

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

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 8:30 p.m. on **Monday, November 15, 2010** at 5608 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 5608 South 147th Street, Omaha, Nebraska.  
**LINDA POOLE,**  
Secretary

11-12-10

**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**

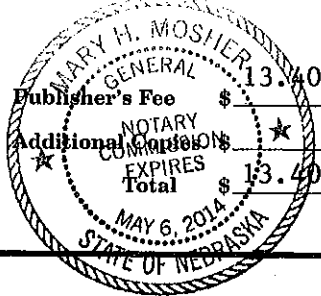
being duly sworn, deposes and says that she is

**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 \_\_\_\_\_

November 12, 2010

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




Subscribed in my presence and sworn to before  
me this 12th day of  
November 2010

Notary Public in and for Douglas County,  
State of Nebraska

**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

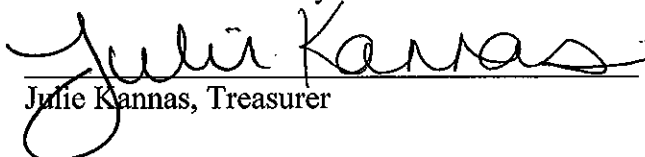
The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a special meeting of said Board of Education and the agenda for such meeting held at 6:30 P.M. on NOVEMBER 15, 2010, at Don Stroh Administrative Center 5606 South 147th Street Omaha, NE 68137

Dated this 15th day of NOVEMBER, 2010.

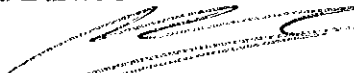
  
\_\_\_\_\_  
Michael Pate - President

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

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

  
\_\_\_\_\_  
Julie Kannas, Treasurer

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

  
\_\_\_\_\_  
Mike Kennedy

  
\_\_\_\_\_  
Jeff Story - Millard North High School

  
\_\_\_\_\_  
Isis Hernandez - Millard South High School

  
\_\_\_\_\_  
Alison Brokke - Millard West High School

BOARD OF EDUCATION MEETING

NOVEMBER 15, 2010

NAME:

REPRESENTING:

Lloyd Hoshorn

Leadership Academy

Cody Roberts

IBEW

John Southworth

Beadle

Vince Lertz

N. North High

Cindy Scharff

NORMS

Mib Schinzel

Leadership Academy - Rockwell

Caroljean Shirley

parent (Chause Shirley)

Aaron Bearinger

Leadership Academy

Dave Fritson

Leadership Academy

Beth Fink

CRMS

Nancy Dight

Leadership Academy

Cheryl Herries

Leadership Academy

Sylvia Zim

Shelly L

Maureen Zohlen

Millers West



*BOARD OF EDUCATION*  
MEETING



*NOVEMBER 15, 2010*

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
6:30 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
NOVEMBER 15, 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 – November 1, 2010
2. \*Approval of Bills
3. \*Receive the Treasurer's Report and Place on File
4. Summary of Committee of the Whole Meeting – November 8, 2010

F. Information Items

1. Showcase: National Merit Semi Finalists and Commended Students
2. Superintendent's Comments
3. Board Comments/Announcements
4. Report from Student Representatives

G. Unfinished Business:

H. New Business

1. Approval of District Strategic Plan
2. \*Reaffirm Policy 5146 – Pupil Services – Student Accident Insurance
3. \*Reaffirm Policy 5430 – Pupil Services – Loss of or Damage to School Property
4. \* Reaffirm Policy 5450 – Pupil Services – Student Attire and Grooming
5. \*Reaffirm Rule 5450.1 – Pupil Services – Student Attire and Grooming
6. \*Reaffirm Policy 5460 – Pupil Services – Student Driving and Parking
7. \*Reaffirm Rule 5460.1 – Pupil Services – Student Driving and Parking
8. Approval of 2011-2012 Curriculum Handbooks for High Schools
9. Approval of Personnel Actions: Voluntary Separation(s), and Resignation Notification Incentive Program (RNI)

I. Reports

1. United Way Campaign
2. Millard Foundation Campaign
3. Post Graduate College Enrollment and Completion
4. Building Site Plans
5. Legislation

