PSDFI 12.4.b Do a presentation on the career opportunities within this field.	IT M PS-PSDFII 12.4.b Differentiate between the various trade and career levels available today.
		IT M PS-IPEMS 12.4.c Explore the educational requirements for different career opportunities.	IT M PS-MSO 12.4.c Explore the educational requirements for different career opportunities.	IT M PS-PSDFI 12.4.c Explore the educational requirements for different career opportunities.	IT M PS-PSDFII 12.4.c Explore the educational requirements for different career opportunities.

**K- 12 K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concepts	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operations	Power System Design and Fabrication I	Power System Design and Fabrication II
Technical Knowledge and Skills	IT M PS- SYN 6-8.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M PS-IPEMS 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M PS-MSO 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M PS-PSDFI 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.	IT M PS-PSDFII 12.5 Use the appropriate portable and stationary power tools to accomplish specific course goals.
Technical Knowledge and Skills Curricular Indicators	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M PS-IPEMS 12.5.a Human Power: Identify the six simple machines: levers, pulleys, wheel, axel, incline plane, screw, wedge.	IT M PS-MSO 12.5.a Circuit Symbols: Identify symbols within wiring diagrams.	IT M PS-PSDFI 12.5.a Apply technical writing processes to build an electrical machine (solar, wind, mechanical, electricity).	IT M PS-PSDFII 12.5.a Given a problematic scenario, develop a concept statement and use ROBOTC Language to build a mechanical device to solve the problem.
		IT M PS-IPEMS 12.5.b Mechanical Power: Develop a gear train.	IT M PS-MSO 12.5.b Apply Ohms Law and Kirkoff's Law to control motors.	IT M PS-PSDFI 12.5.b Use a computer program to create a 3-D design for an electrical machine.	IT M PS-PSDFII 12.5.b Apply technical writing processes to build an electrical machine (solar, wind, mechanical, electricity).

**K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concept	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operation	Power System Design and Fabrication I	Power System Design and Fabrication II
<p>Technical Knowledge and Skills Curricular Indicators</p> <p><i>Note: The Technical Knowledge and Skills indicators listed on this document are not written in horizontal alignment. Each course has its own independent knowledge and skills components.</i></p>	<p><i>Synergistics</i> has its own identified course curriculum.</p> <p>For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.</p>	IT M PS-IPEMS 12.5.c Mechanical Power: Use springs to move static/potential energy to kinetic energy.	IT M PS-MSO 12.5.c Apply different types of switches to control motors (ex. Push-button, float, limit, pressure, photo sensor, and magnet-reed).	IT M PS-PSDFI 12.5.c Identify assembly materials to create the machine.	IT M PS-PSDFII 12.5.c Use a computer program to create a 3-D design for an electrical machine.
		IT M PS-IPEMS 12.5.d Pneumatic (air) Power: Identify Pascals Law and explain how to use it to create power (laws of pressure).	IT M PS-MSO 12.5.d Demonstrate preventative maintenance (lubrication).	IT M PS-PSDFI 12.5.d Assemble the electrical machine.	IT M PS-PSDFII 12.5.d As a team, identify assembly materials to create the machine.
		IT M PS-IPEMS 12.5.e Electrical Power: Explain torque, an electrical circuit, Ohms Law, and how an electrical motor is constructed and works.	IT M PS-MSO 12.5.e Classify types of bearings, and bearing and roller parts (race, balls).	IT M PS-PSDFI 12.5.e Manipulate the electrical machine through simple controls (switches, remote control).	
		IT M PS-IPEMS 12.5.f Chemical Power: Explain how a mixture of chemicals create electrical charge (batteries).	IT M PS-MSO 12.5.f Distinguish between different types of belt (sizes, materials).		
		IT M PS-IPEMS 12.5.g Photovoltaic (Solar) Power: Explain how to convert sun's rays into electricity.	IT M PS-MSO 12.5.g Classify different types of sprockets and chains (pitch, alignment).		
		IT M PS-IPEMS 12.5.h Wind Power: Explain how natural wind creates electricity (turbine, weather vane).	IT M PS-MSO 12.5.h Distinguish the uses and different types of couplings (magnetic, pneumatic, hydraulic).		

**K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concept	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operation	Power System Design and Fabrication I	Power System Design and Fabrication II
Technical Knowledge and Skills Curricular Indicators	<i>Synergistics</i> has its own identified course curriculum.	IT M PS-IPEMS 12.5.i Fossil Fuels: Understand how combustion in an engine creates kinetic energy.			
	For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.	T M PS-IPEMS 12.5.j Future Power: Students will explore future energy possibilities (ex. geothermal, nuclear, fuel cell).			

K- 12 Comprehensive Power and Mechanized Systems Pathway Standards: Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.					
Concept	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operation	Power System Design and Fabrication I	Power System Design and Fabrication II
Technical Communication	IT M PS- SYN 6-8.6 Read, interpret, and create graphic representations.	IT M PS-IPEMS 12.6 Read, interpret, and create schematics and technical drawings.	IT M PS-MSO 12.6 Read, interpret, and create schematics and technical drawings.	IT M PS-PSDFI 12.6 Read, interpret, and create schematics and technical drawings.	IT M PS-PSDFII 12.6 Read, interpret, and create schematics and technical drawings.
Technical Communication Curricular Indicators	<i>Synergistics</i> has its own identified course curriculum.	IT M PS-IPEMS 12.6.a Read and interpret a plan of procedure.	IT M PS-MSO 12.6.a Read and interpret a plan of procedure.	IT M PS-PSDFI 12.6.a Read and interpret a plan of procedure.	IT M PS-PSDFII 12.6.a Read and interpret a plan of procedure.
	For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.	IT M PS-IPEMS 12.6.b Interpret graphic and symbolic views (ex. CircuitMaker).	IT M PS-MSO 12.6.b Interpret graphic and symbolic views (ex. CircuitMaker).	IT M PS-PSDFI 12.6.b Interpret graphic and symbolic views (ex. Inventor).	IT M PS-PSDFII 12.6.b Interpret graphic and symbolic views (ex. Inventor).
		IT M PS-IPEMS 12.6.c Read, interpret, and use a simple drawing.	IT M PS-MSO 12.6.c Read, interpret, and use a simple drawing.	IT M PS-PSDFI 12.6.c Read, interpret, and use a multi-view (3-D, isometric) drawing (ex. 3-D printer).	IT M PS-PSDFII 12.6.c Read, interpret, and use a multi-view (3-D, isometric) drawing (ex. 3-D printer).
				IT M PS-PSDFI 12.6.d Create a 3D sketch and develop a plan of procedure to fabricate the product (ex. Inventor).	IT M PS-PSDFII 12.6.d Create a 3D sketch and develop a plan of procedure to fabricate the product (ex. Inventor).
					IT M PS-PSDFII 12.6.e Program in ROBOTC Language.

**K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concepts	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operations	Power System Design and Fabrication I	Power System Design and Fabrication II
Technical Math	IT M PS- SYN 6-8.7 Apply computational skills to course-specific goals.	IT M PS-IPEMS 12.7 Apply computational and geometric skills to course-specific goals.	IT M PS-MSO 12.7 Apply computational and geometric skills to course-specific goals.	IT M PS-PSDFI 12.7 Apply computational and geometric skills to course-specific goals.	IT M PS-PSDFII 12.7 Apply computational and geometric skills to course-specific goals.
Technical Math Curricular Indicators	<i>Synergistics</i> has its own identified course curriculum.	IT M PS-IPEMS 12.7.a Read a ruler.	IT M PS-MSO 12.7.a Read a ruler.	IT M PS-PSDFI 12.7.a Read a ruler.	IT M PS-PSDFII 12.7.a Read a ruler.
	For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.	IT M PS-IPEMS 12.7.b Convert between decimals and fractions.	IT M PS-MSO 12.7.b Convert between decimals and fractions.	IT M PS-PSDFI 12.7.b Convert between decimals and fractions.	IT M PS-PSDFII 12.7.b Convert between decimals and fractions.
		IT M PS-IPEMS 12.7.c Add and subtract dimensions on a print.	IT M PS-MSO 12.7.c Add and subtract dimensions on a print.	IT M PS-PSDFI 12.7.c Add and subtract dimensions on a print.	IT M PS-PSDFII 12.7.c Add and subtract dimensions on a print.
		IT M PS-IPEMS 12.7.d Apply basic Algebraic calculations. (ex. Ohm's Law, angles, gear ratios)	IT M PS-MSO 12.7.d Apply basic Algebraic calculations. (ex. Ohm's Law, angles, gear ratios, torque, timing, speed, inertia)	IT M PS-PSDFI 12.7.d Apply basic Algebraic calculations (ex. Ohm's Law, angles, gear ratios, torque, timing, speed, inertia).	IT M PS-PSDFII 12.7.d Apply basic Algebraic calculations. (ex. Ohm's Law, angles, gear ratios, torque, timing, speed, inertia)
			IT M PS-MSO 12.7.e Comprehend right-angle trigonometry principles (sin, cos, seq, co-seq, tan, co-tan, Pythagorean Theorem) to set machine angles and cut tapers.	IT M PS-PSDFI 12.7.e Apply right-angle trigonometry principles (sin, cos, seq, co-seq, tan, co-tan, Pythagorean Theorem) to set machine angles and cut tapers (ex. Inventor).	IT M PS-PSDFII 12.7.e Apply right-angle trigonometry principles (sin, cos, seq, co-seq, tan, co-tan, Pythagorean Theorem) to set machine angles and cut tapers (ex. Inventor).

**K- 12 Comprehensive Power and Mechanized Systems Pathway Standards:
Students will demonstrate competency in the practices and skills of Power and Mechanized Systems.**

Concept	Course Level Standards				
	IT 6-8	Intro Power, Energy, and Mechanized Systems	Mechanical Systems Operations	Power System Design and Fabrication I	Power System Design and Fabrication II
Technical Math Curricular Indicators	<i>Synergistics</i> has its own identified course curriculum.		IT M PS-MSO 12.7.f Manipulate arcs, circles, and radius to degrees.	IT M PS-PSDFI 12.7.f Manipulate arcs, circles, and radius to degrees.	IT M PS-PSDFII 12.7.f Manipulate arcs, circles, and radius to degrees.
	For more information, contact the Millard Education Program Curriculum Facilitator for Industrial Technology at (402) 715-8484.		IT M PS-MSO 12.7.g Read drawings and manipulate drawings to find proper dimensions and tolerances.	IT M PS-PSDFI 12.7.g Read drawings and manipulate drawings to find proper dimensions and tolerances (ex. Inventor).	IT M PS-PSDFII 12.7.g Read drawings and manipulate drawings to find proper dimensions and tolerances (ex. Inventor).

APPENDIX

6-12 Industrial Technology Rationale for Identified Pathways

The 6-12 Industrial Technology Framework is based on industry standards and aligned with the Nebraska Career Education Model defined by the Nebraska Department of Education. Each pathway contains a sequence of courses which will allow a student to build expertise for success in post-secondary and career opportunities.

- The middle school industrial technology program is based upon hands-on modules which explore the high school career pathways.
- The high school industrial technology curriculum is based upon four career pathways: Construction, Engineering, Manufacturing, and Power and Mechanized Systems.
- The course sequence in the pathway of Construction and Manufacturing were revised to reflect current industry standards.
- The Engineering pathway has been revised to align to *Project Lead the Way* to ensure the curriculum meets a national standard recognized by post secondary institutions. *Project Lead the Way* is recognized as a Science, Technology, Engineering, and Mathematics (STEM) pathway by the United States Department of Education and the Nebraska Department of Education.
- The Power and Mechanized Systems pathway is a proposed addition to expand opportunities for Millard students in a future area of need defined by Workforce Development data through Nebraska Department of Labor.

In addition to a realignment of courses, the following parameters were considered:

- Proposed course changes must be accommodated in existing facilities.
- Proposed changes could not require hiring additional staff.
- Proposed changes must maximize course capacity.
- Students are encouraged to complete a single pathway expand their knowledge through exploration of additional pathways. Therefore, Independent Studies within Industrial Technology are no longer an option.
- All existing course updates reflect current workforce demands.

Comparison of Previous and Proposed Courses

PREVIOUS COURSE	PROPOSED COURSE	IMPACT
Industrial Technology 6	Industrial Technology 6	Continue current modular instructional format. Update modules to reflect proposed high school pathways.
Industrial Technology 7	Industrial Technology 7	
Industrial Technology 8	Industrial Technology 8	
Construction Pathway		
Introduction to Woodworking (5 credits)	Introduction to Carpentry (5 credits)	Use existing instructional space and equipment with minimal update.
Woods I (5 credits)	Carpentry (5 credits)	
Woods II (10 credits)	Advanced Finish Carpentry (5 credits)	
Introduction to Building Trades (5 credits)	Construction and Management (5 credits)	Use existing instructional space and equipment with minimal update. Need: Fenced concrete slab at MSHS (est. size 20' x 20')
Consumer Maintenance (5 credits)	Consumer Maintenance (5 credits)	Use existing instructional space and equipment with minimal update.
Trades and Industry (10 credits)	Discontinue current course	
Cooperative Related Instruction (10 credits)	Discontinue current course	
Manufacturing Pathway		
Manufacturing Technology (5 credits)	Introduction to Metalworking (5 credits)	Use existing instructional space and equipment with minimal update.
Metals (5 credits)	Machining Processes (5 credits)	
Comprehensive Metals (20 credits)	Automated Manufacturing Technology I (10 credits)	Use existing instructional space and equipment with minimal update. Course separated into two one-year courses instead of the current double-block for one year.
	Automated Manufacturing Technology II (10 credits)	
Welding (5 credits)	Welding I (5 credits)	Use existing instructional space and equipment with minimal update.
Advanced Welding (5 credits)	Welding II: Welding Applications (5 credits)	

Engineering Pathway		
PREVIOUS COURSE	PROPOSED COURSE	IMPACT
Introduction to Engineering and Architectural Design (5 credits)	Discontinue current course	Existing lab and equipment will be used for <i>Project Lead the Way</i> courses.
	<i>Project Lead the Way:</i> Introduction to Engineering and Design I (5 credits) This course will replace Foundations of Technology I to fulfill the Technology graduation requirement.	
Residential Architecture Drafting & Design (10 credits)	Discontinue current course	
	<i>Project Lead the Way:</i> Introduction to Engineering and Design II (5 credits)	
Advanced Architecture Concepts (5credits)	Discontinue current course	
	<i>Project Lead the Way:</i> Principles of Engineering I (5 credits)	
Advanced Architecture: Residential Design/Presentation (5 credits)	Discontinue current course	
	<i>Project Lead the Way:</i> Principles of Engineering II (5 credits)	
Advanced Architecture: Commercial Design/Presentation (5 credits)	Discontinue current course	
	<i>Project Lead the Way:</i> Digital Electronics I (5 credits)	
Advanced Architecture: Modeling & Presentation (5 credits)	Discontinue current course	
	<i>Project Lead the Way:</i> Digital Electronics II (5 credits)	

Engineering Pathway (continued)		
PREVIOUS COURSE	PROPOSED COURSE	IMPACT
Engineering Drafting & Design (10 credits)	Discontinue current course	Existing lab and equipment will be used for <i>Project Lead the Way</i> courses.
	<i>Project Lead the Way:</i> Civil Engineering and Architecture I (5 credits)	
Advanced Engineering Concepts (5 credits)	Discontinue current course	
	<i>Project Lead the Way:</i> Civil Engineering and Architecture II (5 credits)	
Advanced Engineering: Structural Design (5 credits)	Discontinue current course	
	<i>Project Lead the Way:</i> Engineering Design and Development I (5 credits)	
Advanced Engineering: Industrial/Mechanical Design (5 credits)	Discontinue current course	
	<i>Project Lead the Way:</i> Engineering Design and Development II (5 credits)	
Advanced Engineering: Civil/Surface Design (5 credits)	Discontinue current course	
Power and Mechanized Systems Pathway		
	Introduction to Power, Energy, and Mechanized Systems (5 credits)	Use existing Foundations Lab and Equipment. Adopt some non-consumable instructional materials.
	Mechanical Systems Operations (5 credits)	
	Power Systems Design and Fabrication I (5 credits)	
	Power Systems Design and Fabrication II (5 credits)	
No Current Pathway		
Foundations of Technology I (5 credits)	Discontinue current course	Instructional space and equipment will be used for Power and Mechanized Systems Pathway.

Foundations of Technology II (5 credits)	Discontinue current course	Instructional space and equipment will be used for Power and Mechanized Systems Pathway.
Electricity (5 credits)	Discontinue current course	
Industrial Plastics (5 credits)	Discontinue current course	

As with all adoptions, staff development will be provided with newly implemented course guides, materials, resources and equipment.

New or Revised Course Descriptions

CONSTRUCTION PATHWAY

INTRODUCTION TO CARPENTRY **9-12** **5 Credits**

Description: Introduction To Carpentry provides instruction in the use and care of hand tools and portable power equipment. Fundamental principles of construction design, fabrication, and career exploration are also addressed.

Prerequisites: None.

CARPENTRY **9-12** **5 Credits**

Description: Carpentry provides students with the introductory skills and knowledge needed to correctly perform construction/woodworking operations using hand tools and power equipment. Instructional emphasizes safe, proper operation and care of equipment, selection of construction materials, understanding processes, and the importance of design.

Prerequisites: Introduction to Carpentry

ADVANCED FINISH CARPENTRY **9-12** **5 Credits**

Description: Advanced Finish Carpentry provides students with advanced skills and knowledge needed to perform upper level construction/woodworking operations using power equipment. Students will obtain job-related, entry-level skills in cabinet design, material selection, and construction.

Prerequisites: Carpentry

CONSTRUCTION AND MANAGEMENT **9-12** **5 Credits**

Description: Construction and Management provides students with a hands-on career exploratory experience in the construction industry. Students will study surveying and site preparation, residential construction styles, foundations, framing, roofing, siding, and applying construction management skills to build a physical structure. Emphasis will be placed on basic entry-level skills, demonstration of desirable employability skills, and development of an awareness of the opportunities in the building trades.

Prerequisites: Carpentry.

CONSUMER MAINTENANCE **9-12** **5 Credits**

Description: An exploratory level course for all future homeowners! This course will introduce the learner to consumer knowledge and maintenance skills in the areas of masonry, carpentry, plumbing, electricity, insulation, drywall, interior wall finish, exterior wall finish and repair, appliance repair, furnace maintenance, small engines, and basic auto repair. The students will also explore career opportunities in these areas.

Prerequisites: None

ENGINEERING PATHWAY

COMPUTER-AIDED DRAFTING

9-12

5 Credits

Description: Computer-Aided Drafting introduces the students to the software tools and techniques used in the drafting industry. Activities prepare the students for design communication in all areas of industrial technology.

Prerequisites: None

The following engineering courses are part of *Project Lead the Way*, a nationally-recognized Science, Technology, Engineering, and Mathematics (STEM) pathway.

INTRODUCTION TO ENGINEERING DESIGN I

9-12

5 Credits

Description: Introduction to Engineering Design I encourages students to use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve any problems, even outside of the classroom. Students use sophisticated three-dimension modeling software to communicate the details of these products. Emphasis is placed on analyzing potential solutions and communicating ideas to others.

Prerequisites: None

INTRODUCTION TO ENGINEERING DESIGN II

9-12

5 Credits

Description: Introduction to Engineering Design II continues to encourage students to use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve any problems, even outside of the classroom. Students use sophisticated three-dimension modeling software to communicate the details of these products. Emphasis is placed on analyzing potential solutions and communicating ideas to others.

Prerequisites: Introduction to Engineering Design I

PRINCIPALS OF ENGINEERING I

9-12

5 Credits

Description: Principals of Engineering I helps students understand the field of engineering and/or engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people.

Prerequisites: Introduction to Engineering Design II

PRINCIPALS OF ENGINEERING II

9-12

5 Credits

Description: Principals of Engineering II continues to help students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people.

Prerequisites: Principals of Engineering I

DIGITAL ELECTRONICS I

10-12

5 Credits

Description: Digital Electronics I explores the application of electronic circuits and devices. Students use their knowledge of both computer simulation and breadboards to design, build and test their own circuits. Students will use a mathematical logic approach to simplify complex circuits.

Prerequisites: Principals of Engineering II

DIGITAL ELECTRONICS II **10-12** **5 Credits**

Description: Digital Electronics II continues to explore the application of electronic circuits and devices. Students use their knowledge of both computer simulation and breadboards to design, build and test their own circuits. Students will use a mathematical logic approach to simplify complex circuits.

Prerequisites: Digital Electronics I

CIVIL ENGINEERING AND ARCHITECTURE I **10-12** **5 Credits**

Description: Civil Engineering and Architecture I utilizes teams of students to collaborate on the development of community-based projects and conceptual design for project presentations.

Prerequisites: Principals of Engineering II

CIVIL ENGINEERING AND ARCHITECTURE II **10-12** **5 Credits**

Description: Civil Engineering and Architecture II continues to utilize teams of students to collaborate on the development of community-based projects and conceptual design for project presentations.

Prerequisites: Civil Engineering and Architecture I

ENGINEERING DESIGN AND DEVELOPMENT **11-12** **5 Credits**

Description: Engineering and Design and Development I is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem.

Prerequisites: Civil Engineering and Architecture II

ENGINEERING DESIGN AND DEVELOPMENT II **11-12** **5 Credits**

Description: Engineering and Design and Development is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem.

Prerequisites: Engineering and Design and Development I

MANUFACTURING PATHWAY**INTRODUCTION TO METALWORKING** **9-12** **5 Credits**

Description: Introduction to Metalworking introduces the student to tools, materials, and manufacturing techniques and processes in the areas of welding, sheet metal, foundry, plastics, and bench metals.

Prerequisites: None

MACHINING PROCESSES **9-12** **5 Credits**

Description: Machining Processes develops technical skills in the areas of machining, foundry, bench metal, and sheet metal. The student will create simple sketches and apply the menus in drafting software while learning lathing and milling operations and computerized machining.

Prerequisites: Introduction to Metalworking

AUTOMATED MANUFACTURING TECHNOLOGY I**9-12****10 Credits**

Description: Automated Manufacturing Technology I provides advanced skill development in machining, foundry, and sheet metal. The student will also become familiar with C.N.C. (Computer Numerical Control) lathe and milling operations, programs writing, and C.A.M. (Computer Aided Manufacturing) which allows the student to design, program, and produce a product through computer use.

Prerequisites: Machining Processes

AUTOMATED MANUFACTURING TECHNOLOGY II**9-12****10 Credits**

Description: Automated Manufacturing Technology II is a continuation of Automated Manufacturing Technology I. Introduction to machines, tools and processes associated with the machine trade is offered. Fundamentals in bench layout, basic machine tool operation and metal removal processes, measuring devices and classifications of materials in industry are covered.

Prerequisites: Automated Manufacturing Technology I

WELDING I**9-12****5 Credits**

Description: Welding I develops welding skills in flat position arc, oxyacetylene welding, brazing, and gas and plasma cutting, gas metal arc and gas tungsten arc welding.

Prerequisites: Introduction to Metalworking

WELDING II: WELDING APPLICATIONS**9-12****5 Credits**

Description: Welding II: Welding Applications covers fundamental understanding and skills in the safe use of arc welding equipment. Typical operations include striking the arc, making fillet welds in the flat and horizontal positions and groove welds in the flat position. A variety of methods are used to examine the weldments.

Prerequisites: Welding I

POWER, ENERGY, AND MECHANIZED SYSTEMS PATHWAY**INTRODUCTION TO POWER, ENERGY, AND MECHANIZED SYSTEMS****9-12****5 Credits**

Description: Introduction to Power, Energy, and Mechanized Systems uses hands-on experiences to show how power is produced, altered, and transferred to meet power production needs. Mechanical power, pneumatic power, electrical power, chemical power, solar power, wind power, and fossil fuels will be discussed. Students will design and build two type of vehicles (MagLev/Wheel) to test each type of power individually and then altered for maximum efficiency. Students will also gain a better understanding of potential careers and additional courses available in the Power, Energy, and Mechanized Systems pathway.

Prerequisites: None

MECHANICAL SYSTEMS OPERATIONS**9-12****5 Credits**

Description: Mechanical Systems Operations covers mechanical power system essentials. Students will apply motor control through Ohms law, Kickoffs Law, switches, bearings, lubrication, belts, sprockets, chains, and couplings. Upon completion of this course, the student will receive practical experience with each type of power transmission component.

Prerequisites: Introduction to Power, Energy, and Mechanized Systems

POWER SYSTEMS DESIGN AND FABRICATION I**10-12****5 Credits**

Description: Power Systems Design and Fabrication I explores electrical-powered applications. Projects will apply math, science, electrical engineering design, electrical and mechanical skills, and team-based problem solving.

Prerequisites: Mechanical Systems Operations

POWER SYSTEMS DESIGN AND FABRICATION II**10-12****5 Credits**

Description: Power Systems Design and Fabrication II continues to explore electrical-powered applications. Projects will apply math, science, electrical engineering design, electrical and mechanical skills, and team-based problem solving.

Prerequisites: Power Systems Design and Fabrication I



Project Lead the Way PLTW Course Information

Included with permission from Sam Cox, Curriculum Director for PLTW, for informational purposes for the MPS Board of Education only. Permission received: June 24, 2010.

Introduction to Engineering Design

Unit 1 Design Process

Introduction to Design Process Performance Objectives

- Apply engineering notebook standards and protocols when documenting their work during the school year.
- Identify and apply group brainstorming techniques and the rules associated with brainstorming.
- Research a product's history, develop a PowerPoint presentation, list chronologically the major innovations to a product, and present findings to a group.
- Use online and published works to research aspects of design problems.
- Identify the design process steps used in given scenarios and be able to list the steps, if any are missing.

Introduction to Technical Sketching and Drawing Performance Objectives

- Identify, sketch, and explain the function of points, construction lines, object lines, and hidden lines.
- Plot points on grid paper to aid in the creation of sketches and drawings.
- Explain the concepts of technical sketching and drawing.
- Sketch an isometric view of simple geometric solids.
- Explain how an oblique view of simple geometric solids differs from an isometric view.
- Sketch one-point, two-point, and three-point perspectives of simple geometric solids.
- Describe the concept of proportion as it relates to freehand sketching.
- Sketch multi-view drawings of simple geometric solids.
- Determine the front view for a given object.

Measurement and Statistics Performance Objectives

- Research and design a CD cover or book jacket on the origins of the measurement systems.
- Measure and record linear distances using a scale to a precision of 1/16 inch and 1 mm.
- Measure and record linear distances using a dial caliper to a precision of 0.001 inch.
- Add and subtract U.S. standard and metric linear measurements.
- Convert linear distance measurements from inches to millimeters and vice versa.
- Apply linear dimensions to a multi-view drawing.
- Calculate the mean, mode, median, and range of a data set.
- Create a histogram of recorded measurements showing data elements or class intervals, and frequency.

Puzzle Cube Performance Objectives

- Brainstorm and sketch possible solutions to an existing design problem.
- Select an approach that meets or satisfies the constraints given in a design brief.
- Create simple extruded solid Computer Aided Design (CAD) models from dimensioned sketches.
- Generate dimensioned multi-view drawings from simple CAD models.
- Measure and Fabricate parts for a functional prototype from the CAD multi-view drawings.
- Assemble the product using the CAD modeling software.
- Test and evaluate the prototype and record results.
- Apply geometric and numeric constraints to CAD sketches.
- Identify the purpose of packaging in the design of consumer products.

Unit 2 Design Exercises

Geometric Shapes and Solids Performance Objectives

- Identify common geometric shapes and forms by name.
- Calculate the area of simple geometric shapes.
- Calculate the surface area and volume of simple geometric forms.
- Identify and explain the various geometric relationships that exist between the elements of two-dimensional shapes and three-dimensional forms.
- Identify and define the axes, planes, and sign conventions associated with the Cartesian coordinate system.

- Apply geometric and numeric constraints to CAD sketches.
- Utilize sketch-based, work reference, and placed features to develop solid CAD models from dimensioned drawings.
- Explain how a given object's geometry is the result of sequential additive and subtractive processes.

Dimensions and Tolerances Performance Objectives

- Explain the differences between size and location dimensions.
- Differentiate between datum dimensioning and chain dimensioning.
- Identify and dimension fillets, rounds, diameters, chamfers, holes, slots, and screw threads in orthographic projection drawings.
- Explain the rules that are associated with the application of dimensions to multi-view drawings.
- Identify, sketch, and explain the difference between general tolerances, limit dimensions, unilateral, and bilateral tolerances.
- Differentiate between clearance and interference fits.

Advanced Modeling Skills Performance Objectives

- Sketch and model an auxiliary view of a given object to communicate the true size and shape of its inclined surface.
- Describe the purpose and demonstrate the application of section lines and cutting plane lines in a section view drawing.
- Sketch a full and half section view of a given object to communicate its interior features.
- Identify algebraic relationships between the dimensional values of a given object.
- Apply assembly constraints to individual CAD models to create mechanical systems.
- Perform part manipulation during the creation of an assembly model.
- Explain how assembly constraints are used to systematically remove the degrees of freedom for a set of components in a given assembly.
- Create an exploded model of a given assembly.
- Determine ratios and apply algebraic formulas to animate multiple parts within an assembly model.
- Create and describe the purpose of the following items: exploded isometric assembly view, balloons, and parts list.

Advanced Designs Performance Objectives

- Brainstorm and sketch possible solutions to an existing design problem.
- Create a decision making matrix.
- Select an approach that meets or satisfies the constraints given in a design brief.
- Create solid computer-aided design (CAD) models of each part from dimensioned sketches using a variety of methods.
- Apply geometric numeric and parametric constraints to form CAD modeled parts.
- Generate dimensioned multi-view drawings from simple CAD modeled parts.
- Assemble the product using the CAD modeling software.
- Explain what constraints are and why they are included in a design brief.
- Create a three-fold brochure marketing the designed solution for the chosen problem, such as a consumer product, a dispensing system, a new form of control system, or extend a product design to meet a new requirement.
- Explain the concept of fluid power, and the difference between hydraulic and pneumatic power systems.

Unit 3 Reverse Engineering

Visual Analysis Performance Objectives

- Identify visual design elements within a given object.
- Explain how visual design principles were used to manipulate design elements within a given object.
- Explain what aesthetics is, and how it contributes to a design's commercial success.
- Identify the purpose of packaging in the design of consumer products.
- Identify visual design principles and elements that are present within marketing ads.
- Identify the intent of a given marketing ad and demographics of the target consumer group for which it was intended.

Functional Analysis Performance Objectives

- Identify the reasons why engineers perform reverse engineering on products.
- Describe the function of a given manufactured object as a sequence of operations through visual analysis and inspection (prior to dissection).

Structural Analysis Performance Objectives

- Describe the differences between joinery, fasteners, and adhesives.
- Identify the types of structural connections that exist in a given object.
- Use dial calipers to precisely measure outside and inside diameter, hole depth, and object thickness.
- Identify a given object's material type.
- Identify material processing methods that are used to manufacture the components of a given commercial product.
- Assign a density value to a material, and apply it to a given solid CAD model.
- Perform computer analysis to determine mass, volume, and surface area of a given object.

Product Improvement by Design Performance Objectives

- Write design briefs that focus on product innovation.
- Identify group brainstorming techniques and the rules associated with brainstorming.
- Use decision matrices to make design decisions.
- Explain the difference between invention and innovation.

Unit 4 Open-Ended Design Problems

Engineering Design Ethics

- Create a brainstorming list of different products made from common materials that are used daily.
- Research and construct a product impact timeline presentation of a product from the brainstorming list and present how the product may be recycled and used to make other products after its lifecycle is complete.
- Identify the five steps of a product's lifecycle and investigate and propose recyclable uses for the material once the lifecycle of the product is complete.

Design Teams Performance Objectives

- Explain why teams of people are used to solve problems.
- Identify group norms that allow a virtual design team to function efficiently.
- Establish file management and file revision protocols to ensure the integrity of current information.
- Use internet resources, such as email, to communicate with a virtual design team member throughout a design challenge.
- Identify strategies for addressing and solving conflicts that occur between team members.
- Create a Gantt chart to manage the various phases of their design challenge.

Principles of Engineering

Unit 1 Energy and Power

Mechanisms Performance Objectives

- Differentiate between engineering and engineering technology.
- Conduct a professional interview and reflect on it in writing.
- Identify and differentiate among different engineering disciplines.
- Measure forces and distances related to mechanisms.
- Distinguish between the six simple machines, their attributes, and components.
- Calculate mechanical advantage and drive ratios of mechanisms.
- Design, create, and test gear, pulley, and sprocket systems.
- Calculate work and power in mechanical systems.
- Determine efficiency in a mechanical system.
- Design, create, test, and evaluate a compound machine design.

Energy Sources Performance Objectives

- Identify and categorize energy sources as nonrenewable, renewable, or inexhaustible.
- Create and deliver a presentation to explain a specific energy source.
- Summarize and reflect upon information collected during a visit to a local utility company.
- Define the possible types of power conversion.

- Calculate work and power.
- Demonstrate the correct use of a digital multimeter.
- Calculate power in a system that converts energy from electrical to mechanical.
- Determine efficiency of a system that converts an electrical input to a mechanical output.
- Calculate circuit resistance, current, and voltage using Ohm's law.
- Understand the advantages and disadvantages of parallel and series circuit design in an application.

Energy Applications Performance Objectives

- Test and apply the relationship between voltage, current, and resistance relating to a photovoltaic cell and a hydrogen fuel cell.
- Experiment with a solar hydrogen system to produce mechanical power.
- Design, construct, and test recyclable insulation materials.
- Test and apply the relationship between R-values and recyclable insulation.
- Complete calculations for conduction, R-values, and radiation.

Design Problem Energy and Power Performance Objectives

- Brainstorm and sketch possible solutions to an existing design problem.
- Create a decision-making matrix for a design problem.
- Select an approach that meets or satisfies the constraints provided in a design brief.
- Create a detailed pictorial sketch or use 3D modeling software to document the best choice, based upon the design team's decision matrix.
- Present a workable solution to the design problem.

Unit 2 Materials and Structures

Statics Performance Objectives

- Create free body diagrams of objects, identifying all forces acting on the object.
- Mathematically locate the centroid of structural members.
- Calculate moment of inertia of structural members.
- Differentiate between scalar and vector quantities.
- Identify magnitude, direction, and sense of a vector.
- Calculate the X and Y components given a vector.
- Calculate moment forces given a specified axis.
- Use equations of equilibrium to calculate unknown forces.
- Use the method of joints strategy to determine forces in the members of a statically determinate truss.

Material Properties Performance Objectives

- Investigate specific material properties related to a common household product.
- Conduct investigative non-destructive material property tests on selected common household products. Property testing conducted to identify continuity, ferrous metal, hardness, and flexure.
- Calculate weight, volume, mass, density, and surface area of selected common household product.
- Identify the manufacturing processes used to create the selected common household product.
- Identify the recycling codes.
- Promote recycling using current media trends.

Material Testing Performance Objectives

- Utilize a five-step technique to solve word problems.
- Obtain measurements of material samples.
- Tensile test a material test sample.
- Identify and calculate test sample material properties using a stress strain curve.

Design Problem Materials and Structures Performance Objectives

- Brainstorm and sketch possible solutions to an existing design problem.
- Create a decision making matrix for the design problem.
- Select an approach that meets or satisfies the constraints given in a design brief.
- Create a detailed pictorial sketch or use 3D modeling software to document the best choice, based upon your team's decision matrix.
- Present a workable design solution.

Unit 3 Control Systems

Machine Control Performance Objectives

- Create detailed flow charts utilizing a computer software application.
- Create control system operating programs utilizing computer software.
- Create system control programs that utilize flowchart logic.
- Choose appropriate inputs and output devices based on the need of a technological system.
- Differentiate between the characteristics of digital and analog devices.
- Judge between open and closed loop systems in order to choose the most appropriate system for a given technological problem.
- Design and create a control system based on given needs and constraints.

Fluid Power Performance Objectives

- Identify devices that utilize fluid power.
- Identify and explain basic components and functions of fluid power devices.
- Differentiate between the characteristics of pneumatic and hydraulic systems.
- Distinguish between hydrodynamic and hydrostatic systems.
- Design, create, and test a hydraulic device.
- Design, create, and test a pneumatic device.
- Calculate values in a fluid power system utilizing Pascal's Law.
- Distinguish between pressure and absolute pressure.
- Distinguish between temperature and absolute temperature.
- Calculate values in a pneumatic system, utilizing the perfect gas laws.
- Calculate flow rate, flow velocity, and mechanical advantage in a hydraulic system.

Design Problem Control Systems Performance Objectives

- Brainstorm and sketch possible solutions to an existing design problem.
- Create a decision-making matrix for a design problem.
- Select an approach that meets or satisfies the constraints provided in a design brief.
- Create a detailed pictorial sketch or use 3D modeling software to document the best choice, based upon the design team's decision matrix.
- Present a workable solution to the design problem.

Unit 4 Statistics and Kinematics

Statistics Performance Objectives

- Calculate the theoretical probability that an event will occur.
- Calculate the experimental frequency distribution of an event occurring.
- Apply the Bernoulli process to events that only have two distinct possible outcomes.
- Apply AND, OR, and NOT logic to probability.
- Apply Bayes' theorem to calculate the probability of multiple events occurring.
- Create a histogram to illustrate frequency distribution.
- Calculate the central tendency of a data array, including mean, median, and mode.
- Calculate data variation, including range, standard deviation, and variance.

Kinematics Performance Objectives

- Calculate distance, displacement, speed, velocity, and acceleration from data.
- Design, build, and test a vehicle that stores and releases potential energy for propulsion.
- Calculate acceleration due to gravity given data from a free fall device.
- Calculate the X and Y components of a projectile motion.
- Determine the angle needed to launch a projectile a specific range given the projectile's initial velocity.

Design Problem Statistics and Kinematics Performance Objectives

- Brainstorm and sketch possible solutions to an existing design problem.
- Create a decision-making matrix for their design problem.
- Select an approach that meets or satisfies the constraints provided in a design brief.
- Create a detailed pictorial sketch or use 3D modeling software to document the best choice, based upon the design team's decision matrix.
- Present a workable solution to the design problem.

Digital Electronics

Unit 1 Fundamentals of Analog and Digital Electronics

Foundations and the Board Game Counter Performance Objectives

- Know and practice proper safety while working with electronics.
- Be able to express numbers in scientific notation, engineering notation, and System International (SI) notation.
- Identify many of the common components used in electronics.
- Be able to determine a resistor's nominal value by reading its color code.
- Be able to determine a resistor's actual value by reading its resistance with a Digital Multimeter (DMM).
- Be able to determine a capacitor's nominal value by reading its labeled nomenclature.
- Be able to properly tin the tip of a soldering iron.
- Use proper soldering/de-soldering techniques to solder and de-solder components on a printed circuit boards.

Introduction to Analog Performance Objectives

- Be able to identify the parts of an atom and determine if an element would make a good conductor, insulator, or semiconductor.
- Use Ohm's Law, Kirchhoff's Voltage Law, and Kirchhoff's Current Law to solve for simple series and parallel circuit.
- Be able to use a Circuit Design Software to analyze simple analog circuits.
- Be able to use a breadboard and digital multimeter to analyze simple analog circuits.
- Be able to determine the amplitude, period, frequency, and duty cycle analog and digital signals.
- Be able to analyze and design simple digital oscillators using the 555 Timer chip.
- Utilize the Circuit Design Software (CDS) to simulate and test a complete analog design.

Introduction to Digital Performance Objectives

- Be able to obtain and extract information from the manufacturer datasheets for components commonly used in digital electronics.
- Know how to identify commonly used electronic components given their part number or schematic symbol.
- Be able to identify various integrated circuit (IC) package styles.
- Know the fundamental differences between combinational and sequential logic.
- Identify and describe the function of AND, OR, & Inverter gates.
- Be able to use Circuit Design Software (CDS) to simulate and test a simple combinational logic circuit designed with AND, OR, & Inverter gates.
- Identify and describe the function of a D flip-flop.
- Be able to use Circuit Design Software (CDS) to simulate and test a simple sequential logic circuit design with D flip-flops.
- Utilize the Circuit Design Software (CDS) to simulate and test a complete design containing both combinational and sequential logic.

Unit 2 Combinational Logic

Introduction to AOI Logic Performance Objectives

- Convert numbers between the binary and decimal number systems.
- Translate design specifications into truth tables.
- Extract un-simplified logic expressions from truth tables.
- Construct truth tables from logic expressions.
- Use the rules and laws of Boolean algebra, including DeMorgan's, to simplify logic expressions.
- Analyze AOI (AND/OR/Invert) combinational logic circuits to determine their equivalent logic expressions and truth tables.
- Design combinational logic circuits using AOI logic gates.
- Translate a set of design specifications into a functional AOI combinational logic circuit following a formal design process.
- Use Circuit Design Software (CDS) and a Digital Logic Board (DLB) to simulate and prototype AOI logic circuits.

Introduction to NAND and NOR Logic Performance Objectives

- Use the K-Mapping technique to simplify combinational logic problems containing two, three, and four variables.
- Be able to solve K-Maps that contain one or more *don't care* conditions.
- Design combinational logic circuit using NAND and NOR logic gates.
- Translate a set of design specifications into a functional NAND or NOR combinational logic circuit following a formal design process.
- Be able to compare and contrast the quality of combinational logic designs implemented with AOI, NAND, and NOR logic gates.
- Use Circuit Design Software (CDS) and a Digital Logic Board (DLB) to simulate and prototype NAND and NOR logic circuits.

Date of Birth Design Performance Objectives

- Use a seven-segment display in a combinational logic design to display alpha/numeric values.
- Select the correct current limiting resistor and properly wire both common cathode and common anode seven-segment displays.
- Follow a formal design process to translate a set of design specifications for a design containing multiple outputs into a functional combinational logic circuit.
- Design AOI, NAND, & NOR solutions for a logic expression and select the solution that uses the least number of ICs to implement.
- Use Circuit Design Software (CDS) and Digital Logic Board (DLB) to simulate and prototype AOI, NAND, & NOR logic circuits.

Specific Comb Logic Circuits and Miscellaneous Topics Performance Objectives

- Convert numbers between the hexadecimal or octal number systems and the decimal number system.
- Use XOR and XNOR gates to design binary half-adders and full-adders.
- Use SSI and MSI gates to design and implement binary adders.
- Design electronics displays using seven-segment displays that utilize de-multiplexers.
- Use the two's complement process to add and subtract binary numbers.
- Use Circuit Design Software (CDS) and a Digital Logic Board (DLB) to simulate and prototype specific combinational logic circuits.

Programmable Objectives Performance Objectives

- Design combinational logic circuits using a programmable logic device.
- Be able to cite the advantages and disadvantages of programmable logic devices over discrete logic gates.
- Use Circuit Design Software (CDS) and a Digital Logic Board (DLB) to simulate and prototype combinational logic designs implemented with programmable logic.

Unit 3 Sequential Logic

Latches and Flip-Flops Performance Objectives

- Know the schematic symbols and excitation tables for the D and J/K flip-flops.
- Describe the function of the D and J/K flip-flops.
- Describe the function of, and differences between, level sensitive and edge sensitive triggers.
- Describe the function of, and differences between, active high and active low signals.
- Describe the function of, and differences between, a flip-flop's synchronous and asynchronous inputs.
- Draw detailed timing diagrams for the D or J/K flip-flop's Q output in response to a variety of synchronous and asynchronous input conditions.
- Analyze and design introductory flip-flop applications such as event detection circuits, data synchronizers, shift registers, and frequency dividers.
- Use Circuit Design Software (CDS) and a Digital Logic Board (DLB) to simulate and prototype introductory flip-flop applications.

Asynchronous Counter Performance Objectives

- Know the advantages and disadvantage of counters designed using the asynchronous counter method.

- Be able to describe the ripple effect of an asynchronous counter.
- Be able to analyze and design up, down and modulus asynchronous counters using discrete D and J/K flip-flops.
- Be able to analyze and design up, down and modulus asynchronous counters using medium scale integrated (MSI) circuit counters.
- Use Circuit Design Software (CDS) and Digital Logic Board (DLB) to simulate and prototype SSI and MSI asynchronous counters.

Synchronous Counters Performance Objectives

- Know the advantages and disadvantage of counters designed using the synchronous counter method.
- Be able to analyze and design up, down and modulus synchronous counters using discrete D and J/K flip-flops.
- Be able to analyze and design up, down and modulus synchronous counters using medium scale integrated (MSI) circuit counters.
- Use Circuit Design Software (CDS) and Digital Logic Board (DLB) to simulate and prototype SSI and MSI synchronous counters.

Introduction to State-Machine Design Performance Objectives

- Be able to describe the components of a state machine.
- Be able to draw a state graph and construct a state transition table for a state machine.
- Be able to derive a state machine's Boolean equations from its state transition table.
- Be able to implement Boolean equations into a functional state machine.
- Describe the two variations of state machines and list the advantages of each.
- Use Circuit Design Software (CDS) and a Digital Logic Board (DLB) to simulate and prototype state machines designs implemented with discrete and programmable logic.

Unit 4 Microcontrollers

Introduction to Microcontrollers Performance Objectives

- Create flowcharts to use in programming
- Use the Board of Education to write programs
- Create a program that utilizes the Debug screen
- Create programs that use variables
- Create programs that use various loops
- Create programs that use inputs and outputs

Microcontroller Hardware Performance Objectives

- Program a servo motor.
- Program and test an autonomous robot.
- Use mathematics to calculate programming values.

Microcontroller Process Control Performance Objectives

- Design and build a maze course.
- Design and build a timing device with remote triggers.
- Program a microcontroller to guide a robot through a maze.

Civil Engineering and Architecture

Unit 1 Overview of Civil Engineering and Architecture

History of Civil Engineering and Architecture Performance Objectives

- Connect modern structural and architectural designs to historical architectural and civil engineering achievements.
- Identify three general categories of structural systems used in historical buildings.
- Explain how historical innovations have contributed to the evolution of civil engineering and architecture.
- Identify and explain the application of principles and elements of design to architectural buildings.
- Determine architectural style through identification of building features, components, and materials.]
- Create a mock-up model depicting an architectural style or feature using a variety of materials.

Careers in Civil Engineering and Architecture Performance Objectives

- Identify the primary duties, and attributes of a civil engineer and an architect along with the traditional path for becoming a civil engineer or architect.
- Identify various specialty disciplines associated with civil engineering.
- Participate in a design charrette and recognize the value of using a charrette to develop innovative solutions to support whole building design.
- Understand the relationship among the stakeholders involved in the design and construction of a building project.

Unit 2 Residential Design

Building Design and Construction Performance Objectives

- Identify typical components of a residential framing system.
- Recognize conventional residential roof designs.
- Model a common residential roof design and detail advantages and disadvantages of that style.
- Use 3D architectural software to create a small building.

Cost and Efficiency Analysis Performance Objectives

- Apply basic math skills to calculate the quantity and cost of concrete needed to pour the pad for a small building.
- Create a cost estimate for a small construction project, including a detailed cost break-down.
- Calculate the heat loss through one wall of a conditioned building.
- Calculate the heat loss for a building envelope with given conditions appropriate for the project.
- Apply principles of sustainable design to a small project.

Residential Design Performance Objectives

- Apply elements of good residential design to the design of a basic house to meet the needs of a client.
- Design a home design that complies with applicable codes and requirements.
- Incorporate sustainable building principles and universal design concepts into a residential design.
- Create bubble diagrams and sketch a floor plan.
- Identify residential foundation types and choose an appropriate foundation for a residential application.
- Calculate the head loss and estimate the water pressure for a given water supply system.
- Create sketches to document a preliminary plumbing and a preliminary electrical system layout for a residence that comply with applicable codes.
- Design an appropriate sewer lateral for wastewater management for a building that complies with applicable codes.
- Create a site opportunities map and sketch a project site.
- Choose an appropriate building location on a site based on orientation and other site-specific information.
- Calculate the storm water runoff from a site before and after development.
- Document the design of a home using 3D architectural design software and construction drawings.

Unit 3 Commercial Applications

Commercial Building Systems Performance Objectives

- Identify applicable building codes and regulations that apply to a given development.
- Classify a building according to its use, occupancy, and construction type using the International Building Code.
- Research Land Use regulations to identify zoning designations and allowable uses of property.
- Comply with specifications, regulations, and codes during a design process.
- Compare a variety of commercial wall systems and select an appropriate system for a given commercial application based on materials, strength, aesthetics, durability, and cost.
- Compare a variety of commercial low-slope roof systems and select an appropriate system for a given commercial application based on materials, strength, durability, and cost.
- Incorporate sustainable building practices, especially a green roof, into the design of a commercial building.
- Use 3D architectural design software to incorporate revisions for the redesign of a building.

- Use 3D architectural design software to create appropriate documentation to communicate a commercial building design.
- Calculate the structural efficiency of a structure.
- Use load-span tables to design structural elements.

Structures Performance Objectives

- Identify the work of a structural engineer.
- Use building codes and other resources to calculate roof loading to a structure and select appropriate roof beams to safely carry the load.
- Analyze a simply supported beam subjected to a given loading condition to determine reaction forces, sketch shear and moment diagrams, and determine the maximum moment resulting in the beam.
- Use beam formula to calculate end reactions and the maximum moments of a simply supported beam subjected to a given loading condition.
- Use structural analysis software to create shear and moment diagrams of simply supported beams subjected to a given loading condition.
- Calculate the deflection of a simply supported beam subjected to a given loading condition.
- Use building codes and other resources to determine the required floor loading and design a structural steel floor framing system (beams and girders) for a given building occupancy.
- Identify and describe the typical usage of foundation systems commonly used in commercial construction.
- Determine the loads transferred from a steel framed structure to the ground through a foundation.
- Size a spread footing for a given loading condition.
- Check structural calculations created by others for correctness.

Services and Utilities Performance Objectives

- Interpret and apply code requirements and constraints as they pertain to the installation of services and utilities.
- Read and understand HVAC construction drawings for a commercial project.
- Apply criteria and constraints to size and locate the new utility service connections for a commercial facility.
- Modify system designs to incorporate energy conservation techniques.

Site Considerations Performance Objectives

- Use differential leveling to complete a control survey to establish a point of known elevation for a project.
- Design appropriate pedestrian access, vehicular access and a parking lot for a commercial facility.
- Analyze a site soil sample to determine the United Soil Classification System designation and predict soil characteristics important to the design and construction of a building on the site.
- Estimate the increase in storm water runoff from a commercial site and create a preliminary design for a storm water storage facility.
- Apply Low Impact Development techniques to a commercial site design reduce the impact of development on storm water runoff quantity and quality.
- Follow specifications and codes during a design process.
- Given 3D architectural design software, document a commercial site design.

Unit 4 Commercial Building Design

Commercial Building Design Problem Performance Objective

- Work individually and in groups to produce a solution to a team project.
- Research codes, zoning ordinances and regulations to determine the applicable requirements for a project.
- Identify the boundaries of a property based on its legal description.
- Perform research and visit a site to gather information pertinent to the viability of a project on the site.
- Identify the criteria and constraints, and gather information to promote viable decisions regarding the development of their solution.

- Create an architectural program, a project organization chart, and a Gantt chart and hold project progress meetings to help manage the team project.
- Communicate ideas while developing a project using various drawing methods, sketches, graphics, or other media collected and documented.
- Investigate the legal, physical, and financial requirements of a project and consider the needs of the community to determine project viability.
- Apply current common practices utilized in Civil Engineering and Architecture to develop a viable solution in their project.
- Develop an understanding of how software is used as a tool to aid in the solution and then the communication of a project.

Commercial Building Design Presentation Performance Objectives

- Assemble and organize work from a commercial project to showcase the project in an effective and professional manner.
- Create visual aids for a presentation that include the appropriate drawings, renderings, models, documentation, and the rationale for choosing the proposal for project development.
- Conduct an oral presentation to present a proposal for the design and development of a commercial building project.

Engineering Design and Development

Unit 1 Course Introduction and Justification

Introduction to Engineering Design and Development Performance Objectives

- Identify the design process steps used in given scenarios and be able to list the steps.
- Explain the process used to organize a research project.
- Apply engineering notebook standards and protocols when documenting work.
- Define and demonstrate time management skills as related to his or her project.
- Distinguish between when it is appropriate to use technical writing and expository writing styles.

Unit 2 Problem Identification

Introduction to Problem Statement Performance Objectives

- Brainstorm problem statements for unique innovations or inventions.
- Write concise problem statements using technical writing skills.
- Document research that justifies the problem statement for the engineering design and development project.

Verify and Justify the Problem Performance Objectives

- Be able to speak to experts appropriately.
- Ask valid questions that will be used to further the student's knowledge of the problem statement.
- Write a problem statement as well as verify and justify the statement.
- Document the project process in an engineering notebook.
- Use strong oral and written skills to communicate with experts.

Unit 3 Research

Research and Development Performance Objectives

- Study cases (articles supplied by the teacher) regarding research and development and its impact on the invention and innovation of products, processes, or services.
- Create market research to investigate and determine the merit of their solution.
- Self-assess their performance and research based on the goals for developing a solution to a problem.

Investigate Current and Past Solutions Performance Objectives

- Use a list of specifications and constraints identified in a decision matrix to develop a list of alternative solutions to the stated problem.
- Research and identify patents related to their identified problem.
- Conduct research to investigate and determine the merit of his or her alternative solution based on past solutions to the problem.
- Explain the feasibility of his or her solution based on his or her research.

- Develop research strategies for his or her solution, including the use of surveys, phone interviews, and personal contact with experts related to the field of his or her technical problem.
- Create a matrix table to analyze the data found from the patent research.

Invent or Innovate Performance Objectives

- Conduct research to identify the difference between innovation and invention.
- Write a fictional scenario for an innovation of interest.
- Discuss the pros and cons of a decision matrix.
- Conduct research and perform a trend analysis on a technical problem.
- Sketch one invention and one innovation related to the technical problem.

Unit 4 Decision Process

Defining Product Specifications Performance Objectives

- Create a description of the product specifications for the design solution.
- Objectively evaluate proposed design solutions using specific criteria.
- Select the best design solution option using a decision matrix.
- Graphically represent the results of the design solution evaluation.

Unit 5 Design

Sketching and Technical Drawing Performance Objectives

- Sketch all parts of their design solution including an isometric view of the assembled product.
- Create a set of working drawings for their design solution.
- Interpret and apply the feedback they receive from experts to improve their design solution.
- Refine their design solution, if necessary, based upon expert feedback.
- Document the project's progress in their engineering notebooks.

Unit 6 Build

Building a Prototype Performance Objectives

- Identify safe practices for the use of tools and equipment.
- Create a detailed set of instructions for producing a testable prototype based on the information gained through their research.
- Identify methods and sources for obtaining materials and supplies.
- Compile a materials list that includes vendors and cost for all necessary materials and equipment to build their prototype.
- Write a step-by-step procedure for the assembly of their prototype.
- Build a working prototype that can be tested.

Unit 7 Test

Test Method Performance Objectives

- Select and describe a valid testing method that will be used to accurately evaluate their design solution's ability to solve their problem.
- Prepare a description of the testing method that will be used to validate the designed solution.
- Create a valid justification for the selected testing method.
- Devise a list of testing criteria that will be used to evaluate the success or failure of the prototype testing.
- Identify, define, and implement needed modifications to their testing method based on expert feedback and their ongoing research.
- Document their project's progress in their engineer's notebook.

Test Designed Solution Performance Objectives

- Create a detailed set of instructions for testing the prototype that will be valid, repeatable, and reliable.
- Apply the appropriate statistical analysis tools to the test results to ensure validity.
- Identify, define, and implement necessary modifications to the design based upon their test results.
- Identify how their solution has removed obsolescence of the original product, if appropriate.
- Evaluate and explain the effectiveness of their design at solving the problem they have defined.
- Document the test results and project progress in their engineering notebooks.

Unit 8 Presentation

Project Documentation Performance Objectives

- Gather data and information compiled throughout the project and create a technical research paper, PowerPoint, and three panel display of their design solution.
- Create a website, if they choose, in order to depict all aspects of their design solution.
- Choose one of the formats used to depict the design solution, such as technical research paper, PowerPoint, three panel display, or website, if created, for the presentation of the solution to their chosen problem.

Juried Presentation Performance Objectives

- Identify appropriate techniques for delivering formal presentations.
- Orally present an effective technical presentation on the chosen design solution.
- Write a resume to prepare for an interview in college or the workforce.
- Update their portfolio with accompanying resume as professional documentation of their knowledge and skills and work completed in this course.