J. Future Agenda Items/Board Calendar.

1. NASB State Education Conference November 17-19, 2010 at Embassy Suites Conference Center in LaVista, 12520 Westport Parkway
2. Board of Education Meeting on Monday, December 6, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
3. Board Holiday Party on Wednesday, December 15, 2010 at 6 p.m. Millard Lumber
4. Legislative Luncheon on Thursday, December 16, 2010 at 12:00 noon at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> St.
5. Board of Education Meeting on Monday, December 20, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
6. Board of Education Meeting on Monday, January 10, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
7. Committee of the Whole Meeting on Monday, January 17, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
8. Board of Education Meeting on Monday, January 24, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
9. Board of Education Meeting on Monday, February 7, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
10. Committee of the Whole Meeting on Monday, February 14, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
11. Board of Education Meeting on Monday, February 21, 2010, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> 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  
6:30 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET  
NOVEMBER 15, 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 – November 1, 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.)

E.4. Summary of Board Committee of the Whole Meeting Minutes – November 8, 2010

F.1. Showcase: National Merit Semi Finalists and Commended Students

F.2. Superintendent's Comments

F.3. Board Comments/Announcements

F.4. Report from Student Representatives

H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the District's Strategic Plan (See enclosure.)

\*H.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Policy 5146 – Pupil Services – Student Accident Insurance (See enclosure.)

\*H.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Policy 5430 – Pupil Services – Loss of or Damage to School Property (See enclosure.)

\*H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Policy 5450 – Pupil Services – Student Attire and Grooming (See enclosure.)

\*H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Rule 5450.1 – Pupil Services – Student Attire and Grooming (See enclosure.)

\*H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Policy 5460 – Pupil Services – Student Driving and Parking (See enclosure.)

## Administrative Memorandum

November 15, 2010

Page 2

- \*H.7. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Rule 5460.1 – Pupil Services – Student Driving and Parking (See enclosure.)
- H.8. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the high school Curriculum Handbooks (See enclosure.)
- H.9. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: Voluntary Separation(s), Resignation Notification Incentive Program (RNI) (See enclosure.)

I. Reports:

1. United Way Campaign
2. Millard Foundation Campaign
3. Post Graduate College Enrollment and Completion
4. Building Site Plans
5. Legislation

J. Future Agenda Items/Board Calendar

1. NASB State Education Conference November 17-19, 2010 at Embassy Suites Conference Center in LaVista, 12520 Westport Parkway
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7. Committee of the Whole Meeting on Monday, January 17, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
8. Board of Education Meeting on Monday, January 24, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
9. Board of Education Meeting on Monday, February 7, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
10. Committee of the Whole Meeting on Monday, February 14, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
11. Board of Education Meeting on Monday, February 21, 2010, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street

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

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



MILLARD PUBLIC SCHOOLS  
SCHOOL DISTRICT NO 17

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. The meeting was convened in open and public session at 6:30 p.m., Monday, November 1, 2010, at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

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

Notice of this meeting was given in advance thereof by publication in the Daily Record on October 29, 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.

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Mr. 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 all members were present.

Motion by Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes of October 18, 2010, Special Board Meeting Minutes October 18, 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 Board Committee of the Whole meeting on October 25, 2010. The three topics discussed included the Ombudsman program, Enrollment/Truancy – LB 800, and Open Enrollment.

Employees of the Month for November were Pam Ehly, READ teacher and Instructional Facilitator at Hitchcock Elementary and Sue Halvorson, special education resources paraprofessional at Ezra Millard Elementary.

Superintendent's Comments:

1. Dr. Lutz will be attending the Suburban School Superintendent's Conference Wednesday through Saturday.
2. At the end of the agenda under legislation there will be continued discussion on the status of the governance meetings
3. On November 23, 2010 Millard will be hosting a meeting with Senator Adams with other Metro Superintendents on state aid.
4. Last week was the Benchmarking Conference. Information from the meeting was given to each board member.
5. The agenda for the Committee Meeting next week will be a purchasing/distribution study, and projects for the 2011 summer.

Board of Education Minutes  
November 1, 2010  
Page 2

Board Comments:

Dave Anderson thanked Amy Friedman for her work on the dedication of the Ron Witt Support Services Center. It function when off very well. Ron Witt and his family were very touched on the dedication. Mr. Anderson said he received a letter, which he shared with the Board, from Ron Witt with his thank you for the event.

Linda Poole also thanked Amy Friedman on the preparations for the dedication. Mrs. Poole offered her congratulations again to Ron Witt.

Mrs. Poole said good luck to Dave Anderson and Mike Kennedy in the election on Tuesday.

Mrs. Poole reported on the Technical Advisory meeting she attended on the state wide assessments last week. There was discussion on state wide assessments being taken online, the appropriate grade level for the writing assessment to be online and if it was feasible for 4<sup>th</sup> graders being able to do the state writing assessment online, the number of prompts to be used in the writing assessment, an NDE study about who does keyboarding, and looking for examples of writing that would be used online. The minutes to this meeting were going to be forwarded to the Board of Education.

Brad Burwell thanked Amy Friedman and all others who participated in the Ron Witt Support Services dedication ceremony.

Mr. Burwell said he participated in the speech interviews at Millard North a week ago. Mr. Burwell said he makes it a point to ask the students he interviews about the PLPs. He said over the last three to four years the answers have been positive, and he thinks the districts is still headed in the right direction.

The next Learning Community Sub-council #4 will be on Thursday, November 4<sup>th</sup> at Bryan Elementary. Dr. Feldhausen will be presenting a proposal and then it will go on to the full Learning Community Coordinating Council on November 18<sup>th</sup> for final approval.

On Tuesday, November 30, 2010 the Learning Community caucuses will be held at 6 p.m. at the UNO Alumni Center.

Mr. Burwell reported he would be out of town on Monday, November 15, 2010 so he will not be at the meeting that evening.

Mike Pate thanked all of the Millard staff members who participated in the Millard Foundation campaign.

Mr. Pate wished Dave Anderson and Mike Kennedy good luck in the election.

Alison Brokke, student representative from Millard West, Isis Hernandez, student representative from Millard South, and Jeff Story, student representative from Millard North gave their reports on student activities in academics and athletics for the last couple of weeks.

Julie Kannas provided the final reading of Policy 3111 – Support Services – Business – Accounts Receivable – Collection Agencies. Motion by Julie Kannas, seconded by Brad Burwell, to approve Policy 3111 – Support

Board of Education Minutes  
November 1, 2010  
Page 3

Services – Business – Accounts Receivable – Collection Agencies, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Kannas, to reaffirm Policy 6320 – Curriculum, Instruction and Assessment – Students' Graduation, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Dave Anderson, to approve Rule 6320.1 – Curriculum, Instruction, and Assessment – Students: Requirements for Senior High School Graduation, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Kannas, to approve Rule 6320.2 – Curriculum, Instruction, and Assessment, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Brad Burwell, to approve Rule 7100.1 – Technology – Compliance with Applicable Law, upon roll call vote, all members voted aye. Motion carried.

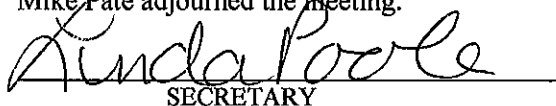
Motion by Brad Burwell, seconded by Dave Anderson, to approve Rule 7500.1 – Technology – Telephone Equipment and Telephone Systems, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, to approve Personnel Actions: Resignation: Ann McConaughy, upon roll call vote, all members voted aye. Motion carried.

Reports included An Enrollment Report, a Personnel Report, the Foundation Report, No Child Left Behind – AYP Report, Building Site Plans, and Legislation

Future Agenda Items/Board Calendar: Committee of the Whole Meeting will be held on Monday, November 8, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, November 15, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The NASB State Education Conference will be on November 17-19, 2010 at Embassy Suites Conference Center in LaVista, 12520 Westport Parkway. A Board of Education Meeting will be held on Monday, December 6, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board Holiday Party will be held on Wednesday, December 15, 2010 at 6 p.m. at Millard Lumber. A Board of Education Meeting will be held on Monday, December 20, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, January 10, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Committee of the Whole Meeting will be held on Monday, January 17, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, January 24, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

Mike Pate adjourned the meeting.