AGENDA ITEM: Administrative Job Description Change from Coordinator of Special Projects Coordinator of Special Programs

MEETING DATE: July 12, 2010

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Coordinator of Special Programs 2100.35

ACTION DESIRED: X Approval

BACKGROUND: The Coordinator of Special Projects job description has been revised to better reflect actual duties and program coordination activities for Montessori, International Baccalaureate programs, and Core Academy.

RECOMMENDATIONS: Approve changes to job description 2100.35

STRATEGIC PLAN REFERENCE:

TIMELINE: Effective August 1, 2010

RESPONSIBLE PERSON(S): Mark Feldhausen, Associate Superintendent, Ed. Services

ASSOCIATE SUPERINTENDENT APPROVAL: _____  _____
(Signature)

BOARD ACTION:

Administrator Job Description**2100.35****Title: Coordinator of Special Programs****Reports to:** Director of Elementary Education

General Summary: Coordinates Educational Services special programs, including but not limited to, the Core Academy Program, ~~and~~ Montessori [Program](#), ~~and the~~ [International Baccalaureate Programmes](#), reteaching plans for students who have not yet met ELO performance standards, ~~the Advanced Placement and dual enrollment programs, the PYP, MYP, and IB Diploma Programmes,~~ ~~and~~ K-12 summer school. ~~the implementation of strategic action plans as assigned, and state and federal grants as assigned.~~

Essential Functions:

- I. Coordinates and facilitates communication about the Core Academy Program and the Montessori Program with the District and to the community. (~~2~~10%)
- II. Assists the Montessori administrative staffs' [by providing instructional and training support for understanding of](#) the Montessori Program ~~components (philosophy, curriculum, instructional practices, staff development)~~ so that they can effectively supervise staff and maintain program integrity. (~~15~~ 30%)
- III. Coordinates the development, monitors the implementation of, and gathers summary reports of, school site plans for the purpose of reteaching students who have not yet met the ELO performance standards. (~~15~~ 7%)
- ~~IV. Coordinates and facilitates assigned aspects of the District's strategic action plans. Monitors implementation and communicates and facilitates staff work in accomplishing tasks. (10%)~~
- V. Coordinates the implementation, maintenance, and reporting of ~~for~~ the Rule 4 textbook loan program. (~~5~~ 3%)
- VI. Coordinates, implements, and oversees the organization, communication of and hiring for elementary, middle, and high school summer school. Generates reports as needed. (~~2~~30%)
- ~~VII. Coordinates and facilitates communication and district oversight of AP and dual enrollment plans. (7%)~~
- VIII. Facilitates communication between building ~~PYP, MYP, and the IB Diploma~~ [International Baccalaureate Programmes](#) ~~and~~ [with](#) the District [and to the community](#). (~~3~~10%)
- IX. Assumes other special programs and projects as assigned. (~~5~~10%)

Qualifications:

1. Education Level: Master's degree from an approved institution with a major in educational administration or the accepted equivalent.
2. Certification or Licensure: Appropriate Nebraska administrative certificate.
3. Experience desired: Facilitation experience and/or administrative experience in curriculum, instruction and assessment related areas.
4. Other requirements: Skilled in the use of standard office applications of technology, able to maintain and apply approved budgets to identified programs, highly organized, ability to work harmoniously with others, task and goal oriented. Valid drivers' license.

Special Requirements:

	Occasional <u>1 - 32%</u>	Frequent <u>33 - 66%</u>	Constant <u>67% +</u>
1. Standing	X		
2. Walking		X	
3. Sitting		X	
4. Lifting <u>20</u> lb max.	X		
5. Carrying <u>25</u> feet	X		
6. Pushing / Pulling	X		
7. Climbing / Balancing	X		
8. Stooping / Kneeling / Crouching / Crawling	X		
9. Reaching / Handling	X		
10. Speaking / Hearing			X
11. Seeing / depth perception / color			X

The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. Responsibilities and duties assigned are at the discretion of the supervisor (or superintendent).

Employee Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Rule Approved: July 12, 1999

Revised: March 7, 2005; September 4, 2007; January 21, 2008; September 15, 2008
(Effective May 21, 2008: 2100.36 was deleted and included in this rule)

[July 12, 2010](#)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Board Rule Human Resources 4140.2 – Responsibilities and Duties: Non-certified

Meeting Date: July 12, 2010

Department: Human Resources

Title and Brief Description: Approval of Board Rule Human Resources 4140.2 – Responsibilities and Duties: Non-certified

Action Desired: Approval

Background: This Rule has been revised to provide more consistent rules for reporting hours of work and other technical clean up. The revisions have been reviewed by the Cabinet and Legal Counsel.

Options/Alternatives Considered: Leave unchanged, delete, or revise

Recommendations: Approval

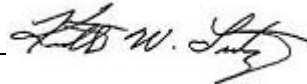
Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Dr. Ken Fossen, Dr. Jim Sutfin, Chad Meisgeier

Superintendent's Signature: _____



Category: Human Resources
Policy: Responsibilities and Duties
Rule: Responsibilities and Duties:

Non-certified 4140.2

I. Personnel Handbook: Each employee shall be issued a personnel handbook. The employee shall acknowledge, in writing, that he or she has received and will comply with the contents of the District's personnel handbook. In the event such employee is unclear about the policies, rules, and/or procedures provided in the personnel handbook, it is the responsibility of the employee to seek an interpretation and clarification from his or her immediate supervisor and/or the Human Resource Office.

II. Days Scheduled to be Worked: Each employee shall be informed of his or her projected work schedule. The District reserves the right to change the work schedule with respect to scheduled days, the hours of work, number of days worked, or to increase or decrease the extent of the work provided in the employee's job description. An employee's work schedule is not a guarantee of continued employment nor a contract of employment and is provided to the employee only for the purpose of informing the employee as to the days and hours the employee is to perform his or her duties.

III. Job Responsibilities: An employee's responsibilities and duties are contained in the job description provided to the employee. All employees may be assigned additional responsibilities and duties as may be deemed necessary by the District.

IV. Hours of Work for Non-Exempt Employees: Each employee not exempt from the overtime provisions of the Fair Labor Standards Act shall be paid for each hour or fraction thereof the employee works. Each employee is to work those hours as requested by his or her supervisor and as approved by the Human Resource Office pursuant to the following rules:

A. Hours worked are to be recorded accurately on ~~time cards or other~~ time records issued ~~and provided~~ by the District.;

B. Each employee who, with supervisor approval ~~is asked or directed by his or her supervisor to~~ works more or less than his or her normal hours on any given day may be given an equal number of hours off or work an equal number of make-up hours on another day during the same work week if the "flexed time" is equal to or less than two hours per work day;

C. If an employee, with supervisor approval, works less than his or her normal work hours on any given day, the employee will take appropriate leave if the time change is more than two hours in the given day;

D. If an employee, with supervisor approval, works more than his or her normal work hours, the employee shall not take a corresponding equal number of hours off in the same work week, if the time off is more than two hours in any given day;

~~The employee's time card or record shall reflect the actual hours worked each day.~~

E. Each employee required to work beyond forty ~~(40)~~ hours in one week shall be compensated for such additional time at the rate of one and one-half of his or her normal hourly rate-;

F. The District does not permit accumulation of “compensatory time” (vacation time) in lieu of overtime;

G. Employee breaks (including, but not limited to, unpaid lunch breaks and paid breaks) shall not be taken during the first or last hour of the work day;

H. Paid break times, when applicable, are as scheduled by the supervisor and may not be used to extend the employee’s lunch period;

I. An employee is not to work more than the hours assigned-;

J. The District’s Human Resources Office may grant exceptions to Subsections B, C, D, G, and H of this Section when the needs of the District are best served through an exception.

V. Dress: Employees are responsible for providing a positive professional image to students and the community. If, in the opinion of the employee's direct supervisor, an employee’s ~~staff member's~~ dress and grooming do not present a positive professional image, it will be the responsibility of that ~~administrator~~-supervisor to encourage the ~~staff member~~-employee to change his or her dress and grooming habits.

VI. Job Responsibilities: An employee's responsibilities and duties are contained in the job description provided to the employee. Employees may be assigned additional responsibilities and duties as may be deemed necessary by the District.

VII. Evaluation Process: Each employee is responsible for his/her successful participation in the District's personnel evaluation process.

Related Policy : 4140

Legal Reference: Fair Labor Standards Act

Date of Adoption: July 20, 1992

Date of Revision: January 18, 1993; December 15, 1997; February 18, 2002; February 21, 2005; July 12, 2010

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Sewer Easement to SID 529 (210th & Q Streets)

MEETING DATE: July 12, 2010

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Sewer Easement to SID 529 (210th & Q Streets) – The granting of a Permanent Sewer Easement and a Temporary Construction Easement at Q Street west of George B. Lake Parkway near Millard Horizon H.S.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: SID 529 (Kensington Park) is planning its sewer improvements near Horizon High School and needs a Temporary Construction Easement and a Permanent Sewer Easement from the District.

A copy of the proposed Easements and Agreements are attached. Also attached is correspondence from legal counsel related to the valuation of the easements.

The Easements will need to be executed by the Board President and Secretary.

OPTIONS AND ALTERNATIVES: n/a

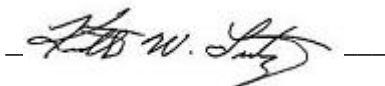
RECOMMENDATION: It is recommended that, in consideration of \$3,328.50, the District convey a Temporary Construction Easement and a Permanent Sewer Easement to SID 529 and the City of Omaha near 210th & Q Streets as proposed.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

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

SUPERINTENDENT'S APPROVAL:  _____

YOUNG & WHITE
LAW OFFICES

MALCOLM D. YOUNG
DUNCAN A. YOUNG
JEFF C. MILLER
DAVID J. SELBY
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8742 FREDERICK STREET
P.O. BOX 241358
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Telephone (402) 393-5600
Facsimile (402) 393-6823
E-Mail lawoffices@youngandwhite.com

ELKHORN OFFICE
20283 WIRT STREET
OMAHA, NE 68022
(402) 289-1950

LELAND C. WHITE
(1899-1981)

June 15, 2010

Ken Fossen, J.D.
Assoc. Superintendent General Administration
Don Stroh Administration Center
5606 South 147th Street
Omaha, NE 68137

RE: SID Permanent Easement

Dear Ken:

Enclosed please find an offer to the school district for permanent easement along the George B. Lake Parkway for a proposed Sanitary Sewer Improvement for Whispering Ridge Subdivision. The subdivision is located north and east of the District's property. We made some slight changes to the easement which were acceptable to the SID, so it is now acceptable from a legal standpoint.

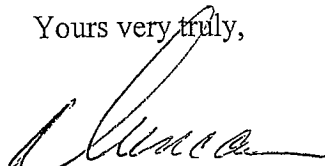
The \$35,000.00 an acre figure is derived from what the District paid for the property a few years ago. The proposal of 50% of the value of the fee for the easement, multiplied by the total acres, is the same formula our appraiser used to value similar permanent easements on the Reagan Elementary School site, and is generally an accepted method of valuing an easement. The proposal appears to be a legitimate good faith offer based upon the actual value of the easement; however, we do not have a current appraisal for the easement. We are not required to have an appraisal done prior to conveying this to the SID. In the meantime, E&A Consulting is waiting for a response to their proposal.

Barring any unforeseen obstacles and if this is acceptable to you, I would recommend this be placed on the Board's agenda for approval at the next regular meeting.

June 15, 2010
Page 2

If you have any questions, please do not hesitate to give me a call.

Yours very truly,



Duncan A. Young

DAY/sh

Encl.

c: Ed Rockwell



E&A CONSULTING GROUP, INC.
ENGINEERING • PLANNING • FIELD SERVICES

330 NORTH 117TH STREET
OMAHA, NE 68154-2509

www.eacg.com

PHONE: (402) 895-4700
FAX: (402) 895-3599

April 28, 2010(Revised 6/16/10)

Mr. Ed Rockwell
School District 17, Millard Public Schools
13906 F Street
Omaha, NE 68137

Re: Permanent and Temporary Easement Acquisition
E&A File No. P2005.041.001(San I)

Dear Mr. Rockwell:

In association with the proposed sanitary sewer improvements for the Kensington Park subdivision at George B. Lake Parkway and "Q" Street it is necessary to acquire permanent and temporary easements on Millard School District property. Attached are drawings and legal descriptions of the easements. On behalf of SID 529, the following offer is hereby made to purchase said permanent easement:

Permanent San. Sewer Easement:	0.151 Acres@ \$35,000 x 50% =	\$2,642.50
Temporary Easement	0.096 Acres@\$35,000 x 20% =	<u>\$685.00</u>
Total Offer		\$3,328.50

Please review this offer and respond to me with acceptance, a counter-offer or denial. As we are attempting to construct this sewer as soon as possible a timely response will be appreciated. If you would like to reach me with questions or would like to meet with me, please call me at 895-4700 or my cell phone 680-6890. Thank you for your cooperation.

Sincerely,
E&A Consulting Group

Mark A. Westergard, P.E.

Cc: Mr. Larry Jobeun, Attorney for SID 541
Mr. Dave Selby, Young & White, Attorneys for S.D. 17

KNOW ALL MEN BY THESE PRESENTS:

THAT SCHOOL DISTRICT NO. 17 of DOUGLAS COUNTY, NEBRASKA aka MILLARD PUBLIC SCHOOLS hereinafter referred to as GRANTOR, (whether one or more) for and in consideration of the sum on the property described below; does hereby donate, grant and convey unto the *City of Omaha, Nebraska, a Municipal Corporation*, hereinafter referred to as CITY, and to its successors and assigns, and *Sanitary and Improvement District Number 529, of Douglas County, Nebraska*, hereinafter referred to as S&ID, a permanent easement for the right to construct, maintain and operate sewers (either for storm or sanitary purposes), drainage structures, and/or drainage way, and appurtenances thereto, in, through, and under the parcel of land described as follows, to-wit:

SEE ATTACHED EXHIBIT "A"
PERMANENT EASEMENT LEGAL DESCRIPTION

TO HAVE AND TO HOLD unto said CITY, its successors and assigns, and S&ID together with the right of ingress and egress from said premises for the purpose of constructing, inspecting, maintaining, operating, repairing or replacing said sewers, drainage structures, and/or drainage way at the will of the CITY. The GRANTOR may, following construction of said sewers, drainage structures, and/or drainage way continue to use the surface of the easement strip conveyed hereby for other purposes, subject to the right of the CITY and S&ID to use the same for the purposes herein expressed.

It is further agreed as follows:

- 1) That no buildings, improvements, or other structures, nor any grading, fill or fill material, or embankment work, shall be placed in, on, over, or across said easement strip by GRANTOR, his or their successors and assigns without express approval of the CITY. Improvements which may be approved by CITY include landscaping, road and/or street surfaces, parking area surfacing, and/or pavement. These improvements and any trees, grass or shrubbery placed on said easement shall be maintained by GRANTOR, his heirs, successors or assigns.
- 2) That CITY or S&ID will replace or rebuild any and all damage to improvements caused by CITY exercising its rights of inspecting or maintaining said sewer, except that damage to, or loss of trees and shrubbery will not be compensated for by CITY.
- 3) This permanent sewer easement is also for the benefit of any contractor, agent, employee, or representative of the CITY and S&ID and any of said construction and work.
- 4) That CITY or S&ID shall cause any trench made on said easement strip to be properly refilled and shall cause the premises to be left in a neat and orderly condition.
- 5) That said GRANTOR for himself or themselves and his or their heirs, executors and administrators does or do confirm with the said CITY and S&ID and their assigns, that he or they, the GRANTOR is or are well seized in fee of the above described property and that he or they has or have the right to grant and convey this permanent sewer easement in the manner and form aforesaid, and that he or they will, and his or their heirs, executors, and administrators, shall warrant and defend this permanent easement to said CITY or S&ID and its assigns against the lawful claims and demands of all persons. This permanent sewer easement runs with the land.
- 6) That said permanent sewer easement is granted upon the condition that the CITY or S&ID may remove or cause to be removed all presently existing improvements thereon, including but not limited to, crops, vines, trees within the easement area as necessary for construction.
- 7) The CITY reserves the absolute right to terminate this permanent easement at any time prior to the payment of the above stated consideration, but in no event later than 60 days after the execution of this Easement Agreement.
- 8) That this instrument contains the entire agreement of the parties; that there are no other or different agreements or understandings, except a Temporary Construction Easement if and as applicable, between the GRANTOR and the CITY or S&ID or their agents; and that the GRANTOR, in executing and delivering this instrument, has not relied upon any promises, inducements, or representations of the CITY or S&ID or their agents or employees, except as are set forth herein (if applicable):

IN WITNESS WHEREOF said GRANTOR has or have hereunto set his or their hand(s) this _____ day of _____, 2010.

SCHOOL DISTRICT NO. 17 OF DOUGLAS COUNTY, NE. aka MILLARD PUBLIC SCHOOLS

ACKNOWLEDGMENT

STATE OF NEBRASKA)
) SS
COUNTY OF DOUGLAS)

On this _____ day of _____, 2010 before me, a Notary Public, in and for said County, personally came the above named _____ of School District No. 17 of Douglas County, Nebraska aka Millard Public Schools who is personally known to me to be the identical person whose name is affixed to the above instrument and acknowledged the instrument to be his voluntary act and deed for the purpose therein stated.

WITNESS my hand and Notarial Seal the day and year last above written.

NOTARY PUBLIC

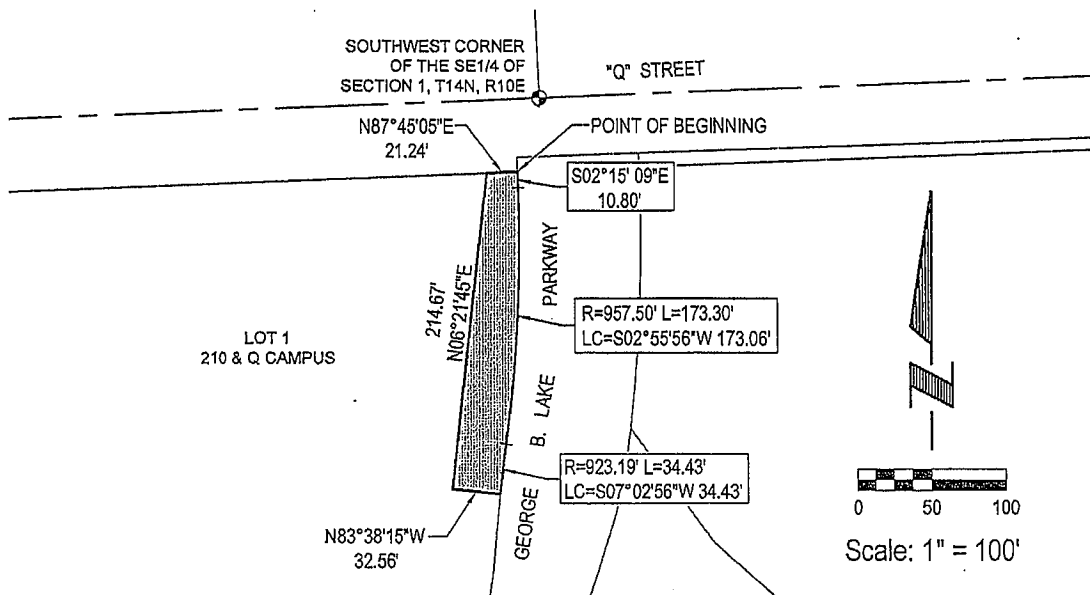
Notary Seal

LEGAL DESCRIPTION - PERMANENT SANITARY SEWER EASEMENT

A PERMANENT SANITARY SEWER EASEMENT LOCATED IN LOT 1, MPS 210 & Q CAMPUS, A SUBDIVISION LOCATED IN EAST 1/2 OF THE NW1/4 OF SECTION 12, TOWNSHIP 14 NORTH, RANGE 10 EAST OF THE 6TH P.M., DOUGLAS COUNTY, NEBRASKA, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE NORTHEAST CORNER OF SAID LOT 1, MPS 210 & Q CAMPUS, SAID POINT ALSO BEING THE POINT OF INTERSECTION OF THE SOUTHERLY RIGHT-OF-WAY LINE OF "Q" STREET AND THE WESTERLY RIGHT-OF-WAY LINE OF GEORGE B. LAKE PARKWAY; THENCE SOUTHERLY ALONG THE EASTERLY LINE OF SAID LOT 1, MPS 210 & Q CAMPUS, SAID LINE ALSO BEING SAID WESTERLY RIGHT-OF-WAY LINE OF GEORGE B. LAKE PARKWAY ON THE FOLLOWING DESCRIBED COURSES; THENCE S02°15'09"E (ASSUMED BEARING), A DISTANCE OF 10.80 FEET; THENCE SOUTHERLY ON CURVE TO THE RIGHT WITH A RADIUS OF 957.50 FEET, A DISTANCE OF 173.30 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S02°55'56"W, A DISTANCE OF 173.06 FEET; THENCE SOUTHERLY ON A CURVE TO THE LEFT WITH A RADIUS OF 923.19 FEET, A DISTANCE OF 34.43 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S07°02'56"W, A DISTANCE OF 34.43 FEET TO A POINT ON SAID EASTERLY LINE OF LOT 1, MPS 210 & Q CAMPUS, SAID LINE ALSO BEING SAID WESTERLY RIGHT-OF-WAY LINE OF GEORGE B. LAKE PARKWAY; THENCE N83°38'15"W, A DISTANCE OF 32.56 FEET; THENCE N06°21'45"E, A DISTANCE OF 214.67 FEET TO A POINT ON THE NORTHERLY LINE OF SAID LOT 1, MPS 210 & Q CAMPUS, SAID LINE ALSO BEING SAID SOUTHERLY RIGHT-OF-WAY LINE OF "Q" STREET; THENCE N87°45'05"E ALONG SAID NORTHERLY LINE OF LOT 1, MPS 210 & Q CAMPUS, SAID LINE ALSO BEING SAID SOUTHERLY RIGHT-OF-WAY LINE OF "Q" STREET, A DISTANCE OF 21.24 FEET TO THE POINT OF BEGINNING.

SAID PERMANENT SANITARY SEWER EASEMENT CONTAINS AN AREA OF 6,578 SQUARE FEET OR 0.151 ACRES, MORE OR LESS.

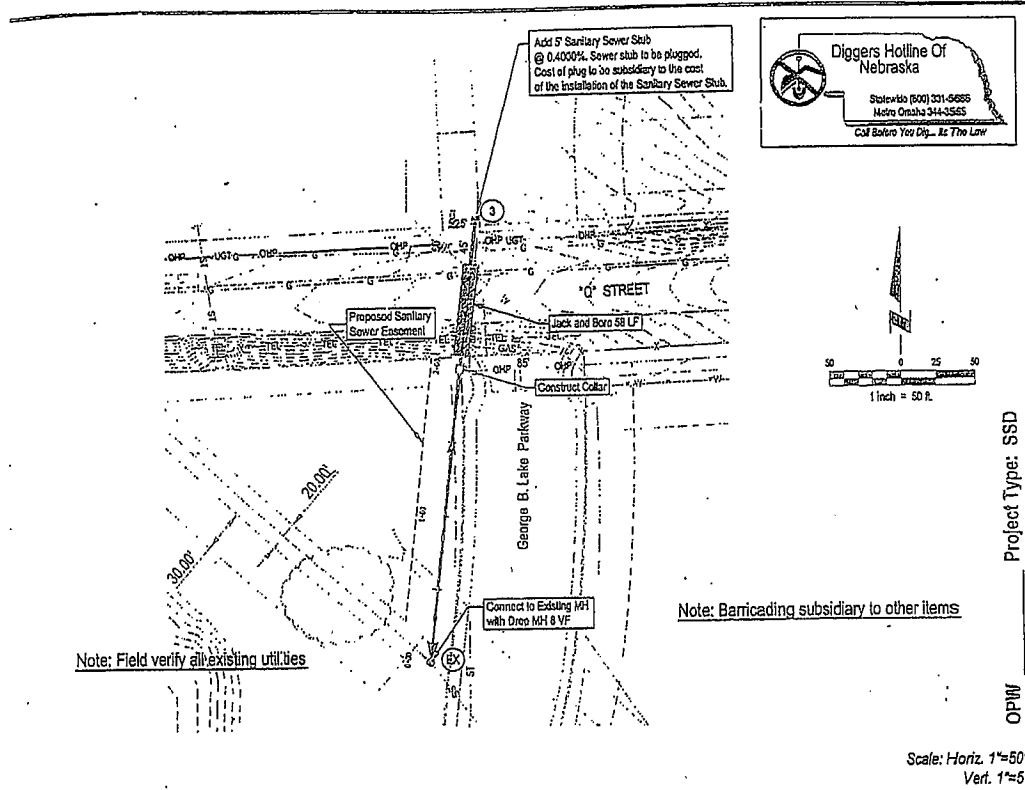


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 333 NORTH 177TH STREET OMAHA, NE 68154 PHONE: (402) 855-4700

**LOT 1, MPS 210 & Q CAMPUS
 PERMANENT SANITARY
 SEWER EASEMENT**

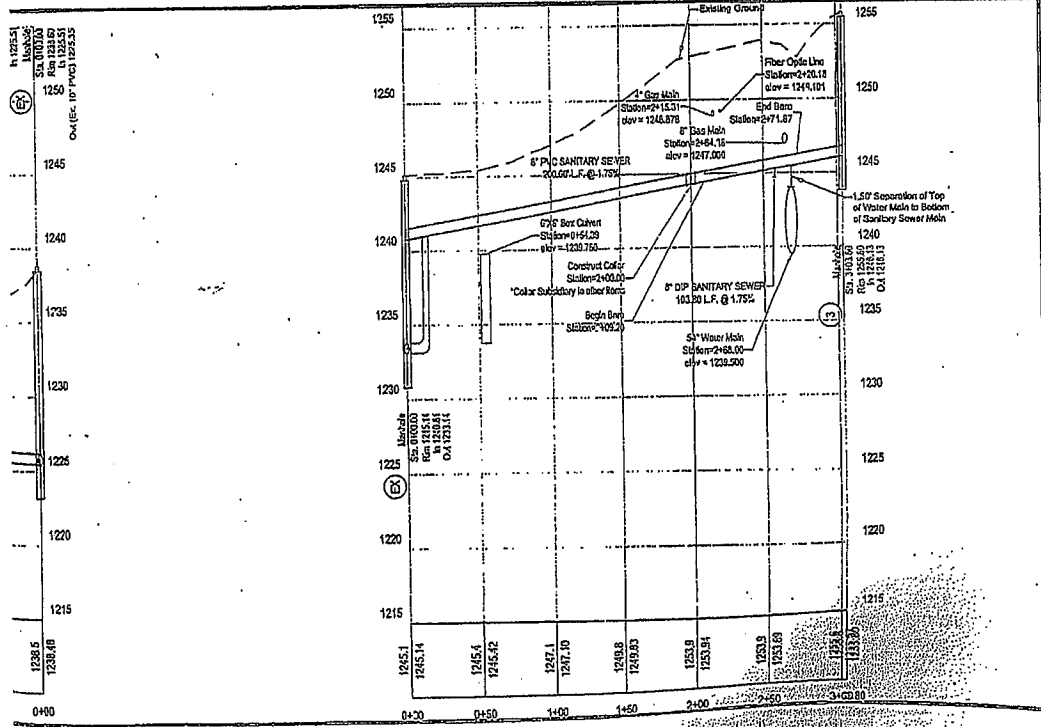
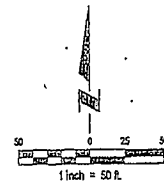
Drawn by: EDF Chkd by: _____ Chkd by: _____

Job No.: P2005.041.001 Date: 4/13/2010 Book No.: _____



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**KENSINGTON PARK
SANITARY SEWER
SECTION I**
DOUGLAS COUNTY, NEBRASKA

PLAN & PROFILE

Professional Engineer Seal: **MARVIN WETTERGARD**, No. 7434, State of Nebraska

Revision: D/A

Project: PROS111601
Date: 3-18-2019
Designed By: RMN
Drawn By: EDF
Checked By: [Blank]
Sheet 3 of 3
Scale: 1/8" = 1'-0"

TEMPORARY CONSTRUCTION EASEMENT

THIS AGREEMENT, made this ___ day of _____, 2010 between SCHOOL DISTRICT NO. 17 OF DOUGLAS COUNTY, NEBRASKA aka MILLARD PUBLIC SCHOOLS, hereinafter referred to as "Grantor", and SANITARY & IMPROVEMENT DISTRICT 529, DOUGLAS COUNTY, NE., hereinafter referred to as "Grantees", WITNESSETH:

THAT, said Grantor in consideration of the sum of Two and no one-hundreds Dollars (\$2.00) and other valuable consideration, does or do hereby grant and confirm unto said Grantees, and its successors and assigns, the right to use the parcel of land described as follows:

See attached Exhibit "A".

This easement runs with the land and terminates thirty (30) days after the improvements are completed or December 1, 2010, whichever occurs earlier.

Said easement is granted for general sanitary sewer construction, utility relocation, and related work upon the condition that the Grantee will remove or cause to be removed all presently existing improvements thereon, including, but not limited to, existing drives, surfacing, crops, vines, gardens and lawns within the easement area as necessary for construction.

The area disturbed under this easement will be have the topsoil replaced upon the completion of construction and ground cover will be replaced to restore area to conditions prior to construction. This easement is also for the benefit of any contractor, agent, employee and representative of the Grantee in any of said construction and work.

Said Grantor for himself or themselves and his or their heirs, executors and administrators does or do confirm that said Grantee and its assigns, that Grantor has the right to grant this easement in the manner and form aforesaid, and that he or they will, and he or their heirs, executors and administrators shall warrant and defend this easement to said Grantee and its assigns against the lawful claims and demands of all persons.

IN WITNESS THEREOF, said Grantor has or have hereunto set their hand and seal the day and year first above written.

School District No. 17 of Douglas County, NE. aka Millard Public Schools, Grantor

STATE OF NEBRASKA)
)SS
COUNTY OF DOUGLAS)

On this ___th day of _____, 2010, before me, a Notary Public in and for said County and State, personally appeared _____ of School District No. 17 of Douglas County, NE. aka Millard Public Schools, who executed the above and foregoing easement and acknowledged the execution thereof to be their voluntary act and deed.

NOTARY PUBLIC

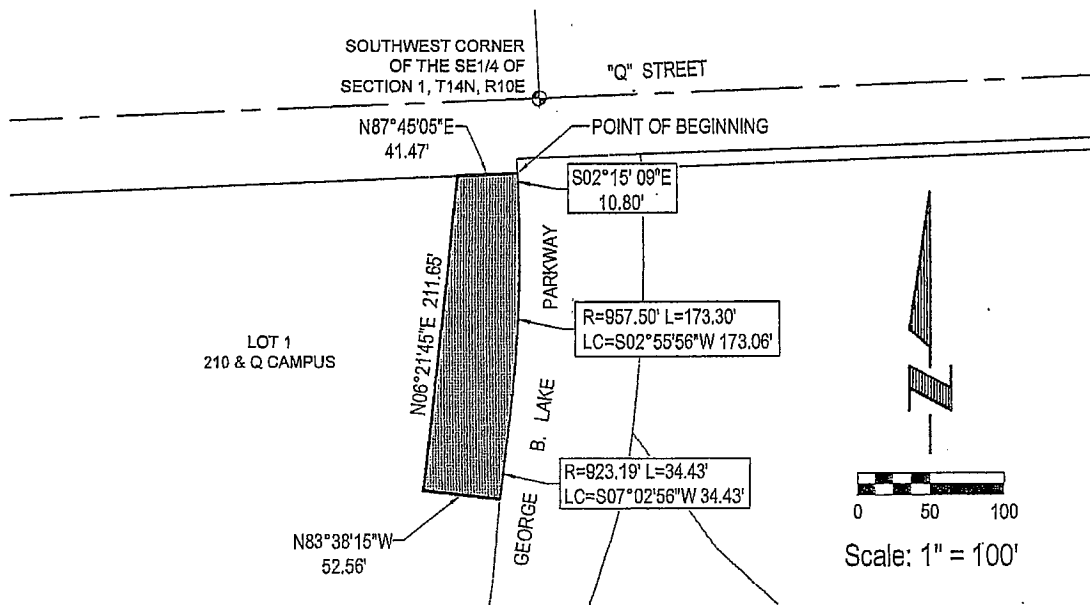
My Commission expires _____

LEGAL DESCRIPTION - TEMPORARY SANITARY SEWER EASEMENT

A TEMPORARY SANITARY SEWER EASEMENT LOCATED IN LOT 1, MPS 210 & Q CAMPUS, A SUBDIVISION LOCATED IN EAST 1/2 OF THE NW1/4 OF SECTION 12, TOWNSHIP 14 NORTH, RANGE 10 EAST OF THE 6TH P.M., DOUGLAS COUNTY, NEBRASKA, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE NORTHEAST CORNER OF SAID LOT 1, MPS 210 & Q CAMPUS, SAID POINT ALSO BEING THE POINT OF INTERSECTION OF THE SOUTHERLY RIGHT-OF-WAY LINE OF "Q" STREET AND THE WESTERLY RIGHT-OF-WAY LINE OF GEORGE B. LAKE PARKWAY; THENCE SOUTHERLY ALONG THE EASTERLY LINE OF SAID LOT 1, MPS 210 & Q CAMPUS, SAID LINE ALSO BEING SAID WESTERLY RIGHT-OF-WAY LINE OF GEORGE B. LAKE PARKWAY ON THE FOLLOWING DESCRIBED COURSES; THENCE S02°15'09"E (ASSUMED BEARING), A DISTANCE OF 10.80 FEET; THENCE SOUTHERLY ON CURVE TO THE RIGHT WITH A RADIUS OF 957.50 FEET, A DISTANCE OF 173.30 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S02°55'56"W, A DISTANCE OF 173.06 FEET; THENCE SOUTHERLY ON A CURVE TO THE LEFT WITH A RADIUS OF 923.19 FEET, A DISTANCE OF 34.43 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S07°02'56"W, A DISTANCE OF 34.43 FEET TO A POINT ON SAID EASTERLY LINE OF LOT 1, MPS 210 & Q CAMPUS, SAID LINE ALSO BEING SAID WESTERLY RIGHT-OF-WAY LINE OF GEORGE B. LAKE PARKWAY; THENCE N83°38'15"W, A DISTANCE OF 52.56 FEET; THENCE N06°21'45"E, A DISTANCE OF 211.65 FEET TO A POINT ON THE NORTHERLY LINE OF SAID LOT 1, MPS 210 & Q CAMPUS, SAID LINE ALSO BEING SAID SOUTHERLY RIGHT-OF-WAY LINE OF "Q" STREET; THENCE N87°45'05"E ALONG SAID NORTHERLY LINE OF LOT 1, MPS 210 & Q CAMPUS, SAID LINE ALSO BEING SAID SOUTHERLY RIGHT-OF-WAY LINE OF "Q" STREET, A DISTANCE OF 41.47 FEET TO THE POINT OF BEGINNING.

SAID PERMANENT SANITARY SEWER EASEMENT CONTAINS AN AREA OF 10,841 SQUARE FEET OR 0.249 ACRES, MORE OR LESS.



E&A CONSULTING GROUP, INC.
 ENGINEERING • PLANNING • FIELD SERVICES
 330 NORTH 117TH STREET OMAHA, NE 68154 PHONE (402) 885-4700

**LOT 1, MPS 210 & Q CAMPUS
 TEMPORARY SANITARY
 SEWER EASEMENT**

Drawn by: EDF Chkd by: _____ Chkd by: _____

Job No.: P2005,041.001 Date: 6/15/2010 Book No.: -----

AGENDA SUMMARY SHEET

AGENDA ITEM: Subdivision Attendance Area Assignments

Meeting Date: July 12, 2010

Department: General Administration

Title and Brief Description: Subdivision Attendance Areas Assignments – the assignment of North Reserve and North Reserve Replat subdivisions to Morton, Russell and West

Action Desired: Approval Discussion Information Only

Background: An area around Lake Zorinski needs to be assigned to attendance areas. The area in question is platted (or replatted) as the North Reserve and the North Reserve Replat. These areas are adjacent to “The Reserve” and contain only 11 lots. This area is being assigned to Morton Elementary, Russell MS, and West HS.

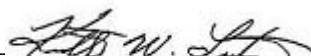
Options/Alternatives Considered: n/a

Recommendations: It is recommended that the North Reserve and the North Reserve Replat subdivisions be assigned to the attendance areas for the following schools: Morton Elementary School, Russell Middle School, and West High School.

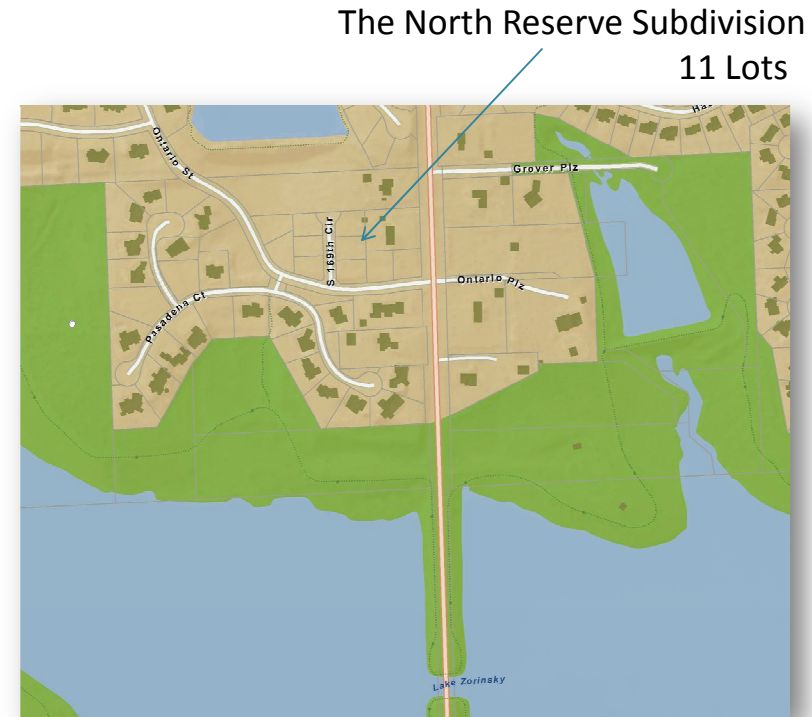
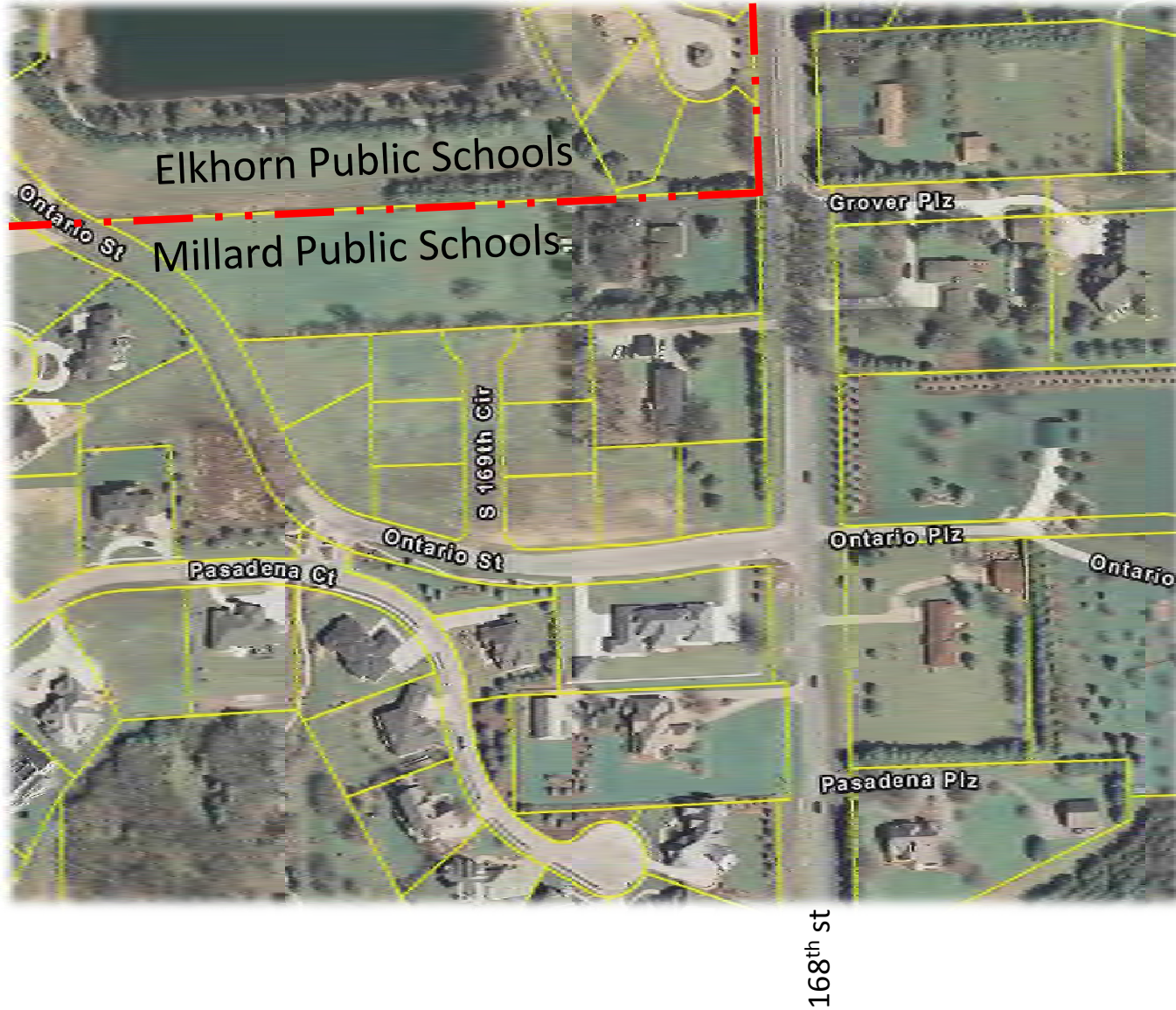
Strategic Plan Reference: n/a

Timeline: Immediate.

Responsible Persons: Ken Fossen (Assoc. Supt. Gen. Admin.)

Superintendent’s Signature: _____  _____

The North Reserve Subdivision



Key Map

AGENDA SUMMARY SHEET

Meeting Date: July 12, 2010

Department: Human Resources

Action Desired: Approval

Background: Personnel items: (1) Hires; (2) Contract Amendments;
(3) Leave of Absence; (4) Resignations

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

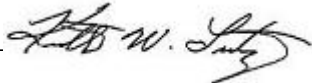
Recommendations: Approval

**Strategic Plan
Reference:** N/A

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

Timeline: N/A

**Responsible
Persons:** Dr. Jim Sutfin

**Superintendent's
Signature:** _____  _____

July 12, 2010

AMENDMENT TO CONTINUING CONTRACTS**Recommend: Amendment to the following contracts:**

1. Nancy Gilmore – READ Teacher – Amend contract from .5 FTE to 100% FTE at Holling Heights Elementary School.
2. Debra Oglesby – Special Education Resource Teacher – Amend contract from .5 FTE to 100% FTE at Bryan Elementary School.
3. Tami Pratt – Instructional Facilitator – Amend contract from .5 FTE to 100% FTE at Wheeler and Upchurch Elementary Schools.
4. Sugar Thiessen – Instructional Facilitator – Amend contract from .7 FTE to 100% FTE at Reeder Elementary School.
5. Rachelle Pechacek – Grade 1 teacher (.5) – Continue Job Share Contract for the 2010-2011 school year at Ackerman Elementary School.
6. Lori Haller – Grade 1 teacher (.5) – Continue Job Share Contract for the 2010-2011 school year at Ackerman Elementary School.
7. Stephanie Schade – Grade 2 teacher (.5) – Continue Job Share Contract for the 2010-2011 school year at Cottonwood Elementary School.
8. Rebecca Scherbring – Grade 2 teacher (.5) – Continue Job Share Contract for the 2010-2011 school year at Cottonwood Elementary School.

July 12, 2010

LEAVE OF ABSENCE

Recommend: the following Leave of Absence be accepted:

1. Michael S. Edmundson – Science teacher at Millard South High School. He is requesting a Leave of Absence for the 2010-2011 school year for Military Active Duty.

July 12, 2010**RESIGNATIONS****Recommend: The following resignations be accepted:**

1. Debra K. Beaudoin – Science teacher at Millard North High School. Relocating at the end of the 2009-2010 school year.
2. Carrie Boomgaarden – Vocal Music teacher at Beadle Middle School. Resigning at the end of the 2009-2010 school year for another position in education.

July 12, 2010

TEACHERS RECOMMENDED FOR HIRE**Recommend: the following teachers be hired for the 2010/2011 school year:**

1. Ryan P. Butler – MA – Northern Arizona University. Language Arts Teacher at Millard North Middle School for the 2010-2011 school year. Previous Experience: Gilbert, AZ (1997-2010)
2. Amy M. Carnes – BA – University of Nebraska, Omaha. Grade 1 teacher at Holling Heights Elementary School for the 2010-2011 school year.
3. Tyler S. Cerveny – BA – Simpson College, Iowa. Physical Education teacher at Millard South High School for the 2010-2011 school year. Previous Experience: Omaha Public Schools (2004-2010); Indianola Schools (2003-3004), Creston Schools (2002-2003)
4. Rachel F. Crockett – BA – Louisiana State University. Kindergarten Teacher at Cody Elementary School for the 2010-2011 school year. Previous Experience: Houston, TX (2008-2010)
5. Andrea M. Gennarelli – BA – University of Northern Iowa. Grade 4 teacher at Bryan Elementary School for the 2010-2011 school year.
6. Peter D. Grimes – BA – Creighton University. Science Teacher at Millard North High School for the 2010-2011 school year.
7. Jennifer J. Hall – BA – NW Missouri. Spanish Teacher at Russell Middle School for the 2010-2011 school year.
8. Brittany J. Haupt – MA – Peru State. Computer Teacher at Beadle Middle School for the 2010-2011 school year. Previous Experience: Raymond, Nebraska (2007-2010)
9. Lisa A. Johnson – BA – NW Missouri State University. Special Education teacher at Morton Elementary School for the 2010-2011 school year.
10. Alicia M. Judernatz – BA – Wayne State University. Grade 3 teacher at Reeder Elementary School for the 2010-2011 school year. Previous Experience: Tennessee (2006-2009)
11. Denise M. Karloff – BA+21 – University of Nebraska, Lincoln. Grade 4 teacher (Short-term Contract) at Wheeler Elementary School for the 2010-2011 school year. Previous Experience: Millard Public Schools (1988-1994)
12. Valerie M. Kemp – BA+18 – University of Nebraska, Lincoln. Vocal Music Teacher at Beadle Middle School for the 2010-2011 school year.
13. Erica L. Kenoyer – MA+11 – University of Nebraska, Omaha. ELI teacher at Norris Elementary School for the 2010-2011 school year. Previous Experience: Jefferson County Schools (2007-2010); Ralston Public Schools (2006-2007); Loess Hills (2001-2002); Council Bluffs Community Schools (1996-2001); Omaha Public Schools (1995-1996)
14. Jessica L. Kovar – BA – University of Nebraska, Omaha. Grade 3 teacher at Holling Heights Elementary for the 2010-2011 school year.
15. Dawn M. Linder – MA+30 – Viterbo University. Grade 5 teacher at Reeder Elementary School for the 2010-2011 school year. Previous Experience: Sugar Land, TX (2006-2010); West Lafayette, Indiana (1994-2002)
16. Shon J. Mosser – MA – University of Phoenix. Grade 4 teacher at Upchurch Elementary School for the 2010-2011 school year.
17. Sarah A. Owen – MA – University of Nebraska, Lincoln. Special Education Preschool teacher (.5) at Wheeler Elementary and Partners with Providers teacher (.5) at Disney Elementary Schools for the 2010-2011 school year. Previous Experience: Omaha Public Schools (2006-2010)

July 12, 2010 (cont.)

TEACHERS RECOMMENDED FOR HIRE

18. Elizabeth A. Peterson – BA – Northwestern College. Grade 3 teacher at Holling Heights Elementary School for the 2010-2011 school year. Previous Experience: Houston, TX (2005-2010)
19. Danielle M. Plaine – BA – Minnesota State College. Special Education Resource teacher for the Young Adult Program for the 2010-2011 school year.
20. Laura E. Robbins – BA – University of Nebraska, Lincoln. Grade 6 teacher at Beadle Middle School for the 2010-2011 school year.
21. Chad E. Ruth – BA – University of Iowa. Grade 2 teacher at Cather Elementary School for the 2010-2011 school year.
22. Elizabeth C. Sharpe – BA – University of Nebraska, Lincoln. Kindergarten Teacher at Hitchcock Elementary School for the 2010-2011 school year.
23. Lori L. Smith – MA+12 – Kansas State. Special Education Resource Teacher at Ackerman and Sandoz Elementary Schools for the 2010-2011 school year. Previous Experience: Kansas (2002-2010)
24. Nancy L. Spencer – BA – University of Nebraska, Lincoln. Math Teacher at Central Middle School for the 2010-2011 school year. Previous Experience: Omaha Public Schools (1990-1998)
25. Lindsey S. Tierney – BA – University of Nebraska, Omaha. Vocal Music Teacher at Ezra Elementary School for the 2010-2011 school year.
26. Jill M. Unger – MA – University of Nebraska, Omaha. Part-time (50%) READ Teacher at Ezra Elementary School for the 2010-2011 school year. Previous Experience: Millard Public Schools (1995-2001)
27. Jessica L. Wheeler – MA – University of Nebraska, Omaha. Speech Pathologist at Kiewit Middle School for the 2010-2011 school year.

AGENDA SUMMARY SHEET

AGENDA ITEM: Investment Report

MEETING DATE: July 12, 2010

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Investment Report – A report of the current investments and investment practices of the district.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Attached is the Quarterly Investment Report for the period ending June 30, 2010.

OPTIONS AND ALTERNATIVES: n/a

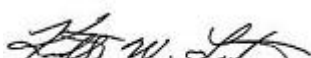
RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Chris Hughes (Accounting Manager) & Ken Fossen (Assoc. Supt.)

SUPERINTENDENT'S APPROVAL: _____  _____

Millard Public Schools
Investment of Funds
June 30, 2010

Nebraska School District Liquid Asset Fund

The Millard Public Schools utilizes the Nebraska School District Liquid Asset Fund (referred to as either NSDLAF or CADRE, the financial services firm which manages the fund) for day-to-day investing. NSDLAF was established in 1988. The fund is offered exclusively to Nebraska school districts, educational service units, and technical community colleges. The fund's objective is to allow school districts to pool their dollars for investment. The fund invests in items permitted by Nebraska law (i.e. repurchase agreements, U.S. Government Agency Obligations, U.S. Treasury Bills and Certificates of Deposit).

MPS maintains two liquid accounts that can be accessed daily. The General Fund, Food Service Fund, Administrative Activity Fund, Special Building Fund, Bond Fund, Depreciation Fund, Construction Fund and Employee Benefit Fund utilize one account. This account is used throughout the month as taxes, state aid, etc. are received and as bills or payroll are paid. The other account is utilized by the various middle schools. As of June 30, 2010, the 7-day current yield for these accounts was 0.09%. MPS also utilizes long term fixed investments (examples: 30, 60, 90 day US Government Securities, Certificates of Deposits, etc). The current rate of return depends on the term, with the district currently earning 0.50% to 1.39%.

Sweep Account for General Checking Account

Each day, any balance remaining in the District's main checking account above the level necessary to avoid service charges is invested in either U.S. Government agency backed repurchase agreements (amounts under \$25,000) or commercial paper notes (amounts over \$25,000). The interest rate for the sweep account is currently 0.10%.

Bond Fund Trust Account at First National Bank of Omaha

Taxes and other revenues received for the repayment of bond principal and interest are invested through the trust department at First National Bank of Omaha. The funds are invested in U.S. Treasury Bills, individual U.S. Government Agency backed securities, or a money market account which invests in U.S. Government backed agency securities, based on the funds available, the time line until the next debt service payment, and the available yields. The trust account balance as of June 30, 2010 was \$10,208,289.33.

AGENDA SUMMARY SHEET

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

MEETING DATE: July 12, 2010

DEPARTMENT: General Administration

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

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: n/a

OPTIONS AND ALTERNATIVES: n/a

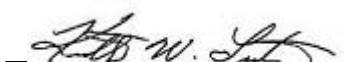
RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

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

SUPERINTENDENT'S APPROVAL: 

Construction Report to the Board of Education

Board meeting date: July 12, 2010

For quarter ending: June 30, 2010

Location: **Cody Elementary**
 Project Title: **Paving Improvements**
 Architect / Engineer: **Olsson Associates**
 Contractor: **US Asphalt**

Project Manager: **Ed Rockwell**
 Bid Award: **\$ 299,358**
 Change Orders: **\$ 00,000 (0.0%)**
 Amended Contract: **\$ 299,358**

Description of work:

All existing asphalt paving and most concrete sidewalks are being replaced with new concrete paving and sidewalks. To reduce costs, the north portion of the front drive replaced in 2000 will remain. Significant improvements to traffic flow, staging capacity and storm water run-off are being designed.

Status of progress:

Despite heavy rains as the project began, contractor has completed demolition and utility improvements. Grading and paving are in progress. Project is currently on schedule.

Change Order information:

A change order is pending, addressing the City's requirement for a new sidewalk along 127th Street.



Location: **Neihardt Elementary**
Project Title: **Paving Improvements**
Architect / Engineer: **E & A Consulting**
Contractor: **CYC Construction**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 108,788 224**
Change Orders: **\$ 00,000 (0.0%)**
Amended Contract: **\$ 108,788**

Description of work:

The main drive and south parking areas were replaced in 2000 and will not be disturbed. This project will replace the parking and service drive immediately east of the building. An improvement to provide service drive paving along the north side of the building will be bid as an alternate. The project will also provide ADA access improvements to the playground and Kid's Net drop-off areas. The hard-surfaced play area is in good condition and will not be disturbed.

Status of progress:

Contractor has made good progress, although slowed by June rains. Currently, demolition is complete, new storm drains are installed and grading and paving are in progress. Project is on schedule.

Change Order information:

None



Location: **South High School**
Project Title: **Paving Improvements**
Architect / Engineer: **Lamp, Rynearson Associates**
Contractor: **CYC Construction**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 573,905 225**
Change Orders: **\$ 00,000 (0.0%)**
Amended Contract: **\$ 573,905**

Description of work:

The entire west upper parking lot and drive will be replaced from the Q Street connection south to the tennis courts. The drive south from Q will feature improved alignment and better visibility. Lighting throughout the parking and drives will be replaced and improved. The west entrance walk (formerly main entrance) will be replaced with new lighting, updated landscaping and an improved design.

Status of progress:

Contractor took an aggressive approach at the start of the project and has made impressive progress despite heavy rains. Important main electrical service from Q Street was replaced in a carefully executed one-day event. All removals are complete, new utilities have been installed and grading is in progress. Significant paving is scheduled to begin July 2nd and 3rd. Project is currently somewhat behind schedule, but good weather is currently supporting the contractor's all-out effort to catch up.

Change Order information:

None



Location: Andersen MS, Beadle MS, North MS
Project Title: **Running Track Improvements**
Architect / Engineer: Lamp, Rynearson Associates
Contractor: TAB Construction

Project Manager: Ed Rockwell
Bid Award: \$ 770,023 226
Change Orders: \$ 00,000 (0.0%)
Amended Contract: \$ 770,023

Description of work:

Tracks at AMS and NMS will be completely removed and replaced with designs that provide improved drainage, proper gradients and for the first time, 6 continuous running lanes. The BMS track will have portions of the south arc removed for structural soil improvements, then replaced. The entire track will be milled and the top surface replaced with a new asphalt surface throughout.

Status of progress:

Contractor started at NMS then sequenced AMS, followed by BMS. NMS removals are complete, new storm drains are in and grading for new track is in progress. AMS storm drains complete and jump pits are in progress. Asphalt removals for AMS and BMS are eminent. Projects are currently on schedule.

Change Order information:

None



Andersen MS



Beadle MS



North MS



North MS

Location: **Cather Elementary**
Project Title: **Phase I Re-roofing & RTU Replacements**
Architect / Engineer: **Bahr-Vermeer-Haecker**
Contractor: **DR Anderson**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 936,000**
Change Orders: **\$ 00,000 (0.0%)**
Amended Contract: **\$ 936,000**

Description of work:

Similar to the Sandoz Project in 2007, this project will re-roof the west half of the building and all 5 mechanical roof-top units (RTU) will be replaced. The RTU's provide nearly all of the heating, cooling and ventilation for the building, and are original to the 1967 construction.

Status of progress:

Removal and re-roofing began immediately at the first opportunity and good progress has been achieved. The RTU's have been removed, curbs have been prepared, new RTU's have been set in place and are being wired to control systems. Re-roofing over the gym is nearly complete and in progress on the main roof. Project is currently on schedule.

Change Order information:

None



Location: **South High School**
Project Title: **Phase I Re-roofing**
Architect / Engineer: **Bahr-Vermeer-Haecker**
Contractor: **Boone Brothers Roofing**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 229,000 228**
Change Orders: **\$ 00,000 (0.0%)**
Amended Contract: **\$ 229,000**

Description of work:

Millard South's larger roof areas have not been replaced for many years. In the 1980's and early 1990's repair methods such as re-saturation were used to obtain more life from existing roofs. This project will start a massive re-roofing scope for the building over the next few years. In this phase, a relatively small area over the north section of the 1970 building will be removed and replaced with current methods.

Status of progress:

The contractor completed one of the three roof sections April 5-9 (over spring break), to help ensure an early completion in the summer. Significant progress has been made on the remaining two sections despite heavy rains and they are nearly complete. Project is currently ahead of schedule.

Change Order information:

None



Location: **Cody, Sandoz, North MS, North HS**
Project Title: **Metal Door & Frame Replacements**
Architect / Engineer: **Schemmer Associates**
Contractor: **Prairie Construction**

Project Manager: **Kim Thompson229**
Bid Award: **\$ 55,400**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 55,400**

Description of work:

In multiple locations at the 4 buildings, exterior and vestibule metal door frames, metal doors and door hardware are being replaced due to age and deterioration. Some openings have been bid as alternates to protect the budget.

Status of progress:

Contractor started demolitions at the first opportunity and has made good progress on the early sites. Sandoz and NHS will be started after July 4th. Project is currently on schedule.

Change Order information:

None



Cody



North Middle



North Middle



North Middle

Location: Cottonwood Elementary
Project Title: **Flooring Replacements**
Architect / Engineer: BCDM Architects
Contractor: Midwest Flooring

Project Manager: Kim Thompson230
Contract Amount: \$ 87,312
Change Orders: \$ 0,000 (0.0%)
Amended Contract: \$ 87,312

Description of work:

All carpeting and other limited flooring types are being replaced and upgraded to current standards. Improvements common to our recent flooring projects include ceramic flooring installed under drinking fountains and significantly upgraded carpet specifications.

Status of progress:

Contractor started removals of carpet and installation of resilient flooring at their first opportunity. Floor prep, resilient flooring and carpet installations are in progress. All ceramic flooring is completed. Project is currently on schedule.

Change Order information

None



Location: **North Middle School**
Project Title: **Phase II Flooring Replacements**
Architect / Engineer: **BCDM Architects**
Contractor: **Universal Flooring**

Project Manager: **Kim Thompson231**
Contract Amount: **\$ 134,700**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 134,700**

Description of work:

Phase I of this project replaced all of the carpeting in the corridors and common areas in 2008. This phase of the project will replace all other remaining carpeting in the facility, including all classrooms and offices.

Status of progress:

The contractor has completed 75% of removals and most floor prep. Installation of carpet is underway and is currently 40% completed. Project is currently on schedule.

Change Order information

A change order is pending, to address vinyl tile discovered under existing carpet in a single room.



Location: **Cottonwood, Morton, Sandoz**
Project Title: **Weatherproofing Improvements**
Architect / Engineer: **None**
Contractor: **McGill Restoration**

Project Manager: **MPS Maintenance 232**
Contract Amount: **\$ 115,351**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 115,351**

Description of work:

Each year a group of 3 to 5 buildings is identified to receive a scope of work that typically includes replacement of damaged brick, brick mortar tuck pointing, brick sealing, removal and replacement of exterior caulking, flashing repairs, etc.

Status of progress:

Contractor started at Morton on June 7th. Current status of the work is Morton: 70%, Cottonwood 70% and Sandoz 40%. Project is currently on schedule.

Change Order information:

None



Cottonwood



Morton



Sandoz



Sandoz

Location: Kiewit Middle School
Project Title: HVAC and Lighting Improvements
Architect / Engineer: Morrissey Engineering
Contractor: Prairie Construction

Project Manager: Kim Thompson233
Contract Amount: \$ 594,100
Change Orders: \$ 00,000 (0.0%)
Amended Contract: \$ 594,100

Description of work:

From the study conducted in 2008, Morrissey made a number of recommendations which are now included in this project. Similar to the AMS Project in 2006 and 2007, significant upgrades to the fresh air ventilation and humidity control capabilities are included to address existing indoor air quality issues. Additionally, lighting improvements throughout the corridors and common areas will be included in the project.

Status of progress:

Contractor took an aggressive approach to the start and has achieved good progress. Demolition and removals are complete, duct work, electrical and control systems are in progress. Most new mechanical units have been set in place. Project is currently on schedule.

Change Order information

A change order is pending to relocate gas main service to allow best access to building for new equipment and modifications to heat pump loop piping. There will also be a credit for a more efficient method to construct roof curbs for the new equipment.



Location: **South High School**
Project Title: **Elevator Improvements**
Architect / Engineer: **Morrissey Engineering**
Contractor: **Lueder Construction**

Project Manager: **Kim Thompson**234
Bid Award: **\$ 97,370**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 97,370**

Description of work:

The original (1970) equipment for the elevator at the north side of the building is being replaced and upgraded. The actual cab and doors of the elevator will remain. Code officials have ruled that when the equipment is replaced, the current codes are enforced. This ruling requires us to relocate the new elevator equipment to a nearby space formerly used as a photography dark room, allowing the existing equipment room to remain in service as a janitor's closet.

Status of progress:

Contractor has made significant progress from the start on June 4th. Currently, existing equipment removals and demolition of the new equipment space are complete. Finishes in the equipment spaces are underway. New equipment has been set in place and is currently being connected. Project is ahead of schedule.

Change Order information:

A change order is pending to provide vinyl tile flooring over damaged concrete, and costs of a generator to provide power for the contractor throughout the electrical outage caused by the SHS paving project.



Location: Ron Witt Support Services Center
Project Title: Phase I Renovations
Architect / Engineer: DLR Group
Contractor: Construct, Inc.

Project Manager: Ed Rockwell 235
Contract Award: \$ 3,656,000
Change Orders:(2) \$ 105,571 (2.89 %)
Amended Contract: \$ 3,761,571

Description of work:

Phase I renovates the former Lincoln Marine space into new offices, meeting rooms and training spaces for Psychology, Technology and Curriculum staff. Approximately one-half of the remaining space is being renovated for Distribution and Surplus operations, which also includes storage areas for Testing & Evaluation, Curriculum and Technology.

Status of progress:

Contractor took an aggressive approach to the schedule and has been consistently achieving targets early. Exterior work to the building envelope is 90% complete. Paving and utility replacements are 65% complete despite heavy June rains. At the interior, mechanical systems are operational, painting is 90%, casework installation is nearly finished and flooring installations will start soon. Project will likely finish 7 weeks ahead of schedule.

Change Order information:

Two change orders have been executed, containing 16 proposal requests. 13 proposal requests are currently outstanding, pending a third change order. Change order costs have been driven primarily by City code issues and discovery issues relative to the age, type and prior uses of the facility.



Location: All Secondary Schools
Project Title: **Interactive White Boards Phase III**
Architect / Engineer: Morrissey Engineering
Contractor: Commonwealth Electric

Project Manager: Ed Rockwell 236
Contract Award: \$ 328,500
Change Orders: (4) \$ 19,150 (5.83 %)
Amended Contract: \$ 347,650

Description of work:

Interactive whiteboards (IAWB) or “Smart Boards” are being installed in 189 secondary Science and Social Studies classrooms.

Status of progress:

All work is complete, punch list work is complete and project is closed-out.

Change Order information:

Four change orders were processed to; 1) Add several Phase IV trial installation locations in advance of the actual start of the Phase IV project, 2) To relocate some equipment to better locations, 3) To provide significant electrical power improvements at SHS, 4) To add vibration dampeners to 15 projector installations due to structure vibrations found to compromise performance at 5 sites.



Location: All Secondary Schools
Project Title: **Interactive White Boards Phase IV**
Architect / Engineer: Morrissey Engineering
Contractor: Commonwealth Electric

Project Manager: Ed Rockwell 237
Contract Award: \$ 63,000
Change Orders: (2) \$ 3,527 (5.60 %)
Amended Contract: \$ 66,527

Description of work:

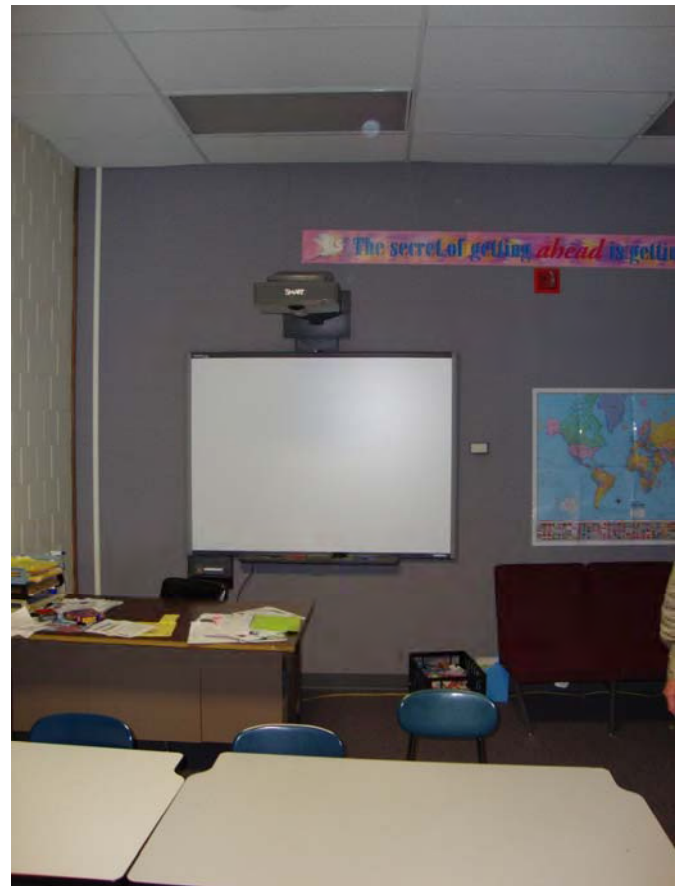
Interactive whiteboards (IAWB) or “Smart Boards” are being installed in (164) 4th and 5th grade classrooms throughout all 25 elementary schools. These boards are the all-in-one type, with projection systems integral to the boards and different from the systems we have installed in Phases I, II and III.

Status of progress:

Work is complete, punch list is 75% complete and the project will close-out soon.

Change Order information:

One change order has been processed to provide electrical power at several locations and to relocate installations to better locations at 3 locations.



Location: Don Stroh Administration Center
Project Title: **Boiler Replacement Project**
Architect / Engineer: Morrissey Engineering
Contractor: Pitlor & Son

Project Manager: Ed Rockwell 238
Contract Award: \$ 101,575
Change Orders: \$ 0,000 (0.00 %)
Amended Contract: \$ 101,575

Description of work:

The heating boiler is being replaced due to poor reliability, frequent break-downs and repairs. It will be replaced with two smaller, modular boilers. This is the first step in a larger project to improve the reliability, performance and efficiency of the building's HVAC system, overall.

Status of progress:

Project has been awarded and contractor is ordering materials. Contractor will start July 19th and will work evening shifts per the award of the alternate. Scheduled completion date is September 18th.

Change Order information:

None



Current Summary Status of 2010 Summer Project Budget

From original board committee presentation of November 9, 2009:

Estimated total construction awards	4,089,000
Construction contingency (10%)	408,900
Estimated total soft costs (18%)	<u>736,020</u>
Total Summer 2010 budget request	\$5,233,920

Status of budget at quarter ending March 31, 2010:

Actual total construction awards	4,001,304	
Construction contingency used (10%)	000,000	(408,900 reserved)
Actual total soft costs to-date	<u>523,298</u>	
Current Total Encumbrance	\$4,524,602	(709,318 balance remaining)

Current status of budget at quarter ending June 30, 2010:

Actual total construction awards	4,001,304	
Construction contingency used (10%)	000,000	(408,900 reserved)
Actual total soft costs to-date	<u>607,193</u>	
Current Total Encumbrance	\$4,608,497	(625,423 balance remaining)

Budget and schedule details follow on next page.....

MPS Summer Projects 2010 - Control Worksheet - Revised 6-30-10

Location and Project Title	Scope and Description	Architect or Engineering Firm	Architect or Engineering Fees	Alternates Accepted	Contract Start Date	Substantial Completion Date	Liquidated Damages Start Date	Amount of Liquidated Damages Per Calendar Day	Contractor Awarded	Amount of Original Contract Award	A/E Original Cost Estimate	Variance from A/E Estimate to Contract Award	Qty Change Orders	Net Change Orders	% Change Orders to Org'l Ctrct	Total of Current Construction Contract	NIC (not in contract) Products and/or Services	NIC Amount	Total Fees & Costs	Total Current Project Amount (includes all fees & costs)
Cody Paving Improvements	Replace all asphalt drives and parking areas with concrete paving	OAC	69,000	na	6/4/10	7/23/10	7/26/10	7,000	US Asphalt	299,358	400,000	100,642	0	0	0	299,358	Daily Record	10	88,454	387,812
		MEI	4,400														A & D	106		
Neihardt Paving Improvements	Replace asphalt paving with concrete at north parking area	E&A	45,000	1	6/4/10	7/23/10	7/26/10	4,000	CYC Construction	108,788	145,000	36,212	0	0	0	108,788	Daily Record	10	48,365	157,153
																	A & D	355		
South HS Paving Improvements	West upper parking lot; Paving, lighting upgrades, entrance renovation	LRA	86,600	na	6/4/10	7/23/10	7/26/10	7,000	CYC Construction	573,905	565,000	-8,905	0	0	0	573,905	Daily Record	10	100,483	674,388
		MEI	4,700														A & D	673		
Andersen MS Track Replacement	Remove and replace running track, improve / widen to 6 lanes		68,800	na	5/3/10	7/23/10	7/26/10	1,500		340,041	150,000	-190,041	0	0	0	340,041	A&D		613	
Beadle MS Track Renovation	Mill and re-surface running track, remove and replace south arc	LRA	57,300	na	5/3/10	7/23/10	7/26/10	1,500	TAB Construction	178,793	250,000	71,207	0	0	0	178,793	Daily Record	10	79,591	849,611
North MS Track Replacement	Remove and replace running track, improve / widen to 6 lanes		68,800	na	5/3/10	7/23/10	7/26/10	1,500		251,196	240,000	-11,196	0	0	0	251,196				
Cather Re-roof PHS 1 & RTUs	Total re-roof of all areas and replacement of 5 roof top units (RTU)	BVH-MEI	85,500	1 & 2	6/4/10	7/23/10	7/26/10	7,000	DR Anderson	936,000	975,000	39,000	0	0	0	936,000	A&D	1,023		
																	Daily Record	10	89,523	1,025,523
																	McGill Asbestos	1,740		
South HS Re-roof Phase I	Tear-off and replace areas B, F and J	BVH	24,150	na	6/4/10	7/23/10	7/26/10	1,500	Boone Bros	229,000	231,500	2,500				229,000	Daily Record	182	56,932	285,932
																	Daily Record	24.2		
																	A&D	778.96		
																	Siemens	2625	15,524	70,924
																	SEI			
Exterior Door and Window Replacements	Cody: Replace door, frame and hardware at exterior of room 410 Sandoz: Replace door, frame and hardware at receiving dock NMS: Replace front exterior entrance doors, frames and hardware NMS: South corridor egress vestibule and nearby column NMS Alt: Exterior door and frame at Ind Tech egress NHS: Replace doors, frames and hrdwr at pool entrance & vestibule	TSA	15,500	2 only	06/04/10	07/23/10	07/26/10	500	Prairie Construction	55,400	50,000	-5,400	0	0	0	55,400				
Cottonwood Flooring Replacements	Replace carpet and flooring improvements throughout	BCDM	11,500	na	6/4/10	7/23/10	7/26/10	2,000	Midwest Flooring	87,312	107,500	20,188				87,312	Daily Record	23.6	11,524	98,836
																	A&D	148.67		
																	AOI	7335		
North MS Flooring Phase II	Phase II carpet replacements (all areas remaining from Phase II-08)	BCDM	14,750	na	6/4/10	7/23/10	7/26/10	2,000	Universal Flooring	134,700	160,000	25,300	0	0	0	134,700	Daily Record	24	28,891	163,591
																	AOI	13,931		
																	A&D	186		
Cottonwood Weatherproofing	Weatherproofing package	na	na	na	6/4/10	7/23/10	na	na	McGill Restoration	40,295	42,000	1,705	0	0	0	40,295				
Marlon Weatherproofing	Weatherproofing package	na	na	na	6/4/10	7/23/10	na	na	McGill Restoration	38,446	40,000	1,554	0	0	0	38,446				
Sandoz Weatherproofing	Weatherproofing package	na	na	na	6/4/10	7/23/10	na	na	McGill Restoration	36,610	38,000	1,390	0	0	0	36,610				
Kiewit MS HVAC and Lighting Improvements	Major HVAC improvements and interior lighting upgrades	MEI	60,000	1, 2a, 2b, 3	6/4/10	7/23/10	7/26/10	7,000	Prairie Construction	594,100	575,000	-19,100	0	0	0	594,100	Daily Record	18	73,388	667,488
																	Yard Market	900		
																	Quest Comm.	3,187		
																	A&D	1,154		
South HS Elevator Improvements	Rebuild north (11-12) elevator	MEI	14,500	1 & 2	6/4/10	7/23/10	7/26/10	1,500	Lueder Construction	97,370	120,000	22,630	0	0	0	97,370	Daily Record	18	14,518	111,888
																	A&D	666		
																	Patton Equipment	1,098		
										4,001,304	4,089,000	87,697			0	4,001,304		36,858	607,193	4,608,496

Other Current Projects (not within "Summer Projects" budget)

Ron Witt SSC Phase-1	Renovation to house Psychology, Technology, Curriculum, Distribution	DLR	362,116	1, 2, 3	10/15/09	10/19/09	na	2,500	Construct, Inc.	3,656,000	3,885,898	229,898	2	105,571	2.89%	3,761,571	aggregate total list	30,239	454,607	4,216,178
		MEI	6,000																	
Interactive White Boards Phase III	Installation of "Smartboards" in 189 secondary classrooms	MEI	41,700	na	1/4/10	3/5/10	na	na	Commonwealth Electric	328,500	400,000	71,500	4	19,150	5.83%	347,650	Daily Record	10		
																	A & D	201		
																	CCS Smartboards	206,619	362,881	710,531
																	Cloverdale Brackets	15,055		
																	Bus Med Projectors	99,295		
Interactive White Boards Phase IV	Installation of "Smartboards" in 174 4th & 5th Grade classrooms	MEI	37,500	na	4/12/10	7/14/10	7/15/10	1,000	Commonwealth Electric	63,000	125,000	62,000	2	3,527	5.60%	66,527	Daily Record	10		
																	A & D	282		
																	CCS - All Equipment	678,665	716,458	782,985
DSAC Boiler Replacement		MEI	8,000	1	7/19/10	9/18/10	9/19/10	2,500	Pittor & Son	101,575	na	na	0	0	0.00%	101,575	Daily Record	10	8,298	109,873
																	A&D	287		

AGENDA SUMMARY SHEET

AGENDA ITEM: Educational Services Annual Report

MEETING DATE: July 12, 2010

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Educational Services Division End-of-Year Report, 2009-2010

ACTION DESIRED: Information Only

BACKGROUND: The end of the year report summarizes the work of Educational Services in the following areas: Career & Technical Education, Community & School Volunteers, Curriculum Cycle, Diploma Paths, Early Childhood, English Language Learner Program, Grants Report/ Foundation Classroom Grants, High Ability Learners, Library-Media/Information Centers, Response to Instruction & Intervention, Special Education Yearly Status, and Staff Development. This report covers areas that were not covered under separate, independent reports.

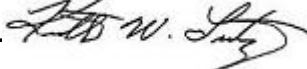
RECOMMENDATIONS: None

OPTIONS & ALTERNATIVES CONSIDERED: None

STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

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

SUPERINTENDENT'S APPROVAL: _____  _____

BOARD ACTION:

EDUCATIONAL SERVICES DIVISION

END OF YEAR REPORTS

JULY 12, 2010



Submitted by:

**Dr. Mark Feldhausen
Associate Superintendent for
Educational Services**

Educational Services End of Year Report 2009-2010

This report summarizes the work of the Educational Services Division as it strives to support the mission of the Millard Public Schools and the efforts of its principals and teachers. Guided by the District's Strategic Plan and the recurring recommendations of the Curriculum Management Audit, Educational Services seeks to align all of its activities so that the written, taught, and assessed curriculum and associated programs and activities are seen as contributing to the successful completion of the District's mission.

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

The Educational Services Division provides numerous reports to the Board of Education throughout the school year. This year-end report serves to summarize and highlight the many facets of Educational Services. Specific areas covered include:

- Career and Technical Education
- Community and School Volunteers
- Curriculum Cycle
- Diploma Paths
- Early Childhood
- English Language Learner Program
- Grants Report / Millard Public Schools Foundation Classroom Grants
- High Ability Learner Program
- Library-Media / Information Centers
- Response to Instruction and Intervention
- Special Education
- Staff Development

The following contributed to this report:

Dr. Carol Newton, Director of Early Childhood and Elementary Education
 Ms. Nancy Johnston, Director of Secondary Education
 Dr. Kim Saum-Mills, Director of Staff Development
 Ms. Charlene Snyder, Director of Special Education
 Ms. Donna Helvering, Department Head, Information Center
 Ms. Susan McAdam, Coordinator of Grants and Volunteers
 Ms. Kara Hutton, Coordinator of Special Programs
 Ms. Barb Waller, Coordinator of Career and Technical Education
 Ms. Jennifer Reid, Department Head, English Language Learners Program
 Ms. Kim Rice, MEP Facilitator, High Ability Learner Program

Respectfully submitted,

Mark W. Feldhausen, Ph.D.
 Associate Superintendent for Educational Services
 July 12, 2010

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Career & Technical Education Report 2009-2010

Career and Technical Education in the Millard Public Schools continues to be a strong, student-centered program grounded in School Counseling and the offerings of the Industrial Technology, Business & Marketing Education, Family & Consumer Sciences departments, the Technology Mini-magnet and the Millard Career Academies. These programs are supported by the Millard Educational Program (MEP), the district strategic plan, Carl Perkins funds, articulation agreements with Metropolitan Community College, dual enrollment agreements with Metropolitan Community College and the University of Nebraska at Omaha, and work-based learning opportunities.

Each discipline provides the opportunity for students to participate in a Career & Technical Education Student Organization (CTSO). The CTSOs, such as DECA, VICA, FCCLA and FEA provide extensions to classroom curriculum, and opportunities to apply life skills and develop leadership skills. Students from each high school participated in district and state competitive events.

Students and staff completed the first year of the Education, Entrepreneurship and Finance Academies. Curriculum is identified for the Culinary Skills, Health Sciences and Transportation, Distribution and Logistics Academies to open at Horizon in August 2010. Activities of note during the 2009-10 academic year include:

Millard Educational Program (MEP) Curriculum Support: During the 2009-10 school year Industrial Technology completed Phase I (Research and Alignment) of the MEP Cycle. Counseling, Family & Consumer Science, Business & Marketing and the Technology Mini-magnet were in Phase IV (Curriculum Monitoring) of the MEP Cycle.

Personal Learning Plans (PLP):

The Naviance web-based college and career planning tool was used to support the Millard PLP. This streamlined the PLP process by using a tool that synchronizes with Infinite Campus, provides electronic inventories, and automatically records the results in the student file. In addition, the system links career interest results to college and career placement information. The PLP was strengthened by using a single system that integrates the PLP with the post secondary planning process. Each high school building conducted staff training on the PLP via Naviance in early fall 2009.

Carl Perkins Funding:

During the 2010 fiscal year Millard received \$145,062 in Perkins funds. Grant funds were used to purchase student response systems and interactive white boards for Business education at each high school and Industrial Technology at West High, CNC equipment for the metals labs all three buildings, woodworking equipment for Industrial Technology, updates for Family & Consumer Science and career development resources for the high school counseling departments. In addition, funds were used to support staff development in the form of attendance at special conferences (e.g., Nebraska Career Conference), to support training on new equipment/software and to develop potential career field alignment for the new high school. The district anticipates \$134,342 in funding for Fiscal Year 2011. The program evaluation and documentation required by Perkins IV legislation has been completed.

Millard Career Academies:

The Education, Entrepreneurship & Finance Academies have completed the first year of instruction. Participants earned 40 credits per year toward high school graduation and had the option to participate in dual enrollment credit with Metropolitan Community College and University of Nebraska Omaha. The number of dual enrollment participants for each semester is noted in the table below. The Millard Public Schools Foundation provided dual enrollment scholarships for three students with financial need. The development and implementation of these academies was supported by district strategic planning funds and a Career Education Partnership Act grant of \$70,000. Nationwide, the average start up enrollment is 8-10 students per academy.

First Year: Education, Entrepreneurship & Finance Academies												
	Building	Semester	Enrollment	Assigned High School			Using District Provided Transportation			Number of students enrolled for dual credit		College Credit Possible in 2-year program
				NHS	SHS	WHS	NHS	SHS	WHS	MCC	UNO	
Education Academy	WHS	1	17	3	2	12	3			17	NA	27 + 3 via AP Exam
		2	14	3	1	10				13	13	
Entrepreneurship Academy	SHS	1	14	4	6	4	3		1	12	11	30 + 6 via AP Exam
		2	10	4	4	2				9	NA	
Finance Academy	NHS	1	16	5	7	4		4		14	10	27+ 6 via AP Exam

In August 2010, Horizon High School will host the Culinary Skills, Health Sciences, and Transportation, Distribution and Logistics Academies. The following tables document enrollment and course sequence for all academies for 2010-11.

Enrollment for All Academies for 2010-2011							
Academy	Academy Location	Year	Enrollment	Assigned High School			
				NHS	SHS	WHS	HHS
Education	WHS	1	20	4	4	12	
		2	12	3	1	8	
Entrepreneurship	SHS	1	13	1	7	5	
		2	4	2	1	1	
Finance	NHS	1	5	3	1	1	
		2	6	3	3		
Culinary Skills	Horizon	1	17	7	4	6	
Health Sciences	Horizon	1	48	21	16	11	
Transportation, Distribution & Logistics	Horizon	1	10	3	3		4

Academy Course Sequence

Culinary Skills Year 1, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
ACS01	Culinary Orientation Seminar <ul style="list-style-type: none"> • Orientation • Sanitation • Culinary Math • Business Mathematics 	10	\$ 278.25		MCC CHRM 1000, CHRM 1020, CHRM 0950 & MATH 1220
ACS05	Culinary Foundations	5	\$ 119.25		MCC CHRM 1030
ACS10	Vegetable, Starch, and Protein Cookery	5	\$ 119.25		MCC CHRM 1110
Tuition due to post secondary institution in August 2010			\$ 516.75		
Culinary Year 1, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
0007	English 11	10	\$ 119.25		MCC ENGL 1010 & transfers to UNO English Composition I
ACS15	Soup and Sauce Cookery	10	\$ 106.00		MCC CHRM 1120
Tuition due to post secondary institution in January 2011			\$ 225.25		

* Based on Metropolitan Community College reduced rate tuition of \$21.50 + \$ 5.00 fee per credit for 2009-2010. This rate is subject to change by Metropolitan Community College.

** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Culinary Skills Year 2, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
ACS20	Baking Seminar <ul style="list-style-type: none"> • Baking Basics • Pastries • Artisan Breads 	20	\$ 318.00		MCC CHRM 1210, CHRM 1220 & CHRM 1250 (Completed in 2 nd semester)
ACS25	Cakes	5	\$ 106.00		MCC CHRM 1260
ACS35	Culinary Internship I	5			
Tuition due to post secondary institution in August 2011			\$ 424.00		
Culinary Skills Year 2, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
ACS20	Baking Seminar <ul style="list-style-type: none"> • Baking Basics • Pastries • Artisan Breads 	See above	See above		MCC CHRM 1210, CHRM 1220 & CHRM 1250 (Continuation from 1 st semester)
ACS30	Spanish for Culinary Professionals	5	\$ 79.50		MCC CHRM 1060
ACS40	Culinary Internship II	5			
Tuition due to post secondary institution in January 2012			\$ 79.50		

* Based on Metropolitan Community College reduced rate tuition of \$21.50 + \$ 5.00 fee per credit for 2009-2010. This rate is subject to change by Metropolitan Community College.

** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Education Year 1, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
0007	English 11	10	\$ 119.25		MCC ENGL 1010 & transfers to UNO English Composition I
0527	Child Development	5	\$ 119.25		MCC ECEN1150 & transfers to UNO Introduction to Early Childhood Education
AED01	Child Development Pre-practicum	5	\$ 39.75		MCC ECEN 1220
Tuition due to post secondary institution in August 2010			\$ 278.25		
Education Year 1, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AED05	College Composition and Research	5	\$ 119.25		MCC ENGL 1020 & transfers to UNO English Composition II
AED10	Introduction to Professional Education	5		\$ 225.00	Directly enrolled at UNO
0422	World Religions	5	\$ 119.25		MCC PLIL 2200 & transfers to UNO Introduction to World Religions (fulfills UNO Diversity Requirement)
AED15	Education Seminar I	5			
Tuition due to post secondary institution in January 2011			\$ 238.50	\$ 225.00	

* Based on Metropolitan Community College reduced rate tuition of \$21.50 + \$ 5.00 fee per credit for 2009-2010. This rate is subject to change by Metropolitan Community College.

** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Education Year 2, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AED20	Behavior Modification & Principles of Learning	5	\$ 119.25		MCC PSYCH2140 & transfer to UNO as Education Elective
AED25	Introduction to Communication Disorders	5		\$ 225.00	Directly enrolled at UNO
0453	AP® Psychology	5		\$ 225.00	Directly enrolled at UNO
AED30	Best Practices in Education	5			
Tuition due to post secondary institution in August 2011			\$ 119.25	\$ 450.00	
Education Year 2, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AED35	Professional Speaking	5	\$ 119.25		MCC SPCH 1110 & transfers to UNO as Public Speaking Fundamentals
AED40	Education Seminar II	5			
AED45	Education Seminar III	5			
AED50	Education Practicum	5			
Tuition due to post secondary institution in January 2012			\$ 119.25		

* Based on Metropolitan Community College reduced rate tuition of \$21.50 + \$ 5.00 fee per credit for 2009-2010. This rate is subject to change by Metropolitan Community College.

** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Entrepreneurship Year 1, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AEN01	College Accounting I	5	\$ 159.00		Completion of College Accounting I & II (MCC 1100, 1110, 1120) transfers to UNO Principles of Accounting I & II
AEN05	Wealth Building and Personal Finance	5	\$ 119.25		MCC FINA 1200 & transfer to UNO Personal Finance
AEN20	Introduction to Entrepreneurship	5	\$ 119.25		MCC ENTR 1050 & transfer to UNO Personal Finance
AEN10	Introduction to Business	5		\$ 225.00	Directly enrolled at UNO
Tuition due to post secondary institution in August 2010			\$ 238.50		
Entrepreneurship Year 1, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AEN01	College Accounting I	5	\$ 159.00		Completion of College Accounting I & II (MCC 1100, 1110, 1120) transfers to UNO Principles of Accounting I & II
AED25	Legal Issues for the Entrepreneur	5	\$ 119.25		MCC ENTR 2060 & transfers to UNO as Business Elective
AEN30	Entrepreneurship Feasibility Study	5	\$ 119.25		MCC ENTR 2040 & transfers to UNO as Business Elective
0541	AP® Microeconomics	5		\$ 86.00	Credit earned by meeting AP® testing criteria.
Tuition due to post secondary institution in January 2011			\$ 397.50	\$ 86.00	

* Based on Metropolitan Community College reduced rate tuition of \$21.50 + \$ 5.00 fee per credit for 2009-2010. This rate is subject to change by Metropolitan Community College.

** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Entrepreneurship Year 2, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AEN15	College Accounting II	5	\$ 159.00		Completion of College Accounting I & II (MCC 1100, 1110, 1120) transfers to UNO Principles of Accounting I & II
AEN40	Marketing for the Entrepreneur	5	\$ 119.25		MCC ENTR 2050 & transfer to UNO Business elective
AEN35	Financial Topics for the Entrepreneur	5	\$ 119.25		MCC ENTR 2070 & transfers to UNO Business Elective
AEN45	Entrepreneurship Seminar & Internship	5			
Tuition due to post secondary institution in August 2011			\$ 397.50		
Entrepreneurship Year 2, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AEN15	College Accounting II	5			Completion of College Accounting I & II (MCC 1100, 1110, 1120) transfers to UNO Principles of Accounting I & II
0540	AP [®] Macroeconomics	5		\$ 86.00	Credit earned by meeting AP [®] testing criteria, \$86 test fee
AEN50	Entrepreneurship Business Plan	5	\$ 119.25		MCC ENTR 2090 & transfers to UNO as Business Elective
AEN45	Entrepreneurship Seminar & Internship	5			
Tuition due to post secondary institution in January 2012			\$ 119.25	\$ 86.00	

* Based on Metropolitan Community College reduced rate tuition of \$21.50 + \$ 5.00 fee per credit for 2009-2010. This rate is subject to change by Metropolitan Community College.

** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Finance Year 1, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AFN01	College Accounting I	5	\$ 159.00		Completion of College Accounting I & II (MCC 1100, 1110, 1120) transfers to UNO Principles of Accounting I & II
AFN05	Wealth Building and Personal Finance	5	\$ 119.25		MCC FINA 1200 & transfer to UNO Personal Finance
AFN20	Business Mathematics with Financial Calculator Applications	5	\$ 145.75		MCC FINA 1320 & MATH 1220
AFN10	Introduction to Business	5		\$ 225.00	Directly enrolled at UNO
Tuition due to post secondary institution in August 2010			\$ 424.00	\$ 225.00	
Finance Year 1, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition **	Transfer Notes
AFN01	College Accounting I	5	\$ 159.00		Completion of College Accounting I & II (MCC 1100, 1110, 1120) transfers to UNO Principles of Accounting I & II
AFN20	Introduction to Investments	5	\$ 119.25		MCC FINA 2100 & transfers to UNO as Business Elective
0510	Business Law	5	\$ 119.25		MCC BSAD 1110 & transfers as UNO Business Law and Ethics upon completion of add'l 3000 level course
0541	AP® Microeconomics	5		\$ 86.00	Credit earned by meeting AP® testing criteria, \$86 test fee
Tuition due to post secondary institution in January 2011			\$ 397.50	\$ 86.00	

* Based on Metropolitan Community College reduced rate tuition of \$21.50 + \$ 5.00 fee per credit for 2009-2010. This rate is subject to change by Metropolitan Community College.

** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Finance Year 2, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AFN15	College Accounting II	5	\$ 159.00		Completion of College Accounting I & II (MCC 1100, 1110, 1120) transfers to UNO Principles of Accounting I & II
AFN35	Principals of Management	5	\$ 119.25		MCC BSAD 2100 & transfers as UNO Business Elective
AFN30	Fundamentals of Financial Planning	5	\$ 119.25		MCC FINA 2206 & transfers as UNO Business Elective
AFN40	Finance Seminar and Internship	5			
Tuition due to post secondary institution in August 2011			\$ 397.50		
Finance Year 2, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AFN15	College Accounting II	5			Completion of College Accounting I & II (MCC 1100, 1110, 1120) transfers to UNO Principles of Accounting I & II
0540	AP® Macroeconomics	5		\$ 86.00	Credit earned by meeting AP® testing criteria, \$86 test fee
AFN45	International Finance	5	\$ 119.25		MCC FINA 2700 & transfers as UNO Business elective
AFN40	Finance Seminar and Internship	5			
Tuition due to post secondary institution in January 2012			\$ 119.25	\$ 86.00	

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** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Health Sciences Year 1, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AHS01	Human Anatomy & Physiology for Health Sciences	10	\$ 132.50		MCC BIOS 1310 & transfers to UNO BIOL 1730
AHS05	Medical Terminology I	5	\$ 119.25		MCC HIMS 1120
AHS15	Health Sciences Orientation Seminar <ul style="list-style-type: none"> • Cardiopulmonary Resuscitation & Heart Saver First Aid/AED • Foundations of Health Careers 	5	\$ 172.25		MCC HLTH 1000 CPR & HLTH 1010 Heart Saver/First Aid/AED Foundations of Health Careers
Tuition due to post secondary institution in August 2010			\$ 424.00		
Health Sciences Year 1, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition **	Transfer Notes
AHS20	Introduction to Medical Law & Ethics	5	\$ 119.25		MCC HIMS 1150
AHS10	Medical Terminology II	5	\$ 119.25		MCC HIMS 1130
AHS25	Nutrition in the Life Cycle	5	\$ 119.25		MCC SCI 1112
AHS30	Disease Processes	5	\$ 119.25		MCC HIMS 1210
Tuition due to post secondary institution in January 2011			\$ 477.00		

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** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Health Sciences Year 2, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AHS35	Long Term Care/Certified Nursing Assistant	10	\$ 172.25		MCC HLTH 1200
AHS40	Genetics	5	\$ 119.25		MCC BIOS 2050 & transfer as UNO BIOL 2140
AHS50	Health Sciences Internship	5	----		
Tuition due to post secondary institution in August 2011			\$ 291.50		
Health Sciences Year 2, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
AHS45	Emergency Medical Technician -- Basic	10	\$ 251.75		MCC HLTH 1100
0453	AP® Psychology	5		\$ 225.00	Directly enrolled at UNO
AHS50	Health Sciences Internship	5			
Tuition due to post secondary institution in January 2012			\$ 251.75	\$ 225.00	

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** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Transportation, Distribution & Logistics Year 1, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
0007	English 11	10	\$ 119.25		MCC ENGL 1010 & transfers to UNO English Composition I
ATD10	Introduction to Business	5	\$ 119.25		MCC BSAD 1000
ATD01	Introduction to Transportation, Distribution & Logistics	5			
Tuition due to post secondary institution in August 2010			\$ 238.50		
Transportation, Distribution & Logistics Year 1, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition **	Transfer Notes
ATD05	Industrial Safety & Health	5	\$ 119.25		MCC INCT 1000
ATD15	Introduction to Distribution	5	\$ 119.25		MCC INCT 1500
ATD20	Principles of Marketing	5	\$ 119.25		MCC BSAC 1010
ATD25	Principles of Management	5	\$ 119.25		MCC BSAD 2100
Tuition due to post secondary institution in January 2011			\$ 477.00		

* Based on Metropolitan Community College reduced rate tuition of \$21.50 + \$ 5.00 fee per credit for 2009-2010. This rate is subject to change by Metropolitan Community College.

** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Transportation, Distribution & Logistics Year 2, Semester 1					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
ATD30	Mechanical Print Reading	5	\$ 104.00		MCC INCT 1050
ATD60	College Composition and Research	5	\$ 119.25		MCC ENGL 1020 & transfers to UNO ENGL 1160
ATD35	Business Logistics	5	\$ 119.25		MCC BSAD 2400
ATD55	Transportation, Distribution and Logistics Internship	5	\$ 119.25		MCC INCT 2981
Tuition due to post secondary institution in August 2011			\$ 461.75		
Transportation, Distribution & Logistics Year 2, Semester 2					
Course #	Course Name	Millard Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
ATD40	Purchasing and Material Management	5	\$ 119.25		MCC BSAD 2410
ATD45	Problem Solving	5	\$ 104.00		MCC INCT 2050
ATD50	Production and Operations Management	5	\$ 119.25		MCC BSAD 2420
ATD55	Transportation, Distribution and Logistics Internship	5	\$ 119.25		MCC INCT 2981
Tuition due to post secondary institution in January 2012			\$ 461.75		

* Based on Metropolitan Community College reduced rate tuition of \$21.50 + \$ 5.00 fee per credit for 2009-2010. This rate is subject to change by Metropolitan Community College.

** Based on University of Nebraska at Omaha reduced rate tuition of \$225.00 per course for 2009-2010. This rate is subject to change by University of Nebraska at Omaha.

Metropolitan Community College Academies: The Millard Public Schools continues a partnership with Metropolitan Community College to provide the following technical academies:

Metropolitan Community College Technical Academy Offerings and Enrollment

	2004-2005				2005-2006				2006-2007				2007-2008				2008-2009				2009-2010				2010-11					
	N	S	W	T	N	S	W	T	N	S	W	T	N	S	W	T	N	S	W	T	N	S	W	T	N	S	W	T		
835 Theater Tech				0	1	5	1	7		3	3	6		1		1		1	2	3				1	1				1	1
836 HVAC	2	6		8				0				0	2			2				0					0					0
837 Auto Body		11	3	14		1	3	4		3	2	5	1			1			1	1					0					0
838 Auto Tech		8	3	11	11	3	2	16	1	3	3	7	2			2	1		3	4	2	2	2	2	6	2	2	7	11	
841 Horticulture										1	1	2				0				0					0					0
842 Criminal Justice							1	1		1	1	2		2		2	1			1	1	1	2	2	5	2	2	2	6	
843 Electrical Technology																			1	1			2	2	2	1			1	
844 Legal Assistant																	1			1	1				1					0
845 Diesel													1	1		2				0					0	1		2	3	
846 Web Development														1		1			3	3					0			2	2	
847 Small Engines/Machining Year 1																				0					0					0
848 Small Engines/Machining Year 2																				0					0					0
852 Welding Technology Year 1										1	1	2				0				0		1			1					0
853 Welding Technology Year 2																				0					0					0
854 Film Making																				0			4	4						0
855 Call Center Specialist																		0		0					0					0
856 Certified Nursing Assistant																		2		2			5	5						0
857 Database Administration																				0					0					0
858 Emergency Management Technician																				0			1	1						0
859 Human Service/Social work														1		1				0					0					0
861 Medical Office Technology																				0					0					0
862 Network Security																				0					0					0
863 Plumbing Technology																				0					0					0
864 Writing for Screen and Stage													3			3				0					0					0
865 Computer Programming																														0
866 Game Design																														0
	2	25	6	33	12	9	7	28	1	11	10	22	1	11	0	12	3	3	10	16	4	5	17	26	6	4	14	24		

*shaded area represents theyear each academy became available for Millard Students.

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

Metropolitan Community College & Articulation Agreements:

The Career & Technical Educational departments continue to establish and/or revise articulation agreements with Metropolitan Community College (MCC) that allow students to earn advanced status college placement or dual credit for 45 high school programs. Students who complete a two-year program of study at MCC can transfer the degree to most area four-year institutions.

Advanced Standing Credit

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

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

When the Advanced Standing Application is approved by MCC, a notation will be made on the MCC transcript and the student will then register for the next course in the program of study. The transfer credit does not articulate to other colleges or universities. In most cases, if a student completes an MCC degree program, the degree does transfer.

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

Dual Credit

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

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

Community and School Volunteers 2009-2010

Student Volunteerism

United States Government and Economics students are required to perform a minimum of 10 hours community service with one or more non-profit organizations with a 501c status from the federal government, government agencies, or schools (with a maximum of 5 hours at any one or more school). Students are encouraged to find experiences that reflect their personal interests or to explore career options. Students who do not meet the requirement have their grade lowered by one level. Many of the 1,498 students who completed the class performed more than the required number of hours. However, 190 students, or 12%, did not meet the requirement. Of those 190 students, two failed the class as a result of not meeting the community service requirement.

Adult Volunteers

This year Neihardt Elementary School implemented the Watch Dog volunteer program as a way to involve more fathers in their children's education. Watch Dog volunteers may not always be under the direct supervision of staff. Therefore, all potential Watch Dog applicants were required to go through the same application process as community members with no children or grandchildren in the District. Consequently, the number of Classroom Volunteer applications processed increased significantly from previous years. When compared to the number of application processed for 2008-09, the increase was 296%. Of the 74 applications submitted, eight were withdrawn by the applicants for personal reasons and one was denied.

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

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<i>Language Arts</i>	K-12: Phase I	K-12: Phase II	K-5: Phase III 6-12: Phase III-R	K-5: Phase IV 6-12: Phase IV-R 6-12: Phase III-E	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV
<i>Math</i>	K-12: Phase III-R 9-12: Phase II-E	K-12: Phase IV-R 9-12: Phase III-E	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I
<i>Science</i>	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III	K-12: Phase IV	K-12: Phase IV
<i>Social Studies</i>	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III	K-12: Phase IV
<i>Art</i>	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV
<i>Business</i>	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase I	6-12: Phase II	6-12: Phase III	6-12: Phase IV
<i>Computer Applications</i>	6-8: Phase IV	6-8: Phase IV	6-8: Phase IV	6-8: Phase I	6-8: Phase II	6-8: Phase III	6-8: Phase IV
<i>Computer Science</i>	9-12: Phase IV	9-12: Phase IV	9-12: Phase IV	9-12: Phase I	9-12: Phase II	9-12: Phase III	9-12: Phase IV
<i>Counseling</i>	K-12: Phase II	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I
<i>ELL</i>	K-12: Phase III/IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III
<i>Family Consumer Science</i>	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase I	6-12: Phase II	6-12: Phase III
<i>HAL</i>	K-12: Phase I/II	K-12: Phase II/III	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV
<i>Health</i>	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II
<i>Industrial Technology</i>	6-8: Phase IV	6-12: Phase IV	6-12: Phase I	6-12: Phase II	6-12: Phase III	6-12: Phase IV	6-12: Phase IV
<i>Information Literacy Media</i>	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III
<i>Life Skills</i>	K-12: Phase III	K-12: Phase III/IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I
<i>Music – Instrumental</i>	4-12: Phase IV	4-12: Phase IV	4-12: Phase IV	4-12: Phase I	4-12: Phase II	4-12: Phase III	4-12: Phase IV
<i>Music – Vocal</i>	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III	K-12: Phase IV
<i>Physical Education</i>	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV
<i>World Language</i>	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase I	6-12: Phase II	6-12: Phase III

E = Elective R = Required

Phase I: Research & Alignment Phase II: Curriculum Development
Phase III: Implementation Phase IV: Curriculum Monitoring

Revised June 2009

MILLARD PUBLIC SCHOOLS CURRICULUM MODEL

(Rule 6120.1 - Revised model approved by Board of Education 4/6/09, applicable 2009-2010)

- I. Phase I: Research and Alignment
 - A. Identify Participants from Staff and Community for Committees
 - B. MEP Representative Prepares Data Book to Provide Research and Data to Participants
 - C. Curriculum Planning Committee Participants Receive and Review Provided Materials
 - D. Parallel MEP Activities Completed
 - E. Curriculum Planning
 - F. Resource Evaluation Preparation
 - G. Textbook Selection: Field Study Preparation
 - H. Textbook Selection: No Field Study Preparation
 - I. PreK-12 Framework Preparation

- II. Phase II: Curriculum Development
 - A. Field Study for Textbook Selection
 - B. No Field Study: Textbook Selection Committees meet
 - C. Field Study and/or Textbook Selection Committee Report and Materials Approved by Board of Education
 - D. Conduct cost-benefit analysis for total program implementation including, but not limited to, textbooks, ancillaries, interventions, technology, staff development, etc.
 - E. Submit budget requirements to Appropriate Director
 - F. Course Guides Developed
 - G. All Course Guides subjected to quality review before implementation using identified criteria
 - H. Devise implementation plan
 - I. Share newly adopted course guides and materials with appropriate stakeholders including administrators

- III. Phase III: Implementation
 - A. Allocate District resources
 - B. Provide District staff development including best instructional practices and most effective strategies
 - C. Provide administrators staff development and documentation to assist in monitoring the written, taught, and assessed curriculum (Instructional practices and fidelity of implementation via walk-through guide for principals)
 - D. Implement courses using new course guides and PreK-12 Framework
 - E. Monitor implementation and adjust course guides as needed
 - F. Develop Essential Learner Outcomes and/or benchmark assessments
 - G. Review and revise Demonstration of Proficiency and ELO reteaching materials
 - H. Continue curriculum development process for Secondary Ed Core Elective Courses

- IV. Phase IV: Curriculum Monitoring
 - A. Monitor implementation and adjust course guides as needed
 - B. Provide resources and staff development as needed to refine course guides and their implementation
 - C. Instructional practices and fidelity of implementation (walk-through guide for principals)
 - D. Monitor alignment between/among standards, indicators, and indicator expectations, and assessment data through Vertical Team meetings, content area and cluster/grade level meetings, etc.
 - E. Collect student and program assessment data to determine additional or alternate program needs

Language Arts

PreK-5

Phase III

- Implemented Phase III and completed the adoption and implementation of all new materials
- Collaborated with District Interventionists, building and district administrators, and teachers to communicate district language arts curriculum expectations and to plan staff development
- Planned and trained members of the Teacher Support Team to facilitate staff development sessions for new program materials, writing, and using leveled texts with small groups
- Coordination of district-wide elementary staff development sessions for Fall Workshop, MLK Day, and Presidents' Day.
- Planned grade level cluster meetings to support curriculum implementation
- Collaborated with vendors concerning materials issues during implementation
- Collaborated with vendors concerning "Train the Trainer" model of staff development, utilizing our Teacher Support Team
- Provided updates and support to building administrators for implementation
- Utilized ANGEL Learning System to provide curricular implementation support through posted documents and videos
- Collaborated with teachers and building administrators to provide curriculum implementation support as needed
- Collaborated with district tech facilitators and building tech initiators to provide support for the implementation of SuccessTracker online assessment system and QuickReads fluency program
- Collaborated with teachers and building administrators to provide curriculum implementation support for SuccessTracker online assessment system and QuickReads fluency program.
- Utilized Nebraska State and Millard Standards to plan district staff development and to align program assessments and the NeSA-R (state Reading assessment)
- Provided support for NeSA-R preparation through correlating program materials to the NeSA-R Tables of Specifications for grades 3-5
- Collaborated with district administrators and teachers to refine and update the AWA scoring procedures, training, and scoring rubrics
- Provided Language Arts training for the 6 traits, teaching strategies, and program materials for new teachers
- Collaborated with Kindergarten and 1st grade teachers to revise report card companion documents
- Collaborated with teachers, specialists, district, and building administrators to develop a HAL Reading Framework for grades 3-5
- Collaborated with a teacher and a specialist to produce a HAL Reading Framework training video

K-5

Reading Intervention (READ, Primary Title & K/1 Intervention)

- Implementation of literacy intervention materials for READ, Title I, K/1 Intervention: Fountas & Pinnell Phonics, Leveled Literacy Intervention, Reading Street Supplementary Materials, My Sidewalks
- Implementation of screening, diagnostic, and progress monitoring assessments across Literacy Intervention programs
- Development of frameworks to support small group interventions within both Tier I (classroom) and Tier II (supplemental interventions)

- Book Study for building teams (Administrators, Literacy Intervention, Resource staff) utilizing Fountas & Pinnell text, When Readers Struggle to facilitate best practice in literacy instruction and intervention
- Literacy support (staff development/modeling best practices) for classroom teachers as requested
- Review and modification of literacy intervention manuals
- Professional development for literacy intervention teachers and paraprofessionals (progress monitoring, assessment, research and best practice in literacy intervention, phonemic awareness, primary phonics, intermediate decoding and fluency, comprehension, use of leveled text)
- Continued work with Response to Instruction + Intervention Framework
- Review and modification of all Title I program forms and assessment processes and completion of Targeted Programs evaluation components, Schoolwide Peer Rating process and approval of Sandoz Elementary as Schoolwide program in 2010-2011
- Continued participation in Nebraska Department of Education Committee of Practitioners and State Parent Involvement Committee

6-12

English and Reading - Required Courses Phase III

- Provided training in 6 traits for teachers new to Millard
- Implemented Phase III and completed the adoption and implementation of all new materials
- Collaborated with District Interventionists, building and district administrators, and teachers to communicate district language arts curriculum expectations
- Provided staff development during the implementation phase consisting of next steps with Plugged-in to Nonfiction, online classroom resources for new textbooks, IWB training, and further development with the new multiple literacies standard
- Provided ANGEL training to Language Arts teachers who would become producers
- Developed course assessments with a committee of teachers for reading in the five required high school courses
- Piloted high school reading course assessments early in the year at West and revised according to that data in January
- Issued high school reading course assessments to all 9-11 students in April/May with the results to be analyzed in July to determine what further steps need to be taken
- Developed new writing prompts for 6th and 7th grades which, along with new procedures, were pre-piloted and piloted through December
- Facilitated the rating of middle and high school AWAs, which were scored by both ESU and MPS raters
- Updated course guides after using teacher and administrator feedback from the first year of implementation
- Provided staff development for middle school teachers focused upon effective vocabulary instruction
- Gathered vocabulary lists from middle level teams, which will be synthesized this summer

English and Reading - Elective Courses Phase II

- Facilitated teacher committees who selected materials and equipment for each of the English electives being implemented beginning 2010-11
- Prepared and presented the budget for this adoption to the Board of Education in January
- Completed course guides and quality reviews of each guide were during second semester
- Provided training for the new Passports Reading Journeys III materials in late April

Math

PreK-5

Phase IV

- Continued to support teachers in the use of Scott Foresman Addison Wesley and Investigations
- Principal staff development sessions to continue supporting implementation and supervision
- Fall Workshop Staff Development for new elementary teachers
- President's Day Staff Development sessions
- Continued staff development for the math program technology components (Exam View, successnet website, Mind Point, Knowledge Box)
- Continued implementation of reteaching modules for grades 3rd, 4th and 5th math
- Had Millard representation on the State Math Item Writing Committee
- Had representation on the MOECC Math subcommittee
- Implementation of Title 1 Math/teachers in 6 buildings
- Implementation of AIMSweb math in 6 buildings
- Started training with a limited number of teachers of the use of the IWB in math
- Development of new K-5 math course guides using the guidelines established by the Curriculum Audit
- Correlation of state standards and indicators to the K-5 core math curriculum lessons and skills

6-12

Phase IV

- Ensured alignment to the 2009 State Math Standards
- Revised the Pre-K-12 Math Framework accordingly
- Revised all course outcome assessments and course guides for middle level and high school courses from Math6 through Algebra II
- Coordinated with Planning and Evaluation on the development, pilot, and implementation of the fifth to sixth grade Math Placement Test
- Continued discussions on middle level math placement
- Facilitated Orleans-Hanna testing in all elementary buildings
- Provided staff development in instructional practices for mathematics classrooms
- Continued singleton PLCs for AP Calculus AB/BC and Statistics

Science

K-5

Phase IV

- Provided Professional Development in Inquiry Instruction was presented on Presidents' Day
- Participated on State Science committee for improving quality of science instruction
- Participated on State Standards writing committee
- Attended Mc Rel Inquiry Professional Development workshop
- Attended State and National Science Teachers' Conventions
- Implemented 5th Grade Computer Based Assessment (CBA) Science ELO
- Collaborated with 6-12 Science Coordinator to address PreK-12 issues
- Provided staff development/Modeling Best Practices in classrooms as requested
- Updated teachers on Best Practices, local and national science information and resources through newsletters

6-12

Phase IV

- Provided the fall workshop session, which focused on inquiry-based instructional strategies
- Provided sessions on MLK Jr., Day for middle school teachers to modify traditional lessons to be more inquiry-based
- Developed an ANGEL online science safety course for all new science teachers, which twenty teachers participated in during September and October
- Conducted annual science chemicals inventories in each secondary building and forwarded them to Ed Rockwell who then forwarded them to the fire marshal
- Identified technology needs for science classrooms, which included the installation of SMARTboards in all science classrooms
- Purchased laptop computers, microscopes, electronic balances, ProScopes, and Vernier probeware for all science departments
- Provided mobis and classroom response systems (clickers) to a Step-Ahead technology group that included 17 science teachers
- Provided SMARTboard, mobi and classroom response system training for teachers
- Assisted with the purchase of science equipment for Horizon High School
- Participated in NDE's development of the new state science standards - one high school teacher
- Participating in the development of the NeSA-S (state science assessment) to be piloted in spring 2011 and implemented in spring 2012 - one high school teacher
- Provided the opportunity for two teachers to attend the NSTA regional conference in Phoenix in December
- Provided the opportunity for three teachers to attend the NSTA national conference in Philadelphia in March