  
SECRETARY

**Millard Public Schools**  
November 15, 2010

**Millard Public Schools**

10

**Check Register****Prepared for the Board Meeting of November 15, 2010**

Check No	Vend No	Vendor Name	Amount
318480	108436	COX COMMUNICATIONS INC	47,428.65
318481	138379	350 1ST AVENUE HOLDINGS LLC	605.10
318482	138377	DANISH IMMIGRANT MUSEUM	150.00
318483	133397	HY-VEE INC	533.86
318484	132878	HY-VEE INC	478.42
318485	049851	HY-VEE INC	1,470.95
318486	049850	HY-VEE INC	294.63
318487	138378	HYATT CORPORATION	1,895.10
318488	138044	MATTHEW FRANCIS NAUGHTIN	900.00
318489	132292	NEBRASKA STATE THESPIAN SOCIETY	130.00
318490	068801	NEBRASKA WORKFORCE DEVELOPMENT	16,267.03
318492	099640	SCHOLASTIC BOOK FAIRS	479.20
318494	101476	SODEXO INC & AFFILIATES	85,976.71
318495	132315	STRATEGIC AIR & SPACE MUSEUM	78.00
318496	133300	TALX UC EXPRESS	654.82
318497	132493	GREGORY E TIEMANN	249.97
318511	011651	AMERICAN EXPRESS	1,440.96
318513	072250	B G PETERSON COMPANY	2,543.26
318514	131418	B STREET COLLISION CENTER	1,000.00
318515	138054	BAXTER FORD INC	34,500.00
318516	133636	BELLEVUE WEST HIGH SCHOOL	324.00
318517	133636	BELLEVUE WEST HIGH SCHOOL	14.00
318518	133636	BELLEVUE WEST HIGH SCHOOL	171.00
318520	136359	CAMBRIDGE STRATEGIC SERVICES LLC	12,351.90
318521	025197	CITY OF OMAHA	90.00
318523	033901	DOUGLAS COUNTY TREASURER	15.00
318524	133397	HY-VEE INC	936.01
318525	136987	LESLIE S IRWIN	261.12
318526	135790	KANSAS CITY KS COMMUNITY COLLEGE	100.00
318527	138383	7240 SHAWNEE MISSION HOSPITALTY LLC	248.46
318528	132518	LINCOLN SOUTHWEST HIGH SCHOOL	395.00
318529	132518	LINCOLN SOUTHWEST HIGH SCHOOL	270.00
318530	132518	LINCOLN SOUTHWEST HIGH SCHOOL	250.00
318531	132518	LINCOLN SOUTHWEST HIGH SCHOOL	75.00
318532	067751	NATIONAL GEOGRAPHIC SOCIETY	39.05
318533	068440	NEBRASKA DEPARTMENT OF EDUCATION	15.00
318534	107732	BRIAN L NELSON	106.25
318535	109843	NEXTEL PARTNERS INC	16,237.17
318536	071368	PETTY CASH/MILLARD NORTH	236.39
318537	133227	PETTY CASH/TECHNOLOGY	159.78
318539	081630	SAM'S CLUB DIRECT	119.36
318541	F03038	CLOCKTOWER HOTEL LTD	389.62
318542	099272	TIME FOR KIDS	315.00
318544	131446	TOSHIBA AMERICA INFO SYS INC	4,389.90
318545	131446	TOSHIBA AMERICA INFO SYS INC	27,873.00
318546	095258	THOMAS C WISE	20.00