Social Studies

K-5

Phases IV

- Developed web based econ resources that support third and fourth grade Omaha and Nebraska studies
- Developed and implemented new CBA ELO for fourth grade Social Studies
- Modeled Social Studies Best Instructional Practices in classrooms as requested
- Facilitated modification to Omaha and Nebraska units
- Kept teachers updated on Best Practices, local and national social studies information and resources through newsletters

6-12

Phase IV

- Assisted with the installation procedures for all MPS AP Dual Enrollment History staff through UNO and Dual Enrollment from the UNO Social Studies Department
- Installed Interactive Whiteboards (IWB) in all secondary social studies classrooms
- Provided staff development during MLK and President's Day Staff Development focused on the use of Interactive Whiteboards and application within social studies classrooms
- Selected and trained a Step-Ahead group of Secondary Social Studies in the utilization of Mobis and Clickers
- Revised the 11th Grade Social Studies ELO
- Collaborated with Planning and Evaluation to facilitate standard setting for the 11th Grade Social Studies ELO
- Reviewed the 11th Grade ELO Demonstration of Proficiency and re-teaching packets and determined revisions occur with the Demonstration of Proficiency quizzes and re-teaching packets in early Fall of 2010
- Worked with High School Department Heads to determine the textbook status for next fall
- Facilitated discussion with AP Human Geography teachers to determine the need to revise course syllabi to reflect the primary textbook become what was the secondary resource and that the primary text now become the secondary resource based on input from teachers and students

Technology

K-5

Phase II/III/IV

- Rewrote companion documents to accompany the K & 1 report cards
- Implemented the use of SuccessTracker, Exam View, Mind Point, E-Tools for reading, math, and science
- Continued AIMSweb Benchmark System Grades K-5 in reading
- Implemented the use of AIMSweb Benchmark System Grades K-5 in math in the Title I buildings
- Continued support of Safari Montage
- Continued support of Rand McNally Maps online
- Support online 5th grade Science ELO Assessment
- Provided staff developed for 10 Step ahead teachers utilizing Interactive White Boards and developed Courses 101, 102, 201, 202
- Provided training in June 2010 for 100 grade 4 & 5 teachers and Technology Initiators, Interactive White Boards courses 101 & 102

Computer Applications 6-8

Phase IV

- Facilitated the development of 7th Grade Technology Skills Assessment during 194th Day and Fall Workshop
- Coordinated with Dr. Pat Crum and Joe Crum to train teachers for CBA; created proctor directions, established pilot and testing dates, created Table of Specifications and answer key
- Assisted with the PLC Singleton as the new leader was identified and trained
- Requested Hexter Technology Skills Assessment data from Planning and Evaluation
- Sent Technology Skills data to teachers for Hexters 1-3 prior to April; 4-6 upon receiving form Planning and Evaluation in May
- Facilitated a session for teachers to define 6th and 7th grade technology skills during MLK Day
- Facilitated Computer Writing Day to develop student project-based assessment and checklist
- Posted required assessments on the district Intranet
- Supported one teacher's attendance to the Nebraska Career Education Conference
- Burned and sent curriculum disks for computer application courses to AMS new teacher to computer

Computer Science 9-12

Phase IV

- Continued monthly PLC meetings
- Provided technology support for Computer Science labs
- Held post-secondary alignment discussions with Creighton University's Computer Science department and the University of Omaha's Information Science and Technology department

Industrial Technology 6-12

Phase I

- Researched Workforce Development Data and the Nebraska Career Education Model
- Completed Phase I activities: Curriculum Planning Committee convened and provided direction where the writing teams should focus

- Held an Industrial Technology Community Focus Group
- Writing teams met and produced the 6-12 Industrial Technology Framework to be taken to by the Board of Education in July, 2010, for approval
- Continued with a singleton PLC for 6-8 IT, CAD, Metals and Woods
- Updated CAD lab software
- Provided an opportunity for the high school staff to attend the fall review of the IMES/NDE Career Cluster
- Toured and conducted post-secondary alignment discussions the University of Nebraska's Durham School of Architectural Engineering and Construction and Metropolitan Community College.
- Worked with Tony Glenn, NDE, to align our IT courses with the IMES Recommended Program of Study

Physical Education

K-12

Phase II

- Developed the new PreK-12 Physical Education Framework, citing the new National Standards and the Nebraska Essential Learnings (state standards/indicators) in September and October
- Submitted the K-12 Physical Education Framework for Board of Education approval in October
- Facilitated opportunities in October-November for the K-12 Textbook, Equipment, & Technology Committee to determine and propose resources; another K-5 Committee was formed in February-March to develop an official Elementary PE Equipment List
- Facilitated a meeting of the PreK-12 Physical Education Curriculum Planning Committee in early December to look at the results of the Textbook, Equipment, & Technology Committee, which made further recommendation that Wii's be used at all grade levels; decided to maintain use of the current version of FitnessGram until further technology updates are available
- Submitted the K-12 Physical Education Adoption Budget for Board of Education approval in January
- Coordinated and facilitated efforts of K-12 PE teachers to develop Course Guides and Assessments from January through April
- Completed the first draft of K-12 Physical Education Safety Manual in April
- Facilitated a Quality Review by PE teachers on all new K-12 Course Guides in April
- Proposed the new Elementary Report Card Indicators for use next fall streamlining with the updated PE Framework in May
- Provided all K-12 staff district level and MEP support with the Fitnessgram 8.0 health-related PE software program, to include specialized reports to support several PE PLCs
- Provided printed and individualized Fitnessgram 8.0 assessments for all 4-12 students enrolled in designated PE classes; copies were sent to parents.
- Worked with K-5 staff as they met monthly for their PE PLC.
- Worked with K-5 PE/Elementary Education and UNO/UNMC to implement the "Ready for Recess" grant this past Fall in four schools with the possibility of expansion in 2010

Business Education

9-12

Phase IV

- Supported three teachers' attendance to the Business, Marketing, Information Technology (BMIT) NDE Fall Workshop
- Compared Financial Literacy concepts between Personal Finance and Adult Living
- Created Personal Finance and Economic comparison grid
- Created the Board of Education proposal - Personal Finance Graduation Requirement and course timeline updates
- Facilitated Personal Finance Writing Days to update course and to create ANGEL Master Course; adopted new course guide format
- Collected lesson ideas that meet Public Law 110-385 requirement, Protecting Kids in the 21st Century
- Coordinated with Dr. Pat Crum to develop Assessment Literacy session for MLK Day
- Coordinated with the Office of Staff Development to include Business teachers with IWB Training
- Provided support to Singleton PLCs
- Summarized curriculum activities at the Perkins Advisory Committee Meeting
- Supporting two teachers' attendance to the Nebraska Career Education Conference
- Attended Jump\$tart Coalition National Conference; National Business Education Conference; Nebraska Career Education Conference
- Met quarterly with high school department chairs
- Burned and sent curriculum disks to department chairs for their new hires

Music

Nancy's

K-12 Vocal Music

Phase IV

- Attended Nebraska Music Educators Conference
- Assisted with the Elementary PLC teams who met monthly on first Wednesday of each month
- Continued Singleton PLCs for 6-8 Vocal 9-12 Vocal
- Provided staff development focused on technology, consistent pedagogy, and music reading
- Provided time for the PLC teams to present 194th contract day products at department meeting collaboration time to share curriculum ideas
- Facilitated vocal music teachers meeting with Alternative Curriculum Program teachers to discuss best practices for meeting the needs of the special needs student in the music classroom
- Provided the opportunity for several secondary vocal music teachers to attend the UNO Vocal Music Directors Institute
- Provided the opportunity for several secondary vocal music teachers to attend a Music Recording Workshop at ESU #3

4-12 Instrumental Music

Phase IV

- Continued Singleton PLCs for 9-12 Band, AP Music Theory, 4-8 Orchestra and 9-12 Orchestra
- Provided staff development for orchestra focused on consistent pedagogy and music reading
- Provided the opportunity for Anne Nagosky to present “Fine Tuning Our Instruments” to orchestra staff on MLK Day
- Provided staff development for band focused on consistent pedagogy
- Purchases Smart Music technology for all orchestra staff
- Purchased 150 new band and orchestra instruments to be made available to families demonstrating financial need through ARRA SFSF funding
- Used allocated ARRA SFSF funds to create a district-wide instrument inventory through Destiny

Art

K-12

Phase II

- Provided staff development opportunities that focused on Phase II activities for K-12 art teachers during Fall Workshop, MLK Day, and President’s Day
- Provided the opportunity for all 6-8 art teachers to participate in a Singleton PLC group,
- Displayed K-12 Art work at the National Federation of Urban and Suburban School Districts Conference in October
- Displayed student art work at DSAC from all middle and high school buildings; elementary art and classroom teachers also sent work for display.
- Provided the opportunity for elementary and secondary art teachers to participate in various city, state, and national art competitions and shows.
- Facilitated the work of art teachers and elementary classroom teachers while completing documents for the PreK-12 Art Framework which included the Matrix which included all the art standards and indicators in September and October
- Recommended the K-12 Art Framework be approved by the Board of Education in October
- Facilitated the K-12 Textbook Selection Committees as they reviewed resources, equipment, and technology; *Pearson/Scott Foresman Art* selected for K-5 classrooms.
- Organized for company representatives to meet with classroom teachers to present information at the Elementary Cluster Meetings
- Reconvened the Curriculum Planning Committee to look at results of the Textbook Selection Committee and get the members approval in December.
- Recommended the K-12 Art adoption budget for Board of Education approval in January
- Facilitated the development of K-12 art course guides and assessments by art teachers and elementary classroom teachers
- Facilitated the Quality Review of Art Course Guides by art and elementary classroom teachers in April and May; course guides will be shared with teachers by August
- Gathered needed information and prepared requisitions for Art Adoption purchases

Family & Consumer Science

6-12

Phase IV

- Reviewed 8th Grade Electives: Money Management & Career Planning; added budget lesson to Career Planning, adjusted Block Plan to prevent lesson overlap
- Supported six teachers' attendance to the FCS/HSR NDE Fall Workshop
- Facilitated 6-8 FCS Writing Day to revise course assessments and to align with criteria introduced during the Assessment Literacy session on MLK Day
- Compared Financial Literacy concepts between Personal Finance and Adult Living
- Facilitated Adult Living Writing Day to review and revise course assessments
- Facilitated Writing Day to identify lessons/activities to meet LB 63 The Lindsay Ann Burke requirements; the law is printed on course outlines and parent letters
- Provided Singleton PLC support
- Collaborated with the Office of Pupil Services to establish the handling and disposal procedures for needles and pins used in the Textile labs
- Provided a question and answer session to collect teacher input for the new needle/pins lab procedures
- Coordinated with Dr. Pat Crum to develop Assessment Literacy session for MLK Day
- Arranged an inter-rater reliability course assessment session on Presidents' Day
- Met quarterly with high school department chairs
- Supporting one teacher's attendance to the Nebraska Career Education Conference
- Summarized curriculum activities at the Perkins Advisory Committee Meeting
- Burned and sent curriculum disks to MSHS department chair for their new hires
- Burned and sent International Foods curriculum disk to Summer School Principal
- Posted revised required course assessments to district Intranet and shared folders

Health

K-5

Phase IV

- Staff Development with new 5th grade teachers regarding HG and Development Lessons
- Kept teachers updated on Best Practices, local and national Health information and resources through newsletters

6-12

Phase IV

- Facilitated 6-8 FCS Writing Day to revise course assessments and to align with criteria introduced during the Assessment Literacy session on MLK Day
- Provided Off Contract pay to 6-8 teachers for the facilitation of evening Parent Meetings
- Facilitated Controversial Issues training for new staff and substitute teachers
- Facilitated Writing Day to identify lessons/activities to meet LB 63 The Lindsay Ann Burke requirements; this law is printed on course outlines and parent letters
- Provided Singleton PLC support
- Arranged an inter-rater reliability course assessment session on Presidents' Day

- Facilitated the implementation of Naviance: *My Personality Profile/Do What you Are*
- Supported three teachers' attendance to the NDE Health Education Curriculum Analysis Tool Workshop in Milford
- Burned and sent curriculum disks to AMS & KMS for their new hires
- Posted revised required course assessments to district Intranet and shared folder

World Language

6-12

Phase IV

- Provided staff development sessions focused on using the target language in the classroom (both students and teachers)
- Provided a presenter demonstrating a variety of instructional strategies for teachers during their fall workshop session; teachers reviewed research on this topic. In February, teachers shared instructional strategies designed to improve the use of the target language in the classroom.
- Purchased resources for the "bubble" of students in fourth level world language courses.
- Determined needs for the "bubble" of students in next year's Advanced Placement world language courses
- Monitored the impact of the Aldrich Spanish instruction on middle level curriculum
- Decided to offer a sixth grade Spanish course for Aldrich students entering Kiewit Middle School and North Middle School in fall 2010; resources were purchased for this course. A course/pacing guide was developed for the course.
- Provided the opportunity for two teachers to attend the Central States Conference in Minneapolis in March
- Provided mobis and classroom response systems (clickers) and training to two world language teachers who were part of the Step-Ahead Technology group

Counseling

PreK-12

Phase IV

- Provided the opportunity for the Elementary PLC group to meet on the first Wednesday of every month
- Provided the opportunity for middle school counselors to meet one time per hexter to share ideas and to discuss counseling topics and issues
- Continued the facilitation of the Naviance web-based planning system used at the high school level to facilitate post-secondary planning and smooth transition for seniors.
- Provided staff development for high school counselors and counseling department secretaries on President's Day
- Continued to build upon the high school Personal Learning Plan through Naviance

Life Skills

K-12

Phase IV

- Facilitated the opportunity for the Life Skills Website to be accessed by students in grades 5, 8, and 10 to complete the Student Self-Assessment. The website continues to be used for the Parent Life Skills Survey. Administrators were also able to access information and print reports for their buildings.
- Provided the opportunity for Ta'Wanna Logans from ESU to share information with Elementary Administrators at their January Meeting.
- Provided information to all administrators at all grade levels through documents that supported the use of the website.

High School Diploma Paths 2009-2010

High school students in the Millard Public Schools have the opportunity to choose a diploma path to pursue during their high school years. In addition to the Regular Diploma, there are two categories of diplomas that students are able to select. One diploma path, the Liberal Arts path, specifically addresses the needs of students who plan to earn a baccalaureate degree after graduation.

The second diploma path, the Specialty path, focused on the needs of students who plan to specialize in a particular career field. In the Specialty areas, students complete an approved sequence of study in a career field. These students may select to enter the work force immediately after graduation or they may also plan on participating in post-secondary education opportunities.

Both paths include incentive categories by which students are able to achieve a more rigorous diploma by taking more classes and by achieving a higher Grade Point Average. These incentive categories are labeled *Commended* and *Distinguished*.

Students receive a certificate of achievement, which is sent to each student who successfully completed his or her selected diploma path along with a letter mailed to both the students and his or her parents in recognition of this accomplishment.

A total of one hundred seventy one 2010 (one hundred fifteen 2009) graduates successfully completed a diploma path with twenty-five (thirteen 2009) of them completing both a Liberal Arts path and Specialty path.

	Liberal Arts Commended 3.0 Overall		Liberal Arts Distinguished 3.5 Overall		Specialty Commended 3.0 in Area 2.0 Overall		Specialty Distinguished 3.5 in Area 2.5 Overall	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
MNHS	12	8	18	10	6	9	2	9
MSHS	1	7	9	13	2	22	2	3
MWHS	12	19	25	42	15	18	11	11
Total	25	34	52	65	23	49	15	23

The following table illustrates Specialty Areas completed within the Specialty Diploma Path.

	Business		Family & Consumer Science		Fine & Performing Arts		Industrial Technology		Technology		Health	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
MNHS	1	0	0	2	7	9	0	6	0	1	0	0
MSHS	0	3	0	0	3	19	1	2	0	1	0	0
MWHS	7	12	0	0	13	12	4	2	1	0	1	2
Total	8	15	0	2	23	40	5	10	1	2	1	2

Early Childhood 2009-2010

FAMILY RESOURCE CENTER

The Millard Family Resource Center is located in one of the cottages at Echo Hills. The center is funded by Below Age 5 Early Childhood Special Education Flex Funds. The center provides materials for families with children between the ages of birth to age 8 years. The materials include a toy lending library, parent education library, children's library, and materials for childcare homes or home school activities. The center is staffed by a family specialist who is available to assist families in selecting materials and information for their child's development. The center is open an average of 16 hours per week, including three hours on two Saturday mornings each month.

The center currently has 120 active members, checking out 3,500 items. Membership fee is \$15.00 for six month. Scholarships are available for those families who qualify for free or reduced lunches and at the recommendation of Early Childhood Special Education staff. Families can check out three toys, one puzzle, five children's books and one parent education resource at each visit for two weeks. The membership fees support the center for replacement and day to day operations. The family specialist is a certified teacher with an early childhood endorsement, who also supports the Partners With Providers Program.

PARTNER WITH PROVIDERS

This was the eighth year of operation for this program and is funded by the Below Age 5 Early Childhood Special Education Flex Funds. Partners With Providers is the childcare component of Parents as Teacher Program of Missouri. There are 2 FTE of certified Parents as Teacher instructors that provide literacy and language information to childcare providers and parents to help prepare the children to be ready for a successful school experience. The childcare homes are visited at least once monthly. The teacher models literacy/language skills for the provider while working with the children in the home. The group of children is analyzed by the teacher as to needs and interests and she develops plans based on those needs. The plans are to improve the skills of the provider and allow them to receive up to nine in-service hours for state certification as a licensed childcare provider. Educational toys, books, and other materials are rotated in and out at each visit. Thirty-five home childcare providers and 234 children were served this year. Fifteen children were identified to be tested by Early Childhood Special Education.

PRESCHOOL PROGRAMS

All Preschool Programs are alignment with Nebraska Department of Education Rule 11 and Special Education Results Matters criteria. All preschool programs utilize the Creative Curriculum Framework. Preschool teachers and paraprofessionals participated in monthly staff development and preschool principals met regularly throughout the year to provide curriculum support. A comprehensive assessment program is also in place utilizing the Creative Curriculum Developmental Continuum, along with external program quality evaluations from NDE. The District is now receiving state aid for our two former grant-funded preschool programs (Cody Earlystart and Sandoz ELL programs). Our remaining preschool programs (Title I, ECSE, Montessori) have been approved by the Nebraska Department of Education and we receive state aid for these students beginning this year.

Title I/Parent Pay Preschools are located at Bryan, Disney, Holling Heights, Neihardt, and Rockwell Elementary Schools. These half-day programs meet the 450 hours per year required by

Rule 11. The program serves 4-year olds who will enter kindergarten the following year. There were 231 students enrolled this year. The partnership with the Millard Public Schools Foundation allows the parent-pay portion to operate through the Foundation and not impact the general fund budget. The Early Start Preschool Program is located at Cody Elementary. It continues to be a successful program for Head Start eligible students. The students are provided breakfast and lunch each day. The program follows the same format as the parent pay program. English Language Learner (ELL) Preschool Program is located at Sandoz and Norris Elementary Schools. A second ELL Preschool classroom was added at Sandoz funded by ARRA funds. This program served 45 children of which 95% are ELL. Another full-day classroom was added at Rockwell funded by ARRA funds. Children attend from 8:45 a.m. to 3:15 p.m. The program incorporates a parent education program. Parents attend two preschool sessions per month. During these sessions parents learn about the Millard Public Schools education system and are also informed about services in the community/Metro. These sessions also give parents an opportunity to observe their children in the classroom, attend field trips, and learn about activities that they can do at home to support their children so they will be successful in school.

Circle of Friends Story Time was added this year funded by ARRA funds. This program incorporates a story time and book checkout at each of the district preschool sites for families or caregivers of children not participating in our preschool programs. Books appropriate for young children were purchased and housed at each of the eight sites for families to checkout. These sessions occur once every third week throughout the year.

Montessori Preschool Day Care Program is located at Montclair and Norris Elementary Schools. This program serves 3- and 4-year olds as part of the Montessori age 3-6 program. The Montclair program continues to be self-supporting with 83 children and Norris with 25 children. The majority of these students continue in the school-age Montessori Program. The before and after school program is now operated by the Millard Public Schools Foundation. The school day parent-program flows through the Millard Public Schools Foundation.

TRANSITION TO KINDERGARTEN

Strategy 6 of the District Strategic Plan contains three action plans related to transition to kindergarten. These action plans were implemented during the 2006-07 school year and have continued during 2009-2010. They included providing two parent sessions and one community provider session in November of each year for potential kindergarteners for the next school year. Information was also mailed to all families and community providers that included suggested activities to help children transition to kindergarten.

Parent Information Nights: Over 1400 families with children that will be eligible for kindergarten in 2009-2010 received information about MPS Kindergarten programs along with notification about parent information sessions. Parent sessions, conducted by a team of kindergarten teachers and a Family Resource Specialist, focused on providing families with information regarding Kindergarten expectations along with strategies for parents to help support their children at home.

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

Parent Meeting for Kindergarten Round-up: All buildings continue to use the district parent night agenda and information packets that were designed by a group of district Kindergarten teachers and principals. This provides continuity throughout the district as parents begin forming their relationships with Millard Public Schools.

Early Entrance to Kindergarten: The children being tested have birthdates that range from October through January, turning five during the second quarter of school. The assessment process was modified to mirror the district Acceleration Procedures used for grade acceleration at the elementary level. School Psychologists now complete the testing and communicate with parents about the results. Two testing period are available, April and July.

English Language Learner Program 2009-2010

The English Language Learner (ELL) Program has continued to grow and establish itself as an integral part of the Millard Public Schools. In an effort to be in compliance with No Child Left Behind and the Office for Civil Rights, we have continued to identify research-based methods and strategies that promote student achievement as well as update processes, procedures and forms to facilitate the program.

Student Achievement

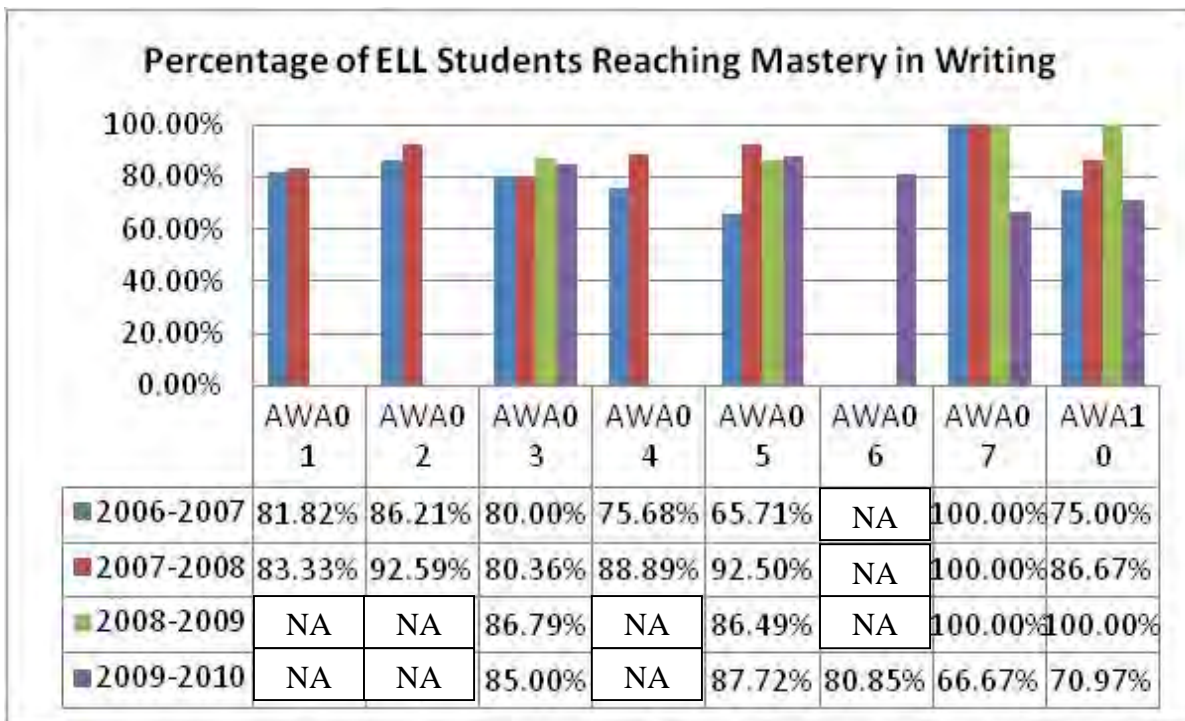
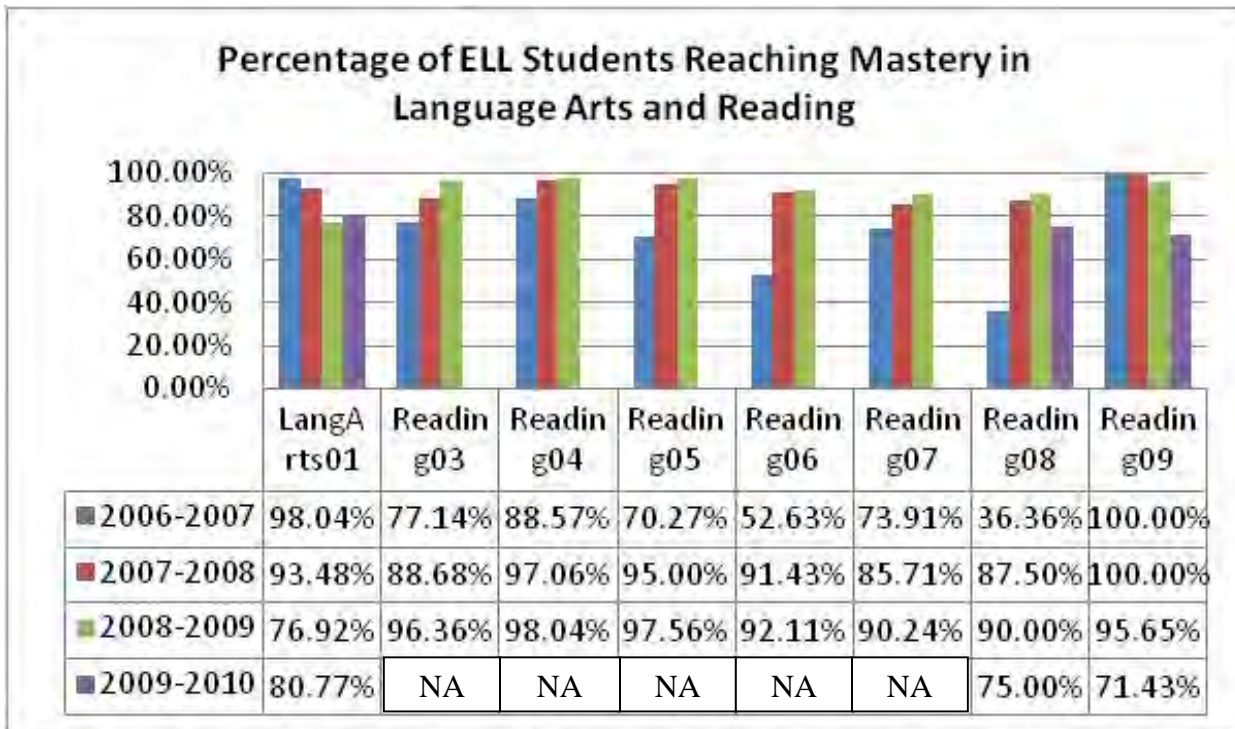
The overarching goal of the ELL Program is student achievement. At the time of this report, 50 limited English proficient (LEP) students met the requirements of the ELL Program during the course of the school year. Students must meet three of five objective criteria to be eligible to exit the program, which include testing proficient on a standardized language assessment, performing well on quarterly writing samples, meeting the program goals and indicators, passing Essential Learner Outcome (ELO) assessments, and performing well on district literacy benchmarks (AIMSweb).

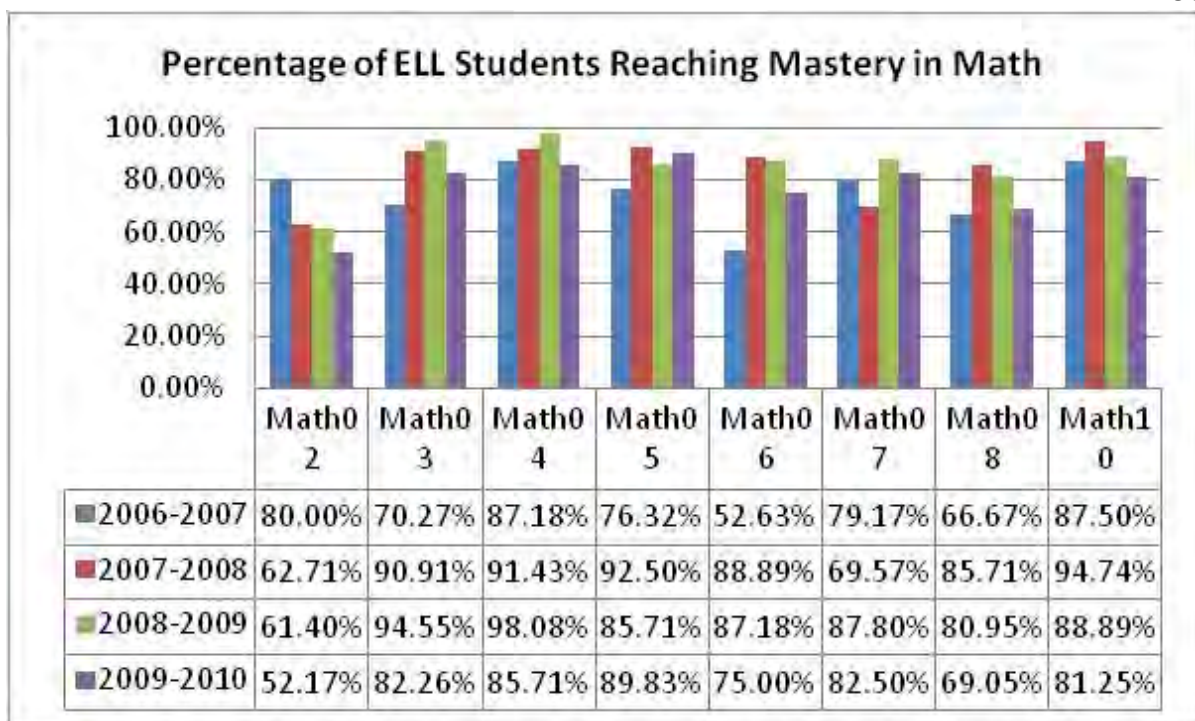
The following ELO result data reflect the final disposition of ELL student performance.

Assessment	Below	Barely	Prof	Beyond	Total	% Mastered	% Not Mastered
AWA03	9	20	20	11	60	85%	15%
AWA05	7	19	15	16	57	88%	12%
AWA06	9	18	10	10	47	81%	19%
AWA07	13	9	12	5	39	67%	33%
AWA10	9	16	4	2	31	71%	29%
LangArts01	10	8	15	19	52	81%	19%
Math02	22	8	12	4	46	52%	48%
Math03	11	17	15	19	62	82%	18%
Math04	8	13	20	15	56	86%	14%
Math05	6	18	20	15	59	90%	10%
Math06	12	13	15	8	48	75%	25%
Math07	7	18	10	5	40	83%	18%
Math08	13	8	13	8	42	69%	31%
Math10	6	14	9	3	32	81%	19%
Reading08	10	12	14	4	40	75%	25%
Reading09	6	9	5	1	21	71%	29%
Science05	14	12	12	21	59	76%	24%
Science08	7	13	13	6	39	82%	18%
Science11	2	9	1	0	12	83%	17%
SocStudy08	8	16	13	5	42	81%	19%
SocStudy11	1	8	3	0	12	92%	8%

In February 2009, it was determined in cooperation with the Department of Planning and Evaluation that ELL students at language proficiency levels 1 and 2 would participate in standard district ELO assessments rather than alternate assessments, with the exception of writing. All

ELL students have always participated in math assessments. It is important to note that it would be unreasonable to expect a student with very limited English proficiency to pass the Reading ELO; however, the student’s participation in the assessment does provide useful data in examining academic growth.





The following table displays the gap in achievement between ELL students and Non-ELL students on the ELO assessments.

Assessment	Gap
AWA03	10%
AWA05	5%
AWA06	6%
AWA07	20%
AWA10	23%
LangArts01	13%
Math02	38%
Math03	10%
Math04	9%
Math05	2%
Math06	12%
Math07	9%
Math08	19%
Math10	8%
Reading08	16%
Reading09	24%
Science05	15%
Science08	10%
Science11	14%
SocStudy08	8%
SocStudy11	5%

The achievement gap between ELL students and Non-ELL students has been reduced in 12 out of 21 grade level assessments from 2008-2009 to 2009-2010. Areas of concern are 5th-grade Math, 5th- and 8th-grade Science, and 8th-grade Social Studies.

Assessment	Diff in Gap between 08-09 and 09-10
AWA03	-4%
AWA05	0%
AWA07	-21%
AWA10	-24%
LangArts01	4%
Math02	-11%
Math03	-7%
Math04	-10%
Math05	8%
Math06	-5%
Math07	0%
Math08	-6%
Math10	2%
Reading08	-8%
Reading09	-19%
Science05	15%
Science08	14%
Science11	-1%
SocStudy05	-1%
SocStudy08	14%
SocStudy11	4%

Cohort data has been collected and analyzed. Since 2006-2007, three cohorts increased in the number of students reaching mastery in Writing, three cohorts increased in the number of students reaching mastery in Math, and four cohorts increased in the number of students reaching mastery in Reading. Conversely, three cohorts decreased in the number of students reaching mastery in Writing and three cohorts decreased in the number of students reaching mastery in Math. No cohorts decreased in the number of students reaching mastery in Reading.

The following table displays the ELO assessment results with attention drawn to cohort patterns.

	2006-2007	2007-2008	2008-2009	2009-2010
Assessment	%Mastered	%Mastered	%Mastered	%Mastered
AWA01	81.82%	83.33%	x	x
AWA02	86.21%	92.59%	x	x
AWA03	80.00%	80.36%	86.79%	85.00%
AWA04	75.68%	88.89%	x	x
AWA05	65.71%	92.50%	86.49%	87.72%
AWA07	100.00%	100.00%	100.00%	66.67%
AWA10	75.00%	86.67%	100.00%	70.97%
LangArts0	98.04%	93.48%	76.92%	80.77%
Math02	80.00%	62.71%	61.40%	52.17%
Math03	70.27%	90.91%	94.55%	82.26%
Math04	87.18%	91.43%	98.08%	85.71%
Math05	76.32%	92.50%	85.71%	89.83%
Math06	52.63%	88.89%	87.18%	75.00%
Math07	79.17%	69.57%	87.80%	82.50%
Math08	66.67%	85.71%	80.95%	69.05%
Math10	87.50%	94.74%	88.89%	81.25%
Reading03	77.14%	88.68%	96.36%	x
Reading04	88.57%	97.06%	98.04%	x
Reading05	70.27%	95.00%	97.56%	x
Reading06	52.63%	91.43%	92.11%	x
Reading07	73.91%	85.71%	90.24%	x
Reading08	36.36%	87.50%	90.00%	75.00%
Reading09	100.00%	100.00%	95.65%	71.43%
Science05	76.32%	62.50%	60.98%	76.27%
Science08	45.45%	70.83%	71.43%	82.05%
Science11	85.71%	88.89%	81.82%	83.33%
SocStudy0	86.84%	87.18%	89.74%	x
SocStudy0	72.73%	69.57%	70.00%	80.95%
SocStudy1	85.71%	95.24%	91.30%	91.67%

No Child Left Behind requires each state to establish Annual Measureable Achievement Objectives (AMAOs) for students who are English Language Learners. AMAOs are the measure of progress for all districts receiving Title III funds. Progress is measured through three components:

- AMAO I – The number of ELL students making progress in learning English
- AMAO II – The number of ELL students becoming proficient in English
- AMAO III – The number of ELL students making AYP

The English Language Development Assessment (ELDA) is a battery of tests used to measure annual progress in the acquisition of English language proficiency skills among non-native English speaking students in grades K-12. ELDA measures both academic and social language proficiency in the four domains of language: listening, speaking, reading and writing. The Nebraska Department of Education (NDE) uses ELDA scores and length of time instructed in English to determine AMAO I and AMAO II.

The following tables reflect the AMAO results received from NDE in December, 2009.

AMAO	Result	AMAO-I Count		Index Points		Avg. Index	
		2008	2009	2008	2009	2008	2009
I	MET	263	266	27,700	29,650	105.3	118.3

AMAO	Result	AMAO-II Count		Proficiency Count		% Proficient	
		2008	2009	2008	2009	2008	2009
II	MET	263	270	100	115	38.0	42.6

AMAO	Result
III	MET

Program

ELL Preschool Sites

Norris ELL Preschool
Sandoz ELL Preschool

ELL K-12 Program Sites

Holling Heights Elementary School
Montclair Elementary School
Sandoz Elementary School
Willowdale Elementary School
Millard Central Middle School
Millard South High School

LEP Students by Building, Pre-K-12

School	LEP Count
Abbott Elementary	4
Ackerman Elementary	4
Aldrich Elementary	2
Andersen MS	1
Bryan Elementary	4
Cather Elementary	5
Cody Elementary	8
Disney Elementary	11

Ezra Millard Elementary	1
Harvey Oaks Elementary	1
Hitchcock Elementary	1
Holling Heights Elementary	46
Kiewit MS	5
Millard Central MS	42
Millard Learning Center	2
Millard North HS	1
Millard North MS	2
Millard South HS	46
Millard West HS	2
Montclair Elementary	69
Morton Elementary	2
MS Alternative Program	2
Neihardt Elementary	6
Norris Elementary	15
Reeder Elementary	2
Rockwell Elementary	5
Rohwer Elementary	3
Russell MS	2
Sandoz Elementary	85
Wheeler Elementary	2
Willowdale Elementary	54
Grand Total	435

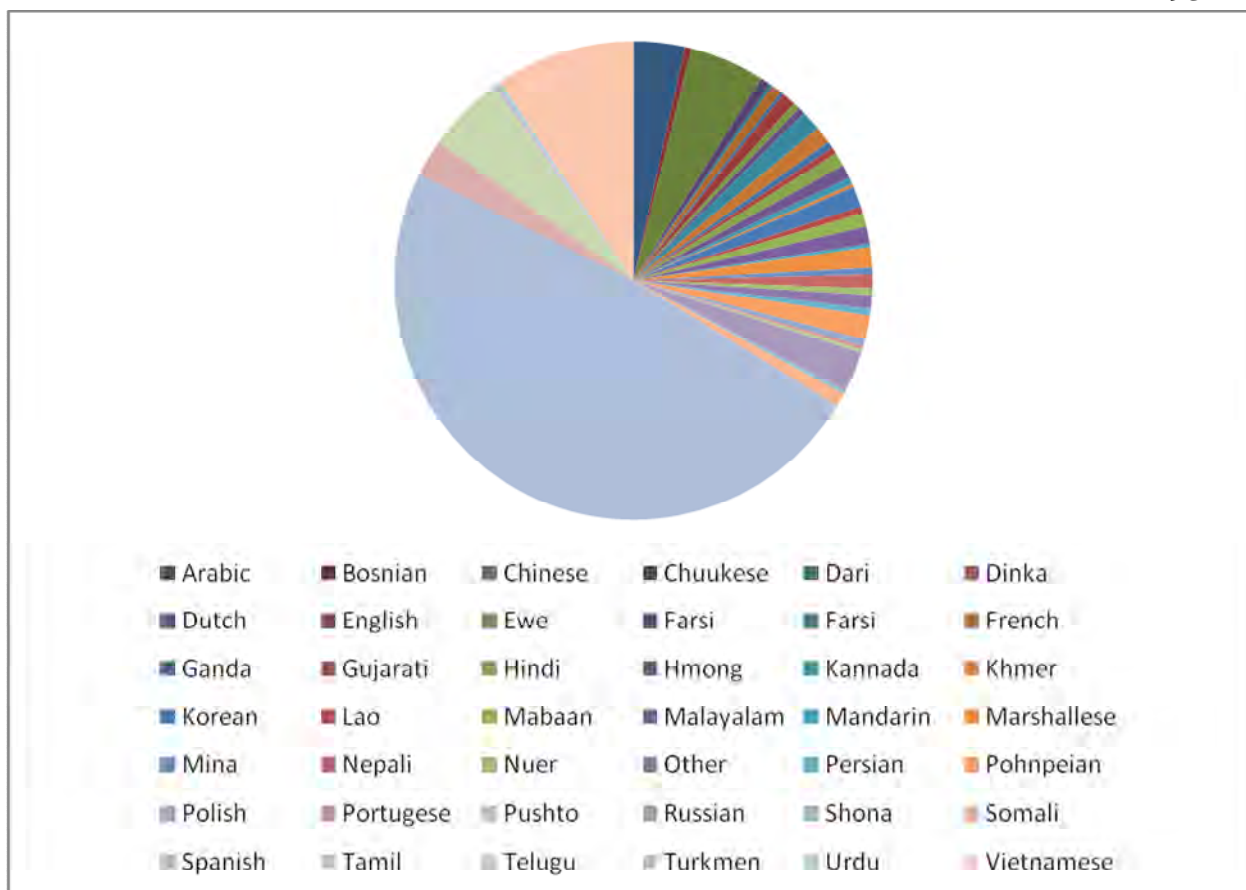
Total number of limited English proficient (LEP) students enrolled in MPS	435
Total number of LEP students who actively participated in the ELL Program at an ELL Preschool or K-12 Program site	374
Total number of LEP students who met program requirements and are now re-designated English fluent	50
Total number of students whose parents waived ELL services	50
Total number of students tested who did not qualify for services (DNQ)	75

Special Education

Total number of K-12 LEP students also verified with a disability: 55 (13%)

Demographics

Languages spoken other than English: 42



Languages Spoken by Percentage

Spanish	49%
Vietnamese	9%
Chinese	5%
Telugu	5%
Tamil	3%
Russian	3%
Arabic	3%
Pohnpeian	2%

Languages with 1% or less representation are not listed

Accomplishments

- Continued to collect and analyze data pertaining to student achievement
- Continued to assess student progress in writing by administering, scoring and analyzing quarterly writing samples
- Continued use of student progress rubric/checklist to monitor student progress
- Continued to monitor and promote growth among LEP students who do not actively participate in ELL Program through the addition of a .5 ELL Specialist
- Provided activities for immigrant and ELL students through the Title II Immigrant Education Grant and ARRA Title III Replacement funds
- Administered, analyzed and revised 6-12 ELL Reading Assessment through Secondary PLC

- Provided training in research-based practices for ELLs for mainstream and ELL teachers, including Sheltered Instruction Observation Protocol (SIOP) and Classroom Instruction That Works for English Language Learners
- Continued supporting mainstream teachers in successfully working with ELLs
- ELL was represented and participated in the District K-12 Industrial Tech Curriculum Planning Committee
- Several evening enrichment opportunities were held for ELL students and their families funded by the Immigrant Education Grant and/or ARRA Title III Replacement funds
- Provided training to building teams in implementing MIT/ELL SpEd process for ELLs
- Continued the work of the ELL MDT Audit Committee
- Practiced ongoing review of research on best practices for teaching LEP students
- Met regularly with Planning and Evaluation to coordinate activities
- Administered state required English Language Development Assessment (ELDA) to all LEP students, K-12
- Participated in professional development activities
- Continued the employment of two grant-funded bilingual liaisons to support communication between school and family and to promote parent outreach activities
- Administered and analyzed staff survey on effectiveness and support of bilingual liaison position
- Administered and analyzed survey to parents to gain feedback on the level of support provided by the ELL Program
- Followed process led by Planning and Evaluation for selecting a new standardized language proficiency assessment to be used when students enter and exit the ELL Program
- Selected, with support from Technology, software for ELL students to use in the ELL classroom

Goals

- Continue to collect and analyze data pertaining to student achievement
- Use analysis of data to make decisions on direction of program
- Continue to assess student progress through the use of rubric/checklists, quarterly writing samples and 6-12 ELL reading assessment
- Continue to monitor and promote growth among LEP students who do not actively participate in the ELL Program
- Continue to provide activities for ELL students and families through Title III funds
- Continue to develop our Professional Learning Community
- Increase use of technology in the ELL classroom
- Continue to provide training in the Sheltered Instruction Observation Protocol (SIOP) for mainstream teachers
- Begin to develop content area placement tests as required by NCLB
- Increase rigor and academic performance expectations of ELL students in ELL and mainstream classrooms
- Increase awareness and understanding of ELL needs among principals and staff
- Increase instructional focus on academic language used in the content areas
- Explore how instruction for ELLs fits with RtI+I

Professional Development

Event	Date	Number of ELL Staff Attending	Number of Non-ELL Staff Attending
OPS ESL/Migrant Education Fall Conference	10/17/2009	6	1
SIOP I Institute	1/28/10 to 1/30/10	1	6
Developing Math Understanding: The Role of Talk, Writing and Representation for Grades 6-8	3/2/2010	1	0
Developing Math Understanding: The Role of Talk, Writing and Representation for Grades 3-5	3/3/2010	1	0
Developing Math Understanding: The Role of Talk, Writing and Representation for Grades K-2	3/4/2010	1	0
Classroom Instruction That Works With English Language Learners	3/3/10 to 3/4/10	3	16
SIOP Follow-Up	3/23/2010	2	15
Differentiate Your Reading Instruction to Meet the Needs of Struggling Students	5/3/2010	6	0

Community Connections

Event	Date	Number of Students Participating	Number of Staff Participating
Phonk! By ScrapArtsMusic	1/28/2010	190	12
Hispanic/Latino Summit	9/28/2010	52	5

Grants 2009-2010

Grant Funding

Proposal writing focused on supporting the District Strategic Plan and individual building plans. Teachers and administrators worked independently or collaborated with staff and/or the grants office to generate the grant proposals. All grant awards fall outside the spending lid. Listed below are the larger grants for 2009-2010, including American Recovery and Reinvestment Act grants and carry-over funds from the previous school year.

Grant & Description	Award
ARRA State Fiscal Stabilization Fund	7,251,059
ARRA IDEA, Part B (two year grant)	5,047,572
ARRA IDEA, Part C	70,300
ARRA Title I (two year grant)	1,004,809
Career Education Partnership (New Horizon curriculum writing, professional development)	74,983
Education Quest College Access (South High)	25,000
ESU #3 Metro Region ASD Mini Grant	7,550
High Ability Learner/ Rule 3 (Gifted Program)	115,155
Metropolitan Community College K-12 Partnerships (learning academies)	9,973
MPS Foundation Site Plan Grants (multiple awards to schools)	319,628
MPS Foundation Preschool	110,205
MPS Foundation Media Centers	36,000
MPS Foundation Montessori Preschools	375,336
MPS Foundation Study Centers (elementary and middle schools)	323,986
Nebraska Environmental Trust Fund (West wetland rehabilitation)	14,710
Papio-Missouri NRD Stormwater BMP (Cody)	8,510
Papio-Missouri NRD Urban Conservation Program (West wetland rehabilitation)	18,969
Perkins (Vocational & Applied Technology Education Grant)	145,062
Perkins Special Project (Nebraska career academies marketing)	16,780
Qwest Foundation/Nebraska Department of Education Technology Grant (Cather)	10,000
Region 21 Interagency Planning Teams Support Grant (indirect age 3-5 SPED services)	17,750
Special Educational Continuous Improvement Project (professional development)	70,505
Textbook Loan Grant/Rule 4	12,836
Title I, Part A (instruction, staff development, parent involvement, preschool, school wide)	1,475,756
Title II, Part A (class size reduction, staff development, private schools)	379,085
Title II, Part D (technology, private schools)	27,054
Title III English Language Acquisition	50,663
Title III Immigrant Education	41,794
Title IV Safe and Drug-Free Schools and Communities	61,873
Title IVA (private schools)	14,403
Total	\$17,137,306

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

Universal Services Fund Telecommunications Discounts

The Telecommunications Act of 1996 enables public schools and libraries to receive discounts for eligible telecommunications services through the Universal Services Fund administered by the Schools and Libraries Division of the federal government. The annual discount depends on the number of students eligible to participate in the National School Lunch Program (NSLP) in each of the buildings receiving a particular service. Millard's discount rate for the current funding year (ending June 30, 2010) is 41%. Depending on the actual amount paid for telecommunications services, Millard will receive a reimbursement of up to \$302,466 as detailed in the following chart.

Vendor: Service	Estimated Annual Pre-discount Cost	Estimated Annual Post-discount Cost	Potential District Savings
Cox: long-distance	2,373	1,400	973
Cox: data lines	362,839	214,075	148,764
Cox: telephone service	157,897	93,159	64,738
Nextel: cellular telephone service	214,611	126,620	87,991
Totals	\$737,720	\$435,254	\$302,466

Millard has applied for telecommunications discounts for the upcoming school year. Due to an increase in the number of students eligible for the NSLP, Millard's 2010-2011 discount rate has increased by 3%, from 41% to 44%. If the applications are approved, Millard will receive a maximum reimbursement of \$319,789 as indicated below.

Vendor: Service	Estimated Annual Pre-discount Cost	Estimated Annual Post-discount Cost	Potential District Savings
Cox: long-distance	2,308	1,292	1,016
Cox: data lines	355,430	199,041	156,389
Cox: telephone service	156,387	87,577	68,810
Nextel: cellular telephone service	212,668	119,094	93,574
Totals	\$726,793	\$407,004	\$319,789

Millard Public Schools Education Foundation 2009-2010 Site Plan Grants

Site Plan Grants funded by the Millard Public Schools Foundation impacted approximately 10,000 students and 3,800 families this year. More than 970 educators were involved in the following projects.

Ackerman Elementary **\$6,033**

Family Math Night

Math Nights was a quarterly activity in which parents joined their children at school for a night of fun playing math games to reinforce skills learned in the curriculum. The purpose of these nights was to improve students' math understanding through a fun learning environment with parents. Students played hands-on games geared towards the specific upcoming math skills for the quarter. Teachers were there to assist parents in teaching and playing the activities. The project was successful in the numbers of students attending as well as the positive feedback received from parents.

Bryan Elementary **\$4,147**

Let's Get Ready!

This program was designed to create a school readiness partnership between the parents of four-year-old children in the Millard Public School attendance area and the school. Home visits were conducted by school staff during the summer to make parents aware of resources available to them. Parents were also provided with a packet of materials to help them prepare their children for kindergarten. Evaluations were all very positive and complimentary. One set of parents stated that this home visit would influence their decision as to where to send their child since no other district had offered them this type of contact. The success of this program will continue to be evaluated as this class of students enters Kindergarten in the fall of 2010. It is our hope that parents will be better informed and students will demonstrate improved readiness skills for school.

Cather Elementary **\$12,135**

Catch the Reading Bug

This three-year grant included three components: Who's Your Favorite Character?, One Book for One School, and Guest Reader Activity. In an effort to promote reading at home, classroom goals for Who's Your Favorite Character were set for each grade level. Depending on the grade level, students were asked to read between 10 and 20 minutes each night with a parent. All students kept a log of minutes read each week and turned them in to their classroom teacher. Classroom reading minutes were posted on the Catch the Reading Bug bulletin board in the main hallway. The classroom with the most minutes read at each grade grouping earned books donated by Half Price Books. The culminating activity was an all-school Family Reading Night. Students were encouraged to come dressed as their favorite storybook characters. Families enjoyed a picnic dinner courtesy of Cather's PayBac Partner, Hy-Vee. During dinner, guests were greeted by a clown from Barnes & Noble, who encouraged book talk about favorite storybook characters. Students who attended Cather worked as servers. After dinner, parents and students adjourned to the library to hear a professional storyteller. She was unable to perform due to illness, but one of the teachers, also a professional storyteller, stepped in to save the day. Tales of *Anansi the Spider* captivated the audience. One Book for One School was developed to kick off the 2010 school year. For the project, the family of each Cather student

received an envelope with the book *Charlotte's Web* and bookmarks featuring their child's face and effective reading strategies. An all-school family reading night was the culminating event. Guest Reader Activity was designed to support school wide family literacy activities. Parents, high school athletes, teachers, and the manager of Barnes and Nobel, a PayBac partner, read to students and their families.

Cather Elementary **\$20,544**

Soaring High for Success with Students and Parents

This project involved four workshops that were provided throughout the year. The workshops supported and extended learning in the areas of reading, writing, math, and science. Literature Lovers and Science Fun were offered in the summer. Approximately 120 students attended these workshops. These workshops involved children who wanted to enhance their learning of science and different genres of reading. The students left the workshop excited and grateful for all that they learned. The Reading/ Writing Workshops along with the Family Math Nights were well attended. They were offered at all grade levels and had about 50% participation by parents and students. These nights included reading books, writing stories, hands-on math activities, and computer games. Based on feedback from parents and students, the workshops were very successful. Parents appreciated the opportunity to spend curriculum-related time with their children.

Cody Elementary **\$13,779**

Site Plan Grant

The grant provided funding for two projects. The Cody Intermediate Study Center provided an after school location where students could complete assignments, receive tutoring help, and participate in enrichment activities. An average of 28 students worked in the Center each evening it was open. Based on homework completion and assessment scores, the project is considered to have been highly successful. In the Leadership Development Project, students were paired with high school students who mentored them on leadership skills to develop their potential and make Cody a better school. It also gave the high school students a sense of achievement. The project was very successful.

Cottonwood Elementary **\$2,898**

Roaring Cougar Readers

Cottonwood intended to have a family reading night in the fall in an effort to engage Cottonwood family in literacy activities. However, due to major staffing changes, the school hosted a spring family literacy event. At this evening event, classroom teachers read aloud and modeled reading strategies from the *Seven Keys to Comprehension* book at reading stations. After the family reading night, copies of *Trumpet of the Swans* by E.B. White were distributed. Each week discussion questions were included in the newsletter along with information about the author and trumpeter swans. Families enjoyed reading this book at home and hopefully integrated some of the strategies presented at the literacy night. As a culminating activity, teachers completed activities in the classroom. A representative from Raptor Recovery Nebraska brought birds of prey and discussed preservation of these animals as well as emphasized the benefits of keeping these birds around.

Disney Elementary**\$12,212***Parent University*

Families were offered a wide variety of opportunities to get involved in learning activities throughout the school year. Parents were invited to attend five parent education classes on topics concerning curriculum, bullying, financial planning, developing emerging readers, and Becoming a Love & Logic parent. The entire school community and some PAYBAC partners had the opportunity to read a common book and participate in an all school family night celebration based on the book. Because the author's speaker's fee was unaffordable, the author's sister was invited to speak at the celebration. Finally, HAL students participated in a club and families came together to participate in a learning activity at the end of the spring semester. Participation levels, verbal feedback and survey feedback all indicate that the project was successful.

Ezra Millard Elementary**\$8,479***Site Plan Grant*

Funding was used for three projects designed to provide time outside the school day where students, parents, and teachers could collaborate to increase student learning. In Math and Reading Student Parent Nights, students and their parent came together to learn activities they could do at home to practice literacy and math concepts. In Asset Building Parent Meetings parents learned about the 40 Developmental Assets. Kindergarten Readiness/ Kinder Kamp gave children a jumpstart for Kindergarten. Through these projects, Ezra addressed academic areas and social emotional needs of students and engaged parents by providing specific information and activities.

Holling Heights Elementary**\$23,962***Stretch the Learning III*

The grant supported three projects: Community Connections, TeamMates, and K-2 After School Study Program. Community Connections was a multi-faceted effort to get parents more involved with Holling Heights. It supported a parent volunteer coordinator who recruited and worked with over 50 parent volunteers. It also supported the continual growth of our TeamMates mentoring program. Most importantly, three reading nights were held. One focused on K-2, one on 3-5 and one on the entire school. The project included reading incentive efforts with students. Events were very well attended and helped involve families in the literacy development of their children. The K-2 After School Study Program focused on providing extra support for students who were below grade level in literacy skills. Starting in January, teachers meet three times weekly after school with these students in grade level groups to work on literacy/reading development. All students showed strong growth.

Montclair Elementary**\$5,094***Dream, Think, Act: Building and Skills for the 21st Century*

This project offered an authentic opportunity for children to develop 40 Assets by allowing them to explore needs in the community, set goals, and develop and implement plans to reach goals that help meet the identified need in the community. The children studied issues such as homelessness, illness, equity, diversity, and kindness, both globally and locally. They also did web research and listened to speakers from the Nebraska Humane Society and Children's Miracle Network/Children's Hospital. Children identified the following needs: Families who needed assistance in providing Christmas gifts for their children, the Nebraska Humane Society, and Children's Hospital. After determining how they wanted to assist, children organized bake sales,

raffles, potted plant sales, and held a Dance-A-Thon to raise funds. The funds raised were used to buy Christmas gifts for families, make blankets for animals at the Humane Society, and purchase coloring books, crayons, and other materials to donate to Children's Hospital. The scope of the project increased when the original two participating classrooms decided to involve other classes. This decision allowed the project to grow from approximately 45 students to about 170 students. PayBac partners were included in the projects.

Morton Elementary

\$7,450

Read with My Family and Me

This project promoted Morton as the center of the school community...a hub of activity...a place of belonging for all students, staff and families. The community was united by working together towards common reading goals. Families were encouraged and supported through the modeling of teaching strategies and strengthening the 40 Developmental Assets within the school community. The school was able to promote a caring school climate, parent involvement in schooling, school engagement and reading for pleasure through structured family night activities. Every Morton student and staff member received the book *100 Classic Stories* and the school hosted monthly family night activities featuring a different story from the book each time. A "Royal Reader" (always a secret until she walked the red carpet!) read the 'assigned' story aloud. Following this was a reading lesson that staff used to teach families different strategies for discussing literature and promoting comprehension with their children. An activity connected to the story also followed each month's reading lesson. Based on testimonials from families throughout the year and survey results, the project was successful. Most telling of success were observations of families working together, talking together and having fun together.

Reagan Elementary

\$23,140

Increasing Student Achievement through Assets

In the first year of this three-year project, parent and staff meetings were held to help everyone understand the 40 Developmental Assets and the impact that an increase in student assets could have on student achievement according to national research. Students took a base-line asset assessment to measure their assets. First year data was also recorded to track third grade students on district assessments in reading and math. Teachers produced lessons to help promote assets in their classrooms. During the second year, all new parents were trained in the assets as a part of Kindergarten Roundup. A second year of asset assessment data was captured along with continuing to record assessment results. Teachers, paras and specialists planned/implemented assets daily into class sessions. Student asset clubs were held. All students had the opportunity to participate in asset-building activities. In the final project year, first and second year activities were sustained while monthly "Eagles Nests" activities were begun to permit every child to personally make a connection with a small group of mixed K-5 students along with a teacher-leader. Final data was compiled to measure the growth of the third graders as they progressed through the project. Overall, when comparing data of the same subset of students from 3rd to 5th grades, it was evident that as student assets increased, so did individual student achievement in reading and math.

Rockwell Elementary

\$11,560

Leaping Readers: Leaping to New Levels

The intent of the project was to provide additional instruction, enrichment, and encouragement in the area of reading by developing programs for students during school, outside of the school day, during the summer, and at home. The goal was to help build a lifelong love of reading in each of

our students while increasing reading achievement. Supplemental, leveled readers were purchased and placed in the first/second grade book room. These books were used during the school year for enrichment and extra practice at home. They were also used for the book clubs and will be used for summer check-out.

Four reading clubs were created for first and second grade. The students were placed in the clubs according to their reading levels so that differentiated activities could be planned to meet the needs of the students. The clubs met six for sessions where the group worked on reading comprehension after each student read the book on his or her own time at home. A list of guiding comprehension questions were sent home to help parents discuss the assigned book. This summer, Rockwell will hold a first and second grade Leaping Readers Club in the months of June and July. The club will meet for an hour each week. During this time the students will check out books at the appropriate reading level from the first/second grade book room. The school will provide an activity for the students to practice comprehension and decoding skills after reading a story.

Sandoz Elementary

\$9,992

STRIPE Club

The STRIPE Club allowed the neediest and at-risk students the opportunity to receive help with homework that may not have been completed at home. Some have a language other than English spoken at home that makes it difficult for them to complete their work. It also enabled teachers to reteach and reinforce skills that were already taught in class. After everyone had a snack, the first and second grade students were engaged in a small group setting with a teacher to help them complete their homework. One teacher was assigned first graders and the other teacher was assigned second graders to help keep our groups small. The other children worked independently or with a partner at work stations. They practiced weekly spelling lists in a variety of fun ways, played word games to build on sight words, played math games to build on basic facts and read stories aloud to each other to build on fluency. The teachers also listened to children read. Transportation home was provided for students. STRIPE Club gave these kids a sense of belonging, stability and security. It was a positive experience for these kids!

Upchurch Elementary

8,800

Leap into Enrichment

The grant provided funding for a study center where students could receive additional support and the opportunity to practice reading, writing, and math in small group settings. It also enabled students to join one of the Upchurch Clubs that were offered three nights a week for six weeks. Some clubs were offered multiple times due to capacity issues.

Wheeler Elementary

\$10,952

All Members of the Wheeler Learning Community will GROW

The grant funded four projects. G – Gaining Materials to Support Literacy Development of All Students allowed the school to purchase literacy materials that would best meet the diverse reading levels of the students. The books were used by teachers when delivering small group instruction and by students during independent reading time. Participating students made significant personal growth in reading. R - Reach All Students' Social and Emotional Needs enabled at-risk students to learn, practice, and reinforce social skills in a nonthreatening environment at school. Participating students and their teachers and parents all reported that they had increased their use of appropriate social skills as a result of the project. In O - Opportunities for Parents to Participate in Child's Literacy Development, parents were taught the skills and

tools necessary to support their child's development of the seven comprehensive strategies. Parents shared an appreciation for observing the strategies in action when modeled by the teachers. Teachers reported that student use of the strategies is becoming more natural and authentic to their reading experiences. Throughout W – Working Corroboratively to Enhance Literacy Learning for Students, teachers were provided time to participate in focused and meaningful collaborative professional development activities. Teachers reported that the time they had to learn more about the Reading Street program and how to use it as a tool for delivering small and whole group instruction was essential for its effective use. Student data on state reading and other end of year reading assessments reflect the benefits the professional development had on student success in literacy.

Willowdale Elementary

\$22,917

Writing Workshops for Supporting Reading and Writing

This multiyear grant supported three projects: Parent/Child/Teacher Workshops, Advanced Literature for Literature Lovers, and Diving into Story with Rita Paskowitz. Parent/Child/Teacher Workshops included The Write Stuff, Rockin' Reading, Are You Smarter than a 4th or 5th Grader?, and Parent Book Group. Workshops were designed to help students prepare for writing and reading ELO assessments, let parents know how students and teachers use SMARTBoards in instruction, and help parents support their child's reading comprehension. In Parent Book Group, parents were provided with a copy of "The 7 Keys to Comprehension." Advanced Literature for Literature Lovers was a workshop for any interested third, fourth, or fifth grade student led by the HAL facilitator and supported by classroom teachers to provide students with experience in above grade level reading. Diving into Story with Rita Paskowitz, a professional storyteller and storyteller, was designed to strengthen student writing in a non-traditional format utilizing storytelling activities. All projects were very successful. The books acquired for Literature for Lovers will be used in the future for this now self-sustaining project.

Andersen Middle

\$38,428

9th Period

9th Period is a mandatory homework period open Monday through Friday. Students that did not have daily homework completed were assigned to attend by classroom teachers who then contacted their parents. Students were required to stay from 2:45-3:30 to complete late work and begin any homework for the following day. Teachers were available to help, support and organize the students. The program was staffed by grade level/ team teachers scheduled on a monthly voluntary rotating basis. It has helped decrease the amount of late work significantly.

Beadle Middle

\$14,366

Improving Student Achievement through Collaboration & Innovation

The grant funded three individual projects. In the first, SPED Intervention, special educators researched and implemented specific interventions to assist struggling students. Each grade level team regularly monitored student response to intervention data to determine how well the student was responding to the intervention. The majority of students showed positive growth in progress monitoring data. In the second, Technology – Digital Donuts, the media specialist and a computer teacher created and presented a series of optional staff in-services related to technology, with a different topic presented each month. Teachers report an increased comfort with technology and an increase in the use of instructional clickers. To continue the work, Beadle has created a technology team for next year that will meet monthly to investigate, trial, and implement new technology. The team also will identify staff development needs and present

these needs to administration. In the third project, Language Arts Extension and Intervention, language arts teachers wrote additional activities related to the new reading curriculum, especially extension opportunities for students who were able to demonstrate mastery of the material in pre-testing opportunities. The funding ended up being even more helpful than originally expected. Teachers expected a very complete curriculum with all the materials required to effectively implement the new program but found they targeted low-level thinking and processing. The teachers spent a great deal of time creating supplementary materials, especially for higher ability students.

Central Middle

\$27,260

How was Your Day at School?

This grant provided funding for four projects: Time Travelers, Community in the School, Library Programming, and Summer Reading. Time Travelers is an after school leadership program designed to create a mix of rich experiences for the most at-risk students who do not see the importance of school in their lives. These at-risk students are typically unsupervised all evening long and tend to come from poor families. In addition to this population, peer mentors were chosen to be a part of the group to give the at-risk students positive role models, hence positive interactions and attitudes. The students met twice a week with their team leaders to participate in activities to help them develop a future story. Their after school experiences involved field trips and both school and community service projects designed to develop their interests/strengths. These activities were created to give them a deeper connection to their communities as well. The goal was to strengthen ties to their strengths/assets and help them see how those strengths/assets may lead to a successful future. It was also an essential goal to tie current student strengths to their present success in school. Students needed to see these connections in order to continue making the essential connections to their future. The project, which was implemented last year, saw a significant increase in family involvement. The goals of the Library Programming were to provide students a safe and supervised place for constructive use of time and to provide support for all core subject areas. Individual students made good use of the library time and many after school programs made use of the service as well. The library remained open until 4:30 at least three nights a week where student could use computers, games, school supplies, and of course books/internet/reference materials. In addition to individual students, support was provided to groups including the After School Assistance Program (ASAP), homework clubs, ELL after school, and Time Travelers program. The purpose of Summer Reading was to maintain reading progress over the summer and make gains to close the reading achievement gap for students who were not reading at grade level. From reading achievement data and teacher recommendations, students who were two or more grade levels below in their reading level were invited for six hours a week of direct reading instruction for six weeks in the summer. Seventeen students participated. Teachers worked with students in small groups to facilitate instruction in non-fiction reading skills, web page reading skills, and novel reading. Fluency practice was included in the instruction as well. The students made gains over the summer. They continued to be monitored for progress throughout the school year.

Central Middle

\$2,950

Vocational Training and Service Learning Projects

The purpose of the project was to provide meaningful experiences that focus on the real life application of functional academic, independent living and vocational skills and the further development and growth of career exploration and intentional personal reflection. Young Adult Program students put backpacks together for elementary, middle school and high school/young

adult students and delivered them to the Sienna Francis House homeless shelter for needy students. Wiki was used to communicate and document progress of the project and involve parents. Reflection included the importance of responsible citizenship. Students assisted in the production of a recipe book for publication using family, staff and independent living class recipes. Discussions of the experience related to running a business.

Kiewit Middle

\$15,859

40 Developmental Asset Frameworks Used to Build the 21st Century

This project utilized 40 Developmental Assets external and internal frameworks as the foundation to better prepare middle level students and their families for the 21st century by providing challenging and diverse activities to educationally remediate and enhance students' learning. These enriched educational experiences offered after school, evenings, Saturday mornings and during the summer have and will continue to develop learning, expose students to new experiences, teach life skills, expand literacy, increase parents and community involvement, and instill a love of learning. This project also strengthened 40 Developmental Assets for the staff which should result in greater student achievement.

Strengths: Reteaching with a hired substitute teacher for one hexter, High Ability Learning experiences, extended media center hours, literacy enhancements, parenting classes, Tuesday/Thursday night school, summer school tuition, weekly email messages to staff which focused on 40 DA for teachers, and the implementation of the first phase of a school wide discipline plan. A study group focused on the Sparks book and monthly discussions were held. Opportunities: Many staff seemed overwhelmed with the various initiatives this year including language arts curriculum implementation, interactive white board, Culturally Responsive Teaching, Gallup, and Positive Behavior Intervention and Support. Staff development time was at minimum.

Young Adult Program **\$7,390**

How Was Your Day at School?

Three projects were funded by this grant. The first, Take Flight Farm, enabled sixth and seventh grade students to participate in an equestrian program to build relationships, learn respect for others, improve listening skills and anger management control. Career Interest Clubs gave students the opportunity to make positive connections and provided direction for them as they explored their goals and dreams. The last project, TEAM Time, provided reteaching opportunities for students at risk of academic failure. All projects were successful.

North High

\$9,400

High School ACT/SAT Prep Courses

As Millard Public Schools achieves its goal of creating an AP[®] culture, student registration for college entrance exams will continually rise. Millard already has ACT and SAT scores that are well above the national average. It is important to continue this trend so the school can market the students to colleges all over the country. It is also important to provide these opportunities to students of low socioeconomic status who may not be able to afford test preparation courses. In order to maintain the academic success experienced by Millard, it will be important to provide ACT and SAT prep classes that are free and meaningful to all students who want to improve their scores. This year 208 students signed up for the lottery to be included in the ACT prep course provided by Three Moms and a Test. Of these, 77 were selected. Also accepted were all students who qualified for the National School Lunch Program. Students participated in a three-session test prep, with each session being three hours. They received an ACT test prep book at

no personal cost. Students who took the SAT test prep course participated in one two-hour session. Although results are not back from the ACT course, very positive feedback from students and parents has been received.

South High

\$39,555

Interventions for All

This grant provided funding for four projects: 40 Developmental Assets, Homework Lab, Special Education Jump Start Night, and Patriot Mentoring Program. In 40 Developmental Assets, eight students and two teachers presented at the International Healthy Communities Healthy Youth convention, which gave them the opportunity to learn about assets and bring ideas back for possible incorporation at South. The school also put on Family Fun Night to give families an opportunity to spend time together, the district summit where students learned about assets or built on their existing knowledge, and a “lock-in” at Gifford Farms for team building activities. The purpose of Homework Lab is to decrease student failures by providing teachers and students with an intervention for students to complete homework. A paraprofessional oversaw the program and coordinated communications with teachers, students, parents and administration. The data shows that Homework Lab is working as an intervention. The number of 5's decreased from last year to this year (9.94% 09-10 compared to 11.49% 08-09) and the number of 1's increased from last year to this year (33.29% 09-10 compared to 30.80% 08-09). Homework lab supports the overall school goal of increase achievement each year. This proven intervention is now part of the Millard South culture. Special Education Jump Start Night was designed to assist with the transition to high school of incoming 9th graders that receive special education services. An informational meeting was held, students and parents toured the building in small groups and found individual student lockers, and questions were answered by special education teachers. It was a very successful evening. The evaluations from parents and students were very positive and appreciative. The goal of the Patriot Mentoring Program was two-fold: First, to help ninth grade students with their transition to high school and second, to develop leadership in the upperclassmen. Sixty-eight upperclassmen participated in a mentor training workshop and team building activities over the summer. On the first day of class for freshmen, the student mentors actively engaged with the incoming students. Over the course of the school year, mentors attended their mentees' Pride Time group twice a week to facilitate games, activities, discussions, and contests centering on life skills, 40 Assets, 7 Habits of Highly Effective Teens, Team/ Relationship building, and more. The program has been very successful and continues to grow and develop each year. During the application/interview process for 2010-2011 mentors, twice as many students applied and interviewed than could be accepted. The school will continue to assess student needs and modify the program as necessary.

West High

31,434

Ensuring a Quality Education for All Learners

Multiple projects were funded by this grant. Algebra II Refresher Packet and Course was designed for students to bridge the gap between Algebra I and Algebra II over the summer. A packet with eight sections was developed so students can complete one each week over the summer. Students also have the opportunity to attend five summer school sessions. To evaluate, staff will look at the number of students who complete the packets over the summer and review their Algebra II grades. In Building Positive Transitions with Assets, students and staff were involved in activities to promote positive transitions to high school and a caring school climate including: New Family Welcome Night where a tour and a question/answer session were held; First Day of School where upperclassmen met with incoming ninth grade students to talk about

Assets, answer questions, and more; and Paws for Praise where teachers were encouraged to recognize students who were making a difference by being kind, hardworking, trustworthy and more; and the Asset Conference in Cincinnati, Ohio attended by students and sponsors of the school's Asset Club. As a result, students exhibited an increase in awareness and understanding of Assets. An increased number of students successfully used resistance skills to avoid high risk behavior. Ninth graders reported that meeting with upperclassmen eased their fears about entering high school. The purpose of Improving College Access was to educate juniors, seniors and their parents about the college selection process. Activities for juniors included classroom guidance lessons on standardized testing, college visits, selecting a major, and understanding financial aid using Naviance. Activities for seniors included planning lessons made more relevant by focusing directly on the college and scholarship application process and a planning night for students and their parents on financial aid using Naviance. The After School Study Center helped students get immediate and more in-depth assistance than by meeting with a teacher after school. Math was the service most used.

West High**\$12,874***Summer Science Institute*

This three-year grant provided funds for a summer science institute designed to increase student achievement. With the exception of Organic Chemistry, no one registered for this past summer's classes. Some had minimal interest but not enough to merit salary payments. With approval from the Foundation, grant funds were used to help defray the cost of after school study hour tutoring which also had a goal of increasing student achievement. Due to low interest, classes will not be offered this summer.

High Ability Learner Program 2009 – 2010

Overview:

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

In the middle schools, units applicable to high ability learners have been developed for all three grade levels in social studies, language arts and science. Classroom teachers use these units as they differentiate for the students' needs. Middle school math placement is based largely on the results of the Orleans-Hanna test of mathematical ability that most fifth grade students take. Appropriate acceleration in math is one of the strongest aspects of our middle school program for high ability learners. Middle school students also participate in HAL seminars. These seminars occur either on-site at schools or off-site at metro locations. The seminars provide extension of the regular curriculum and reinforce the exploratory vision of the middle school philosophy.

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

A substantial portion of the funding for our High Ability Learner (HAL) program comes from grants. In 2009-10 MPS applied for and received \$154,753 from the Nebraska Department of Education. In addition, the district budget included money which each school could apply to "gifted" education. The elementary and high schools may spend this "gifted" money for services to high ability learners, or they may use it for any other purpose (not necessarily for HAL). Each middle school's allocation from the district budget was combined with the allocation from the state department of education grant to partially fund a half-time HAL facilitator for each middle school. Kiewit paid for another half and had a full-time HAL facilitator. Beadle's facilitator worked only half-time. The other middle schools assigned the other portion of the facilitator's time to other teaching or facilitating roles.

During the 2009 - 2010 school year, all buildings submitted plans to use monies received from the state (Rule 3) to support High Ability Learners.

- Elementary schools received a total of \$41,482 with individual schools receiving \$3.50 per pupil in total enrollment and \$7.00 for each identified HAL student.
- In addition, \$8,332 was allocated for K-5 HAL choral and instrumental music.
- Middle schools received a total of \$31,266 with individual building amounts ranging from \$4,385 to \$6,037. These funds were used to partially fund the six Middle School High Ability Learner Facilitator positions.
- The Middle School Alternative Program received \$202.
- High schools received a total of \$32,717 with individual building amounts ranging from \$10,445 to \$12,175.
- The Millard Learning Center received \$460.

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

Summary:

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

Elementary Activities

New curriculum for math and visual spatial were implemented for grades K-5. Teacher training was conducted by building Instructional Facilitators during September. During the year a committee designed the framework for the new language arts curriculum to be implemented in the 2010-11 school year.

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

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

Guest presenters included an artist, a storyteller, a guest director from the Rose Theater, guest speakers from the Nebraska Humanities Council, and 4-H presentations.

The elementary schools participated in the Second Annual Millard Spelling Bee. Students participated in a school written bee, and then advanced to the All-district oral bee at DSAC. Susan Kelley was the moderator for the District Bee.

Resources, activities and programs for teachers included designated facilitators attendance at the National Association for Gifted Children (NAGC) convention in St. Louis, as well as Nebraska Gifted Conference (NAG) in Omaha.

Middle School Activities

The middle school activities were funded by the schools' budgets, by the MEF grant, and by students themselves. Most of the middle school program was accomplished through one- and two-day seminars on a variety of topics. They included seminars in art, Nebraska authors, genetics, forensic science, global positioning, architecture of Omaha, and medical careers. Students participated in Celebrate Creativity at the Joslyn, Music Alive at the Holland Center for Performing Arts, Flash Animation, Biodiversity, Mock Trial, Advanced Theater at the Rose, and Expanding Your Horizons (careers in math and science for girls only) at Bellevue University. Students also participated in school spelling bees, then the district spelling bee. The winner moved on the Omaha World Herald Spelling Bee.

Resources, activities and programs for teachers included registration for staff development activities at ESU #3, attendance at the Nebraska Association for the Gifted Conference in Omaha and the National Gifted Conference in St. Louis, MO. Some of the middle level HAL Facilitators also served on 6-8 HAL Reading Committee.

High School Activities

Resources, activities and programs for students included the purchase of curricular materials for AP classes, and AP test review sessions. Students also participated in AP European History field trip to Joslyn Art Museum, UNL math day, UNL Foreign Language day, and Ralston Poetry Day. Millard South High received partial support for publishing the literary magazine.

Resources, activities and programs for teachers included AP Teacher registrations and stipends for the AP conference at UNO, provision of off-contract time for teachers to tutor students for AP exams, and purchase of books for research in best practices for International Baccalaureate and AP.

Library-Media / Information Centers 2009-2010

The Millard information centers provide an integrated approach to mastering information and technology skills. This is one reason for the high academic achievement of our students as many formal studies across the United States have documented. The information literacy program is focused on supporting Pre K-12 learning objectives. Providing information centers with both print and electronic resources forms the nucleus of student research and inquiry based learning. Educational Services provides funding for the following student databases:

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

Collections, Services and Resources

Circulation statistics offer evidence that students are reading and continue to value print. Average circulation averages about 16,000 books per month. The heaviest areas of use at the secondary level are American and world history, literary criticism, social issues, biography, and material about artists. In elementary schools, the most popular resources are life science and biographies.

Safari Montage digital video system was utilized to its fullest extent this year. The addition of a web based server to provide teachers and staff home access to Safari Montage was completed in August of 2009. Classroom teachers used over 75,000 video segments to enhance lessons and engage learners--an increase of 10,000 segments from the previous year.

Use of multimedia equipment to produce and edit digital projects put a high demand on information center equipment. Each secondary school added new digital video editing hardware and software to support student projects. Higher demand for digital video production was also evident in teacher requests for assistance from the information specialist.

Curriculum

With continued focus on reading, research strategies, and multiple literacies, information specialists provided over 24,000 large class instruction sessions, 29,000 small group sessions, and more than 700 staff development requests. Emphasis on integration of the new multiple literacies standards continue to be the focus of all information specialists. An inservice focusing on multiple literacies was given during the MLK district staff development time. Secondary

teachers learned how the new state standards on multiple literacies came to be adopted and what they can do in their classrooms to implement the MPS multiple literacies objectives. Continued use of data will measure student growth and improve instruction. The following is a district snapshot of integrated teaching and learning from an Information Center perspective:

- Addition of over 1,000 digital books to K-12 collections
- Circulation increase of 5%
- Resource sharing between schools increase of 30%
- Student searching results totaling over one million

Destiny System

This is the second year that Destiny software has managed our library resources. This system has provided performance solutions that answered key challenges, including:

- Equitable access to resources for all students and staff
- Easy access via the web
- Unified and updated catalog of all print and electronic resources
- Efficient use of budget, time and limited staff

Asset Manager, a part of the Destiny software suite, was utilized to manage assets such as audio visual equipment, musical instruments and computers. Inventories were completed at each school and used to make critical decisions on equity purchases and repair.

Staff and Hours

The Millard Public Schools Foundation continued support of afternoon and evening hours at the high schools. During extended hours students took advantage of tutoring sessions, met with small groups to work on research projects and used technology resources. March was the month of busiest evening use with over 520 students spending their evenings at the MPS libraries. Central Middle School added after school hours on Tuesday and Thursday to support concentrated focus on reading.

Millard Public Schools libraries' success is, in large part, due to the efforts of its support staff. This allows our certificated teacher/librarians to focus on student achievement and academic success. The staff at Support Services continued to provide dedicated service to all schools, including database support and shelf ready materials. Millard Horizon High School opened its doors with a collection of over 5,000 items. The support team has been invaluable in keeping our technology resources readily available in the classroom and information centers.

Class Visits and Usage Patterns

Demand for access was competitive for both library resources and computers, especially in December and May when major projects are due. It was not uncommon for high school information centers to host four classes during a single period. During a typical period students are seen gathering information for a debate or speech, presenting documentaries and original videos, designing Web pages, engaged in historic simulations, researching authors, preparing for AP tests, or simply reading. A variety of new organizers, rubrics, online instructional units, and planning documents were created and used in English, Science, Math and Social Studies courses. Millard high schools launched a new reading initiative called "Millard Reads". Information specialists pre-selected and provided book talks for over 500 Young Adult titles. Our students read and discussed these books online via blogs posted in the Destiny Library Management system.

Additional Activities

Elementary students benefited from reading clubs and activities offered at many schools. Before and after school activities were well attended and gave students added opportunities to improve their skills. Student Book Clubs read Golden Sower Award books, as well as classics. The Golden Sower Quiz Bowl hosted by Holling Heights, Ezra Millard Elementary, and Wheeler Elementary schools attracted over 400 students district wide. Schools welcomed two award-winning authors who shared their love of writing with students in grades K-12.

The Community and Beyond

Community outreach is best represented by opening libraries during the summer months to all students and community members. A strong partnership with the public library system is demonstrated by monthly visits from young adult and children's librarians who offer book talks and additional programs to students year round. A total of 80 contact hours with students was a measure of this successful partnership.

Millard Education Program

A Millard Research Model was developed and used in many schools in support of the new Language Arts adoption. Identification of 21st Century skills that students will need to be successful in school and in the work force guided this work.

Standards for Multimedia Purchasing

Standards for multimedia were refined to include document cameras and digital audio devices which support our emphasis on reading, writing, listening and fluency. Many hours of testing and research accompanied this list of standards. We now have a district purchasing standard for items such as speakers, headsets, DVD recorders, and carts.

Goals

It is clear that district and teacher expectations drive student efforts. The Millard Public Schools' Information Centers have provided a key role in supporting new state and district Language Arts standards. The new district strategic plan also calls for identification and implementation of 21st century skills. The Millard Information Centers will be a vital link as this plan is put in place in the coming months.

Response to Instruction & Intervention (RtI+I)

After approval of the District's Response to Instruction and Intervention (RtI+I) model by the Board of Education on June 15, 2010, the 2009-2010 school year was used to focus on:

1. Providing comprehensive staff development on the RtI+I model for all administrators,
2. Acquiring literacy and math interventions suitable for Tier I and Tier II student needs through the use of ARRA IDEA funds, and
3. Utilizing the Summer Academy to provide for buildings a train-the-trainers model of staff development suitable for use in the 2010-2011 school year.

The District's RtI+I Planning Committee, led by building administrators, provided training to their colleagues during four 1.5 hour training sessions (each session was held twice to accommodate administrator schedules). The focus of these sessions was for administrators to comprehend the District's model so that all might develop a thorough understanding of the intent of RtI+I and to identify its salient points.

During the course of the year, monies from ARRA IDEA were used to purchase intervention material in reading literacy and math for elementary and secondary schools. These purchases amounted to over \$750,000 worth of instructional materials suitable for supplemental curricular and instructional support.

On June 8, 2010, 605 teachers and administrators attended an all day summer academy on Response to Instruction and Intervention (RtI+I). The purpose of the academy was to introduce a significant portion of the MPS staff to the District's RtI+I model. In addition to June 8, each building was allotted up to 8 hours of additional planning time for each summer academy participant to help building administration plan for the RtI+I staff development in 2010-2011. These staff members will serve as trainers in their buildings as the RtI+I model is shared and plans for implementation are created. Focus will be on providing high quality, scientifically validated instruction and interventions, matched to student need, monitoring progress frequently, using student response data from multiple sources, to make decisions about changes in instruction or goals through a dynamic, systematic problem-solving process. RtI+I is not a student placement model, a location, a classroom, a class/course, a computer program/software, a teacher, a label, a boxed program, merely a special education initiative, or a quick fix for low achievement.

More staff development will be provided to administrators during 2010-2011 to provide progress checks on the implementation of RtI+I. A district committee will be in place and meet monthly to allow for building input throughout the 2010-2011 school year so that the RtI+I model can be refined. In addition, a Secondary Intervention Team, comprised of middle and high school C&I assistant principals, RtI+I committee administrators, and district interventionists will meet monthly to discuss literacy and math interventions, progress monitoring and diagnostic tools, and data teams. Full implementation is slated for the 2011-2012 school year.

Special Education 2009-2010

Introduction

During the 2009-10 school year Millard Public Schools provided special education and related services to 3,250 students birth through twenty-one years of age who were eligible under the requirements set forth in the federal Individuals with Disabilities Education Act and in Nebraska Title 92 NAC Chapter 51. The official count of students with disabilities was taken on October 1, 2009. The tables below provide more information about the students with disabilities served by Millard Public Schools during 2009-10.

Category	Number	Percent
Female	1088	33.48%
Male	2162	66.52%
Asian or Pacific Islander	85	2.62%
American Indian/Alaskan Native	16	.49%
Black (Not Hispanic)	137	4.22%
Hispanic	172	5.29%
White (Not Hispanic)	2840	87.38%
Total count of students with disabilities, Birth through 21 on 10-1-09	3250	

Disability	Number	Percent
Autism	79	2.43 %
Behavior Disorder	264	8.12 %
Deaf Blind	1	.03%
Developmental Delay	105	3.23 %
Hearing Impairment	32	.98 %
Mental Handicap	197	6.06 %
Multiple Impairments	15	0.46 %
Other Health Impairment	333	10.25 %
Orthopedic Impairment	31	.95 %
Specific Learning Disability	938	28.86 %
Speech Language Impairment	1234	37.97 %
Traumatic Brain Injury	4	0.12 %
Visual Impairment	17	0.52 %
Total count of students with disabilities, Birth through 21 on 10-1-09	3250	

Special education services were delivered in accordance with each student's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). The District's birth through age 21 special education program is comprised of several service delivery models, including the following.

- Consultation with general education teachers
- Special education support provided in general education classrooms (collaboration)
- Collaborative teaching in general education classrooms (inclusion)
- Special education resource programs in combination with general education classes (pullout)
- Special education classrooms offering highly specialized educational programming (cluster site program)

- Early childhood home-based services offered in collaboration with the family in the home or other community based settings and school-based special education preschool program or other District sponsored preschool program
- Homebound/hospital services for students with medical conditions that prevent them from attending a Millard Public School
- Contracted special education services provided in locations outside the Millard Public Schools

Early Childhood Special Education

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

- **Assessment:** Diagnosis and evaluation of the child's developmental status in the following areas: communication, gross and fine motor skills, cognitive, behavioral and social-emotional development, hearing and vision. During the 2009-10 school year, 511 children birth to 5 years of age were evaluated following referral for an evaluation by a parent or physician; an additional 56 children participated in a screening to determine if their development was within typical guidelines or whether they should be evaluated to determine their eligibility for Early Childhood Special Education services.
- **Service Delivery:** During the 2009-10 school year, 416 children birth to 5 years of age received early intervention special education services.
- **Program Planning and Implementation:** Development of an Individual Family Service Plan (IFSP) for students birth to age three or an Individual Education Program (IEP) for students who have already turned three years of age.

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

1. Students birth to age three are provided services in the child's natural environment (home or daycare setting). This model may also be used for students who are so medically fragile that they cannot be safely educated outside of their home/daycare environment.
2. For students age three to five, center-based services are provided in a preschool classroom setting. The District had center-based special education preschool classrooms at Cody, Sandoz, Montclair, Reeder, Hitchcock and Disney during the 2009-10 school year. In the special education preschool programs, students are served in classrooms of eight to fourteen students staffed by a special education teacher, speech-language pathologist and two paraprofessionals. Occupational and physical therapy and other related services are available as needed. Each classroom includes two typically developing peers who are selected through a screening process. The District provides transportation for preschool children with verified disabilities; typically developing peers are transported to the program by their parents.
3. The Early Start program at Cody and the 50/50 programs at Disney and Cody provided less restrictive placement options than the special education preschool classrooms. The Early Start program at Cody included six students with disabilities. The programs at Disney and Cody were taught by a special educator and nine of the eighteen students in the program had a disability. The children in both programs received the support of a speech language pathologist. Transportation to school was provided to the students with a verified disability.

4. Itinerant services are provided to students who do not need the intensity of a classroom setting, but benefit from more individualized instructional opportunities focused on specific learning areas.
5. Consultative services to children and their parents/caregivers are provided through collaboration with community preschools and child-care professionals.

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

K-12 Resource Program

Each school in the District provides special education and related services to students in their attendance area through resource programs, speech-language services, paraprofessional support, psychological services and other related services, i.e., occupational/physical therapy, vision services. All students are provided special education services in the least restrictive environment as recommended by the student's IEP Team. These services are available at all 25 Millard elementary schools and at each middle and high school.

When a student's Individual Education Program (IEP) Team determines that the student's needs are such that more intensive special education services are needed than can be provided in the neighborhood school, the student may attend a special education program outside their assigned neighborhood school. These specialized cluster site programs are provided for students with severe academic deficiencies, behavioral difficulties or other significant educational needs that cannot be appropriately met at the neighborhood school. These programs may be located at another Millard school or at a location outside the school district. Transportation to the program recommended by the student's IEP Team is provided by the District.

Services for Students in Alternate Curriculum Programs

Millard Public Schools has a small percent of students whose IEP Teams have recommended that the student participate in an alternate curriculum in order to most appropriately meet their educational needs. The purpose of the Alternate Curriculum Program is to provide individualized, specially-designed instruction in the areas of functional academics, personal management, motor development, vocational development, and independent living skills and develop the life-long skills necessary for maximum independence. All students in the ACP program participate as appropriate with general education peers in grade level general education classes.

During the 2009-10 school year students in the K-12 Alternate Curriculum Program were served at eight elementary buildings, four middle school sites and each high school. Enrollment at the high school level increased and an additional classroom was opened at South High School. The Alternate Curriculum Program Facilitator worked with K-12 ACP teachers to improve reading instruction and implement the Nebraska Department of Education Alternate Assessment. Staff development to ensure that students in ACP classes have meaningful opportunities to participate in exploratory and elective courses was provided to teachers. Selected teachers and students at all levels of the Millard Public Schools Alternate Curriculum Program participated in the state pilot of the math alternate assessment.

Services for Students with Autism

During 2009-10 year numerous opportunities for training and professional development were provided to staff members working with students with Autism Spectrum Disorders. Thirteen training opportunities were offered between September 2009 and February 2010. These training opportunities were offered to both certified and classified staff and 200+ general education teachers, special education teachers and paraprofessionals, speech-language pathologists, early childhood special education teachers and paraprofessionals, and Young Adult Program staff participated in the training. Training topics included behavior, characteristics of Autism and Asperger's Syndrome, social skills, structured teaching, visual strategies, comprehensive planning, SCERTS, and communication. The overall ratings on evaluations were excellent.

In April 2009, Millard Public Schools received a \$17,373 grant from Autism Speaks to fund a new and innovative program for students with Autism Spectrum Disorders (ASD). The iSEE program (interactive Social Education Experiences) kicked off in 2009 and ended in March of 2010. Although the grant ended in March 2010, iSEE program activities continued through the end of the school year and were funded by the Special Education budget. The grant served ten students with ASD and five neurotypical peers from all three Millard high schools. In the iSEE program students learned and practiced social skills through weekly meetings and monthly outings. The training and activities for students were planned, implemented and supervised by five staff members, representing all three Millard High Schools; staff members received specialized training in working with students with an ASD and learning social skills. Quarterly parent meetings provided opportunities for networking and updates on the grant activities.

We had many successes from the iSEE program. One student obtained his first job toward the end of the iSEE program and received the United Way *Volunteer* of the Year. Another student participated in an after school club and thought about attending prom for the first time. A third student made a comment at one of the iSEE outings, for the first time referring to someone as his friend. Parents and teachers reported that students in the iSEE program are asked more questions and initiated more social interactions throughout the day.

Services for Students with Behavior Disorders

General and special education staff members at all Millard schools who work with K-12 students who demonstrate behavioral difficulties were provided training and support by a full-time Program Facilitator for Behavior Disorders and the Secondary Special Education Coordinator. The Program Facilitator and Coordinator provided support to buildings through staff development, consultation with school teams, assisting in the development of behavior intervention plans, assisting in the assessment of students, and providing direct services to students.

A focus of the Coordinator and Program Facilitator was to develop a service delivery model for high school students who need additional behavioral supports in their neighborhood school. A model was developed and approved and will be implemented at the beginning of the 2010-11 school year.

Another area of focus was developing guidance for the use of physical restraint and seclusion. The Coordinator, Program Facilitator, and Director researched the best practices, ethical considerations and legal guidance in the area of physical restraint and seclusion and developed a draft guidance document for the Department.

The Program Facilitator provided consultation to teachers in almost every Millard school during this school year. The consultation services included classroom observations of students, assessing students, assisting in the development of behavior plans, problem solving the implementation of plans, and attending meetings for these students. The Program Facilitator and Coordinator also provided formal staff development in the area of behavior management strategies for staff members at Ezra, Holling Heights, and Norris Elementary Schools. The Program Facilitator and Coordinator also provided formal staff development on the topic of Crisis Prevention to staff members at Ezra Elementary, Holling Heights Elementary, Kiewit Middle School, Andersen Middle School, Beadle Middle School, Central Middle School, and Russell Middle School.

When a student's Individual Education Program (IEP) Team determines that the student's behavioral/emotional needs are such that more intensive special education services are needed than can be provided in the neighborhood school, the student may attend a Behavioral Skills program outside their assigned neighborhood school. The cluster site Behavioral Skills programs are located at Ezra Millard and Holling Heights Elementary Schools, Andersen Middle School, Central Middle School, Kiewit Middle School, and Russell Middle School. These programs use the general curriculum, supplemented with social skills instruction. During the course of the 2009-10 school year IEP Teams recommended eight students for placement in a cluster site program; 5 students exited a cluster site program and were able to return to a general education classroom with resource support.

The Coordinator and Program Facilitator also worked with out-of-district contract placement programs to facilitate Millard student placements in the contract programs or to integrate students back into Millard schools. During the 2009-10 school year five students were able to successfully transition back to a Millard school full-time and two other students attended Millard schools part-time; another two students were placed in an out-of-district contract placement at the recommendation of their IEP Team and approval of the Special Education Department.

Services for Students with Hearing Impairments

The District serves the majority of students with hearing impairments in Millard Public Schools classrooms; these students include those who can benefit from an oral educational program and those who are able to effectively utilize the services of a sign language interpreter. Ten students requiring intensive deaf education instructional services were served out of district; this number is not expected to change significantly in the coming year. During the 2009-10 school year the District Audiologist conducted 4,895 hearing evaluations and screenings of Millard Public Schools students and staff, including 378 students below age five who were referred for a special education evaluation.

Services for Homebound Students

Students may be eligible for homebound services as recommended by their IEP Team if they are unable to attend school due to illness or injury for longer than two weeks. The duration of homebound services ranges from three weeks to the entire year. The purpose of the homebound program is to provide the necessary services during the time the student is unable to attend school and to provide the support necessary for the student to return as soon as the student's health condition permits school attendance. The number of students with health conditions preventing school attendance totaled 39. Millard Public Schools has one fulltime teacher

assigned as a homebound teacher for students K-12. If additional teaching services are required, other teachers are contracted to serve homebound students.

Other students excluded from attending school for discipline purposes may be eligible to receive homebound instruction beginning on their eleventh cumulative day of disciplinary absence. During the 2009-2010 school year, 19 students with disabilities and excluded from school for discipline reasons were provided homebound assistance. With the addition of the Ombudsman Program serving these and other at-risk students, this number dropped by more than fifty percent compared to 44 last year.

Services for Students with Speech and Language Impairments

Speech and language services are provided to children who meet the eligibility requirements of Nebraska Title 92 NAC Chapter 51. A speech-language pathologist works with the comprehensive range of skills that comprise communication, including disorders that contribute to problems with communication. These disorders may include:

- Expressive/receptive language impairments
- Cognitive communication disorders
- Articulation or speech delays
- Fluency (stuttering)
- Voice disorders
- Hearing impairments

The speech-language pathologist (SLP) works directly with students, resource teachers, general education teachers, administrators, audiologists, psychologists, social workers, counselors, parents and others to provide information and strategies in and out of the classroom. The SLP conducts a comprehensive evaluation of the student's communication needs, consults with parents and teachers, develops interventions, and implements these interventions through the student's Individual Education Plan. Interventions will vary depending on the nature and severity of the problem, the age of the individual, and the individual's awareness of the problem. The settings in which interventions are provided include pull-out therapy in a separate location, small group or 1:1 instruction within a general classroom, team-teaching with the general education teacher, and/or consultation with the general education teacher. Speech-language pathologists select intervention approaches based on the highest quality of scientific evidence available in order to:

- Help individuals with articulation disorders to learn how to say speech sounds correctly
- Assist individuals with voice disorders to develop proper control of the vocal and respiratory systems for correct voice production
- Assist individuals who stutter to increase their fluency
- Help children with language disorders to improve language comprehension and production (e.g., grammar, vocabulary, conversation, and story-telling skills)
- Assist individuals with severe communication disorders with the use of augmentative and alternative communication systems

The Speech and Language Department in Millard Public Schools employs 62 speech-language pathologists; two of these are specialists in the area of Assistive Technology and Augmentative Communication.

Young Adult Program

The Millard Public Schools Young Adult Program focuses on transitioning students, ages 18-21, from the school environment to the community. To assure a successful transition, students participate in curriculum that emphasizes personal management, vocational development, and independent living. Functional academic instruction is embedded in the daily living and vocational development activities.

The Young Adult Program, located on the grounds of Central Middle School, served 60 students during the 2009-10 school year. Four teachers, ten paraprofessionals, and three van drivers/job coaches assisted the young adults in acquiring the transition skills necessary for independent living and the world of work. The program serves students with a wide variety of abilities - some students are only able to participate in the YAP, other students attend YAP and also take classes at the local community college on a part-time basis, and other students held part-time jobs while attending YAP.

Students spend at least one day a week in the community - students may be learning to use the MAT (Metro Area Transit System) or working at the Food Bank stocking shelves. In a typical week students spend two days in instructional classes directed on their future vocational and independent living goals and two days at a job site. Schedules, of course, are individualized for each student's needs.

The Young Adult Program provides work experiences at volunteer employment sites. Work sites this year included: Wal-Mart, Homecare Services, MPS Don Stroh Administration Center, Scholastic Books, Hand Me Up Furniture and Hand Me Up Thrift Store, Prairie Life, Hy-Vee, Discount Lawns, and Rotella's Bakery. The District provides transportation from the school to all non-paid work sites and exploratory work experiences during the school day.

In addition to work sites, the students maintain the YAP facility, prepare meals, and participate in volunteer and community activities. Classroom instruction includes skills development needed for participation, independence, and employment in the community. The Young Adult Program has a craft company in which students participate in all aspects of the business. This is an excellent opportunity to practice problem solving skills, social skills, fine-motor skills, responding to and following directions, as well as money management.

In April the Young Adult Program hosted an Interview Forum. Students from Millard's high school ACP classes were included in the Interview Forum. In preparation for participating in the Interview Fair, students prepared a resume to be handed out to the businesses with whom the student interviewed throughout the day. Students were well prepared and quite excited to demonstrate their skills to others. Following the interviews and feedback from the interviewers, feedback and additional training was provided to students. The feedback from interviews is an important component of student programming and curriculum planning.

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

Twenty-six Young Adult Program students aged-out of eligibility for public education services at the end of the school year. A celebration ceremony was held in May to commemorate the accomplishments of the students.

Contracted Services

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

- Alpha School
- Brook Valley School (ESU 3)
- Developmental Services of Nebraska
- Epworth Village
- Heartland/Midlands III
- Father Flanagan's Boys Town Day School
- Uta Halle Girls Village
- Boystown Center for Childhood Deafness (Boystown National Research Hospital)
- Iowa School for the Deaf
- Suburban Hearing Impaired Program (early childhood and school age program)
- Omaha Public Schools
- Westside Community Schools

Related Services

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

- Adaptive Physical Education
- Occupational and Physical Therapy
- Speech/Language Therapy
- Assistive Technology/Augmentative Communication
- Hearing and Vision Services, including Audiological Evaluations and Orientation and Mobility Services
- Vocational Services

Psychological Services

Psychological services were provided by a staff of 18 full time equivalent school psychologists. These psychologists provided a full range of direct and indirect (consultation) services to students, teaching staff, parents, and others.

During the 2009-2010 school year, each psychologist provided an average of 15.24 hours of consultation service per week. Consultation refers to the provision of specialized input to school teams, administrators, teachers, agencies, parents, and other professionals such as physicians, including referrals to community agencies. Through consultation with teachers and administrators, psychologists developed and implemented classroom methods designed to facilitate learning and overcome behavior disorders. Consultation services also encompass in-service and training provided to others, as well as workshop development, committee work, and non-special education assessments.

The psychologists completed 242 non-special education assessments. This number includes screenings for mental health problems, Attention Deficit Hyperactivity Disorder (ADHD), English Language Learners (ELL), and intellectual giftedness. It also includes assessments to determine qualifications for grade retention or acceleration, as well as functional behavioral assessments for manifestation determination hearings.

Direct services to children involved individual evaluations (intellectual, social, emotional, and behavioral) with subsequent follow-up. The vast majority of new evaluations were the result of referrals from the building level Millard Intervention Teams (MIT). Referrals also came from parents, physicians, social agencies, private schools, and from exempt schools. In the case of referrals that did not originate with MIT, documentation was reviewed by the MDT in order to screen the cases prior to initiating the evaluation process. Results of evaluations were discussed with the child's parents and teachers. Recommendations were made for academic programming, behavior management and, when appropriate, placement in special education programs. This year, 74% of all students who were referred to multidisciplinary teams (MDT) for evaluations that included psychological assessments were determined to be eligible for special education services. This percentage is similar to that of 2008-09, when 76% were verified for special education and in 2007-08 when 79% were determined to be eligible, thereby providing evidence of the ongoing effectiveness of pre-referral intervention strategies that are developed in the MIT process.

Students with disabilities are reevaluated every three years as required by law. These regularly scheduled individual reevaluations are used to assess progress, determine continued eligibility for special education programming, and help identify specific educational needs and potential interventions. The table below summarizes the direct services provided by the Millard school psychologists during the 2009-10 school year.

Beyond the school setting, Millard school psychologists contribute their expertise in the Millard District and Omaha community in a variety of ways: individual school psychologists were invited to be guest lecturers in college classes, taught parent education classes and delivered presentations to educators and non-educators; other school psychologists served as volunteers for community non-profit organizations and held leadership roles in the Nebraska School Psychologists Association.

School	New Evaluations			Reevaluations		
	Tested	Verified	%	Tested	Verified	%
Abbott Elementary	6	5	83%	16	13	81%
Ackerman Elementary	18	17	94%	19	18	95%
Aldrich Elementary	4	2	50%	11	4	36%
Black Elk Elementary	9	5	56%	14	12	86%
Bryan Elementary	19	15	79%	24	23	96%
Cather Elementary	10	7	70%	10	10	100%
Cody Elementary	4	4	100%	19	19	100%
Cottonwood Elementary	12	7	58%	7	5	71%
Walt Disney Elementary	9	7	78%	23	20	87%
Harvey Oaks Elementary	14	8	57%	6	6	100%
Hitchcock Elementary	4	3	75%	18	16	89%

Holling Heights Elementary	8	7	88%	18	16	89%
Ezra Millard Elementary	10	9	90%	10	10	100%
Montclair Elementary	16	15	94%	11	10	91%
Morton Elementary	11	9	82%	5	5	100%
Neihardt Elementary	14	8	57%	23	16	70%
Norris Elementary	16	13	81%	13	13	100%
Reagan Elementary	12	9	75%	9	8	89%
Reeder Elementary	17	15	88%	12	12	100%
Rockwell Elementary	18	12	67%	7	4	57%
Rohwer Elementary	6	5	83%	16	15	94%
Sandoz Elementary	10	10	100%	12	12	100%
Upchurch Elementary	20	19	95%	9	9	100%
Wheeler Elementary	12	8	67%	22	22	100%
Willowdale Elementary	15	12	80%	13	13	100%
Andersen Middle School	14	9	64%	46	42	91%
Beadle Middle School	17	10	59%	32	26	81%
Central Middle School	11	7	64%	64	46	72%
Kiewit Middle School	11	9	82%	37	32	86%
North Middle School	17	9	53%	33	23	70%
Russell Middle School	5	3	60%	31	22	71%
Millard North High School	11	10	91%	79	75	95%
Millard South High School	5	4	80%	90	83	92%
Millard West High School	11	7	64%	67	56	84%
Early Childhood Special Education - Centerbased	53	30	57%	61	57	93%
Early Childhood Special Education - Homebased	14	12	86%	4	4	100%
Secondary ACP Program				40	40	100%
Middle School Alternative Program	1	1	100%	6	5	83%
Millard Learning Center/Horizon High School	1	1	100%	3	2	67%
Young Adult Program				19	19	100%
2009-2010 Total	465	343	74%	959	843	88%
2008-2009 Total	441	334	76%	873	731	84%
2007-2008 Total	537	425	79%	814	715	88%

Millard Intervention Team

The Millard Intervention Team (MIT) process is a data-driven, fact-based problem solving process that relies on MPS staff members who have received specialized training in the process, to help teachers solve learning problems for students. If the implemented strategies do not adequately address the student's learning problems, the student may be recommended for a comprehensive evaluation by a multidisciplinary team to determine if the student has a disability.

School Level	Number of MIT Referrals	Disposition of MIT Referral		
		Goal Achieved	Continuing	Verified as a Student with a Disability
Elementary	1030	162	396	292
Middle School	460	28	76	29
High School	85	15	27	11
Total	1275	205	469	332

Special Education Program Highlights

1. The Millard Public Schools Transition Committee hosted several learning opportunities for parents, students and staff throughout the school year. These included:
 - An Open Forum Meeting to provide an opportunity for parents to network
 - Presentations by representatives of Developmental Disabilities, Vocational Rehabilitation, Medicaid and Social Security
 - Planning for College and Services at Schools
 - Self-advocacy training by representatives of PTI Nebraska (Parent Training Institute)
 - An Interview Forum that included employers from the community and Millard ACP and YAP students.
2. No formal complaints or requests for due process hearings were filed.
3. The Nebraska Department of Education rated the Millard Public Schools as meeting the NDE's Determination Criteria for IDEA Part B (programs for children/youth ages 3-21) and Part C (programs for infants/toddlers, birth to age 2). This rating indicates that MPS Department of Special Education has complied with specific required IDEA compliance and performance indicators.
4. Twenty-four graduating seniors had one or more ELO cutscores lowered as a result of their disability and at graduation received a Millard Public Schools diploma with the appropriate notation. Twenty students with severe disabilities participated in the Alternate Assessment in lieu of taking district ELO assessments; these students participated in their high school graduation ceremony with their peers and will receive their Millard Public Schools diploma with the appropriate notation when they exit the Young Adult Program at age 21.
5. The Special Education Department's Assistive Technology team developed and shared a technology blog for Millard special educators, with a focus on ACP teachers. The blog has been well received and used often.
6. YAP and middle and high school ACP teachers were delighted to receive Interactive White Boards for their classrooms. Teachers participated in differentiated IWB training provided by an ACP teacher trainer. The IWBs have added a wonderful interactive component to instruction and have provided students with another meaningful way to demonstrate their knowledge.
7. Elementary resource teachers were provided staff development to broaden skills in the area of reading literacy. Building teams, consisting of general education and special

education personnel along with the building administrator, met four times throughout the year to study the book, *When Readers Struggle: Teaching that Works*. Additional staff development included the use of the new reading interventions, My Sidewalks and Leveled Literacy Intervention.

8. Early Childhood Special Education Teachers received training on the ECERS-R and ELLCO-R to assist them in meeting Results Matters requirements.
9. Early Childhood Special Education Teachers, Speech language Pathologists and Paraprofessionals participated in shared staff development with general education preschool staff on literacy in the early childhood environment. Three staff development sessions were provided.
10. All MPS Early Childhood Special Education teachers met the NDE reliability standards for Results Matter.
11. Hy-Vee, the YAP's Project PAYBAC[®] partner, received the Stakeholder Award in recognition for service to and for the Young Adult Program.
12. YAP students hosted several fund drives to offer support to individuals or groups in need of assistance. The students reached their goal of raising hundreds of dollars for worthwhile causes such Haitian Hurricane Relief and assisting with the funeral costs of a MPS student.
13. Millard Public Schools Adaptive PE Department sponsored two different fishing experiences for middle, high school and Young Adult Program students with physical and mental disabilities. Students had the opportunity to spend a day at either Lake Zorinsky or Two Rivers State Park, fishing and learning about the habitat in Nebraska. The SANDS program, Omaha Parks and Recreation, and dozens of volunteers helped students to fish, have their fish cleaned to take home, observe raptor presentations, learn about wildlife and nature, and practice archery
14. The Coordinator of Secondary Special Education and the Program Facilitator for Behavior Programs developed a program to support students with behavior concerns to be implemented at all three comprehensive high schools during the 2010-11 school year.
15. We had many successes in the iSEE program. Once a month, the iSEE group, which included students with ASD and their neurotypical peers, went on an outing so the students could experience social activities and generalize their newly learned communication skills. One of the outings was to Fun-Plex, a local amusement park with games and rides. After playing miniature golf and other games, the students went on some of the rides. After riding the roller coaster, one of the students with ASD approached one of the staff members and excitedly exclaimed, "I've been having a great time with my friend, ___ !" That was the first time the student with ASD had ever called anyone a friend, but it was not the last. During the remainder of the project, the student again referred to ___ and several other students as friends. To the staff and student's parents, this was a major success. The student's mother is ecstatic over the progress her son has made and has told school staff several times that he has grown as a result of the project and that she believes he will make further progress during the second year of the project.

Several students have had more success both inside and outside the classroom. Before the project, one student had been reluctant to speak during class. By mid-way through second semester, his comments and questions had tripled. Another student began to smile, make eye contact, and interact more with peers and he seemed happier and more content. A third began to greet people first when walking between classes rather than ignoring them when they greeted him as he previously had been accustomed to doing. Another started

taking more personal responsibility for his actions. Consequently, he had fewer and less intense outbursts and altercations. Most of the other students have increased their social interaction during the school day, sometimes seeking out others to sit and talk with.

Quotes by Parents of Students with ASD:

- “He (my son) has, on occasion, asked me how my day went, which he never used to do. He has made outreach to a couple potential friends.”
- “I have noticed him (my son) initiating social interactions. Instead of waiting for someone to greet him, he will come up and greet the person first. He is talking more...he has been more willing to share his thoughts.”

As the iSEE staff had anticipated, neurotypical peers participating in the project became more empathetic and gained an increased understanding of how to interact with peers with ASD. They also became much more aware of the difficulties students with ASD face and supported their new friends in social situations. An example of this is when a group of students not involved in the project were laughing at a student with ASD one of the peers verbally defended him and told the students to stop.

Office of Staff Development 2009-2010

Millard Public Schools staff development directly supports the MPS Strategic Plan, the Superintendent Goals, and all local, state and federal legal requirements. This Annual Update/Final Report highlights the offerings that the Office of Staff Development provided for 2009-2010. The staff members involved in these offerings include the following: approximately 1733 certificated staff, 88 administrators, 56 professional/technical (salaried), 185 professional/technical (hourly), 442 paraprofessionals, and 15 nurses. In an effort to make staff development more effective, buildings have become more actively involved in district initiatives. The Office of Staff Development believes district initiatives are more invested in when building administrators and teacher leaders are actively involved.

This Annual Update/Final Report shares only a snapshot of the offerings coordinated by the Office of Staff Development. It also does not reflect the building staff development or various professional development coordinated by other district offices.

An on-line comprehensive registration system was added to the Office of Staff Development called ***Better and Better***. With this new system, staff can 1) access the system from any internet connection; 2) register and withdraw from classes; 3) print and review a personal transcript of classes/workshops; 4) print a certificate of completion; 5) request to be on an automated waiting list; and 6) receive automated reminders of class times/locations.

The Office of Staff Development communicates with MPS staff through a monthly electronic newsletter, which is also posted on the Intranet and Internet. Building Staff Development Facilitators also play a vital role in communication as building/district liaisons. There are two Building Staff Development Facilitator positions at each secondary building and one at each elementary building. Essential functions of these positions are to 1) advocate for improving instruction (MIM, PLC, differentiation, technology implementation, etc.); 2) attend monthly after-school meetings with the Office of Staff Development; 3) field questions from building staff members as they relate to building and district staff development; 4) disseminate information regarding professional development to building staff members; 5) post and promote the Office of Staff Development Newsletter to improve communications between the district and buildings; 6) assist building administration with the planning and implementation of district and building staff development initiatives; 7) become familiar with materials relating to effective instruction that are housed at the building level and share this information with staff; and 8) facilitate staff development trainings for new staff regarding knowledge/application of the Intranet and ANGEL.

The Office of Staff Development provided leadership during the ANGEL Producer Training for staff. Over 150 staff members will have been trained as producers by June 2010. In 2010-2011, all certificated staff will participate in required staff development called, "All About Boundaries" which will be delivered via ANGEL. All new staff will continue to participate in required new staff training delivered via ANGEL.

Stimulus money helped fund hundreds of new SMARTboards. The Office of Staff Development helped to coordinate, organize and offer 113 sections of IWB training. Appendix A is an example of the extensive training offered to secondary staff. A select group of 4th and 5th grade teachers participated in a step-ahead opportunity in June 2010 with follow up training for all 4th & 5th grade teachers occurring in Fall 2010.

LARGE-SCALE STAFF DEVELOPMENT INITIATIVES

Professional Learning Communities

Millard Public Schools will continue to implement and support professional learning communities as they comprise several components of the Millard Public Schools District Strategic Plan. Millard PLC teams are groups of (1) results/data-oriented MPS professionals with (2) shared mission, vision, values, and goals (3) meeting regularly in collaborative teams focused on learning, to (4) inquire into “best practice and current reality,” which are (5) action-oriented and (6) committed to continuous improvement.

District singleton groups continue to be enhanced with leadership training and district support from Educational Services staff such as MEP Facilitators and Special Education Coordinators. Educational Services staff members, Office of Staff Development staff members and building administrators planned and facilitated PLC District Singleton Leader Training in August 2009. Participants of this training demonstrated comprehension of their role as a PLC leader by summarizing the key functions of a Singleton PLC Leader.

194th Teacher Contract Day THREE YEAR Staff Development

Several stakeholders spent a large amount of time planning and preparing for a three year staff development cycle called the 194th Teacher Contract Day. This initiative was designated as flexible staff development, which will remain as two four-hour classes for the next three years (2008-2011).

Culturally Responsive Teaching

Culturally Responsive Teaching is the only required four-hour class that veteran staff will take during this three year cycle. This class will comply with the state requirements of the MPS Poverty Plan and local legal issues of the Learning Community.

Phase 1

Summer 2008	2008-2009	2009-2010	2010-2011
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

2009-2010	2010-2011	2011-2012	MISC.
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.

2009-2010 New Staff Only

New staff in 2009-2010 participated in a four-hour class introducing them to the concept of Professional Learning Communities. This class acclimated them to the collaborative team culture in MPS. In 2010-2011, this PLC orientation for new staff will be combined with the required Millard Instructional Model workshop and held in September 2010 with a make up session for all late hires in January 2011.

194th Contract Day - 2009-2010 Class Titles & Objectives for Choice Classes**21st Century Learning: It's On The Internet So It Has To Be True: Teaching Discernment Skills**

Participants will demonstrate analysis of discernment strategies by defining digital literacy, identifying valid and invalid resources, and selecting approaches to use with students in the classroom.

21st Century Learning: Cultivating Responsible and Safe Digital Citizens

Participants will demonstrate synthesis of digital citizenship by categorizing the principles of digital literacy, communication, and responsibilities; relating to life skills and character education within MPS frameworks; and designing approaches to incorporate within the curriculum.

21st Century Learning: From Student Consumers to Student Producers

Participants will demonstrate synthesis of proven instructional strategies and 21st Century Skills by cultivating a learning environment that empowers students to explore, create, and solve problems.

Archery Recertification

Participants will demonstrate application of the National Archery in the Schools Program recertification archery skills by developing formative assessments that incorporate and assess the critical and updated NASP skills and techniques for 4th - 8th grade students.

Art is Elemental

The learner will demonstrate application of the Art Elements by designing a grade level lesson for one of the art elements.

BIST for Beginners

The learner will demonstrate understanding of the basic Behavior Intervention Support Team program by planning the implementation of BIST strategies in their classroom during the 2009-2010 school year.

BIST Refresher

The learner will demonstrate synthesis of Behavior Intervention Support Team strategies by reviewing the principles of BIST and creating a BIST implementation plan for the 2009-2010 school year.

Co-Teaching Practices

Participants will demonstrate application of co-teaching practices by selecting key characteristics of best practice to implement.

Counselor Community Tour

Participants will demonstrate comprehension of the various career options and the soft and hard skills required in the workplace by interacting with businesses in a scheduled tour.

Creating A Successful Learning Environment

Participants will demonstrate evaluation of their own classroom learning environment by considering positive reinforcement for creating student success.

Culturally Responsive Teaching

Participants will demonstrate comprehension of culturally responsive teaching by participating in interactive discussions and responding to researched based principles.

Daily 5

Participants will demonstrate comprehension of Daily Five Strategies by summarizing the core components of the program, the research to support it, and how it can be implemented with the core language arts program.

Deaf Education Project

The learner will demonstrate comprehension of communication modalities by describing key differences to facilitate future collaboration between parents and educational teams.

Grading for Learning Conversation

Participants will demonstrate evaluation of Grading for Learning concepts by comparing personal experiences with the implementation of one or more guideline.

IB - MYP

The participants will demonstrate synthesis of International Baccalaureate Middle Years Programme practices and philosophies by designing an IB MYP unit lesson based on the concepts covered in the workshop.

IB - PYP

The learner will synthesis a wide variety of assessment tools and strategies, with specific criteria, by developing formative and summative assessments as documented on the school's PYP planners.

Inquiry-Based Learning

Participants will demonstrate application of inquiry-based learning by developing instructional strategies that apply to each teacher's content.

InspireData: Make & Take

Participants will demonstrate synthesis of InspireData by creating a dynamic math, science, or social studies lesson supporting inquiry and higher order thinking activities.

Keys to Using Common Formative Assessments

Participants will demonstrate analysis of common formative assessment by examining data and identifying strategies to improve student learning.

Literacy Intervention for READ, Title and K-1 Intervention Teachers

Participants will demonstrate application of effective strategies for literacy intervention by utilizing assessment data to plan instruction with intervention menu materials, including our newly adopted language arts curriculum.

Literacy Workstations for 3-5 Teachers

Participants will demonstrate synthesis of the Literacy Work Station model with newly adopted language arts curriculum by creating literacy work station activities to utilize in 3rd -5th grade classrooms.

Literacy Workstations for PK-2 Teachers

Participants will demonstrate synthesis of the Literacy Work Station model with the newly adopted language arts curriculum by creating literacy work station activities to utilize in PreK-2nd grade classrooms.

Montessori

Participants will demonstrate analysis of the PreK-8th grade cycle of Language Arts and Math curricula by comparing standards, outcomes, assessment requirements and the Montessori scope and sequence

MS Excel: Data Management & Graphing

Participants will demonstrate synthesis of data management in Excel by creating interactive data worksheets and integrating Excel sorting and graphing tools with assessment data.

PLC Collaboration Option

Participants will demonstrate synthesis of PLC concepts by participating in collaborative team discussions and creation of PLC products.

PLC for New Staff

Participants will demonstrate comprehension of a “focus on learning” by examining key components of effective professional learning communities.

Research Based Strategies to Teach ELL Students in the General Education Classroom

Participants will demonstrate synthesis of effective research based teaching strategies to use with ELL students by incorporating these strategies into class instruction.

School Psychologist**(Brain Research)**

MPS school psychologists will demonstrate synthesis of the latest brain research pertaining to exercise by creating strategies to help boost student achievement.

Small Group Instruction for 3-5 Teachers

Participants will demonstrate synthesis of best practices in utilizing leveled texts by developing plans for small group instruction and independent practice.

Small Group Instruction for K-2 Teachers

Participants will demonstrate synthesis of best practices in utilizing leveled texts by developing plans for small group instruction and independent practice.

SMARTboard Tips & Tricks

Participants will demonstrate application of the SMARTboard by developing a lesson applicable to their content area.

SmartMusic

Participants will demonstrate application of SmartMusic software program skills by developing lessons and activities that incorporate the techniques and skills necessary to increase student productivity and success.

Spanish

Participants will demonstrate application of basic Spanish vocabulary, phrases, and commands by practicing basic vocabulary and advanced phrases in a structured setting.

Speech Language Pathology Interventions

Participants will demonstrate synthesis of researched based speech language interventions by developing plans to support the needs of students during the MIT process.

Tried and True Elementary Music

The learners will demonstrate application of the essential elements of music by identifying examples from the workshop and applying it to their classroom.

What Do You Do with the Students Who Already Know It?

Participants will demonstrate application of curriculum enrichment by constructing a lesson to meet the needs of the students who “already know it”.

SUMMER ACADEMY

Due to budget restrictions, a district Summer Academy was not offered in 2009. The 2010 Summer Academy was held on June 8, 2010 with the focus on RtI+I. This Academy as well as the extended planning day offered to each building was funded with stimulus funds.

NEW STAFF TRAINING

In addition to the New Staff Induction program in the Human Resources Division, the Office of Staff Development also offers support to our new certificated staff members.

MOEC Mentor Workshop Training

Millard Public Schools has participated in the Metropolitan Omaha Educational Consortium since 1991. The purpose of this program is to train metropolitan area master teachers to become mentors so they, in turn, can provide mentoring to new teachers in their respective school districts. Over 300 MPS veteran staff members have been trained as mentors to date. This year, 40 MPS master teachers participated in the three-day professional growth experience through MOEC Mentor training.

New Certificated Staff Required Training via ANGEL 2009-2010

This training in 2009-2010 consisted of three required modules including School House Bullying, Sexual Harassment, and Establishing & Maintaining Appropriate Boundaries. This “boundary” training is being required of all staff in 2010-2011. A new class is being developed for new staff in 2010-2011 to include an orientation to 40 Developmental Assets and the Intranet.

Millard Instructional Model Workshop – MIM

New staff demonstrated application of the Millard Instructional Model and Instructional Theory in Practice by participating in interactive discussions and producing elements of quality lessons. This was a required workshop for all new staff. In 2010-2011, this class will be modified to also include an orientation to PLCs.

GRADUATE CREDIT

The Office of Staff Development implemented *Special District Credit Classes For Salary Advancement*. Staff members who are currently at the BA+36, MA+36, Specialist, or Doctorate level can receive approval for salary advancement by completing a course specifically approved by the Superintendent. These classes are the “approved” classes per the 2007 Collective Bargaining Agreement between the Millard Public Schools and the Millard Education Association. Any MPS staff member may enroll in these classes whether they are at BA+36, MA+36, Specialist or Doctorate level. Two of the four classes listed below were offered in 2009-2010.

Applying Differentiation In The Regular Classroom

The focus of this course is to target learning, translating, applying, analyzing, and reflecting on different methods of differentiated instruction in the classroom for the purpose of challenging the individual learner.

Practice That Promote Student Learning

The focus of this course is to enable practicing teachers to develop knowledge, understanding and application of research based effective teaching practices that impact student learning.

PLC: Learning By Doing

The focus of this course is to engage participants in job embedded, perpetual and collaborative learning teams using the Millard Public Schools Professional Learning Community Parameters. This course explores the frameworks and processes of professional learning communities for promoting student achievement by researching collaboratively, designing instructional strategies based upon data, and evaluating student achievement.

Making The Rest Of Your Career The Best Of Your Career

Catch a SPARK: Self-reflection, Personal and professional planning, Asset development, Rejuvenation, Knowledge of career development *The focus of this course is to engage participants to 1) analyze professional and personal life through the use of self assessments to identify personal and professional strengths and challenges; 2) evaluate patterns in self assessment data in order to identify status of personal / professional wellness and strategies for ongoing growth and development; 3) recognize the signs and symptoms of teacher burnout and apply specific intervention / prevention strategies; and 4) create a personal / professional short and long term asset based growth plan.*

NATIONAL BOARD FOR PROFESSIONAL STANDARDS COHORT PROGRAM

National Board Certification is a symbol of professional teaching excellence. A certificate will attest that a teacher was judged by his or her peers as one who is accomplished, makes sound professional judgments about students' best interests and acts effectively on those judgments. In 2009-2010, Office of Staff Development supported seven MPS teachers in the UNO/MOEC National Board for Professional Standards Cohort Program. Increasing the number of MPS Nationally Board Certified Teachers provides teachers the opportunity to make positive changes in classrooms that will impact student achievement in a positive way. The following teachers succeeded in the year long process and made application in spring 2010: Betsy Tonniges (Bryan), Larissa Knudson (NHS), Katie O'Brien (Holling Heights), John Becker (Rockwell), Amanda Lorimer and Samantha Morrissey (Upchurch). Three staff members have made application to participate in the 2010-2011 Cohort. Additional information about this program including the names of the MPS staff that are currently nationally board certified is posted on the Intranet/Staff Development/Documents.

PRE-OPENING AND FALL WORKSHOP

In the past, specific information about the Fall Workshop could be viewed on the Intranet and in the Fall Workshop booklet that all certificated and classified staff members received in their July mailing. In 2009-2010, we no longer created a Fall Workshop booklet but rather a Fall Workshop website which was launched in July 2009. Information about the Fall Workshop website was sent in the traditional July mailing. Information below pertains to Fall Workshop 2009.

Orientation For New Hires

New certificated hires were paid to participate in three days of orientation on August 3-5, 2009. On August 3, the new staff participated in the New Staff Breakfast & Orientation before they spent the afternoon in their buildings with their mentors. On August 4 & 5, new staff were offered training that encompassed district curriculum, Six Traits of Writing, technology, and district procedures.

Classified Staff Kick-Off

The classified staff "kick-off" was conducted on August 7, 2009. Keynote speaker Deadra Stanton, independent consultant/humorist, presented a motivational session titled, "Don't Shoot Skinny Rabbits". She focused on goal setting and creating personal success.

CPR/AED/First Aid

The Office of Staff Development and the Office of Pupil Services worked in conjunction with the Nebraska Safety Council to provide CPR/AED/First Aid training for van drivers, paraprofessionals, security personnel, and other employees to meet the requirements of policy 5600.6.

Security Staff

On August 11, 2009, security personnel were welcomed by Pupil Service Director, Kraig Lofquist and received an in-service on “Threat Assessment” by Jim Pauley.

Van Drivers

On August 7, 2009, van drivers were welcomed by supervisor, Kim Carlson and received an in-service on “Working with Special Needs Students” from retired MPS special education administrator, Claudia Schulte.

New Para Training

Numerous new paras participated in different sessions including New Para Orientation with Sarah Weidner and Infinite Campus training with Stacia Greve.

MARTIN LUTHER KING, JR. STAFF DEVELOPMENT DAY

On January 18, 2010, the Martin Luther King Jr. Staff Development Day was full of professional growth opportunities for certificated staff. The morning was devoted to district-led staff development while building administrators facilitated the afternoon. For the morning sessions, staff reviewed a comprehensive website of session offerings. Specific information about this staff development day can be found at:

<http://sdregistration.mpsomaha.org/staffdev/source/OnlineReg/MLK/mlkmain.htm>

Members from the Educational Services Division planned and facilitated content specific staff development. Thirty-seven classes were offered with a total of 1751 certificated staff members completing 2860 registrations and a cumulative 6465 learning hours. The following outlines the offerings from MLK Day.

9-12 Computer Science

Participants will demonstrate comprehension of the Eclipse software and other publically available APIs by discussing practical applications into their computer science courses.

Book Adaptations for Music

Participants will demonstrate synthesis of book adaptations by constructing their own understanding of how books connect to the music curriculum.

Building Better Writers – Kindergarten through 5th Grade

Participants will demonstrate synthesis of effective writing instruction by examining the developmental writing continuum, the writing process, and instructional materials to help students become more skilled writers. Topic areas included: 6 Traits Ideas; Building Better Writers: Required Introductory Session; Independent Writing; Picture Books as 'Mentor Texts'; Revising/Editing; State Writing Assessment Info; Using Resources: Write Source & Reading Street; Writer's Workshop; Writing in the Content Areas

Consistent Pedagogy of Band Instruments (Brass and Percussion)

Participants will demonstrate synthesis of brass and percussion technical skills by establishing grading criteria for these instruments.

Defining Technology Skills for Middle Level Computers

Participants will demonstrate synthesis of the middle level computer applications curriculum by generating course concepts and separating into grade levels.

Developing Assessment Literacy

Participants will demonstrate synthesis of quality assessment by creating assessment questions and/or rubrics.

Discussion on Grading Practices in Middle School Social Studies

The learner will demonstrate analysis of the current Social Studies district outcomes by examining ways to more effectively align grading with state standards.

Elementary HAL Facilitators

The participants will demonstrate analysis of the elementary school HAL process by examining and revising the current district website information along with the current HAL Facilitator Notebook.

Elementary Title I Math teachers

The participants will demonstrate synthesis of Title I Math by analyzing data and creating lessons.

Fine Tuning Our Instruments

Participants will demonstrate comprehension of orchestra topics presented by Anne Nagosky by discussing best modifications and applications of learnings.

Getting in Touch with Literacy

Participants will demonstrate comprehension of all forms of literacy during classroom guided reading lessons by identifying strategies that may be effective for their individual students.

Industrial Technology (6-12) Research and Development

Participants will demonstrate evaluation of the Phase I committee research by appraising the implication of the research on the Framework development and implementation.

Inquiry-Based Science Instruction

Participants will demonstrate application of inquiry-based instruction by modifying traditional science lessons to be inquiry-based.

Interactive Whiteboard Training 101

Participants will demonstrate application of interactive whiteboards by manipulating Notebook software in IWB 101 training.

Latin Vertical Alignment, Part I

Participants will demonstrate application of how to improve student performance at all levels of Latin by collaborating on instructional practices appropriate for each level.

Literacy Intervention: Data Analysis

Participants will demonstrate synthesis of effective literacy intervention strategies by analyzing progress monitoring data and developing intervention plans.

Math 6-12

Participants will demonstrate application of student engagement strategies by developing checking for understanding activities for specific math courses.

Middle School HAL Facilitators

The participants will demonstrate analysis of the middle school HAL process by examining and revising the current District website information along with current HAL Seminars.

MLK Day Session for Nurses

The learner will demonstrate synthesis of various software applications: Excel, Word 2007, Powerpoint by producing a medication log and other appropriate documents.

Montessori Cultural Studies

Montessori teachers will demonstrate evaluation by comparing Montessori lessons to MPS standards and creating a cohesive sequence of lessons.

MPS School Psychologists Learning About the Work of MPS Social Workers

MPS School Psychologists will demonstrate comprehension of the MPS social worker role by identifying one or more strategies that each participant can utilize with school based teams to improve student attendance.

Multiple Literacies in the Language Arts Classroom

The participants will demonstrate synthesis of Multiple Literacies elements by creating a rubric for classroom use during second semester.

Music Reading at Music Library

Participants will demonstrate analysis of vocal music selections by reviewing new titles to determine if selections meet the needs of the variety of students in the classroom(s).

Music Reading Session with Popplers

Participants will demonstrate analysis of vocal music selections by reviewing new titles to determine if selections meet the needs of the variety of students in the classroom(s).

NESA Assessments

All teachers will demonstrate comprehension of the changes in the alternate assessments by discussing how they will use them in the classrooms with students during the second semester.

NSPA Presentations

Participants will demonstrate comprehension of NSPA presentation topics by participating in discussions.

Phase II Art Activities

The participants will demonstrate analysis of the art curriculum by examining and revising the current Curriculum Guides to develop new Course Guides and Assessments.

Phase II Physical Education Activities

The participants will demonstrate analysis of the Physical Education curriculum by examining and revising the current Curriculum Guides to develop new Course Guides and Assessments.

Reading Instruction in Middle School ACP classrooms

Participants will demonstrate application of a variety of reading strategies for middle school language arts instruction by preparing lessons that incorporate new strategies.

Relevant Topics in ECSE

Participants will demonstrate application of issues and conditions that affect children/families by developing intervention plans that support positive child and family outcomes.

Results Matter Program Evaluation

Participants will demonstrate comprehension of Preschool Environmental and Early Literacy rating scales by identifying critical components of Results Matter evaluations and developing peer observation/evaluation plans.

Social/Pragmatic Communication and the Use of Rubrics

Participants will demonstrate synthesis of pragmatic language impairments by creating social skills rubrics to focus on the Autistic and pragmatically impaired populations.

Solution Focused Counseling

Participants will demonstrate comprehension of Solution Focused Counseling by discussing and practicing the 8 Elements of Solution Focused Counseling (SFC) in order to help students achieve their academic, career, and personal/social goals.

Tours and Discussions of Pertinent YAP Issues

Participants will demonstrate comprehension of adult services available to YAP students by identifying appropriate work sites in the community.

Using Photoshop Elements

The participants will demonstrate synthesis of new techniques by designing a reading poster focusing on PreK-5 LA standards.

Using Write Source Materials to Enhance Effective Writing Instruction

Participants will demonstrate synthesis of effective writing instruction by examining the writing process, instructional models, and assessments to incorporate the Write Source materials.

World Language: Increasing Student Use of the Target Language

Participants will demonstrate synthesis of increasing students' use of target language by reviewing research, comparing Millard with national standards, and developing plans for sharing related instructional strategies on Presidents' Day.

PRESIDENTS' DAY STAFF DEVELOPMENT

Educational Services planned and facilitated staff development on Presidents' Day 2010.

Thirty-six classes were offered with a total of 2393 registrations and a cumulative 7090 learning hours were earned.

In addition to the sample set of select sessions offered on Presidents' Day listed below, there is also specific information about this staff development day that can be found at:

<http://sdregistration.mpsomaha.org/staffdev/source/OnlineReg/PresDay10/PD10Home.htm>

Alternate Language Arts Curriculum

Participants will demonstrate comprehension of the new State Extended Reading Indicators by establishing course outcomes and identifying literacy strands in the Alternate Language Arts Curriculum.

Anchoring Assessments

Participants will demonstrate evaluation of project assessments by using the inter-rater approach to critique student projects.

Assessment Revision

Participants will demonstrate synthesis of the 7th Grade Technology Skills Assessment by revising district assessment to include student innovation and creativity.

Business "SMARTS"

Participants will demonstrate synthesis of Interactive Whiteboard Technology by creating a lesson using SMART Notebook software.

Coaching for the Long Haul

Participants will demonstrate comprehension of effective coaching philosophy by observing a presentation by Dr. Tom Osborne.

Collaborating to Infuse Technology, New Music Selections and/or Book Adaptations Into My Music Lessons

Participants will demonstrate synthesis of staff development topics by creating music lessons based on new learnings from 2010 staff development sessions.

Consistent Pedagogy of Band Instruments (Woodwinds)

Participants will demonstrate synthesis of woodwind technical skills by establishing grading criteria for these instruments.

Current Research & HAL Opportunities

Participants will demonstrate comprehension of current HAL research by identifying aspects that will apply to the Millard program.

Guided Math

Participants will demonstrate comprehension of how Guided Math and SFAW Math together can work in their elementary classroom by distinguishing the similarities during interactive discussions.

Industrial Technology (6-12) Research and Development

Participants will demonstrate comprehension of post-secondary offerings and make connections with post-secondary instructors by visiting with staff from both Metro Community College - South Omaha campus and UNL's Peter Kiewit Institute.

Inquiry/Critical Thinking

The learner will explore elements of inquiry based instruction in order to add depth to student learning.

Interactive Whiteboard 101 Training

Participants will demonstrate application of interactive whiteboards by manipulating Notebook software.

Interactive Whiteboard 102 Training

Participants will demonstrate synthesis of Notebook software by designing interactive Notebook activities.

Job Specific Training for Nurses

Participants will demonstrate application of job specific training by participating in on-line training modules.

K-12 Art Phase II

The participants will demonstrate analysis of the art curriculum by examining and revising the current Curriculum Guides to develop new Course Guides and Assessments.

K-8 Counseling Strategies

Participants will demonstrate application of individual counseling strategies for working with students experiencing challenging situations by discussing, practicing, and incorporating presented strategies. (Speaker #1)

Participants will demonstrate application of individual counseling strategies for working with students who have Autism by discussing, practicing, and incorporating presented strategies. (Speaker #2)

Literacy Intervention: Focus on Comprehension

Participants will demonstrate application of best practices in using leveled text for comprehension instruction by developing plans for small group literacy intervention.

Making Early Communication Work in Real Life for Children with Severe or Multiple Impairments

Participants will demonstrate application of simple assessment and intervention strategies for children with Multiple Impairments by developing intervention activities/plans.

Montessori and Meeting Needs of Students with Disabilities

Teachers will demonstrate comprehension of differentiation by examining needs of student with disabilities and analyzing classroom procedures.

Music Reading

Participants will demonstrate analysis of Orchestra music selections by reviewing music library titles to share 'best fit' selections which meet the critical need areas in the orchestra curriculum.

Naviance Update Training

Participants will demonstrate comprehension of various components of Naviance by utilizing training ideas at their buildings when working with students and student records.

Phase II Physical Education Activities

Participants will demonstrate analysis of the Physical Education curriculum by examining our work from MLK Day and further developing course specific lessons, activities, and assessments.

Results Matter Program Evaluation Part II

Participants will demonstrate synthesis of peer program evaluation data by identifying program strengths and developing action plans for program improvement needs.

Retiring from MPS 101

Participants will demonstrate synthesis of their lives by creating next steps for living a luminous life.

SCIP Update (School Community Intervention Program) for 6-8 Counselors

Participants will demonstrate comprehension of the SCIP Program in order to help students who are dealing with behavior health issues by reviewing the components of the program.

Selective Mutism/Counseling Groups

MPS School Psychologists will demonstrate comprehension of selective mutism research by creating interventions to help increase speaking in public among selective mute students.

MPS School Psychologists will demonstrate comprehension of the processes and facilitation of counseling groups in the schools by reflecting on the presentations and discussing implementation in individual schools.

SLP Focused Training

Participants will demonstrate analysis of target topics by comparing and contrasting current research in order to apply new knowledge to targeted students on caseloads.

Small Group Instruction & Differentiation with Plugged-in to Nonfiction

The participants will demonstrate synthesis of best practices by designing and coordinating differentiated reading lessons.

Small Group Instruction Using Leveled Text

Participants will demonstrate comprehension of best practices in using leveled text by examining the features of leveled texts and strategies for meaningful use of leveled texts.

Technology for the Student with a Visual Impairment

Teachers will demonstrate application of new technology devices for visually impaired students by developing a rubric to analyze the benefits of the devices as they relate to promoting student independence and access to curriculum.

The “Model” Orchestra Student

Participants will demonstrate comprehension of Millard’s Music curriculum by discussing best practices of individual school programs and identifying characteristics of model orchestra students.

The “Model” Vocal Student

Participants will demonstrate comprehension of Millard’s Music curriculum by discussing best practices of individual school programs and identifying characteristics of model vocal students.

The Role of the K-5 Title Math Teacher

Participants will demonstrate comprehension of the role of the K-5 Title math teacher by identifying effective strategies to use in their role as a Title math teacher.

Using Exam View Pro

Participants will demonstrate application of assessment and evaluation by designing a language arts assessment using ExamView Pro.

Using Technology to Enhance Elementary Music Curriculum

Participants will demonstrate synthesis of MPS curriculum by constructing lessons based on the technology ideas shared in this session.

World Language Teachers: Spanish I, II & III District Collaboration

Participants will demonstrate synthesis of building PLC work by sharing common formative assessments, instructional strategies, assessment results and responses to data.

World Language: Increasing Student Use of the Target Language

Participants will demonstrate application of course/theme specific instructional strategies by increasing students’ use of target language.

World Language: Latin Vertical Alignment: Part II (PM)

Participants will demonstrate application of strategies to improve student performance at all levels of Latin by collaborating on instructional practices appropriate for each level.

CLASSIFIED STAFF DEVELOPMENT OFFERINGS

Millard Public Schools offers extensive training and professional growth experiences to classified staff. In addition to the October and February district staff development dates, several offerings occur after school and during the summer. A sample of these offerings for 2009-2010 is listed below:

BIST Training for Paras

Participants will learn the basic components of BIST strategies such as the philosophy and implementation of the Goals for Life, Safe Seat, BIST language, Grace and Accountability. During the class participants will be viewing parts of DVD's featuring Marty Huit, former Millard BIST consultant. We will be discussing example situations and how to best handle them using the BIST language. Effective use of the safe seat and grace and accountability will be covered as well. The session will be as interactive as possible with opportunities for role playing and discussion of specific behavior examples.

Behavior Supports for Students with ASD (Autism Spectrum Disorder)

Participants will learn about how to address the underlying skill deficits that lead to behaviors in the classroom. Learn about visual supports that will help students understand the expectations of the classroom. The participants will demonstrate application of behavior strategies by applying newly learned strategies to a student they work with in the classroom.

Book Nook Series: Whale Done! Power of Positive Relationships

What does training killer whales 'the ocean's premier predators' have to do with managing people? More than you would think! Based on the work of leadership visionary, Ken Blanchard (Gung-ho! and The One-Minute Manager), this dynamic, video-based program reveals that the secret of success in both these challenging endeavors is creating positive, mutually beneficial relationships. This program goes on to teach you how to use the basics of meaningful personal relationships' building trust, accentuating the positive, and redirecting energy when things get off track' to create an environment where workers are happy AND productive.

Book Nook Series: Lunchmeat & Life Lessons. Sharing A Butcher's Wisdom

Book Nook: Life's Greatest Lessons

Participants will demonstrate comprehension of personality traits that make you successful by discussing lessons from everyday life. Participants will join in interactive discussions about life lessons that motivate, build relationships, help better understand the meaning of success, and talk about what's good in life and people.

Common Sense Parenting

Common Sense Parenting is a positive way for you to be in charge of your family. The program teaches you proven parenting methods that were developed at Boys Town. Each skill and technique you learn is adaptable to any home environment. It is an innovative approach that will build and reinforce healthy family relationships. The class will be tailored to meet the needs of the participants. The program teaches effective strategies for children aged 5-16.

Communication: Speaking to be Understood

'Be sincere; be brief; be seated.' - Franklin Delano Roosevelt Because, on any given day, we discuss so many different topics with so many different people at so many different levels of the organization, it's hard to offer a 'recipe' for speaking to be understood that will work 100% of the time. That said, this program can help you become a more effective communicator at work and at home by showing how not to be afraid of silence (hence, keeping you from communicating before you're really ready), reminding you to always pursue the proper goal of communicating, demonstrating the importance of monitoring your tone of voice, and providing tips on leveraging the power of 'positive' language. Participants will demonstrate comprehension of effective communication skills by describing effective communication techniques.

Comprehensive Program Planning for Students with Autism Spectrum Disorder (ASD)

Participants will fill out an Underlying Characteristics Checklist for their student with autism spectrum disorders prior to attending the training. Teams will get assistance analyzing the results and pin point the underlying characteristics for their student. Researched- based interventions will be presented. Teams will work together to determine which interventions will address the characteristics for their student. Afterwards, they will construct a comprehensive plan using an activity planning grid. Teams consisting of at least two people are required for this training. Teams can include a Resource Teacher, SLP, OT, PT, paraprofessional, or general

education teacher. Teams will have an opportunity to meet with a mentor following the training. More information will be provided at the training. The learner will demonstrate Synthesis by analyzing the results of the Underlying Characteristics Checklist, compile a list of interventions and construct a comprehensive program for his/her student with autism.

Intro to Asperger Syndrome

Participants will learn about the characteristics of Asperger Syndrome and the differences between Autism Spectrum Disorders. Learn more about facts, prevalence rates and outcomes for students with Asperger Syndrome. Effective academic supports, social supports and other strategies will be presented. This beginner level training is great for first year teachers, paraprofessionals and general education teachers. The learner will demonstrate knowledge of Asperger Syndrome by describing characteristics including strengths and weaknesses.

Intro to Autism

Participants will learn about the characteristics of Autism and the differences between Autism and Asperger Syndrome. Learn more about facts, prevalence rates and outcomes for students with autism. Effective academic supports, social supports and other strategies will be presented. This beginner level training is great for first year teachers, paraprofessionals and general education teachers. The learner will demonstrate knowledge of autism by describing characteristics including strengths and weaknesses.

Lifetime Fitness

Classroom and activity-based class that will cover the topics of monitoring heart rate, aquatic exercise, muscle strength and endurance, and nutrition. Learn how to be your own personal trainer.

People 101: Building Satisfying Relationships

'Let us be grateful to people who make us happy. They are the charming gardeners who make our souls blossom.' - Marcel Proust Healthy and satisfying personal relationships are important not only to our long-term happiness, but to our mental and physical health. This program will inspire you to invest in creating high-quality relationships by illustrating the following time-tested truths: + Relationships don't just 'happen' + Relationships are based on meeting each other's needs + Relationships don't have room for grudges + Relationships that last take time + Relationships are as unique as snowflakes + Relationships strengthen everyone concerned.

Protecting Your Identity

Participants will demonstrate comprehension of identity theft prevention strategies by identifying ways to defend your identity. The number of identity fraud victims increased 22% to 9.9 million adults in the United States, while the total annual fraud amount increased by 7% to \$48 billion over the past year.* Be prepared to protect yourself from one of the fastest growing crimes in the country. Protecting Your Identity, presented by First National Bank, will help you understand ways you can protect yourself.

Yoga

This class will concentrate on the stretching, breathing, flow, and relaxation techniques of the Lyengar tradition of Yoga, with a focus on correct posture in the poses.

CLASSIFIED STAFF TRAINING DAYS

Classified Staff training days were held in October 2009 and February 2010. Staff chose from 29 unique courses. A total of 372 individuals enrolled in one or two courses on each day, generating 960 registrations and earning 1450 learning hours.

40 Developmental Assets

Recommended for all classified staff who did not take 40 Developmental Asset training last year. The 40 Developmental Assets Framework is based on a simple concept: all people need positive external supports and internal strengths to succeed in life. We need a community to help nurture these assets. Assets not only promote positive behavior, but they also protect people from harmful behavior. Learn how you can be an asset builder in your work, home and community. Participants will demonstrate comprehension of the 40 Developmental Assets Framework by identifying ways in which they could incorporate asset- building in the school.

Active Learning: The Heart of Early Childhood Education

Participants will practice and define what active learning is and why it is critical for young children to experience it on a daily basis. Included in this workshop are ways to facilitate, observe and document the active learning process as its relationship to assessment. Participants will demonstrate application of active learning strategies by practicing ways to facilitate, observe and document the active learning process.

Behavior Management Techniques for Working with Students in Large & Small Groups

Whether you are a veteran educator or a newcomer to our profession, everyone can use exciting new ideas on how to manage student behavior in both large and small groups. In this session, you will not only identify effective ways to prevent behavior problems from occurring, but you will walk away with new ideas that you can implement the very next day! Participants will demonstrate comprehension of classroom management techniques by identifying preventative measures and positive behavior supports for working with students that have behavior difficulties.

Bullying 101

This session will investigate bullying behaviors in the 21st Century. The use of cell phones and the Internet has broadened the scope of bullying behaviors. This workshop will provide strategies for working with students in a variety of situations. Participants will demonstrate comprehension of the bullying components by discussing ways to intervene or prevent bullying situations. Participants will demonstrate comprehension of the bullying components by discussing ways to listen, intervene or prevent bullying situations.

Creating a Personal Wellness Plan

Participants will demonstrate analysis of their personal wellness by examining their personal and professional lives. 'A journey of a thousand miles begins with a single step.' Lao-tzu A simple question . . . do you feel you are operating at full potential at work, home and play? Or do you drive home from work in a coma like state having exhausted all of your energy just surviving the day. It is easier than you think to take a small step towards big changes in your life. If you are interested, now is the time to make wise investments in your own personal wellness plan. You could be saving your life. This session includes: Defining your own personal wellness plan; Why now, why you, why not; What does it take to 'stick to' and enjoy the change

Destiny Training for Media Paras

Learn how to extract data from the Destiny software system in this custom reports class. Users will log into their school accounts and create a new report in Library Manager. A question and answer session on Asset Manager will be included in this class. Participants will demonstrate application of Destiny Library Manager system functions by using the Reports Manager feature to create a custom report.

Destiny Training: Managing Assets

Participants will demonstrate application of Destiny Library Manager system functions by using the Asset Manager feature. Learn how to extract data from the Destiny software system in this asset manager class. Users will log into their school accounts and create a new report in Asset Manager. A question and answer session on Asset Manager will be included in this class.

Digital Grab Bag: Atomic Learning, Intranet Scavenger Hunt, Wordle

This session will be a potpourri of technology! Included will be a scavenger hunt to familiarize participants with the Intranet and the new Internet, School Fusion, design. The web-based software training system, Atomic Learning, will be explained and time will be given to explore this resource. Participants will also experiment with Wordle, a free text editing application. Participants will demonstrate comprehension of technology resources and their uses by identifying their usefulness.

Form Elements of Microsoft Word 2007

Participants will demonstrate application of the form elements of word by creating fill-able forms. Participants will practice creating forms utilizing the form elements of Microsoft Word. Topics include: Software setup, Textboxes, Checkboxes, Dropdown lists, Protecting a document, and Drawbacks and issues.

GroupWise Tips and Tricks

GroupWise users will learn quick tips to becoming a more efficient GroupWise user. Skills/Topics to be covered: Using Rules, GroupWise options, Proxy Access, Busy Search, much more. Participants will demonstrate application of new GroupWise skills by practicing the use of newly acquired features.

HELP! I'm a PC User Working in a Mac Building!

Are you frustrated trying to find your way on a Mac? This workshop is designed to help PC users become more comfortable using a Mac computer. Basic user tips for using a Mac will help relieve some of your frustrations. This double session will include Digital Grab Bag topics such as Atomic Learning, and an Intranet Scavenger Hunt. This double block session will fill the entire morning and be held at Montclair Elementary School. Participants will demonstrate comprehension of Macintosh operating system features and network organization by interacting with features and programs. Participants will demonstrate comprehension of Macintosh operating system features and network organization by interacting with features and programs.

How Full is Your Bucket?

This session will provide participants with ideas on how to increase positive relationships, productivity, good health, and longevity. The participant will be able to apply the ideas presented in this workshop as they respond to whatever life 'deals' them.

Mail Merge Office 2007

Participants will demonstrate application of mail merge functions by merging a data file into Microsoft Word 2007. Participants in this workshop will learn the basics of creating a mail merge in Word 2007. This hand-on workshop will walk participants through the steps to successfully merge data from a .csv file into Word 2007 for personalized letters and mailing labels.

Millard Magic-Good Nutrition is No Illusion: Lunch Para Training

Elementary lunch paraprofessionals should plan to attend this required training to further their knowledge about their specific job duties. Instructors will review: USDA Training-Meal definition, Cash Handling-deposits and refunds, Best Practices-daily meal recording, Job Description-review expectations.

MPS Enrollment Requirements: Infinite Campus-IC State Reporting-Elementary

Participants will learn the rationale for the importance of adhering to MPS enrollment procedures. The instructor will demonstrate step-by-step enrollment procedures. Q&A will be held at various times throughout the session. Participants will demonstrate comprehension of the correct procedure for data entry of enrollment information by observing instructors modeling the correct steps.

MS Excel 2007 for Advanced Users

In this session, additional Excel topics will be introduced to those with a novice understanding of Microsoft Excel basics. Exploration of Excel's built-in functions and importing data into Excel are the featured topics. Participants will demonstrate application of new MS Excel 2007 skills by practicing the use of newly acquired features.

MS Excel for Beginners

This course is a basic introduction to Microsoft Excel 2007. Participants will learn how to navigate in Excel worksheets, enter and edit data, create basic formulas, as well as other Excel beginning level features. Participants will demonstrate application of new MS Excel 2007 skills by practicing the use of newly acquired features.

MS Publisher 2007

Publisher is a powerful desktop publishing program which is also easy to use. Start by using templates and wizards to create documents quickly, then learn to create and customize your own documents from scratch. Learn to format text and import graphics. With Publisher you can design everything from stationary to multiple documents, including newsletters, calendars, letterhead, certificates, programs and many other types of publications. Participants will demonstrate application of the skills learned through this session by carrying out their everyday tasks more efficiently.

MS Word 2007

In this session, experienced MS Word users will learn some quick tips to becoming more efficient with word processing. Skills/Topics to be covered: Word keyboard shortcuts, easy selection techniques, Mail Merge and much more. Participants will demonstrate application of new MS Word 2007 skills by practicing the use of newly acquired features.

Reading Development - The 5 Pillars

This session will provide participants with an opportunity to explore research in best practices for reading instruction for primary/emergent readers. The focus will be on strategies for developing concepts of print, phonemic awareness, phonics, listening comprehension and oral language skills. Participants will demonstrate comprehension of the Five Pillars of Reading- phonemic awareness, phonics, fluency, vocabulary and comprehension - by identifying instructional strategies and activities that can be implemented with struggling readers.

SCERTS

Participants will learn strategies to foster social communication and strategies that will help their students regulate their behavior within the classroom setting. Interactive discussions and videos will help participants apply learned strategies in the classroom setting. Participants will demonstrate comprehension of SCERTS by identifying core deficits with children through classroom observation.

Seizure Recognition and First Aid in Schools

Presented by the Epilepsy Foundation: Participants will demonstrate comprehension of common seizure symptoms and first aid procedures by identifying symptoms of the most common seizures seen in school children. Participants will discuss the frequency and symptoms of the three most common types of seizures seen in school age children. Participants will view video footage and discuss the symptoms. Correct seizure first aid for the most common types will also be discussed.

Smart Searching Strategies

Participants will demonstrate comprehension of smart searching strategies by identifying valid resources that can be shared with students in the classroom. Finding what you are looking for on the internet can sometimes feel like you are trying to find a 'needle in thousands of digital haystacks.' An important aspect of digital literacy is the development of skills to efficiently sift through haystacks of digital information to find valid, reliable, and factual information. This workshop will share smart searching strategies that participants can use and share with students.

Social Skills Strategies for Working with Students with Autism and Asperger's Syndrome (ASD)

Learn how social skills impact students with autism and Asperger's Syndrome in the classroom setting. Why is it critical to teach social skills? How do social skills impact my student's post school outcomes? Learn strategies that will help your student gain valuable social skills for interacting with their peers and adults. Participants will demonstrate comprehension of the importance of social skills by identifying social skill deficits in the classroom.

Spanish 101

This workshop is designed to give educators the opportunity to learn basic Spanish vocabulary, phrases and commands for use with both parents and students. This workshop provides conversation strategies for advising parents about the progress of their children within the school. Each participant will practice both in small groups and also with a native speaker in order to better acquire new language skills. In addition, participants will learn about the Hispanic influence here in the Omaha area and will learn how to help classroom teachers better recognize and manage writing and speaking problems encountered by Hispanic students. Participants will receive a CD to be used in practicing the newly acquired Spanish phrases. Participants will demonstrate application of basic Spanish vocabulary, phrases and commands by practicing basic vocabulary and advanced phrases in a structured setting.

Structured Teach for Paras in ACP, ECSE, and Multicat Rooms

Target Audience: Paras pre-K to high school who work with students who use work systems or independent work areas. Participants will demonstrate application of structured teach philosophy by practicing the strategies with their colleagues. Participants will learn about the philosophy of structured teach and how to support students in the classroom. Participants will learn how to teach students who are learning new work systems/ work boxes. Learn how a student's work system should be structured and how to prompt a student so they become independent in these areas. Learn the do's and don't of supporting students with autism and other disabilities.

Survival Secrets

Are you inspired by true stories of individuals who defied the odds stacked against them and came out on top? What qualities must an individual have to meet goals and challenges head on that would make others turn and run? This session will help you understand what's important in your own life, and inspire you to tackle your personal and professional goals with confidence and dedication. Participants will demonstrate analysis of their personal and professional lives by examining their personal and professional goals.

The High Cost of Low Attitudes

Participants will demonstrate the differences between workplace harassment and workplace bullying by discussing examples and considering some common-sense research. This session will investigate how bullying affects people and organizations, how bullying is different from harassment, and what both employees and employers can do about workplace bullying.

TECHNOLOGY & OTHER OFFERINGS

The Office of Staff Development has always supported technology staff development and the implementation of technology into instruction. In collaboration with others in Educational Services and Technology, and other administration divisions in Millard, the Office of Staff Development works with staff to design and deliver numerous technology workshops. The Technology Staff Developer delivered and/or coordinated a variety of just-in-time technology workshops and offered several standard technology classes through MPS on-line registration system, *Better & Better*.

Just-In-Time training sessions were coordinated upon request by buildings or district personnel. Curriculum was written when necessary, instructors secured and schedules planned.

Sample technology and other classes offered in 2009-2010 with descriptions are listed below:

Analyzing Assessment Data Using Pivot Tables-Intermediate

Participants will demonstrate intermediate application of Excel pivot tables by participating in hands-on activities using Excel and the District Assessment Portfolio. This workshop is designed for building administrators who are comfortable to sort and analyze information in Excel.

Analyzing Assessment Data Using Pivot Tables-Introductory

Participants will demonstrate introductory application of Excel pivot tables by participating in hands-on activities using Excel and the District Assessment Portfolio. This workshop is designed for building administrators who have fundamental knowledge of Excel.

Better and Better Audit Training

Participants will demonstrate application of the audit features in Better and Better by producing a building audit. This class will provide step by step practice of running building audits in the staff development registration system, Better and Better. Participants will run audits for different purposes and practice manipulating the information using Microsoft Excel.

BlackBerry Messenger- Lunch and Learn

Are you interested in learning about the BlackBerry Messenger functions on your phone? Session topics include: What features are in BlackBerry Messenger? How do I add contacts and set up groups in BlackBerry Messenger? Can BlackBerry Messenger replace texting for me? The session will begin with a needs assessment to determine additional topics.

Data Retreat

Schools rewriting their site plan will be invited to attend a data retreat. The objective of the retreat is for participants to demonstrate analysis of their student needs by examining various forms of school data through the data analysis process.

Digital Grab Bag: Atomic Learning, Intranet Scavenger Hunt, Wordle

This session will be a potpourri of technology! Included will be a scavenger hunt to familiarize participants with the Intranet and the new Internet as well as School Fusion design. The web-based software training system, Atomic Learning, will be explained and time will be given to explore this resource. Participants will also experiment with Wordle, a free text editing application.

FINDING MORE TIME! Using your GroupWise Calendar - Lunch and Learn

This session will explain how to use the GroupWise calendar for posting appointments, recurring appointments, doing a busy search, using notify, group scheduling, and proxy access to other calendars. If time permits, participants will also be introduced to using task list and reminder notes with the Group Wise calendar.

Get Acquainted with Element K!

Informational meeting on how to get started with the online learning system Element K. Objective: Participants will learn how to acquire an Element K account. Classified staff will learn what is expected of them in order to gain salary advancement through Element K.

GroupWise Basics/MPS Intranet

Skills to successfully navigate the district email client, GroupWise and the Intranet will be introduced. Participants will demonstrate application of new GroupWise skills by practicing the use of newly acquired features.

MS Excel 2007: Introduction

This course is a basic introduction to Microsoft Excel 2007. Participants will learn how to navigate in Excel worksheets, enter and edit data, create basic formulas, as well as other Excel

beginning level features. Participants will demonstrate application of MS Excel 2007 skills by practicing the use of newly acquired features.

MS Pivot Tables

Participants will demonstrate synthesis by creating their own pivot tables.

MS Power Excel Formulas – Webinar

The learner will demonstrate comprehension of Excel formulas by understanding what can be produced by using Excel formula functions.

MS Publisher 2007: Introduction

Publisher is a powerful desktop publishing program which is also easy to use. Start by using templates and wizards to create documents quickly, then learn to create and customize your own documents from scratch. Learn to format text and import graphics. With Publisher you can design everything from stationary to multiple documents, including newsletters, calendars, letterhead, certificates, programs and many other types of publications. Participants will demonstrate application of the skills learned through this session by carrying out their everyday tasks more efficiently.

School Fusion Training

Participants will be introduced to the functions and features of School Fusion web pages. How to use the features of School Fusion to promote student engagement will be demonstrated as each participant populates their School Fusion page. Participants will demonstrate application of School Fusion by developing a personal School Fusion web page.

The Magic of Movie Maker

This is an introductory course for Movie Maker, the Windows application for movie production. There will be two meetings for this class. The participant will demonstrate application of the Movie Maker software by producing a video and understanding how to align student movie production with course curriculum.

iMovieHD

The class will demonstrate how to move raw footage from a camera into iMovie and then on to a DVD. The learner will demonstrate synthesis of video editing by creating a DVD from raw video footage provided by the participant.

Gallup Q12 Impact Training

During the Q12 Impact 1 training session, principals and managers will become familiar with the principles of Engagement and its impact on performance in schools. Participants will learn to read and understand the Q12 scorecard and facilitate an Impact Planning Session for their workgroup. Participants will be introduced to Gallup Online, Gallups Web-based online reporting and tracking tool where they may input and update workgroup level Impact Plans. Participants will demonstrate analysis of the Q12 by examining their staff survey results to improve engagement in the workplace.

Gallup Impact Training #2

Principals will discuss the constructs of hope, engagement, and well-being and evidence of their relationship to student achievement. Participants will learn to explain the student and parent scorecards and interpret the results to stakeholders. Principals will assess alternative ways for

introducing student and parent results to the school community and use all three survey results in school improvement plans. Participants will demonstrate an analysis of the Gallup Student Poll and the Parent School Engagement Survey by examining results to improve student engagement in school and compare results from the employee, student and parent surveys.

Cooperating Teachers Orientation

Participants will demonstrate comprehension of the district's expectations of cooperating teachers by identifying skills and traits of effective student teacher/cooperating teacher relationships. This orientation is open to all aspiring and current cooperating teachers. Activities will include (1) review of 'Millard Public Schools Student Teacher Handbook' and the district's expectations of the role of cooperating teachers; (2) review of 'Millard Public Schools teacher Evaluation Handbook'; (3) post-conferencing activities.

DATA OVERVIEW

Topics Offered: 211

Total Staff Registrations recorded in ***Better and Better***: 16786

Total Learning Hours recorded in ***Better and Better***: 55410

Total number of exit surveys completed: 5096

Average Weighted Score: 3.38 on 5.0 Scale

Event	Number of Courses	Number of Staff	Number of Offerings	Total Registrations	Total Learning Hours	Number surveyed	Weighted Average
Classified Staff - Oct 09	21	312	33	532	822	371	3.38
Classified Staff - Feb 10	13	215	19	428	628	268	3.33
194th Contract Day	37	1751	101	3532	14128	1656	3.36
MLK Day	37	1751	133	2860	6465	561	3.53
Presidents' Day	36	1759	107	2393	7090	885	3.27

Total Event Learning Hours: 29133

Appendix A

2010 Secondary IWB Staff Development (Includes Make Up)
 Registration Required in *Better & Better* ASAP

You will participate in three distinct training sessions designed to provide you with the tools and time necessary to implement engaging lessons utilizing your interactive whiteboard. The sessions offered are: 101 Training, 102 Training, and 201/202 Training.

There are many options for you to attend these sessions. Please consult with your building administrator prior to registering in *Better and Better*. Note: Sessions are offered on designated staff development days, pullout days, and paid per diem "off contract" days.

	101 Training	102 Training: Select One				201/202 Training: Select One					
	Jan 18	Feb 22	March 8	March 10	April 5	May 3	May 10	June 9	June 10	June 11	
6-7 Reading	MLK Day District Staff Development	pullout ½ day PM	pullout ½ day AM or PM	pullout ½ day AM or PM	per diem	pullout day	pullout day	per diem	per diem	per diem	
6-8 English	101 Training	102 Training: Select One				201/202 Training: Select One					
6-8 Science	Feb. 15	Feb 22	Mar 8	Mar 10	Apr 5	April 5	May 3	May 10	June 9	June 10	June 11
6-8 Social Studies	Presidents' Day District Staff Development	pullout ½ day PM pullout ½ day	AM or PM pullout ½ day	AM or PM	per diem	per diem	pullout day	pullout day	per diem	per diem	per diem
6-8 Resource											
6-8 ACP											
6-12 Information Specialists											
6-12 Math & Resource											
9-12 Language Arts & Resource											
9-12 Business											
YAP											

2010 Secondary IWB Staff Development (Includes Make Up)

Registration Required in *Better & Better* ASAP

9-12 Science 9-12 Social Studies 9-12 Social Studies & Science Resource 9-12 ACP 6-12 ELL	101 Training	102 Training	See makeup options for IWB Training 101/102 below.	201/202 Training: Select One					
	Jan 18	Feb 15		April 5	May 3	May 10	June 9	June 10	June 11
	MLK Day District Staff Development	Presidents' Day District Staff Development		per diem	pullout day	pullout day	per diem	per diem	per diem
District Level Leaders	101/102 Training			201/202 Training: Select One					
	June 9			June 10			June 11		
Administrators	101/102 Training			201/202 Training					
	June 10			June 11					

<p>Make-Up Sessions are offered at the following times. Please be aware that training should occur sequentially: 101, 102, followed by 201/202. <i>Note: Staff unable to attend on June 9th, 10th or 11th for 201/202 training should register for either the May 3rd or 10th pullout day or April 5th during spring break.</i></p>						
101 IWB Training	February 22				April 5	June 9
	AM only pullout ½ day				AM only per diem	AM or PM per diem
102 IWB Training	February 22	March 8	March 10	April 5	June 9	
	AM or PM pullout ½ day	AM or PM pullout ½ day	AM or PM pullout ½ day	AM or PM per diem	AM or PM per diem	

AGENDA SUMMARY SHEET

AGENDA ITEM: Multicultural Education Report

MEETING DATE: July 12, 2010

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: 2009-2010 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:

2009-2010 Report on Multicultural Education

Presented to the Board of Education

July 12, 2010



Millard Public Schools
Multicultural Education Report
2009-2010

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.

Board of Education Policy 6610 and Rule 6610.1, Curriculum, Instruction, and Assessment: Multicultural Education, address these requirements including 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.

In addition, 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 matrix for Scott Foresman Science and the Guidelines for the Scott Foresman Reading Street program.



Category: Curriculum, Instruction, and Assessment

Policy: Multicultural Education

6610

The instructional program of the Millard Public Schools shall incorporate 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.

Related Rule: [6610.1](#)

Legal Reference: Neb. Rev. Stat. § 79-7 19 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10 Section 004.01G

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008

Millard Public Schools
Omaha, NE



Category: Curriculum, Instruction, and Assessment

Policy: Multicultural Education

Rule: Multicultural Education

6610.1

The Multicultural Education Program shall comply with the requirements of Nebraska law and the accreditation rules of the Nebraska Department of Education.

I Statement of Philosophy

A. Multicultural Education is essential in meeting the mission of the Millard Public Schools. Students will be provided with opportunities:

1. to gain knowledge and appreciation of their own unique racial and ethnic heritage
2. to gain knowledge, understanding and respect for the racial and ethnic diversity of our country, our world and its peoples.

II. Program Parameter

A. The Multicultural Education Program shall be incorporated into the Millard Education Program, all curriculum frameworks and course guides, and include a process for selecting appropriate instructional materials, providing staff development, and periodic assessment of the program.

An annual report shall be provided to the Board of Education.

Related Policies and Rule: [6100](#), [6120](#), [6610](#), [6120.1](#)

Legal Reference: Neb. Rev. Stat. § 79-703, 79-719 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10, Section 004.01G

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008

Millard Public Schools
Omaha, NE

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

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



Multicultural Guidelines
for
Program Development

Scott Foresman Reading Street 2007





*“The literature
must work
very hard. It must
represent a
variety of genres. It must
deepen and broaden the
theme and represent dozens of
cultures, including the culture of
being a child.”*

Candy Dawson Boyd, Ph.D.
Professor, School of Education
Saint Mary’s College of California

PEARSON SCOTT FORESMAN

UNDERSTANDING THE GOALS OF MULTICULTURAL EDUCATION

Pearson Scott Foresman has systematically developed its educational products implementing criteria and standards that reflect multiethnic, multiracial and multicultural perspectives. Over the years, we have worked with numerous experts and consultants from universities and other educational institutions to ensure that we have a broad perspective from the most respected experts in their fields.

While creating the very best educational content, our standards are aimed at:

- Ensuring that we integrate multicultural experiences into program content so students see themselves as part of what is valued in the school's curriculum;
- Fostering self esteem for greater academic achievement;
- Empowering students to act effectively in a democratic society and reach their full potential; and
- Reducing prejudice by showing multicultural friendships and people from different backgrounds, working, playing and living together.

It is important that we consider the needs of all students.

Our educational materials have a fair and balanced representation of members of various cultural groups, including racial, ethnic and religious groups, males and females, older people, and people with disabilities.

Our educational materials accurately portray diverse groups within our society as well as diversity within groups. And our educational materials use language that is appropriate to and respectful of our cultural diversity.

Our Teacher's Editions provide background information to explain multicultural connections, cultural sensitivities, different viewpoints, and other helpful notations that will help teachers appropriately incorporate multicultural education in the classroom.

We involve members of diverse ethnic and cultural groups in the concept development of our products as well as in the writing, editing, illustrating and designing.

PEARSON SCOTT FORESMAN

[Excerpts from Multicultural Guidelines]

UNDERSTANDING THE GOALS OF MULTICULTURAL EDUCATION

It is important that we consider the needs of all students when developing the pedagogy for our educational materials. Editors and designers who are aware of the following goals of multicultural education will be better able to create, design, and judge curriculum materials in all phases of development.

- **Integrating multicultural content** - Integrating multicultural experience into curriculum content helps students see themselves as part of what is valued in the school's curriculum, leading to increased self-esteem and greater understanding of all people. James A. Banks has described a process of integrating multicultural content into the curriculum that many people find useful.

At the lowest level, multicultural education takes a **contributions approach** by celebrating the heroes, holidays, foods, and so on, of diverse cultural groups. This approach easily turns into stereotyping and continues to isolate special groups outside of the main curriculum. At a higher level is what Banks calls the **additive approach**, in which in-depth units of study of particular ethnic groups are added to the curriculum. While this approach certainly leads to greater understanding of a particular ethnic group, it still sends the message that ethnic groups are not integral parts of the mainstream culture. Banks advocates a **transformation approach**, in which multicultural education moves from the periphery to the center, transforming the entire curriculum. In this approach, events or conflicts are viewed and interpreted from different perspectives. Finally, Banks argues that the transformation approach should lead to **social action**. The aim of the curriculum should be for students to acquire the knowledge necessary to make decisions and to begin to act in our democratic society as citizens. Therefore, Banks argues, the curriculum should promote decision-making skills and social participation skills.

- **Fostering self-esteem** – A healthy level of self-esteem is vital to the general well-being of children, and some studies show a correlation between high self-esteem and greater academic achievement. Effective methods to enhance self-esteem involve finding ways to change the school environment to provide opportunities for student participation and success. Positive expectations, heterogeneous grouping, cooperative learning, collaborative teacher-student planning, community service projects, and multicultural content all can help foster self-esteem.
- **Empowering students** – For many, the ultimate goal of multicultural education is to empower students both to act effectively in a democratic society for responsible citizenship and to reach their full potential. Students need reasoning and decision-making skills modeled for them, and they need to learn to reflect on their own thinking and problem-solving strategies. They also need to acquire the skills for working collaboratively to achieve results.
- **Reducing prejudice** – Studies have shown that children are aware of racism and prejudice from a very early age. Even first-grade children can benefit from activities and texts that foster positive attitudes toward people. These activities should be ongoing and integrated into the daily classroom routine. Children should be active participants in celebrating the diversity of their classroom, community, and country. The curriculum should include images of multicultural friendships and people from different backgrounds working, playing, and living together.

MEETING THE NEEDS OF A CULTURALLY DIVERSE STUDENT POPULATION

We reiterate that it is critical that we consider the needs of all students when developing our educational materials. Many current teaching techniques are helpful for our diverse student population. These techniques can be incorporated in all our products as appropriate.

- **Collaborative and cooperative learning** – Collaborative learning provides opportunities for students to work and learn together. Cooperative learning is a type of collaborative activity that calls for each member of a team to take on a specific role or responsibility toward a shared academic goal. The members of the group are interdependent, and students are encouraged to take responsibility for each other. Other collaborative activities involve students working in pairs or small groups. Working collaboratively not only leads to higher self-esteem and lower levels of prejudice but also fosters increased interactions and friendships between students of different backgrounds and gender. Students also learn social skills, such as listening, encouraging others, giving constructive feedback, and checking for understanding that they can apply to other areas of their lives. Collaborative learning is especially helpful to English language learners. They develop language skills more rapidly because they feel more comfortable speaking in small-group settings. Also, small-group activities can provide opportunities for students to explore different perspectives on the same topic and use critical thinking skills in evaluating different perspectives and forming opinions.
- **Constructivism** – The constructivist teaching/learning model recognizes that students construct meaning by building on prior knowledge. Activities that invite students to tell what they already know and share their diverse personal experiences harness the constructing new understanding of concepts and skills. Students learn from each other's experiences and multicultural backgrounds. In addition, an exploration activity at the beginning of a lesson or chapter provides a common learning experience for students as well as utilizing and focusing prior knowledge. The teacher also gains insight and perspectives on the diverse experiences and needs of students as they explain their understandings.
- **Active learning** – An integral part of the constructivist learning model is to actively involve students in learning. Students construct knowledge from active explorations. Activity-based instruction helps students apply what they are learning so that they better understand and remember the concepts taught and the skills learned. Activities tap into children's different learning modalities. Activities based on real-world application also provide opportunities for multicultural connections.
- **Techniques for varying learning style** – A variety of activities that relate to different learning styles provides opportunities for each student to learn important concepts and skills. Students learn through a variety of modalities: verbal, visual, auditory, tactile, and kinesthetic. According to Howard Gardner's theory of multiple intelligences, students can be smart in seven ways: logical-mathematical intelligence, linguistic intelligence, musical intelligence, spatial intelligence, bodily kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. Gardner points out that all people use each intelligence to some degree, but some people are more highly endowed in the abilities and skills of one type of intelligence.
- **Graphic organizers and concepts maps** – Students learn concepts better if they understand relationships and connect ideas among key concepts. Graphic organizers help to make these relationships clear. When students themselves create the maps—manipulate the ideas and relationships themselves—they acquire powerful cognitive and communicative skills.

- **Multicultural Connection** – Cultural connections can be made to content and literature in a variety of ways in our instructional materials. Multiculturalism should be infused in our products as naturally as possible and should go beyond the superficial and obvious differences in foods, fashions, and festivals. Photographs and artwork need to reflect the body language and social interactions of people. Literature should be chosen for its revelation of beliefs and viewpoints that are culturally shared. Culture is a preferred and basic aspect of human life, and respect for its variations is a worthy goal. Our texts should show understanding of this—not parade the exotic or irrelevant details of difference. Inclusion of information about culture should be germane to the lesson, not added on as bits of curious trivia.
- **Decision making and critical thinking** – Activities, discussion questions, and assessment that involve decision-making and critical thinking can be incorporated in all instructional materials. Some activities can involve collaborative projects in which students engage in social action to improve their school and community.
- **Variety of assessment opportunities** – Just as students learn in different ways, they demonstrate their understanding in different ways. Both traditional and alternative methods of assessment can be used. Alternative methods such as performance-based assessment and portfolios allow teachers and students opportunities to monitor progress throughout the year.

GENERAL GUIDELINES

REPRESENTATION

Our educational materials have a fair and balanced representation of members of various cultural groups, including racial, ethnic, and religious groups; males and females; older people; and people with disabilities.

1. We include contributions and achievements of people from diverse cultural groups in government, education, literature, the arts, industry, science, religion, sports, entertainment, and other fields.
2. We include folk tales, stories, and other literature, both historical and contemporary, from a variety of cultural groups. We include materials that show the roles of diverse cultural groups in shaping U.S. history.
3. We include works by both male and female authors when presenting examples of the literature of any culture.
4. We maintain an equitable balance of males and females in illustrations (artwork and photographs). We maintain a racial and ethnic balance in illustrations that reflects the diversity of our school population according to the latest U.S. government statistics. To reflect a variety of communities, some illustrations may include people from one ethnic/racial group, and some may include people from different groups. Gender and racial/ethnic balance is evident in each book or other product, whether or not it is part of a series. Each series as a whole, including covers and packaging, reflects this balance.
5. Our illustrations include people of all physical types and all ages—thin, heavy, average, tall, short, young, middle-aged, and older. Illustrations also realistically portray people with various disabilities.
6. We acknowledge the diversity within any cultural group when representing the population, the culture, and the historical contributions of the group.

7. Our educational materials include biracial and multiracial individuals and families. We recognize and respect that many biracial and multiracial members of our society identify with both parents' cultural backgrounds, while other biracial and multiracial members of our society identify primarily with one parent's cultural background. Our teacher's materials encourage sensitivity to the emotional needs of students.
8. We include a variety of family units and family sizes. We include families headed by two parents, one parent, grandparents, aunts/uncles, older siblings, and other adults. We show families ranging from one child to many children, families with adopted and foster children, and blended and extended families. We are sensitive to family issues in various cultural groups.
9. We include different and sometimes opposing perspectives and opinions on historical events as well as on contemporary political and cultural issues. We include individual members of cultural groups speaking about their own experiences, history, and culture.
10. We integrate information about cultural groups throughout our materials, not only in special features such as sidebars or enrichment activities. We do not trivialize in order to include a particular group, nor do we overemphasize the importance of a contribution because it came from a particular group.
11. Our selection of authors, artists, consultants, and critic readers/reviewers reflects our multicultural society. We recognize the importance of involving members of various cultural groups and experts on multicultural issues as early in a project as possible, to help plan and to review materials before they are published. We actively seek to use stories, text, and art created by persons from diverse cultural groups.

PORTRAYAL

Our educational materials accurately portray diverse groups within our society as well as diversity within groups. Diversity among groups is intergroup diversity. Diversity within groups is intragroup diversity. We are sensitive to both.

1. Our illustrations portray members of all groups with appropriate skin tones, hair colors and textures, eye colors, and facial features, to acknowledge and reflect the diversity of physical characteristics both among and within groups.
2. We avoid caricatures in artwork. When preparing art, we study photos of Americans from diverse cultural groups for guidance as to how to portray individuals. We carefully monitor color processes that may inadvertently misrepresent skin tones.
3. We portray all cultural groups in a variety of geographic and socioeconomic settings. We portray a diversity of activities, roles, and ways of life to avoid generalizations about any particular group. When portraying individuals or communities following traditional lifestyles, we make sure the portrayals are accurate and not stereotypical.
4. We present men and women of diverse cultural groups in a variety of roles—domestic, professional, and so on.
5. We portray people with diverse disabilities in a broad range of situations and activities.
6. We include older people in positive and active roles interacting with people of all ages.

7. We include sports, celebrations, and other activities that are popular in our diverse society.
8. We present religious practices that reflect our multicultural heritage, while being aware that religious affiliations and practices may vary within any one cultural group.
9. We present diverse members of our multicultural society as positive examples so that all students can have a sense of pride and self-worth. We are careful not to portray members of groups who have been enslaved or discriminated against only or chiefly as victims. Instead, we present members of various cultural groups—in times past as well as today—as achievers, as agents of change, and also as “ordinary” citizens.
10. We do not limit to one field—such as entertainment, sports, or crafts—acknowledgement of any cultural group’s historical or contemporary contributions. We show how, both individually and collectively, members of our multicultural society have influenced industry, trade, agriculture, military activities, land settlement, and other aspects of U.S. history.
11. In addition to differences, we recognize the many common interests and other similarities that people have. When appropriate, we point out such commonalities—similar folk tales and parallel customs, for example. We acknowledge and include the various ways cultures have influenced one another.

LANGUAGE

Our educational materials use language that is appropriate to and respectful of our cultural diversity.

1. We identify an individual’s or a group’s race or ethnicity only when there is a reason to do so, and we do not single out any group for racial or ethnic identification. Legitimate reasons to identify race or ethnicity may include helping students understand the motivations of a fictional character or a historical figure, helping students appreciate the achievements of a specific individual or the contributions of a particular group or helping students comprehend historical situations and events. Often, use of an illustration or a person’s name makes racial or ethnic identification unnecessary.
2. When we do identify specific groups, our editorial style is not to hyphenate *African American*, *Asian American*, *Hispanic American*, *European American*, and so on, even when using these terms as adjectives.
3. When we do identify specific groups, we use the most specific group name possible in a given situation.
4. We use parallel terms in referring to different groups and localities.
5. We avoid sexist language, as well as language that demeans or is condescending to people with disabilities, older people, or members of any religious group. We also avoid demeaning or condescending language when describing the cultures of the United States or other countries.
6. We show respect for regional and cultural speech variations that exist within the United States and within other countries. We use the term *dialect* sparingly and sensitively.
7. We avoid referring to clothing worn by any group as “costumes”.

8. We use names from diverse cultural groups in text that is created for our materials, such as math problems. In such cases, we use names common to the particular cultural group. Thus, the names may come from English or from another language, or they may be a combination of English and another language. In materials for younger readers, we are careful to use names that follow phonetic patterns. Whenever appropriate, our teacher's materials provide phonetic pronunciations of names.
9. When citing authors or other individuals, we follow their preferences for spelling, capitalization, order, and spacing of their names.
10. We recognize that some literary sources and historical documents that are worthy of study contain outdated, stereotypical, or otherwise objectionable or controversial language or content. When we include quotations from such sources, we point out the problematic language or content, place it in literary or historical context, and offer the teacher ideas for discussing the issues raised.
11. We are careful to avoid language that suggests an "us vs. them" bias. For example, we speak of various cultures or diverse cultures rather than other cultures. We use inclusive terms like *we*, *us*, and *our* when referring to American society. We do not label any of the groups that make up our society as *they* or *them*.

OUR TEACHER'S EDITIONS

Our Teacher's Editions provide background information to explain multicultural connections, cultural sensitivities, different viewpoints, and other helpful notations that will help teachers appropriately incorporate multicultural education in the classroom. Typically, notes in the Teacher's Edition include the following:

- Notes on sensitivities involved with activities on cultural/ethnic identification for biracial and multiracial students
- Phonetic pronunciations of names that might be difficult to pronounce
- Explanation of quotations with outdated, stereotypical, or otherwise objectionable or controversial language or content, including the literary or historical context, and ideas for discussing the issues raised
- Information about language variations as well as guidance in helping students use standard or formal American English without degrading the home language.
- Background information on all religious groups as necessary without assuming knowledge on the part of students or teachers
- Explanation of specific terminology with pronunciations as necessary

MULTICULTURAL RESOURCES

It is important to involve members of diverse ethnic and cultural groups in the concept development of our products as well as in the writing, editing, illustrating, and designing. We involve authors and consultants early in the planning of our products, and engage consultants from various ethnic and cultural groups to review our manuscripts and guide us in producing accurate and culturally sensitive products.

Gender Ethnic Summary
Grades 1-6

Grade 1

White	31%
African American	23%
Hispanic	20%
Asian	4%
Other	1%
Fantasy Character	21%

Grade 2

White	49%
African American	7%
Hispanic	8%
Asian	8%
Other	8%
Fantasy Character	20%

Grade 3

White	24%
African American	20%
Hispanic	16%
Asian	15%
Other	12%
Fantasy Character	13%

Grade 4

White	54%
African American	16%
Hispanic	14%
Asian	4%
Other	5%

Fantasy Character	7%
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Grade 5

White	52%
African American	15%
Hispanic	10%
Asian	11%
Other	9%
Fantasy Character	3%

Grade 6

White	52%
African American	18%
Hispanic	12%
Asian	9%
Other	4%
Fantasy Character	5%

3/27/06

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Reading is at the heart of everything we do.

2008-2012 Culturally Responsive Teaching Training in Millard Public Schools

In 2007, Millard Public Schools (MPS) formed a professional relationship with 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. Recently retired, Dr. Laura Schulte was 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

Summer 2008	2008-2009	2009-2010	2010-2011
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

2009-2010	2010-2011	2011-2012	MISC.
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. Drs. Edick and Edwards 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. 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 is two-fold. First there is an on-line learning experience via ANGEL that can be facilitated at the building level in a variety of methods. This culturally responsive teaching on-line experience allows educators choice and accountability. Drs. Edick & Edwards created the content, activities and reflective prompts that focus on the impact of culturally responsive teaching on student achievement. Content and activities include but are not limited to journal articles, 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 and 21st Century Skills is embedded into the framework. Buildings may choose to utilize the ANGEL modules in a variety of methods that best fits their individual building staff development plan. Completion of one ANGEL module is expected by spring break of each year that buildings are participating in Phase 2.

Secondly, building goals determined in spring focus sessions from Phase 1 will direct the plans for each building to become an environment that is culturally responsive. Plans will be due to the principal supervisor by winter break of each year the building is participating in Phase 2.

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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.)

- Book study-the staff was divided into two groups. The classroom teachers and reading interventionists read What Really Matters with Response to Intervention. The specialists read Unequal Childhoods. Both books covered diversity, especially the latter. Each grade level or group of specialists did a presentation on two chapters. We met once a month on the book study.
- 21st Century Learning-we held staff development sessions on a variety of topics related to 21st Century Learning. One example was showing the staff how to use Angel to discuss topics related to the above book study.
- Calendar activities provide daily opportunities to celebrate special days for various groups. As an example, second grade is in charge of Memorial Day.
- A review of the 40 DA and their application to a more diverse student population.
- The 40 DA sponsors presented to the staff the concept of “family”- a cross-grade level time with all students led by all certified staff and some classified staff. At Abbott we call it SWAMP time.

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

- One of our outstanding school events this year was our One Book, One School program. The school purchased a copy of Three Cups of Tea for every Abbott family. The entire faculty did activities around the book including a fundraiser, Pennies for Peace to raise money for schools in central Asia. We raised at this point \$375. It is an on-going fundraiser. The event culminated in one day when each class had a guest speaker, some from the military who had fought in the wars in Afghanistan or Iraq or students that were from Afghanistan. Also, every student and teacher was given Afghan snacks. We coordinated many parent volunteers to supply the food for everyone. It was an extremely successful event.
- Third grade taught a holiday unit called Christmas Around the World.
- Fourth grade did a novel unit and some of the novels were about different cultures and/or different countries.
- Fifth grade had a guest speaker who had climbed mountains in South America.
- Geography week including several guest speakers and stories read in class
- Cooperative learning games from different countries in P.E. and dances from other countries.

- Students did a listening and writing activity about Martin Luther King, JR.
- Native American Day including reports.
- Research and design an ancestor doll in fourth grade.
- Kwanza story.
- Holiday traditions party.
- Daryl Draper Presentation on early Nebraska pioneers.
- Hanukkah story and traditional game.
- St. Nicholas Day from the Netherlands.
- Second grade classes made masks for the countries they were studying during geography week. They paraded around the school to show other students.
- First grade had a guest speaker from Japan that spoke about their culture.
- First grade had a speaker who lived in Afghanistan and started a school there. This is very similar to the Three Cups of Tea book.

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

- The above One Book, One School project resulted from an action plan from the site plan on Enrichment Days from several years ago.

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

School: Ackerman Elementary

Principal: Melissa Gilbert and Dawn Marten

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-Phase 2
- Inclusion Training

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

- Martin Luther King Jr. Day discussion and book study
- Various holiday discussion and learning
- Parent speakers about different cultures
- Speakers on: Germany, Antarctica, New Zealand, Afghanistan, Morocco, Italy, Haiti, South Africa
- Winter Program, Holidays around the World
- Haiti Fundraiser and Haiti presentation with dancers
- Research on famous African Americans
- Read Black History books and did book projects
- Family Tree Ancestry
- Native American Study through Joslyn Art Museum and Morill Hall trunks
- Poetry unit highlighting African American poets during Black History month
- Gymsic activities for all students on Wednesdays including learning folk dancing from around the world

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: 2009-2010**

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.)

- All teachers participated in Culturally Responsive Teaching, Phase 2 – Internalization Phase. Teachers chose from a variety of on-line activities and then reflected on what they had learned and how they could use what they learned in their classroom.
- Three classroom teachers attended the IB Workshop Promoting International-mindedness in the PYP. The purpose of the workshop was to explore IB programme standard A2: “The school promotes international-mindedness on the part of the adults and the students in the school community.” These teachers followed up by sharing with the rest of the staff what they had learned.
- Teachers correlated the 40 Developmental Assets with the International Baccalaureate Primary Years Learner Profile and attitudes.

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

- Olympic Day Team meetings: On a monthly basis each classroom focuses on a different culture. Students participate in learning activities that include information about the customs, traditions, languages, etc. of their country.
- Olympic Day – All students participate in a day that celebrates the diversity of many cultures. They play games that are native to the different countries that are studied throughout the year.
- Central to the International Baccalaureate Primary Years Programme is the development of the international person. The Learner Profile outlines the ten most important attributes of an international person. In the classroom, the teachers model these attributes and intertwine the learning and fostering of ways to develop these characteristics in all curricular areas.
- IB PYP Units of Inquiry – Each grade level has six units of inquiry that provide students with the opportunity to gain knowledge that is relevant and of global significance. The following is an example of a first grade unit. Their central idea was, “Individuals come from various backgrounds that create diversity”. Students inquired into various cultures in their classroom members, similarities and differences of various cultures in their classroom and contributions of different cultures to a group. At the end of this unit students completed a written and physical representation of their culture.

- All students, kindergarten through fifth grade participate in Spanish instruction for 50 minutes a week. Language activities include experiences with cultural practices and integration of the grade level units of inquiry. These experiences emphasize listening, speaking, reading and comprehension in meaningful, communicative content.
- IB German students from Millard North High School taught basic vocabulary to our Kindergarteners.
- The 5th Grade Exhibition - The 5th Grade Exhibition is the culminating Unit of Inquiry for the Primary Years Programme. It brings together all the essential elements of the PYP and shares the experience with the school, families and community members. Students have the opportunity to apply the content knowledge that they have gained to real-life problems. They engage in an in-depth, collaborative inquiry with peers while being able to demonstrate the learner profile, incorporate key concepts, use the transdisciplinary skills, show positive attitudes and engage in action. This year our 5th graders spent several weeks inquiring into the central idea, “*Children worldwide face a variety of risks and challenges*”. The results of the students’ inquiries were shared with parents at an Exhibition Celebration on May 4th.
- As part of the International Baccalaureate (IB) Primary Years Program Fifth Grade Exhibition, students use the knowledge and skills they have learned to take action on an issue they hold dear. The fifth-graders' extensive research this year, resulted in their desire to raise money for Heifer International. Since 1944, Heifer International has provided livestock to millions of struggling families around the world. Those animals produce eggs, milk, meat, and other products to improve nutrition, productivity and quality of life.
- Our Jr. United Nations (Student Council) organized a variety of community service opportunities for all our students: Hats For Haiti, Stephens Center Drive, Food Drive and Mitten Tree.
- Specialists provide multicultural experiences that include:
 - Music – songs, folk dances and instruments from different cultures. World music drumming was part of the 5th grade exhibition.
 - Art – students learned about other cultures and their influences on art
 - P.E. – students learned games and dances from other cultures.

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: 2009-2010**

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.)

- One hour training with culturally responsive teacher training. Teachers read articles and then responded to the culturally responsive articles through an electronic discussion board for four hours.
- Staff development on the 40 development assets in developing a culture of engaged students, staff, and community members which is also now a part of our SIP.

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

- Each grade level researched and learned about a country the week before our all school multicultural night. The countries researched were; Kenya, Swaziland, Peru, Colombia, India, Japan, Vietnam, Burma, Netherlands, Finland, Germany, Mexico, Canada, Israel, and South America.
- First Grade did a study of heroes of different cultures.
- African Storyteller all grades.
- 3rd grade did a mini unit on the Chinese and Japanese cultures.
- 4th grade explored Culturegrams...looking at the history, geography, languages, pictures, maps, flags, etc. of different countries.
- 2nd grade pen pals with seniors at a local nursing home.

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

- Multicultural Night- Students take part in the food and cultures of 16 different countries. Along with the different booths, students also get to experience Indian, Irish, and Native American Dancers along with a bag piper. Over 300 people came to Multicultural Night.
- Community involvement nights such as reading, curriculum, and community carnival nights.

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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.)

- Culturally Responsive Training- Staff Development Year 2

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

- Chinese New Year - Chinese art, culture, presentation and food
- Fiesta Friday - which includes Spanish words, art and Mexican Culture, visitors from Ecuador
- Video - The Best Bad Day - Japanese Culture discussion
- Some Students read "Journey to Topaz" which is about the American Japanese encampment during World War 11
- Thanksgiving feast to portray the Native Americans and Pilgrims first Thanksgiving.
- We read books about and discussed various ways different cultures celebrate various winter holidays (Kwanzaa, Hanukkah, Chinese New Year), etc.
- State reports with foods from different parts of the US.
- Durham Field Trip
- Joslyn Field Trip
- Chinese New Year extension activities
- 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.)

- All school assembly- African Acrobats (Diverse Opportunities for Students)

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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 4 hour workshop dealing with diversity. There was an online discussion of poverty and diversity.
- 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

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

- First grade teachers read books from other countries and help them locate the countries on maps and discuss their customs.
- Kindergarten focuses on the different customs of celebrating Christmas.
- Third grade covered a reading unit that had fiction and nonfiction pieces about children from other countries. Then they had the children research their own cultural background, plot these on a world map, and share the information with the rest of the class. They also included a guest who spoke about Jewish heritage and sampled several ethnic foods
- With our Literacy Grant, we had parents from China and India read folk tales from their country and share a little about their culture.
- Fifth grade studies Japan. Asian food was brought in to taste after our Feudal Japan unit. Customs and holidays were addressed along with a celebration of Girls Day and Boys Day in the classroom.
- Cinco de Maya is celebrated at school with activities and food.
- Multicultural dances and customs are taught in the music classes.

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: 2009-2010**

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- Angel Platform
- Culturally Responsive Follow-up
- Gallup Engaged student and staff surveys and dissemination
- 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 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: 2009-2010**

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.)

- Culturally Responsive Teaching activities and blog
- Reading Together Training for student/peer tutoring
- Gallup Strengths activities
- 40 Assets activities

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

- One School, One Book family reading nights and student activities
- Skills of Independence activities
- Study Center
- Planting tulips
- Season of Giving activities
- Musical programs
- 3rd grade Farm Fair
- 4th grade State Parade

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

Strategy 2 – We will develop and implement plans that address the needs of all subgroups in the Cottonwood population.

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

School: Walt Disney Elementary

Principal: Bethany Case-Magana

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 II Angel training
- 40 Assets activities

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

- Disney DPU Curriculum Nights
- Skills of Independence activities
- One Disney One Book – “Three Cups of Tea” stories from Afghanistan/Pakistan
- Cinco de Mayo Program in 4th Grade
- Musical programs with multicultural songs and theme “Many Colored Days”
- Foundation Grant Disney Parent University

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. (See learning activities above)

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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.)

- Culturally responsive teaching web based module for 2009-10
- Training for select staff on transgendered children
- Professional development on children with behavior disorders and autism
- Strengths Finder Professional Development- getting to know your own strengths and how to work with others
- Gallup Q12 Impact Training- as a staff we developed plans to enhance our already welcoming and caring community

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

- World Language Classes (German, Spanish, Sign Language, French) for K-5 students as an after school club
- Ezra University Classes (cultural offerings) for K-5 students as an after school club
- Doc Gizmo Presentation about science and tolerance of others in conjunction with our One School One Book community reading event.
- Parent presentations on US Naturalization

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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.)

- CRT II Cultural Competence
- Harvey Oaks 2009-2010 overall theme was to learn more about Omaha, ex. Where we are located now in Omaha, where different staff members grew up, favorite events in the area, etc.
- ABC (40 Developmental Assets, BIST, and Character Counts) of CRT (Culturally Responsive Teaching) focused on 40 Development Assets this year

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

- Celebrate Africa Week – January 11-15 - All students had the opportunity to learn about African Culture and History through Dance and Drumming.
- Third grade Sister School Project focused on Multiple Cultures, learning about the literature, games, and art.
- The fourth grade Sister School Project taught history of entering our country through Ellis Island.

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

- 4.1.4 and 5 Celebrate Africa Week – January 11-15 - All students had the opportunity to learn about African Culture and History through Dance and Drumming.
- Strategy 4.1.8 READ-A-THON Week – Theme Read for America
- Strategy 4.1.4 4th Grade Artist in Residence – Theme Lewis and Clark
- Strategy 4.2.3 K-5th grade Students had the opportunity to participate in a before and after School Spanish program.
- Strategy 4.3.1 and 2 Third grade Sister School Project focused on Multiple Cultures learning about the literature, games, and art.
- Strategy 4.3.1 and 2 Fourth grade Sister School Project taught history of entering our country through Ellis Island.
- Strategy 4.2.2 4th and 5th grade students had the opportunity to participate in a Geography Club and the annual National Geographic Geo Bee.

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

School: Hitchcock Elementary

Principal: Mandy 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.)

- All certified staff participated in a book study, discussions, and blogged about the book Unequal Childhoods.

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

- In our primary classrooms, Reading on the Run, our home to school reading connections program, allows students numerous opportunities to read about various cultures and complete various cultural activities tied to the literature.
- Our second graders completed a project in which they wrote letters to individuals located in various places around the world. The responses included pictures, letter, postcards, pamphlets, and other information to tell us about that area. Responses were located and tracked on a world map in the classroom.
- Our third graders completed a winter celebrations around the world activity. They researched various countries, their cultures and celebrations.
- All students, PK – 5th grade, participated in a multicultural experience provided by a parent who was born and grew up in Africa. The students learned geography, customs, traditions and were able to interact with numerous cultural artifacts.

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: 2009-2010**

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 activities and blog
- SIOP training related to English Language Learners
- 40 Assets activities

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

- Language Arts nights
- Skills of Independence activities
- ELL cultural field trips
- Musical programs with multicultural songs and them
- 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. (See learning activities above)

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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 continued to teach staff about culture grams and how to integrate the technology into their lessons and projects.
- Teachers have integrated 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 modules and / or book studies.

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.
- Some classrooms introduced the concept of culture fairs in their classrooms.

- Some classrooms have invited parents in on a regular basis to teach students about a particular culture, such as sharing aspects about a particular holiday that is celebrated within the culture, or sharing music, food or clothing from that particular culture.

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: 2009-2010**

School: J. Sterling Morton Elementary

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 (194th day)
- Staff Summit (optional) monthly literature reviews and discussions
- 40 Developmental Assets
- Autism and Asperger's workshop (lead by Morton Special Education teachers)

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

- 5th graders completed VIP (very important people) projects. Many of the people featured were those of different races or genders; those featured demonstrated leadership that changed our nation.
- 4th graders are developing their Spanish skills each Wednesday. They also studied Native American culture and learned how to 'weave.' 4th graders also learned about Hanukkah and the Jewish culture, traditions, etc. 4th graders participated in the Nebraska Theatre Caravan (from the Rose-Nebraskaland presentation) and learned about Native Americans and black history related to Nebraska. 4th graders also read some literature and watched a video about Martin Luther King, Jr. allowing homeroom classes to discuss his work.
- 3rd graders read Molly's Pilgrim and held class discussions about the differences in cultures. 3rd grade students also read Ruby Bridges and learned about desegregation in New Orleans. 3rd graders read several biographies that allowed them to learn about Jackie Robinson, Martin Luther King, Jr., etc. 3rd graders completed several read alouds of Native American legends. One of our students (from Guatemala) shared information about his homeland, home-life, etc.
- 2nd graders read several books by Paul Goble; the literature discussed Native Americans.
- 1st graders read a variety of children's books about holidays celebrated around the world. Students completed a project that represented a tradition and culture learned through their research.
- In an effort to show children that different languages help different people (but those languages all serve the same purpose), Kinder students use sign language as a daily communication tool and they also use English and Spanish to complete daily calendar activities (months, days of the week, counting, colors, etc.). Kinder students read stories about Martin Luther King, Jr. and the work that he did to fight for equality for all.
- Service Projects (K-5): Food Drive, United Way campaign, financial support to four local charities
- Time for Kids and Scholastic News articles and teacher facilitated discussions (K-5)
- Spanish Club (4-5)
- Multicultural Storyteller, Linda Gorham, (presented to K-5 children) during a school assembly

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: 2009-2010**

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.)

- Those required by the district

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

- Holidays around the world
- Watsons go to Birmingham-1963 (deals with racism, prejudice, and church bombings in 1963)
- Bud not Buddy-(racism during the great depression)
- The Cay-(racism on the island of Curacao)
- Slavery projects-Students create a passage to freedom through the underground railroad and journal their experience
- Dr. MLK Jr. -Read and discuss "I have a dream" speech and study timeline of important events
- Cinco De Mayo-Learned about food, traditions, dress, etc.
- Questioning in classrooms with a Multicultural focus, read-aloud books such as Grandpa's Journey, The Lotus Seed, Knots on a Counting Rope
- Preschool: Dad came in every Thursday to read and teach the kids Spanish.
- Preschool: This year I have three Chinese families. Each family came in and discussed their culture and shared food. This connected to one of our weekly stories called "Moon cake".
- Music:4th Grade Jazz unit including the Harlem Renaissance and the artwork of Romare Bearden
- Music: 5th Grade African American spirituals unit including the Underground R.R. and the artwork of Jacob Lawrence
- Music: Traditional folk dancing in all grade levels (English, Irish, and New England specifically)
- 2nd grade taught a unit on ancestors and kids share about their culture. A parent presented 20 minutes on Poland. They also received posters from all 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: 2009-2010**

School: Norris Elementary

Principal: Joycilyn Y. Rozelle

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.)

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

- Within the READ Program, students who are in Reading Street Intervention use leveled readers as a part of their guided reading instruction. I use some of the leveled readers on which to develop Literature Circle units in order to teach vocabulary, comprehension, listening/discussion, etc. skills. Several of these have been on multi-cultural topics:
 - Grade 4: *City Green* An African American girl brings together people of different cultures, ages, and handicapped to work together to clean up a city lot and turn it into a community garden and useful meeting place.
 - Grade 4: *Abuela's Weave* The story of a Central American girl and her grandmother in their culture (Guatemala, Mexico)
 - Grade 4: *Sweet Clara and the Freedom Quilt* Story about slavery and the Underground Railroad.
 - Grade 5: *Nothing's Fair in Fifth Grade* Story about life for an obese child in the fifth grade and the struggles/challenges she encounters.
 - Grade 5: *Hoang Anh: A Vietnamese-American Boy* Story about adapting to life in a new world and culture.
- Lessons on Martin Luther King, Jr.
- Lessons on Christmas' around the world
- Countries Around the World projects
- Holidays Around the World
- Study of Haiti after earthquakes and made cards for Haitian children
- Study of underground railroad from perspective of slaves
- Study of Civil War through perspective of slaves fighting for confederacy
- Reading group read The Same Stuff as Stars about poverty and the foster care system
- Heritage / Early Omaha History / Sharing various family customs and traditions

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

- Guest Speaker – Omaha / Ponca Native Americans
- Mini lessons to extend Reading Street Lessons Unit 5 Cultures & Unit 6 Freedom (Sample ethnic foods - Jalapeno Bagels, Rice Balls ...)

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

School: Reagan Elementary

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.)

- Cultural Literature Book Share- Discussion of different book titles, in our library, that support cultural understandings/learning
- All Staff Study (PLC's) of the effects of poverty, cultural differences, and language barriers on education based on an article sent by the District HAL MEP.
- Multicultural Inclusive Community Workshop
- Staff celebration of Holidays around the world- activities/foods/customs
- Guest Speaker informed the staff on Native American Customs in our area

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

- Students explored the Winter holidays and customs of Europe, Mexico and Africa
- Mexican Day of the Dead- students read booklet and performed puppet shows
- Native American Indian puppets, a canoe, tipi, and vest were made by students
- 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.
- Mexico: Los Posada, sombrero and dress, musical instruments, piñata, puppets, How to say Hello, "Hola".
- Israel/Jewish Hanukah, Menorah,
- 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.
- 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
- Students studied 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.
- Students studied The USSR: puppet, folktales, Stacking Dolls, Art Angel, Russian Hat. How to say hello, "Daw-bruh-yeh OO-truh".
- 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.
- Winter Olympic Games in Canada.
- 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.
- 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
- 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, students 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: 2009-2010**

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
- Ongoing Professional Development as related to the presence of Early Childhood Special Education and Alternate Curriculum Programs at Reeder

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

- Family Traditions
- Family Culture Posters
- Holidays Around the World units done at several grade levels
- 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
- 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 ~ Kindergarten, grade 1 and grade 5 students have juvenile diabetes. Students received instruction on health issues concerning juvenile diabetes
- Participation in Caps for the Cure ~ ACP student receiving treatments for cancer
- Participation in Jump Rope for Heart
- Student Council Community Projects
- Toys for Tots
- Penny Drive for Children's Hospital ~ Reeder received an award for top fundraising.
- Canned Food Drive for local food bank
- Hats for Haiti to raise money for Haiti earthquake relief fund
- Hats on for Nashville to raise money for flood relief in Nashville
- Students were matched up with children in another grade level as Peer Buddies
- PLC Re-teaching/enriching model
- Multiple Intelligence Lessons

- Golden Sower Club
- Domesti-pups, Moses is a therapy dog at Reeder
- 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
- Valentine Cards for nursing home residents
- May Baskets for nursing home residents
- Mother's Day activities and projects
- Multicultural Titles ordered and shelved in the Media Center
- Grandparent's Day in first grade classrooms

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

- Parents/Grandparents invited in to share information about specific religions, races, cultures and ethnicities

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

School: Rockwell Elementary

Principal: Mrs. 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.)

First Grade

- Diversity Training – Book study on Unequal Childhoods

Second Grade

- Culturally Responsive Teaching Part II – We read articles on Power, Privilege, and Poverty and posted responses and thoughts to the article on Angel.
- 1 teacher went to an all-day Autism workshop
- Second grade teachers were trained in working with children who are on the Autism Spectrum.

Third Grade, Fourth Grade, Fifth Grade

- Culturally Responsive Teaching – Part II – In PLC Teams we read articles on Power, Privilege and Poverty, discussed them and posted our responses and thoughts on Angel.

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

First Grade

- Cinco de Mayo activities
- Japan Unit
- Family Unit

Second Grade

- Joslyn Art Museum Field Trip to learn about various artists and time periods
- Literature that exposed students to different cultures and family
- We introduced the students to different artists and styles of art.
- We read the book Flat Stanley. The students sent Stanley to different states. Then he returned to us with information about each of those states.
- Kids involved in the Leaping Readers club learned about the culture and geography of Italy. Others spent time discussing differences among students.
- Black History Research Projects – Students researched famous African Americans and wrote reports.
- African American literature
- 2nd grade participated in a unit on the culture, customs, and language of Mexico.

- We learned some Spanish words.

Third Grade

- A family came in to share about their country the Ukraine
- Christmas Around the World
- Culture unit in Reading Street, ate different foods from around the world

Fourth Grade

- Pioneer Day: 4th graders learned about the lives of pioneers by participating in several activities such as: cooking like pioneers, candle making, painting prairie landscapes, weaving, sewing, pioneer games.
- Students took several field trips to strengthen understandings of Native American life and culture. They visited the Nebraska History Museum in Lincoln, toured a round earth lodge at the Durham Western Heritage Museum and visited an actual earth lodge at the Lewis and Clark Interpretive Center in Nebraska City.
- Holiday Festival: 4th grade students learned about Kwanzaa, Hanukah, Christmas, Ramadan and Diwali. They then held a festival for the entire school and taught the students about each of these holidays.
- Students learned about Nigerian artist Emmanuel Taiwo Jegede and his life. Then they created posters reminiscent of his painting Path of Joy.
- Students learned about Native American symbols and the importance of pottery by creating clay pinch pots.

Fifth Grade

- Writing and Research project for the Holidays Around the World
- Researched a famous African American and Famous Woman for the Black History Month and Women's History Month
- Spanish Food Tasting for a Cinco De Mayo celebration

Music

- American Patriotic music (focus grade 3-5)
- American Folk music (bluegrass, Appalachian, Railroads, South West)
- African- American folk music/Spirituals
- African drumming
- Hanukah
- Kwanzaa
- Traditional Holiday music
- Tuesday Tune time – covering a variety of musical styles, including world music examples.

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

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

School: Rohwer Elementary

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 Staff Development
- Meetings with ACP teachers and classroom teachers to develop specific plans for inclusion of ACP students in the regular education classroom—this improved the understanding of the regular education students for the ACP students.

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

- Spanish Club
- Parent presentations in classrooms
- PE/music focus on dances and games from around the world
- Art focus on artists from around the world
- Chinese dancers presented a schoolwide assembly that shared the dances and music of the Chinese culture with all students.
- “Images of the World” schoolwide assembly with a focus on Africa.

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: 2009-2010**

School: 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.)

- 194th Contract Day-All new certificated staff participated in a four hour Culturally Responsive Teaching Workshop presented by Nancy Edick and Sarah Edwards from UNO
- 194th Contract Day-All new certificated staff participated in a four hour Professional Learning Community workshop
- August 2009-All new certificated staff participated in Strengths Finder training in order to learn about own strengths
- October 2009-One ELL teacher attended the OPS ESL Fall Conference
- October 2009- All certificated staff participated in CRT Phase 2 using Angel and the Power, Privilege, and Poverty module

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

- Preschool Family Spotlight
- Preschool Family Presentations- foods, dances, traditions and symbols from many countries
- Preschool to Durham to see Christmas Trees around the world
- Title 1/ ELL Bread Feast- tasted breads from different cultures
- Title 1/ ELL Chinese New Year
- Title 1/ ELL Hindi dancing
- Title 1/ ELL did study on artist Romare Bearden's exhibit and Native American exhibit at the Joslyn
- ELL field trip to Orpheum with foreign dancers and music makers
- 1st Grade did book studies on Martin Luther King Jr.-Did art projects to show visual representations and writing regarding his dreams
- 1st Grade utilized map studies as opportunity to discuss items in the room from around the world
- 2nd Grade monthly observations of ethnic holidays
- 3rd Grade Multicultural Party
- 3rd Grade utilized 5th grade buddy to help students learn to write in Korean
- 4th grade Saturday field trip to 50 S
- 5th grade Black History project
- 5th grade placed Korean names for common objects up around the room

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

- NA

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

School: Upchurch Elementary

Principal: Susan Anglemyer

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 Seminars
- Barnes & Noble Nights – Multicultural Theme Books Read
- HyVee Nights – Students council members had exposure to a variety of individuals while hosting.
- Music Programs – Selected music represented various cultures.
- Student Council/Volunteer/Food Drive

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

- Winter holidays around the world studied in second grade.
- Native American Study (literature, folklore, weaving, sand painting, stories with symbols)
- Black History (literature, MLK Day biographies)
- Mexican Culture Studies (literature, art, piñata, Cinco de Mayo, language)
- Chinese Culture (China research, abacus, fortune cookies)
- Field trip to Durham Western Heritage
- Character Counts PAD groups and assemblies (Respect For Others)
- Career Speakers
- Holocaust Speaker & Novel Study
- Field Trip to Joslyn Art Museum
- Lewis and Clark I-Max

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

- Millard Public Schools Curriculum

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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.)

- All Staff Book Study on Unequal Childhoods
- Staff members attended training on serving students with Autism in an inclusive setting
- Provided certified and support staff monthly training on utilizing best practice in reading to help struggling students be successful in an inclusive environment

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

- Used Skype technology to communicate with individuals at the Winter Olympics
- Utilized Small Group opportunities to read text focused on the Civil Rights Movement
- Community Service Club volunteered at a variety of organizations in the community that represented a high level of diversity
- School participated in Hands for Haiti and utilized the opportunity to learn about their culture
- Utilized Reading Street theme to have students study their own ancestors
- Peace Corp Week
- Utilized the daily newspaper in Literacy Work Stations to study current events from around the world
- Had writing lessons that focused on writing about events from different perspectives
- Researched countries that were part of the Olympics
- Send Lorax (Stuffed animal) to Australia and did back and forth journaling
- Chinese New Year presentation
- Celebrated Australia Day
- Destination Imagination Team competed in Nationals with students from around the world

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

- NA

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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 online module study by staff (Course #616 and #507)
- Book Group of reading Unequal Childhoods
- 3rd Grade used the book Strategies for Success with English Language Learners as a resource for their ELL students.
- 2 teachers attended a 2 day ELL workshop

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

- ELL families presented cultural activities to students
- Artifact museums of cultures in 3rd grade classrooms
- Study of Eminent Women (3rd grade, HAL)
- Open Door Mission Field Trip – 2nd grade
- Culture Fair – 2nd grade: shared family customs/traditions
- Selected Student Council members worked at the Omaha Food Bank - once in December, once in May
- Pippa Presentation – 4th Grade – culture of pioneer life
- 1st Grade Music Program – “Treasures” – celebrating students’ cultures
- 1st Grade – Family Cultures/Traditions/Nationalities Writing Project
- Pen Pal/Skyping with military parent in Middle East
- World Bicycle Tour – Images of the World: Rainforests and Mayan Ruins

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

- MPS Foundation Grant Advanced Literature for Literature Lovers (multicultural books for lunch book groups, grades 3-5)
- MPS Foundation Grant – Diving into Storytelling with Storyteller Rita Paskowitz, multicultural books and activities

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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.)

- Culturally Responsive Teaching training and focus sessions.

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

- English 8: We have chosen supplementary novels which show the struggles of various cultures to achieve equality: Native American, Jewish (during World War II), and African-American.
- In the Vocal Music Dept. we sing a song in a different language and it's translation in every grade each semester.
- In 6-8 Choir and in Gen. 6 & 7gr. music classes we read, listen to, answer questions and discuss at least 1 culture and their music. Each grade has a different ethnic group.
- Of course Foreign Language lends itself well to multi-culturalism as we talk about customs such as: Day of the Dead- the kids make masks and alters; Mexican Cuisine- learn the difference between enchiladas, tacos, burritos, quesadillas. etc. Research various Mexican foods; study popular Spanish musicians and their style of music such as Selena, Juanes, Jarabe De Palo; Christmas traditions in Mexico vs USA; Carnival during the spring we learn samba dancing and Cumbia dances; Cinco de Mayo: learn about the customs, make piñatas and its significance.
- The German club draws a significant number of students to extracurricular activities to celebrate German culture and festivities.
- We do a multi-cultural games unit with our students in physical education class. The student is introduced to a new game with explanation about where the game is from, how or why the country used it, etc....We usually do about 5 different games during the 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: 2009-2010**

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.)

- CRT 194th day class, building grade level meetings with Dr. Edwards follow up, and personal plans of action submitted through the class and follow up session.
- Inclusion of ACP students in Music Classes
- 20th century discernment skills (194h day)
- MIM model training
- Nebraska Professional Mathematical Developmental Series
- Bulletin Boards in staff areas each month with "wellness-related" topics

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

- Music performances at Children's Hospital, Brookestone Village Retirement Community, and Village Pointe
- Spanish class Day of the Dead Discussion and Celebration including making Sugar Skulls
- Presentation to all 7th graders to begin their unit on South America regarding a teacher's trip to Peru including Lima, the Children's home in which she worked, and Machu Picchu.
- 8th grade field trip to Nebraska City which talked about the underground railroad
- 8th grade math curricula, contributions by various cultures (European, Chinese, Egyptian, Persian, Greek, etc.) and by various individuals (Archimedes, Euclid, Al-Khwarizmi, Apollonia, Hypatia, Des Cartes, etc.) are highlighted and discussed.
- Art:
 - 7th grade
 - Japanese Clay Tea Cup
 - Each student will learn about the traditions of the Japanese Tea Ceremony. They study about the history and culture of their country. Each student builds a clay teacup. After the cup is made we have a tea ceremony in our classroom to learn how to do a traditional Japanese tea.
 - 8th grade
 - Aboriginal Painting
 - In painting class students will learn about the Aborigines people and culture. They will work in a traditional painting style where they using pointillism. They will sketch out an

animal native to Australia. They will paint each layer using a dotting method using color theory and earth tone colors.

- 8th grade Pottery
- Ocarina Clay Whistle
- Students will learn how to create and make a clay whistle. They study the many cultures that have used whistles as a form of communication.

- In art club we make a Painted Barn Quilt. We study why they are created to save our barn history in the mid west. The kids pick a quilt design they would like to recreate in paint on a 4' x 4' wood sheet. They paint each area with a pattern to look as if it is fabric. They spend about a month creating this work after school. It is then donated to Vala's Pumpkin patch to be permanently displayed. Vala's donates a free ticket to each student who helps with the project.
- Person Pouch Portfolios
- Social Competencies 40 Assets Activity in Bulldog Block-Speakers from the UNO International Studies Department spoke to all of the 6th graders about their culture.
- Weekly homework highlighting various cultures, eras, and figures in 6th grade social studies.

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

- "Music Around the World" Unit in 7th Grade General Music - used instruments, songs and dances that I have brought back with me from my world travels.
- 6th grade social studies: encourage students who feel comfortable sharing their various cultural backgrounds when studying about ancient civilizations and world religions.
- Create advisory opportunities that ensure asset rich student/staff relationships.

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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.)

- All middle school staff participated in Culturally Responsive Teaching training this year.
- Select staff chose inclusive school and culturally responsive teaching their individual staff development for 6 hours
- Two counselors participated in the Cultural Competence Group with Region VI and Livewise Coalition.

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

- ELL After School Program- Activities and learning activities for our ELL students.
- German Cooking Event with Parents- after school experience where parents and students worked together to prepare authentic German food.
- Select students participated in a pen pal partnership with Braunschweig, Germany.
- Sixth Annual Latino Education Summit sponsored by the Nebraska Department of Education and the Mexican-American Commission (9/28/09)- The purpose of this event is to increase awareness of Hispanic/Latino student achievements, to showcase resources available, to support student success, and to share new research and ideas. Topics included: educational strategies, how to overcome barriers to learning, the importance of staying in school and going on to higher education, and success stories of educational achievement. (Attended by 24 students)
- M.A.S.A. Youth Latino Leadership Conference held at UNL on 10/7/09. The purpose of the conference is to promote academics and leadership for middle school students. The theme of this year's conference was **You Have the Power**. The stated goal of the conference was to inspire students to reach and achieve their dreams. (Attended by 17 students)
- Homeroom lessons on Cultural Competence and Differences
- Mike Hansen had each student in his homeroom complete a family job tree starting with grandma and grandpa then to parents. For six weeks students would share with the homeroom the previous work experiences that their parents & grandparents performed. Some of my students had grandparents that had worked in foreign countries.

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

- Improved communication with parents for whom English is not their native language through interpretation. This included, but was not limited to the following:
 - Concert introductions
 - Connect Ed
 - Front desk incoming phone calls (language line)
 - Fall Student Orientation
 - New student orientation
 - Cyclone Parent Organization meetings
 - Parent Teacher Conferences
 - Home visits if needed

- Collaborated with Pupil Services to discuss translation of district materials and translator/interpreter qualifications.

- Promoted different cultural interchanges through school-family events. For example,
 - *ELL Family Nights*
 - *ELL after school program parents sessions*

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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. Counselors taught all students leadership skills, with quotes by great country and world leaders about the importance of reputations, judging people, imperfections, what we all do for others, and the most powerful weapon of all, being educated.

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 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 those activities, “The Great Fire” (core curriculum) focused on immigrants, along with the division of ethnic groups, within a large city. The students also read a story of Bayard Rustin which incorporated the civil rights movement of the early 1960’s. In English, some multi-cultural short stories were read like “The Red Guard” and “The Crane Maiden”. While studying Ancient Greece, students participated in an Olympic-based competition. The competition started with a traditional opening ceremony. Each team wore the same colors, performed a chant, and waved their flag. Before competing, traditional oaths were taken by the athletes (students)

and judges (teachers). Students competed for gold, silver, and bronze medals in a final awards ceremony replicating the Greek Olympic culture. Along with active participation with the Olympics, a 6th grade student who practices Hinduism presented to the team. The student dressed in traditional clothing, shared information and answered questions about religion and current day life in India. 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. Beyond the Social Studies curriculum itself, teachers have also incorporated Quiz Bowl, current political/editorial cartoons, reading about and discussing 'Closing the Gap: Indigenous Groups of the South Pacific', writing a Persuasive Paper: How/Events leading up to the German people accepted the Nazis and allowed their country's rule to get out of hand, research on how inventions and inventors from around the world have influenced global cultures, research and discuss globalization of different economies, the study of this year's Winter Olympics - looked at different countries as students picked up Olympic information during the summer event, extensive Black History Month activities, Hispanic Heritage Month activities and of course MLK day speaker and activities.

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. Along with the reading requirements, the new Plugged into Non-Fiction Reading program has several books that deal with black American History. Students also read the novel "Watson's Go to Birmingham" which culminated with one team inviting a speaker to visit with the students about what life was like in Nebraska in the early 1960's during the time of the bombing in Birmingham, Alabama which killed four innocent girls in their church. 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 and learned how to write the variable, x , in multiple languages.

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 the entire 8th

grade class. Living through this time period, Mrs. Karp offered great insight of what it was like to live during that time. 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 and in the environmental unit the student’s studied habitats from all over the world.

Exploratory and Specialists - Every foreign language class has cultural connections— language, geography, products, customs, food, shopping, sites, etc. As a department, the world language teachers organized their annual World Language Week March 15-19 in which the students followed a different schedule for the week and completed on thematic work in various ways, participating in dancing, food preparation, cultural discussions, language and country lessons, and other similar activities. The Spanish teachers organized and led the students on a field trip to see authentic Flamenco dancing at the Orpheum, which involved pre- and post-instruction to ensure meaningful absorption of what they observed. In class, there is frequent cultural tie-in through artwork and projects, activities and discussion on different holidays, and comparison of opinions involving current events and policies that happen all around us. Specifically, the students have created and compared family trees and celebrations to Hispanic parties; seen and talked about the significance of the works of Picasso, Dali, Miro, and other artists; and debated and rationalized the importance of language acquisition, immigration, and other current events items. They have also heard about and dealt with holiday differences and similarities involving the U.S. and Spanish-speaking countries. One teacher regularly listens to authentic music/bands (both current and past) from the countries where our target language is spoken.

More specifically activities included the following for World Language Week. On Monday students had the opportunity to learn a new language outside of our normal world language curriculum. Students were given a basic introduction into German, French, Russian, Czech, Portuguese, and Greek. On Tuesday students spent time learning about a foreign country. Countries included were Switzerland, Italy, New Zealand, Morocco, and Mexico. On Wednesday we explored Irish culture through food, dance, crafts, and video. On Thursday we explored the Mediterranean cultures through food, dance, and crafts. On Friday we explored the culture of the Swiss Alps region by doing winter relays, making Swiss snacks, and watching a video portraying life in the Alps. At the end of the week, students completed a reflection about their cultural experiences throughout the week. 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). Other cultural experiences in German class include having a Native speaker from Austria who shared about life in Austria, the Austrian school system, Austrian holidays, cooking German foods: Palatschinken (thin pancakes), Spaghettieis (a special type of ice cream) and Explored the Swiss culture more "in-depth" after reading a book based in Switzerland.

Students in music classes learn about music from various cultures including how African Americans contributed to blues and jazz and how that eventually evolved into rock n' roll. Dances from different countries were also introduced to students. The countries

included Norway and Israel. A little time was also taken to learn and listen to World Music and then discussed how it affects and influences the music in the United States. Each year all chorus classes sing a song in foreign language each semester. This year the languages included Latin, Hebrew and Swahili.

Physical Education classes integrated sports, games, and dance from around the world—Middle East, Europe, and Africa. Examples include, Bocce Ball (Italy), Horse shoes (America), Badminton (England), and Cricket (India).

The 8th grade “Know Yourself” class included lessons on stereotyping, discrimination, and sexism along with two of the seven core values taught are equality and social justice, which allows for discussion on these topics various times during the hexter.

In FCS, the creation and importance of the American Food Pyramid was discussed. Food pyramids from different cultures such as Asian, Hispanic, Native American, and Mediterranean were also studied and given equal recognition. Herbs and spices from various parts of the world were explored for the medicinal and culinary properties. At every grade level, students discuss the life style of vegetarianism for personal as well as religious reasons. Various religious and cultural aspects of food selection are explored and respectively acknowledged. Students are given an opportunity to explore various cuisines through restaurant menus in the Omaha area. They explore various cultures by participating in food labs representative of a certain culture, religion or geographical area.

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, Islamic 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. Japanese and Chinese prints are highlighted in Printmaking.

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. Our Volunteer Club students took many needed donations to the Rainbow House in the fall. We toured and learned about illnesses that cause families to end up in their house. Those families come from all over the world. We all heard about volunteer opportunities available to the general public to assist them in their time of need. In addition, our club hosted a Penny Drive in February and donated the proceeds to victims of the earthquake in Haiti. Our club promotes the collection of box tops labels, and each team could spend half of the money they earned to support a charity of their choice. Some donated to Big Brother’s Big Sisters, Eastern NE Office on Aging and the University of Nebraska Medical Center’s Transplant Unit.

Library activities included displays of Literature tied to the World Language Week Celebration. Students were also supplied with lists of Multicultural titles for their independent book selections. Selection and Acquisition of books for our collection includes looking for titles that are diverse and unbiased. Students are taught to use databases that display information on World Cultures. Using Culturegrams online database, students have 1st hand information for all their classroom research experiences

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

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

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

STRATEGY #5: We will develop and implement plans to engage all students.

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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.
- CRT 194th day and focus session

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.
- Having presentations by native French speakers in class offers students the chance to talk real people about real life ... and a life where English is not the primary language
- Offering students the opportunity to go to an authentic French restaurant in Omaha, and share their choice of three classic meals in a group setting gave them a chance to try new foods (especially escargot (snails!)), enjoy one another's company, speak a little French and gain an appreciation for another culture.
- 8th Grade Painting-Australian Aboriginal Art--Dot Painting

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 an 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: 2009-2010**

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 the teachers included Culturally Responsive Teaching:
 - 4 hour workshop: Awareness and Intentionality. Goals for getting better.
 - Culturally Responsive Teaching is Effective Teaching
 - Culturally Responsive Teaching- What Does it Look Like and Why Does it Matter?
 - Integration of Culturally Responsive Teaching – What are you already doing?
 - Assessment, Measurement and Feedback
- AND 1 hour Focus group to:
 - Shared the data – **strong** in beliefs, **strong** in skills, **good** in connections with community
 - Shared what was working
 - Identified goals to continue intentional integration of CRT with a focus on **connections with community**.
- The identified goals for the staff in the coming year:
 - I plan instructional opportunities for my students to interact with peers, family members, and the whole community.
 - I encourage my students to give back to their community.
 - I welcome community members into my classes to share their skills.
- 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 40 Developmental Assets were reinforced with the staff throughout the year with staff development and activities. Team building activities among staff members were the focus of a 4 hour session at the YMCA.

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. The group is preparing to host Japanese guests in August.
- Speaker presentation focused on the lives of Immigrants in the early 1900's—presented to all 8th 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.
- 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 8th graders

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

- **Strategy #3:** We will counter negative social influences to increase positive self-image and to empower our students to become more responsible citizens in a global society
- The mission of Russell Middle School is to guarantee each student actively participates in the development of positive character traits and mastery of academic skills in a safe, caring, world-class educational environment that provides effective instructional practices and diverse opportunities that engage all students.

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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.)

- MNHS was recognized as a “No Place for Hate” school by the Anti Defamation League
- Religious diversity information shared during staff meeting
- Becky Terrell took the class Multi-Cultural Literature for graduate credit at UNO this spring.
- Rhonda Betzold took a UNO class—Feminist Rhetorical Theories—examining the way women have been treated and the feminist responses to that treatment.
- Chris Cobb took a class: Curriculum Strategies Across a Global Classroom.
- Mary Bayne is a member of the Nebraska Committee on International Education.
- Leslie Irwin attended Developmental Asset Training (5-13-2010)
- This year, Christie Rushenberg is taking graduate courses through UNO’s CADRE program. Each class has some level of multicultural education; however, specific classes which focus entirely on multicultural education include: Culturally Responsive Teaching, Learning in and Through the Arts I and II, and Cross Cultural Art History. The multicultural education she receives from these classes, she takes into her own teaching practices.
- Paul Putz – enrolled in a course: History of the Spanish Speaking Caribbean
- Simon Rohde – will be a reader of IB exams, which includes exams from Africa & Asia
- Michelle Edmundson – will attend the 1st International Conference on Territorial Geography Education. The conference will be held in South Korea
- Kelly Thielen and Stephanie Burdic attended the "What's New in Young Adult Literature" session sponsored by BER.
- Stephanie Burdic attended the International Reading Association Conference and is co-chair of the Young Adults Choices committee.
- Stephanie and Kelly attended the NEMA/NLA Conference (Nebraska Educational Media Association and Nebraska Library Association conference in October.
- Stephanie attended the MYP International Mindedness: from Outside to Inside the Classroom Workshop in January (Los Angeles).
- Several staff attended a tea ceremony performed by our three exchange students from Japan.

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

Social Studies Department

- Simon Rohde – Sponsored students in : International Food Prize, Model United Nations, History Day, Includity diversity workshop
- Brent Snow – Sponsored students at a Prejudice Elimination Workshop (ADL)

- David Diehl – took students to the Holocaust Museum, Washington, D.C.
- Casey Lundgren – Took students to the Hindu Temple and a local synagogue
- Dave Bacon – arranged guest speakers in his World Religions class

Business Department

- **Computer Technology Applications** students worked on a cultural PowerPoint slide show. They were working for a travel agency and put together a tour for additional travel agents on the city of Madrid, Spain. Through this experience, they learned about the languages spoken, religious affiliations, events and activities, currency, and many other aspects of this city. Another assignment for **Computer Technology Applications** included creating a newsletter using the MYP Design Cycle to report information on the 2010 Winter Olympics to their local school community. Students discovered what countries participated, what sports were offered, who some of the athletes were, and many aspects of the Olympics and Vancouver, Canada, where the Olympics were held. **Computer Technology Applications** students did create an Excel Picture Quiz project. Students gathered pictures for their quiz and some students did flags around the world and countries around the world. This project allowed students to play each other's games and they did have awareness of how much they knew or could recognize through the game.
- **Business Procedures** discusses workplace skills and doing business globally. E-commerce topic was discussed and activities included web development and marketing products online. The use of the fax machine, computers, e-mail, telecommunications, video conferencing, etc. allow businesses to communicate and operate offices globally. Diversity, communication skills, documents for foreign travel, travel safety, working away from office, group dynamics were topics covered in Business Procedures.
- **Fashion Marketing** - We did the designer research project as is listed for Fashion Marketing. Many of the designers are foreign to the US.
- **International Business** students made posters covering Domestic vs. International Products. Many business practices were discussed including doing business across the border, global business, culture, non-verbal communication, diversity, non-traditional jobs and working in foreign countries with guest speaker Kirsten Glesne, dining etiquette, government systems, currency, and business travel abroad.
- **Business Law Research project.** Students research the following laws: Racial Discrimination, Gender Discrimination, Age Discrimination, Disability Discrimination

World Language Department

- Our 3 exchange from Japan performed tea ceremony for staff and students. 10 times
- Japanese students visited Japanese restaurants and learned to cook Japanese Food
- Students from Japanese volunteered at Lauritzen Gardens for Japanese Ambiance
- Students from Japanese had a display at the Millard North MS Cultural Fair
- Spanish IV classes (~100 kids) and IB Spanish kids taught at Cottonwood, Harvey Oaks and Montclair created children's books in Spanish for children in Honduras through an organization called Bridge of Peace.
- Competing in the UNL Language Fair Competition on April 15- including taking dance lessons (Flamenco, Dutch, French Canadian) and Language tables - conversation and learning about Chinese, Japanese, Russian

- South Omaha field trip/scavenger hunt April 29 and April 30, walk around 24th street L-Q streets in small groups, speaking in Spanish, learning about culture- all Spanish IV classes, IB Spanish students
- Spanish Club activities - Day of the Dead party - learn about other culture's concepts of death, Novela Night- watch telenovelas after school in Spanish (Spring), Zumba dance lessons (mix of Latin/African/Arabic dancing) May 24
- Eating in Spanish-speaking restaurants (3 times this year)
- Cinco de Mayo festivities (April 30 – May 2) - given opportunity to go there and use to make up speaking points from class - observed culture, participated in celebrations

Art Department

- **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 pictorial and geometric 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 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 with examples discussed from various time periods and cultures. 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.

English Department

- After meeting Howard Buffet, Amy Sauser was given 120 copies of his new book, Fragile, for student use.
- All of the books Becky Terrell had to read for her Multi-Cultural Literature class are now in her classroom library. As she brought them in, she did a small book talk on each one. They are available for students to check out and read.
- Becky Terrell taught *American Born Chinese* and allowed students to take a virtual tour of Chinatown and to learn about and respect the differences in this Asian country
- Becky Terrell read *After Tupac and D Foster* out loud to her ninth grade classes, discussing the impact music can have on teenagers and studying the differences of the Black English dialect.
- In Becky Terrell's class, three Literature Circles read *Broken Moon* and studied Pakistani customs.
- aMNesty:
 - Brought in a Pastor from Haiti who survived the earthquake
 - Hosted the Hunger Banquet which raised awareness about global poverty and hunger
 - Showed the movie *God Grew Tired of Us* about Sudanese refugees

- Sponsored Jackson Gzehoviak's refugee event for his MYP project where he brought in several speakers talking about Sudan, Uzbekistan, Cambodia, and Cameroon
- Raised money for Haiti
- Researched global poverty and made posters raising awareness of the world's situation as compared to American perspectives
- During House of the Scorpion Chris Cobb's English class discussed Festival of the Dead, Lady of Guadalupe, South American myths and superstitions.
- During Black history month, Chris Cobb's examined Martin Luther King JR. and Maya Angelo
- In American Born Chinese, Chris Cobb's class studied the Chinese New Year and cultural ideas and customs.
- In Debate and Advanced Debate, topics are not curriculum driven, so Chris Carroll's class chose topics addressing multiculturalism:
 - Affirmative Action, historically and as applied today
 - Poverty, including its implications for ethnic minorities
 - Immigration in America, policies and peoples affected
- The Do Something, Mustangs club participated in Project Wee Care: collecting money and supplies, shopping for a family, wrapping gifts, packing food boxes
- In English 9 and 10, Christie Rushenberg teaches the students that Science Fiction is a vehicle through which to express injustice and social responsibilities. In English 9, the students read The House of the Scorpion and Ender's Game, and these novels are compared to the films *The Island* (entire film), *Gattaca* (clips only), and *Toys* (clips only); in English 10, the students read Frankenstein.
- In English 10, Christie Rushenberg teaches the students film literacy so they may analyze the film *The Boy in Striped Pajamas* (entire film) and compare it to Elie Wiesel's Night.
- In World Literature, Christie Rushenberg teaches the students aspects of musical literacy so they may analyze and compare musical texts with written texts. Some of these musical texts include *Andrew Lloyd Webber's The Phantom of the Opera*, *Candide*, *Frankenstein*, *A Tale of Two Cities*, and *Faust*. These musical texts are compared to the written texts of the same name.
- In English 10, Christie Rushenberg teaches the students aspects of musical literacy while teaching poetry.
- In English 9, 10, and World Literature, Christie Rushenberg exposes the students to a number of multicultural artworks to enhance learning. Some of these art pieces include works by Faith Ringgold, Aztec art, Japanese art, European art, Indian art, and African art.
- In Analysis of Mass Media, we discussed the effects of media stereotyping on people's attitudes toward various ethnic groups.
- English classes looked at multi-cultural perspectives during Black History month. The focus was on Frederick Douglass, and Harriet Beecher Stowe.
- The IB classes looked at cultural/historical issues of the modern Muslim culture, the cultural perspectives of the modern Balkans, South Africa, and South America.

Multicultural Experiences:

- In World Literature, students are exposed to the idea of intolerance and prejudice through various texts from Africa, India, and the Americas.

- In English 9, students read various multicultural novels, such as American Born Chinese, Broken Moon, and The House of the Scorpion. While reading Broken Moon, students also watched clips of the film *Arabian Nights*. Students may also choose one novel to read at the end of the year, and several students have chosen to read The Piano Lesson, I Have Lived a Thousand Years, and To Kill a Mockingbird.
- In English 9, students are exposed to the Islamic, Catholic, and Taoist faiths through Broken Moon, The House of the Scorpion, and American Born Chinese.
- In English 10, students are exposed to the Jewish faith and various aspects prejudice, specifically through propaganda, while reading Night and watching the film *The Boy in Striped Pajamas*.
- In English 10, students are exposed to the Catholic faith while reading The Canterbury Tales and other texts from the Middle Ages.
- All Art classes were involved in the 2009 International “Pinwheels for Peace” Day, Sept. 21, 2009. Through the Pinwheels for Peace project, we enabled our students make a public visual statements toward their feelings about war/peace/tolerance/cooperation/harmony/unity to, in some way, awaken the public and let them know what the next generation is thinking. Students helped "plant" their pinwheels outside in front of the school as a public statement and art exhibit/installation.
- Carmen Hippen continued sponsorship of the Diversity Club.
- MNHS continued involvement in the IncluCity human relations program. This multi-cultural program is designed to break down barriers of prejudice and oppression by enhancing diversity awareness.

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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.)

We continued to focus on our professional learning communities and Grading for Learning, which benefit all students' achievement. Each staff member met in a small group with Dr. Case to discuss our Gallup engagement results and make plans for next school year. Engaged staff members help all students to achieve. Our building will be starting the training on Culturally Responsive Teaching next fall in addition to beginning RTI+I.

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. She also presented information about the ELL program, students and best practices during a new teachers' meeting.

Several of our teachers attended the national SIOP Conference while several attended a local SIOP workshop. Jennifer Reid pulled together any South teacher who had been trained in SIOP over the last three years for a half day to debrief on the newest information and to plan implementation of the next steps.

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

Art

- 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 Morrisseau (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 - Italian Renaissance - Leonardo Da Vinci (whose homosexuality is discussed in content with his art..)
- Commercial Art: History of Books-Non-codex books from Crete, Australian, Moche, Inca, Iroquois and Nigeria. 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-Islamic, Asian, African and Northern European.

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. Shared samples of ConAgra products (Orville Redenbacher popcorn) with language and graphic changes.
- 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

Counseling

- “A Better Future Today” is a group of students that our counseling office specially trained to customize skits and presentations for various classroom needs. Students presented sessions to classes 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. And many other schools
- Promoted Latina – Week Long Workshop – College of St. Mary – Summer Program
- UNL – Multicultural Dinner
- Promoted Latina – Week Long Workshop – College of St. Mary – Summer Program
- Patriot Mentors facilitate different activities in Pride Time, some of which center on diversity and acceptance of others; examples of this would be Human BINGO, discussion/promotion Mix-It Up Day, and Guess Who.
- Promoted “Prejudice Elimination Workshop” – daylong workshop for high school students dealing with tolerance and diversity
- 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

- 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.
- Many ELL students attended the Latino Summit in Omaha in the fall.
- Promoted 9th Annual Latina Summer Academy at College of Saint Mary.

Family and Consumer Science

- History of Architecture, Housing Principles, Elements and Design, Interior Design
- History of Fabric, Pattern, Clothing Apparel and Design, Creative Textiles
- Origin of Food & Cultural Practices, Foods for Today, International Foods, Culinary Skills
- Cultural Practices, Adult Living
- Cultural Practices, Everyday Living
- Cultural Practices, Child Development

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 multicultural pieces in literature interpretation competition
- English 9
 - Read *To Kill a Mockingbird* by Harper Lee-Deals with the consequences of racism during the depression era
 - Read *The Piano Lesson* by August Wilson – Deals with a family who has been in slavery and the family's rise out of slavery
 - Read *American Born Chinese* by Gene Luen Yang – Graphic Novel dealing with Chinese tales and values
 - Read *Broken Moon* by Kim Antieua – Set in Pakistan and follows a girl trying to live in the society and find her brother
 - Studied the novel *Star Girl* by Jerry Spinelli, a novel about diversity in personalities of teens, acceptance, and popularity
- 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:
 - Read the novel *Warriors Don't Cry*
 - Read *Civil Disobedience*
 - Read the novel *Adventures of Huckleberry Finn*
- Basic English 10:
 - Read the following novels: *Night* by a Holocaust survivor Elie Wiesel, *Lord of the Flies* by William Golding, *Animal Farm* by George Orwell.
- 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
 - Read the following novels: *Huck Finn*, *A Lesson before Dying*, *Secret Life of Bees*, *Fallen Angels*
- 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
- AP Literature and Composition
 - Read, analyzed and discussed poetry from diverse African-American experiences including works by Gwendolyn Brooks, Langston Hughes, Countee Cullen and Lucille Clifton.
 - Read analyzed and discussed short fiction from a variety of cultures including works by Jhumpa Lahiri, Alice Walker, Toni Cade Bambara, and Gabriel Garcia Marquez.
 - Read, analyzed and discussed literature which addressed topics and themes such as racism, sexism, fascism, classism, and oppression.

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
- Nathan Wragge and Kenda Olson attended SIOP training to work with ELL students
- Many of our textbooks give examples using multicultural names

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)

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
- Discussion of women and minorities and their contributions to various fields of science
- Genetics, Biology – we research what traits and disorders are more common in certain ethnic groups
- Biology – discussion of pathogenic organisms and where they are prevalent in the world
- Human Physiology – career highlights in textbook includes people of many diverse 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:

- 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 five major world religions in World Geography
- Russian, Chinese Middle Eastern History and the music
- Guest speaker – Native American, in Ethnic Studies
- Student Council Exchange program with Omaha Nation
- Guest Speaker Frank Meeinle, ex Neo-Nazi

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

The World Language Department hosted a World Language Week in January. We invited speakers with various language and travel experiences to share insight about the importance of learning more than one language as well as understanding other cultures. One speaker had traveled to the Dominican Republic as well as Machu Picchu. The bilingual liaison for the district also talked to our students. He shared his experiences of growing up in Africa, Germany, and South America with our students. Other speakers were from an accounting firm in South Omaha who talked to the students about the importance of understanding other languages and cultures. Another speaker was a former Millard South student that had studied abroad and is now a bi-lingual attorney in Omaha. A representative from UNO also came to talk about study abroad opportunities that our students would have in the future. Our final speaker was the International Development Manager at the Nebraska Department of Economic Development. He spoke to our students about different language and cultural experiences he has had through his job.

During World Language Week, students also participated in different language and cultural activities. They had the opportunity to listen to a classical guitarist who shared information about the influences that Spain, France and Germany have had on classical guitar music. Students learned popular children’s songs in all three languages as well as “survival phrases”. Students had the opportunity to make authentic French, German, and Spanish food, and they played authentic games from France, Germany, and Peru. The students were also able to participate in a cultural trivia game with information about Hispanic, French, & German cultures.

French Club

- This year the French club members visited Joslyn Art Museum for a tour of French art, where they learned about the jury process for Salon exhibitions held at the Louvre museum in the 19th century. Afterwards, the club went to Dario's, a French-Belgian cafe-brasserie, for lunch. We also visited Museo Latino (together with members of German club and Spanish club) for a tour of the exhibit showing how Carnival is celebrated around the world.
- French club held a Mardi Gras party in February, during which students made parade floats, ate Cajun food, and learned about some popular Cajun music and dance steps. During National French Week, we had a morning "Croissants et Chocolat" session where we spoke French with students while enjoying a typical French continental breakfast. That week, French club members also had a "Fondue et La Fontaine" party, where they ate chocolate fondue and made posters illustrating fables by La Fontaine. In April, some students 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.

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 French teachers and students take a trip abroad to France every other year. That trip includes a five-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 Nikolaustag activity. Students learned the German board game, Dame Mühle, one afternoon. Millard South students then went to Andersen Middle School and invited Russell Middle School students to Millard South to teach the game to younger students. The German Club visited the German restaurant, Gerdas. Cultural food experiences in the club included eating Spaghetti Eis, sampling German cakes, and 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.

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). In the summer of 2009, MSHS students made presentations on Nebraska and American culture to classes in the Helene-Lange-Gymnasium. In March 2010, our guests from Dortmund made presentations on the German culture to our MSHS German classes.
- In October, a former exchange student from Berlin visited our classes to talk about the 20th anniversary of the fall of the Berlin Wall. In January and February, a former MSHS student volunteered in our classes once a week, discussing how he is using and will use his language, and participating in interactive lessons to show students that language learning does not need to stop after high school. He also discussed the exchange program in Austria he began in March through UNO for his International Business degree.

Spanish Club

- This year Spanish Club experienced authentic food at Guaca Maya and España restaurants. They also had the opportunity to visit El Museo Latino on two occasions. During their first visit, they were able to see the Ofrenda for El Dia de los Muertos and afterwards visited an authentic pastry shop that was in the process of making el pan de muerto. During their second visit, they saw the Carnaval exhibit which chronicled the origin and history of the celebration in different countries throughout the world. In April, students competed in the UNL Foreign Language Fair in vocal music, poetry, 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.

Spanish Department Activities

- Some teachers organized a pen-pal experience with students from Murcia, Spain.

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

MSHS Mission: Our building mission statement is inclusive of all students.

“In the rich tradition of excellence and community at Millard South High School, we guarantee each student develops and demonstrates personal, social, and academic excellence through world-class opportunities and 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/Book Club- multicultural literature selected for student independent reading
- Picturing America- Art chosen for its relationship to American History display of fine art prints.
- Promoted Faces of America to staff

Guest Speaker for language arts and social studies:

- Frank Meeink, author of Autobiography of a Recovering Skinhead, spoke about his descent into America's Nazi underground and his ultimate triumph over hatred and addiction on Wednesday, May 12th. He came to Omaha on behalf of the Anti-Defamation League, who had him scheduled to present at the Bemis Center for Contemporary Arts, which only holds 100 people. So many of our MSHS students were interested in attending the event that he agreed to do a separate presentation in our high school auditorium.

Guest performance for world geography and music

- On April 16, 2010, Millard South world geography and music students had an opportunity to attend a cultural/musical performance in our auditorium by the group Alash Ensemble. The members of Alash are masters of Tuvan throat singing, a technique for singing multiple pitches at the same time. Masters of traditional Tuvan instruments as well as the art of throat singing, Alash are deeply committed to traditional Tuvan music and culture. Believing that traditional music must constantly evolve, the musicians subtly infused their songs with western elements, yet true to their Tuvan musical heritage. Tuva (sometimes spelled Tyva) sits at the southern edge of Siberia, with Mongolia to its south. Over the centuries, Tuva has been part of Chinese and Mongolian empires, and shares

many cultural ties with Mongolia. In 1944, it became part of the USSR and is now a member of the Russian Federation.

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" were hung in all wings of the school.
- "Welcome Party" for foreign exchange students: hosted with German Club to provide cake-and-punch reception

Mix-It-Up-At-Lunch Day: joined with Student Council and 40 Assets to offer an opportunity where students were asked to sit with someone new. Posters were hung to advertise, information and activities were dispersed via Peer Mentors in freshman PRIDE Times, and ice-breaker quizzes with questions pertaining to school history were available at each table at lunch (and those who successfully completed the quiz were entered in a drawing for free cookies from the Patriot Post).

Black History Month:

- Posters containing information about famous African Americans from history were hung by the corresponding subject area in which (s)he made positive contributions, and then quizzes requiring students to visit each poster in a scavenger-hunt manner were offered for (a) any student interested in being entered into a drawing for four different fast-food restaurant gift cards and/or (b) students receiving an optional extra-credit opportunity from participating classroom teachers.

Racial Discrimination Elimination Day:

- Neck decals were distributed to all faculty members, Diversity Club members, and anyone from the student body interested in participating in getting the word out. In addition, a table was set up at lunch with pledge signs that allowed any student to write his/her name and what (s)he vowed to "stand up for" in order to eliminate hate. Making such a pledge granted each student a "Don't Be A Hater" sticker.

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.

Student Council

- Student Council hosted a school exchange with Omaha Nation School in Macy, NE. While there, students took part in cultural classes, ate "Indian Tacos" and participated in the traditional Omaha Hand Game which included drums, sacred feathers and dancing. At the conclusion of the day, Millard South was given a star quilt from the Omaha people thanking them for bringing good wishes for the day. Omaha Nation School also visited Millard South.
- In observation of the International Day of Awareness to End the R-Word, Student Council created a statement to be read to all students, a video that explained why the campaign took place and encouraged students to sign an on-line pledge to stop the use of the word "retarded".

**Millard Public Schools
Multicultural Education
Year End Report: 2009-2010**

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.)

- All World Language teachers attended workshop on Increasing Student Use of the Target Language in the classroom.
- All teachers were involved in continued training on the Developmental Assets program.
- Two teachers participated in the Anti-Defamation League's Prejudice Elimination Workshop in November.

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

- We do a number of multicultural activities in our International Business class that go beyond what is required by our district curriculum:
 - **Cross-cultural project** - students must go visit a place of business owned by a foreigner and interview the business owner about their culture and what it is like to run their business in America. Most of the time these students go visit local restaurants.
 - **Blunders in International Project** - students are required to research cultural mistakes made by U.S. Companies in the past when expanding their businesses to international markets. Students are also required to do in-depth research about the country in which the U.S. made the cultural 'faux pas' and present their findings to the class.
 - **Movies discussing culture and international business issues:**
Outsourced, Communicating between cultures, The People's Republic of Capitalism
 - **Guest Speaker from overseas** - This year we also Skyped in guest speaker from Copenhagen, Robert Strand with the University of Copenhagen, who discussed with us the cultural differences between America and Northern Europe both in and outside of the workplace, as well as business ethics topics.
 - **Reading from "The World is Flat"** - Students must read Ch. 1 of the book "The World is Flat" by Thomas Friedman which discusses the outsourcing of American jobs to countries like India and China.
- Several of our members Justice League club participated in the Anti-Defamation League's Prejudice Elimination Workshop in November, and we plan to participate again next year. The day-long workshop is designed to bring students from an array of local

high schools together to discuss diversity, prejudice, and inclusion. I also got to participate in activities with other teachers.

- For our Interdisciplinary Music program, Opera Omaha came and presented *Italian, French, and German* arias.
- In our Film Festival, we had a category "Foreign Film" for which students created films with world language dialogue and subtitles.
- Scott Townsley had Bea Karpe come to speak - a survivor from the holocaust.
- Living Voices - focused on Native Americans - presented to all American History students this half of the year.
- Guest speakers spoke to several English 9 classrooms about the African- American experience from their own perspective in support to a play read in class.
- Several students participated in the UNL Language Fair: A day designed to expose students to the different language opportunities offered at UNL. Students took part in competitions as well as mini lessons where they could learn about culture or less commonly taught languages.
- Several students participated in a German Convention: Students compete in a variety of activities that help the students use their language skills. They also learn about culture.
- AP French students competed at the UNL Language Fair in March. They wrote, produced and performed an original skit based on French Art and History. They received 1st place for their efforts.

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: 2009-2010**

School: Millard Horizon High School

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.)

- PBS—implemented Positive Behavior Support system. This is a school-wide behavior system
- Continuous training of the Millard Instructional Model (MIM) during staff development
- Project-Based Learning introduction to staff

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:** Curriculum Management Audit Update**MEETING DATE:** July 12, 2010**DEPARTMENT:** Educational Services**TITLE AND****BRIEF DESCRIPTION:** Curriculum Management Audit Update**ACTION DESIRED:** Information

BACKGROUND: The original Phi Delta Kappa sponsored Curriculum Management Audit was conducted in the spring of 1998. In the spring of 2007, the Board commissioned a follow-up Curriculum Management Audit to determine the progress that had been made over the preceding nine years and to identify those areas in further need of attention. The follow-up audit has nine continuing recommendations and numerous sub-points to each requiring the collective efforts of not only Educational Services, but also, Human Resources, Planning and Evaluation, the Business Office, Technology, General Administration, and the Superintendent. Review and implementation of these recommendations, where appropriate, is a multi-year project.

The attached matrix outlines the progress (**shown in red**) made in addressing these recommendations during the 2009 – 2010 school year.

RECOMMENDATIONS: NA**STRATEGIC PLAN REFERENCE:** None**TIMELINE:** On-going**RESPONSIBLE PERSON(S):** Dr. Mark Feldhausen, Assoc. Supt. for Ed. Services**SUPERINTENDENT'S APPROVAL:**

 (Signature)
BOARD ACTION:

Post-Audit Continuing Recommendations

Recommendation	Responsible Party								Policy/Rule Reference	Action to be Taken	Timeline
	ES	HR	P/E	Tech	Bus/ Fin	Gen Adm	Supt	Exec Cabt			
1: Establish a cycle of board policy review. Continue to revise current policies or adopt new policies to provide for local curriculum management and quality control.											
1.1: Develop and adopt a policy that provides direction for a full scope of long- and short-range district planning. The policy should address development, implementation, monitoring, evaluation, relationship to the budget planning process, and public reporting procedures.						X			<i>Policy 10,000</i>	The Superintendent continues to direct that all policies and rules should be reviewed every seven years. The Director of Administrative Affairs is tasked with tracking Policy/Rule updates. This requires that 80 be reviewed and updated per year..	Rule 10,000.1 modified to include references to short term and long-term planning. Board approved on June 2, 2008.
1.2: Develop and adopt a policy that requires a seven-year cycle of board policy review. The cycle should be developed so that the core curricular areas of English/language arts, math, science, and social studies are not reviewed in the same year.	X								<i>(Seven year curriculum cycle 6120 & 6130, 6130.1 and BOE Policy review cycle 8110 are different issues. Watch for undue stress on teachers at given level)</i>		
1.3: Strengthen Board Policy 6120.1 to require that primary instructional resources and textbooks, aligned to the curriculum guides, are adopted by the board as part of the review cycle.	X								<i>6120.1 (Align with 6010.1 Review parallel language or reference each to the other)</i>	Revised Rule 6120.1 to address MEP Cycle and action of BOE regarding textbook approval	BOE approved changes May 18, 2009
1.4: Develop and adopt a policy that establishes time allocations for instruction in the core content areas.	X								<i>(Rule 6031.1 Provide ranges for elem that corresponds to Rule 10 and state reporting—create rule or add to current—add pacing to K-12 curriculum guides)</i>	Rule 6031.1 revised and presented to BOE September 15, 2008. Time allocations strengthened in Rule. Course guides revised in 6130.1	Revision to Rule 6031.1 completed. Rule 6130.1 approved May 18, 2009.

Post-Audit Continuing Recommendations

Recommendation	Responsible Party								Policy/Rule Reference	Action to be Taken	Timeline
	ES	HR	P/E	Tech	Bus/ Fin	Gen Adm	Supt	Exec Cabt			
1.5: Develop and adopt a policy that establishes program budgeting procedures to ensure that planning priorities are reflected in budgeting and spending.					X				<i>(Fossen and Program Budgeting 3110 & 3110.1)</i>	embed program budgeting process into Rule 3110.1	BOE approved revised Rule 3110.1 July 7, 2008
1.6: Establish a calendar of systematic policy review so that board policies keep pace with current board expectations. During the reviews, update terminology, job titles referenced in policies, and legal requirements as needed.							X		<i>(Supt. and Ex. Cabinet, BOE 8110)</i>	Supt. requires all BOE Policies and Rules to be updated every 8 years. Matrix and calendar maintained by Dir. Of Admin Affairs	On-going
2: Revise the Table of Organization and Job Descriptions to reflect current expectations, roles, and responsibilities.											
2.1: Revise the organizational chart to meet audit criteria listed in <u>Exhibit 2.2</u> and to support Pre-K-12 articulation of the curriculum.							X		<i>(Supt. for organizational chart) (PK12 articulation to ES Rule####)</i>		
- Create and staff a Pre-K-12 Curriculum Director position. (This is an additional position in contrast to combining Directors of Elem and Secondary—perhaps a coordinator to maintain consistency and documentation, etc. Would need a job description.)	X						X			No action planned at this time.	
- Redesign the MEP Facilitator positions to have Pre-K-12 curriculum responsibilities.	X								<i>(Review current job description of ES MEP's)</i>	Most recent posting assumed a K-12 posture for MEP responsibilities	Three MEP's hired in last year in this manner.
- Address the span of control for the Superintendent, Associate Superintendent of Educational Services, Elementary and Secondary Directors.	X						X			Span of control for superintendent reduced by reorganization of Executive Cabinet and assignment of Director of Assessment, Research, and Evaluation to Educational Services.	Effective July 1, 2010.

Post-Audit Continuing Recommendations

Recommendation	Responsible Party								Policy/Rule Reference	Action to be Taken	Timeline
	ES	HR	P/E	Tech	Bus/ Fin	Gen Adm	Supt	Exec Cabt			
- Clarify reporting relationships when job descriptions list more than one supervisor.		X							(HR—All job descriptions that are not a part of Section 2000 should be available on the Intranet even if security 5 level)	HR posted 20 certificated positions and 8 classified positions to the District HR Intranet site during the fall 2008 semester.	Done
- Address scalar relationships and full inclusion.	X	X					X		(see page 33 for definitions)		
2.2: Establish a practice for annual review and modification of the table of organization to reflect current district operations.							X				
2.3: Develop job descriptions for all positions that are accurate, complete, and comply with audit principles described in Exhibit 2.3.											Done
- Establish a timeline for the creation of job descriptions that meet audit criteria for every position in the system; review at least every two years for updating and adjustment. Develop a board policy based on this directive.		X					X				
- Ensure that no position reports to more than one supervisor. If the nature of the duties performed requires coordinating with more than one administrator, the job description needs to clarify the roles of multiple supervisors. The final authority should be the person who evaluates the employee.		X							(HR—realistically some positions may not be able to avoid this)		
- Update job descriptions for principals and assistant principals to include expectations for monitoring the delivery of the curriculum in the classroom.	X	X								Job descriptions for building administrators (2100.51, .52, .53, .54, .55, .56, .57) were revised and presented to the Board on January 21, 2008	Done (Changes to Board January 21, 2008)

Post-Audit Continuing Recommendations

Recommendation	Responsible Party								Policy/Rule Reference	Action to be Taken	Timeline
	ES	HR	P/E	Tech	Bus/ Fin	Gen Adm	Supt	Exec Cabt			
- Add a step in the phase that requires all objectives and outcomes be evaluated for quality, rigor, measurability, and vertical alignment/spiraling. This evaluation is termed a quality "screening" process, and ensures that all objectives and outcomes are valid, up-to-date, applicable to real-life contexts, and are rigorous. It also ensures that all curriculum is vertically aligned and that content is connected and spirals uninterrupted from one level to the next.	X									Rule 6120.1 addresses the alignment of MPS standards and indicators with the state and calls for a complete scope and sequence PK-12 for all standards and indicators. The Language Arts Standards and Indicators were the first example of this process. BOE approved LA standards and indicators March 2, 2009.	Completed upon approval by BOE on May 18, 2009
- Require that all ELO and course objective development be conducted from a K-12 perspective, always beginning with the end in mind, to ensure that rigor is maintained.	X									Rule 6120.1 and 6130.1 address this issue.	Completed upon approval by BOE on May 18, 2009
- Revise the sequence of steps in the first phase of the curriculum cycle to place resource selection and piloting after the development of Essential Learner Outcomes, student objectives, and guides.	X									Rule 6120.1 revises the entire MEP cycle to address this issue.	Completed upon approval by BOE on May 18, 2009
- Add a step that requires the solicitation of input from external evaluation sources (never publishers) regarding the quality and alignment of possible resource adoptions.	X									Addressed in MEP Cycle Procedures adopted by Ed. Services and distributed April 3, 2009.	Completed. Procedures include detailed Gantt Chart for timeline analysis.

Post-Audit Continuing Recommendations

Recommendation	Responsible Party								Policy/Rule Reference	Action to be Taken	Timeline
	ES	HR	P/E	Tech	Bus/ Fin	Gen Adm	Supt	Exec Cabt			
<p>3.3: Review the job descriptions of MEP facilitators. Consider requiring content area expertise and assigning Pre-K-12 responsibility (see Recommendations 2 and 6.)</p>	X	X								<p>Educational Services is making adjustments to the MEP process to make it more of a K-12 process, but it does not believe that this recommendation can be fully implemented without a significant increase in the number of MEP Facilitators especially if this is to be interpreted as one content expert per discipline. At this time, no further action will be taken on this recommendation.</p>	On-going
<p>4: Develop and initiate a program and student assessment plan that includes the PDK/CMSi Characteristics of a Comprehensive Student and Program Assessment Plan. Include the development of formal assessments that support district curricular offerings.</p>										<p>Nebraska State Statute 79-760 outlines revised state assessment system. The district will adjust and align its assessment system with the state's.</p>	<p>On-going. June 7, 2010, changes to Rule 6315.1 reflect most recent assessment changes.</p>
<p>4.1: Develop a student and program assessment plan with components that meet the PDK/CMSi characteristics of a comprehensive program and student assessment plan. Obtain Board of Education approval for the plan.</p>	X		X								
<p>4.2: Continue to develop and initiate end-of-course assessments that can be centrally managed and used to determine student competency in the specific course.</p>	X									<p>Revised Course Guide parameters found in Rule 6130.2 address this recommendation.</p>	<p>Completed with BOE approval on May 18, 2009</p>
<p>4.3: Develop and implement initiatives with a goal of increasing student performance on nationally nonmed achievement tests.</p>	X		X						<p>(Strat Plan Objective #1 & Parameter #6)</p>		<p>Terra Nova Ver. 3 will be implemented in 2010-2011.</p>

Post-Audit Continuing Recommendations

Recommendation	Responsible Party								Policy/Rule Reference	Action to be Taken	Timeline
	ES	HR	P/E	Tech	Bus/ Fin	Gen Adm	Supt	Exec Cabt			
5.4: Provide a system that is designed to ensure the institutionalization of district-wide staff development initiatives. Future staff development initiatives should be limited until institutionalization of existing programs has been achieved.	X									Comp Staff Dev. Plan	Done
5.5: Include differentiated staff development for all employees.	X	X								Comp Staff Dev. Plan	Done
5.6: Place all staff development efforts including the New Teacher Induction Program under the leadership of the Director of Staff Development.	X	X									
6: Continue efforts to develop an articulated and coordinated Pre-K-12 curriculum and to provide consistency in curriculum implementation.											
6.1: Structure and operate the Educational Services division from a Pre-K-12 perspective (see <u>Recommendation 2</u>).	X									All procedures and operations are being approached from a PK-12 perspective as is appropriate.	On-going
– Continue with Pre-K-12 curriculum development.	X									Rule 6120.1 and Rule 6130.1.2.3	Completed with BOE approval May 18, 2009
– Establish a Pre-K-12 curriculum director position and K-12 MEP facilitator positions. Continue to vertically align and coordinate program initiatives, such as IB, AP, etc.	X						X				
6.2: Improve the quality of curriculum documents so they provide vertical articulation and the specificity needed to guide teaching and learning (see Recommendation 8).	X									Rule 6130.2 addresses Course Guides	Completed with BOE approval May 18, 2009
– Develop a scope and sequence for all curriculum guides.	X									Addressed as content area goes through cycle	Language Arts, Math, P.E. Art completed.
– Include instructional strategies and sample model lessons in curriculum guides.	X									Course Guides content	
6.3: Continue to use Professional Learning Communities as a vehicle for increasing articulation and coordination within schools.	X										Ongoing
6.4: Clearly state and align expectations for monitoring the curriculum in board policy, administrators' job descriptions, and appraisal instruments.	X	X								Adminstrator job descriptions revised in accordance with CMA recommendations.	Done

Post-Audit Continuing Recommendations

Recommendation	Responsible Party								Policy/Rule Reference	Action to be Taken	Timeline
	ES	HR	P/E	Tech	Bus/ Fin	Gen Adm	Supt	Exec Cabt			
– Support the revision of administrative priorities to ensure focus on classroom visits and related practices and to promote instructional leadership and coaching among principals and assistant principals at all grade levels.	X									New Teacher Evaluation System focuses on classroom walk-throughs.	New System approved by BOE July 7, 2008. The 2008-2009 school year is the first full year of implementation.
– Hold administrators accountable for monitoring the delivery of the curriculum, conducting classroom walk-throughs, and providing constructive feedback to teachers. Link administrative evaluations to effective curriculum monitoring practices.	X									Administrator Mutual Commitments, Job Descriptions, and Teacher Evaluation System address this issue.	
– Continue to do joint walk-throughs, and provide the next level of training in classroom walk-throughs.	X										
6.5: Specify and align expectations for instructional practices in board policy, the teacher's job description, and the appraisal instrument.	X										
– Focus district professional development on expected instructional strategies (e.g., use of technology in the classroom, differentiated instruction and student needs identified through assessment data analysis). Such training should be required of all administrators and teachers, with follow-up procedures established.	X									See Comprehensive Staff Development Plan	Revised Yearly
– Develop a commonly understood model for differentiated instruction in the Millard Public Schools to meet the diversity of learner needs. Include strategies and model lessons in curriculum guides.	X									Millard Instructional Model includes differentiation examples	On-going
7: Continue to refine the program budgeting process with decisions based on performance or results. Determine the cost benefit of programs to determine whether or not programs should continue, be modified, or terminated.										Program Budgeting process recognized curriculum adoption needs by creating separate Program Budget, Curriculum Adoption, above the line to support seven year cycle.	Feb-09

Post-Audit Continuing Recommendations

Recommendation	Responsible Party								Policy/Rule Reference	Action to be Taken	Timeline
	ES	HR	P/E	Tech	Bus/ Fin	Gen Adm	Supt	Exec Cabt			
<p>8.1: Clearly define, with references to professional or other literature used in staff development trainings, what quality instruction looks like in the classroom, particularly in world-class schools. Include in this description the type of strategies and approaches district leaders expect to see in every classroom, regardless of the grade level or content area. These descriptions should be detailed in the written curriculum documents, and stand apart from the suggested approaches or strategies that form a component of the guides. This piece is intended to define what instruction (the delivery of curriculum) should look like; the suggested strategies are intended to provide teachers with specific ideas on how to teach an objective or skill. Include examples of effective differentiation for different learning styles and skill levels, congruent with former trainings.</p>	X									<p>With each content areas adoption of new materials and adjusted curriculum, special administrator guides will be created to help principals know and understand the curriculum and the instructional best practices that should be observed in the classroom PK-12.</p>	<p>Language Arts Summer 2009</p>
<p>8.2: Revise the current policy for curriculum format and components, requiring guides to meet criteria more than just beyond the minimum components. Also, require the needed levels of specificity for each component and specify that the components themselves be internally aligned. For example, while the objectives specifically define the content and standard of performance of instruction, the suggested lessons and strategies, along with exemplary student assignments and practice activities, define the context and cognitive rigor of instruction. All parts should work in concert, assisting teachers in their task of facilitating and eliciting each child's learning. While alignment of the written, taught, and tested curriculum is desired in the implementation of the educational program across the district, similar alignment is desired within the curriculum documents themselves: objectives with suggested strategies, and these in turn with the assessment instruments.</p>	X								<p>Rule 6130.1</p>	<p>Completed upon approval by BOE on May 18, 2009</p>	

Post-Audit Continuing Recommendations

Recommendation	Responsible Party								Policy/Rule Reference	Action to be Taken	Timeline
	ES	HR	P/E	Tech	Bus/ Fin	Gen Adm	Supt	Exec Cabt			
8.4: Link suggested strategies to specific units and/or weeks. Have an "overview" page for every course within a content area that shows how content is organized into thematic or conceptual units or by units of time, and provide the links to suggested lessons/strategies. From those strategies or lessons, provide links to the available student activities.	X										
8.5: Revisit with all MEP facilitators as well as future curriculum development committees what quality, specific, and measurable enabling objectives look like. Ensure that all committees and facilitators involved in the development process have high quality sample guides from which to glean ideas for the guide under revision, and require all guides to be screened for quality (by designated persons, always the same ones) before they are disseminated to teachers and schools.	X										
8.6: Revisit, by content area, what differentiation looks like in the classroom. Integrate this content with the training in expectations for instructional delivery; this should all form a major part of the MIM training and reinforce district efforts to seamlessly unite curriculum and teaching.	X										
9: Continue to align new programs and initiatives with board policies, strategic planning priorities, and the curriculum. Control the number of district and building initiatives implemented. Provide staff development, support, and follow through over several years to increase the likelihood of success.											
9.1: Prioritize and limit the number of initiatives introduced at the district and school levels each year.							X	X		Only initiatives derived from the District's Strategic Plan or the Board's Goals for the Superintendent have been undertaken this year as identified in Rec 9.1.	Ongoing
– Establish a district leadership level clearinghouse to prioritize and monitor the number of new programs and innovations developed to address the goals of the Strategic Plan.							X	X		Priorities established by Superintendent with advise from Executive Cabinet.	Ongoing

Post-Audit Continuing Recommendations

Recommendation	Responsible Party								Policy/Rule Reference	Action to be Taken	Timeline
	ES	HR	P/E	Tech	Bus/ Fin	Gen Adm	Supt	Exec Cabt			
<ul style="list-style-type: none"> Expect that school improvement teams consider district initiatives, new curriculum, and assessment requirements when adding additional school-based programs. 							X			Component of Policy 10,000 and Rule 10,000.1 and site planning process.	Yearly
9.2: Require systematic evaluation of both district level and school programs.			X								
9.3: Evaluate and revise the HAL program so as to provide a high quality, consistent educational program to meet the needs of gifted and talented students.	X									HAL program revised during 2009-2010 with revised identification system in place.	HAL funding provided in 2010-2011 for program implementation support.
9.4: Revise and update the Technology portion of <i>Board Policy 10000.1: Site Based Planning and Shared Decision Making</i> to reflect district level decisions that include assistance with the integration of technology into the curriculum and district level technology staff development.						X	X		<i>Policy 10000.1</i>	Rec 9.4 was addressed in July 2007 in Rule 10,000.1	Done
9.5: Establish measurable criteria for the evaluation of the technology program in terms of supporting teaching and learning and increased productivity in district operations.			X	X							
9.6: Continue to refine technological procedures to facilitate instructional decision making. Among the areas that need attention are the following:	X		X	X							
<ul style="list-style-type: none"> Efficient access to the curriculum online 	X		X	X						Options under review	Cost and Support Issues

AGENDA SUMMARY SHEET

Agenda Item: Millard Public Schools Career Academy Update

Meeting Date: July 12, 2010

Department: Educational Services

Title and Brief Description: Millard Public Schools Career Academy Update

Action Desired: Information Only

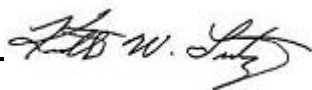
Background: In support of the district strategic plan, one career academy opened at each high school in August 2009. Millard North is hosting a Finance Academy; Millard South, an Entrepreneurship Academy; and Millard West, an Education Academy.

Planning is in progress for academies to open at Horizon High School in the fall of 2010. Horizon will host Culinary Skills; Health Sciences; and Transportation, Distribution, and Logistics academies. This report summarizes opening details from the first three academies; information on registration for all academies for August 2010 and provides a reminder of courses approved by the Board for the new academies.

Recommendations: Receive the report

Strategic Plan Reference: Strategy 6: Action Plans 4, 5 and 6

Responsible Persons: Dr. Mark Feldhausen, Nancy Johnston, and Barb Waller

Superintendent's Signature: _____  _____

Career Academy Update

2009-2010 Education, Entrepreneurship and Finance

The Education, Entrepreneurship & Finance Academies have completed the first year of instruction. Participants earned 40 credits per year toward high school graduation and had the option to participate in dual enrollment credit with Metropolitan Community College and University of Nebraska Omaha. The Millard Public Schools Foundation provided dual enrollment scholarships for three students with financial need.

Nationwide, the average enrollment at the start of an academy program is 8-10 students per academy. As noted, the Millard Public School Career Academies each began above that average. Below is the analysis of enrollment for the MPS Career Academies during Year 1. The beginning enrollment total for the MPS Career Academies was at 46 with the ending total enrollment at 33.

Enrollment Analysis MPS Career Academies Year 1

	Building	Beginning Enrollment August, 2009			Ending Enrollment June, 2010			Student Reasons for Not Continuing at Semester	Student Status for Beginning Year 2 August, 2010	Student Reasons for Not Continuing Year 2
		11 th Grade	12 th Grade	Total	11 th Grade	12 th Grade	Total			
Education Academy	WHS	15	2	17	13	2	15	2 students withdrew at semester, no longer interested in career	12	1 student no longer interested in career 2 students graduated
Entrepreneurship Academy	SHS	12	1	13	9	1	10	1 student withdrew at semester, no longer interested in career 1 student withdrew at semester due to failing status 1 student moved out of state	4	5 students no longer interested in career 1 student graduated
Finance Academy	NHS	15	1	16	8	0	8	5 withdrew at semester, no longer interested in career 2 students withdrew at semester due to failing status 1 student transferred to Horizon	4	4 students no longer interested in career

Summary of First Year Enrollment Analysis and Future Impact

With Year 1, all student applicants were reviewed, interviewed and accepted. Three of these students were new to Millard and were accepted into the academies without additional information on their previous academic performance. These students did not have the necessary academic preparation and were not successful. Revised screening processes will prevent this in the future.

During this transition year, not all of the career academy teachers were approved as adjunct faculty for all of the dual enrollment classes. Teacher qualifications to meet post secondary adjunct faculty status are critical to success of the students. New teachers hired for the career academies will have the needed credentials.

Staff development will be provided for academy teachers on effective instructional and communication practices for dual enrollment courses. Dual enrollment courses are college level courses taken by high school students who have a range of academic abilities which need to be addressed in order to assist students in being successful. In addition, staff development will include collaboration with the post secondary faculty on agreement and interpretation of assessment rubrics.

Communication and staff development efforts to assist high school advisors and counselors and middle school counselors working with eighth grade students with a deeper understanding about the MPS Career Academies will continue as more students learn and inquire about opportunities for career and college readiness and dual enrollment.

Further analysis of the original academies will be completed in Spring, 2011, with the MPS Program Evaluation. The Program Evaluation will be completed after Year 2 due to the Career Academies being designed as two year programs.

2010-2011 Millard Public School Career Academy Enrollment

Registration for 2010-2011 is identified in the table below. As noted, of the 134 students enrolled in the MPS Career Academies, 114 will be Year 1 across the 6 academies and 20 will be Year 2 of the first three MPS Career Academies.

Career Academy	Academy Location	Year	Enrollment	Assigned High School			
				NHS	SHS	WHS	HHS
Education Academy	WHS	1	20	4	4	12	
		2	12	3	1	8	
Entrepreneurship Academy	SHS	1	13	1	7	5	
		2	4	2	1	1	
Finance Academy	NHS	1	4	2	1	1	
		2	4	2	2		
Culinary Skills Academy	HHS	1	18	7	5	6	
Health Sciences Academy	HHS	1	48	21	16	11	
Transportation, Distribution & Logistics Academy	HHS	1	11	4	3		4
Total Enrollment			134	46	40	44	4

Millard Public Schools Foundation Scholarship Support

The Millard Public Schools Foundation will provide a scholarship for one-half the reduced rate tuition for all academy participants the first semester of 2010-2011. Participants who maintain a C grade point average on a 10 point college grading scale (or transferrable credit) will be eligible for the same scholarship for second semester. The table below documents the GPA required for transfer credit.

University of Nebraska Omaha College	Minimum GPA for Transfer Credit
College of Arts and Sciences	2.0
College of Business Administration	2.0 for academic core; 2.3 for Economics and Accounting, 2.5 for all other Business courses
College of Education	2.5

2010-2011 Culinary Skills, Health Sciences, Transportation, Distribution & Logistics

Beginning in August of 2010, Horizon High School will host the Culinary Skills Academy, Health Sciences Academy and Transportation, Distribution, and Logistics Academy. Students will earn 40 credits toward high school graduation with the option to earn dual enrollment credit with Metropolitan Community College and/or University of Nebraska Omaha.

The following tables document the sequence of courses for each academy, which were approved by the Board of Education in December, 2009, as part of the MPS High School Curriculum Handbook and Registration Guide.

Culinary Skills Academy Course Sequence Sample			
Year One		Year Two	
Semester One (Terms 1 & 2)	Semester Two (Terms 3 & 4)	Semester One (Terms 1 & 2)	Semester Two (Terms 3 & 4)
Culinary Orientation Seminar: Orientation, Sanitation, Culinary Math, Business Math	English 11	Baking Seminar: Baking Basics, Pastries, and Artisan Breads	
Culinary Foundations		Cakes	Spanish for Culinary Professionals
Vegetable, Starch, and Protein Cookery	Soups and Sauces	Culinary Internship I	Culinary Internship II

The courses identified above are partial fulfillment of the Culinary Arts and Culinary Arts Management Certificate requirements at Metropolitan Community College.

The courses identified below are partial fulfillment of the Professional Health Studies Associate's Degree Program at Metropolitan Community College. This degree articulates with the University of Nebraska Medical Center.

Health Sciences Academy Course Sequence Sample			
Year One		Year Two	
<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)	<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)
Human Anatomy & Physiology for Health Sciences	Introduction to Medical Law & Ethics	Long Term Care/Certified Nursing Assistant	Emergency Medical Technician-Basic
	Medical Terminology II		
Medical Terminology I	Nutrition in the Life Cycle	Genetics	AP Psychology
Health Sciences Orientation Seminar: Cardiopulmonary Resuscitation and Heart Saver First Aid/AED & Foundations of Health Careers	Disease Processes	Health Sciences Internship	

The courses listed below are partial fulfillment of the Associate's Degree in Distribution at Metropolitan Community College. Business courses (BSAD course number) will transfer to University of Nebraska Omaha.

Transportation, Distribution, & Logistics Academy Course Sequence Sample			
Year One		Year Two	
<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)	<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)
English 11	Industrial Safety & Health	Mechanical Print Reading	Purchasing and Material Management
	Introduction to Distribution	College Composition and Research	Problem Solving
Introduction to Business	Principles of Marketing	Business Logistics	Production & Operations Management
Introduction to Transportation, Distribution & Logistics	Principles of Management	Transportation Distribution & Logistics Internship	

AGENDA SUMMARY SHEET

AGENDA ITEM: Board and Committee Meeting Schedule 2010-2011

MEETING DATE: July 12, 2010

DEPARTMENT: Board of Education

TITLE AND BRIEF DESCRIPTION: Board and Committee Meeting Schedule for 2010-2011

ACTION DESIRED: Information

BACKGROUND:

OPTIONS/ALTERNATIVE CONSIDERATIONS: Pick alternative date(s)

RECOMMENDATIONS: Review Schedule

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIME LINE: 2010-2011

PERSONS RESPONSIBLE: Board of Education

SUPERINTENDENT'S APPROVAL: _____  _____

Board Meetings and Committee Meetings for 2010-2011

August 2, 2010 – Board Meeting
August 9, 2010 – Committee Meeting
August 16, 2010 – Board Meeting
September 7, 2010 – Board Meeting (Tuesday)
September 20, 2010 – Board Meeting
October 4, 2010 – Board Meeting
October 18, 2010 – Board Meeting
November 1, 2010 – Board Meeting
November 8, 2010 – Committee Meeting
November 15, 2010 – Board Meeting
December 6, 2010 – Board Meeting
December 20, 2010 – Board Meeting
January 10, 2011 – Board Meeting
January 17, 2011 – Committee Meeting
January 24, 2011 – Board Meeting
February 7, 2011 – Board Meeting
February 14, 2011 – Committee Meeting
February 21, 2011 – Board Meeting
March 7, 2011 – Board Meeting
March 14, 2011 – Committee Meeting
March 21, 2011 – Board Meeting
April 4, 2011 – Board Meeting
April 18, 2011 – Board Meeting
May 2, 2011 – Board Meeting
May 9, 2011 – Committee Meeting
May 16, 2011 – Board Meeting
June 6, 2011 – Board Meeting (Meetings start at 6 p.m.)
June 13, 2011 – Committee Meeting
June 20, 2011 – Board Meeting
July 11, 2011 – Board Meeting

August 1, 2011 – Board Meeting (Resume 6:30 p.m. start time)
August 8, 2011 – Committee Meeting
August 15, 2011 – Board Meeting
September 6, 2011 – (Tuesday) Board Meeting
September 12, 2011 – Committee Meeting
September 19, 2011 – Board Meeting
October 3, 2011 – Board Meeting
October 10, 2011 – Committee Meeting
October 17, 2011 – Board Meeting
November 7, 2011 – Board Meeting
November 14, 2011 – Committee Meeting
November 21, 2011 – Board Meeting
December 5, 2011 – Board Meeting
December 19, 2011 – Board Meeting