Date: 11/10/10

**Millard Public Schools**

11

**Check Register****Prepared for the Board Meeting of November 15, 2010**

Check No	Vend No	Vendor Name	Amount
318547	136399	WORLDWIDE TICKET & LABEL INC	384.92
318558	136182	DOROTHY M ADDISON	26.70
318559	133513	JOSEPH A ATENCIO	7.50
318560	010083	ATS MOBILE TELEPHONE CO INC	79.39
318561	136956	RAYMOND J SAVARD	3,000.00
318562	133353	JULIE A BARTHOLOMEW	7.98
318563	018280	JEANINE C BEAUDIN	309.00
318564	136008	KERRI J BETTS	15.99
318565	138323	KELLY MARIE BIRGE	27.58
318566	019111	BISHOP BUSINESS EQUIPMENT	27,641.31
318568	132273	WENDY M BRENNAN	195.00
318569	020800	JANET S BUTLER	76.97
318571	135262	TERRI S CARTER	71.49
318572	106836	KEVIN J CHICK	296.96
318573	106893	CULLIGAN WATER CONDITIONING	10.20
318574	136517	WILLIAM DAUGHTRIDGE	91.00
318575	130339	DEEP ROCK WATER	37.25
318576	106713	ANDREW S DEFREECE	132.74
318577	109850	DEX MEDIA EAST LLC	231.11
318579	135373	LINDA K DONOHUE	5.50
318581	138384	KELLY F GILSON	111.00
318583	047853	HAPPY CAB COMPANY INC	22,466.70
318584	138385	FLAMINA M HARRISON	405.25
318585	056820	HARRY A KOCH COMPANY	82,600.00
318586	136905	LISA M HATCH	169.00
318587	133397	HY-VEE INC	854.60
318589	F03011	INTERNATIONAL BACCALAUREATE ORG.	432.54
318590	132617	THERESA M JENSEN	180.00
318591	130834	JANET L JIZBA	30.24
318592	137859	BRIDGET KRATT	304.91
318593	138386	LIGHTBULBS ETC INC	58.98
318594	133758	KRAIG J LOFQUIST	14.25
318596	138188	MADCAP LOGIC LLC	926.94
318597	133505	SUSAN N MARLATT	276.30
318598	099985	DAVID MARSH	273.00
318599	107123	SUSAN P MCADAM	496.58
318600	131309	MIDWEST IB SCHOOLS	350.00
318601	138387	AMY M MILLER	111.00
318602	068415	NEBRASKA COUNCIL OF SCHOOL	550.00
318603	109843	NEXTEL PARTNERS INC	816.67
318605	138288	PAPIO TRANSPORT SCHOOL SERVICE INC	10,856.00
318606	071947	PAULA A PEAL	59.92
318607	136941	MARY JO PENNY	7.50
318608	072382	SHEILA M PHELPS	13.43
318611	134598	PRIME COMMUNICATIONS INC	550.00
318612	090673	QWEST	124.42

Date: 11/10/10

# Millard Public Schools

## Check Register

Prepared for the Board Meeting of November 15, 2010

Check No	Vend No	Vendor Name	Amount
318614	137825	KAREN L REDMOND	329.54
318615	137470	AMBER E RIPA	511.21
318616	131072	CARLA C ROBINSON	11.09
318617	079295	DALE H ROBINSON	360.00
318619	138388	SINDUJA SATHIYASEELAN	100.00
318622	101476	SODEXO INC & AFFILIATES	96,096.71
318625	138389	EDWIN ALLEN THAMER	229.10
318626	132493	GREGORY E TIEMANN	288.30
318627	090242	UNITED PARCEL SERVICE	684.71
318628	135402	DIANNE C VANOURNEY	109.77
318630	109122	CONNIE L VLCEK	9.50
318631	133061	JACKIE L WHISENHUNT	50.00
318632	134072	ROBIN L WIAR	6.98
318634	096200	YOUNG & WHITE	27,823.56
<b>Total for GENERAL FUND</b>			<b>544,776.96</b>
22689	109843	NEXTEL PARTNERS INC	280.56
22690	102237	AUTO STATION	798.89
22691	137889	SARAH J BANIK	104.25
22692	138331	DAMON BARBER	83.40
22693	137731	NICOLE E BROM	27.80
22694	138137	JAYCE BUSCH	31.28
22695	138270	MARKAIL CHANNEL	135.53
22696	137160	MADELEINE R COLBERT	6.95
22697	106893	CULLIGAN WATER CONDITIONING	3.40
22698	136999	RAFAEL DIAZ	156.38
22699	138039	JASON FIGGINS	41.70
22700	138040	JUSTIN FIGGINS	31.28
22701	137000	MARLEY J FLEMING	31.28
22702	137890	JARED A GARDNER	13.90
22703	138138	CODY M GELVIN	10.43
22704	137730	PRESTON A GOCKE	27.80
22705	138195	JOHN L HOBZA	21.25
22706	138333	DEVAN JAMES	50.63
22707	138271	NIKEE Z JAMES	62.55
22708	137162	TAYLOR M KIM	27.80
22709	137376	MICHAEL KRMPOTIC	83.40
22710	102229	ROWAN W LANG	139.00
22711	137633	ANGELA M LEUSCHEN	12.00
22712	137251	ANDREW E LUCAS JR	20.85
22713	137674	RYAN D MCEACHEN	104.25
22714	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	562.35
22715	138272	CASSANDRA M MUNSON	109.46
22716	102445	EDRIE K PEARCE	384.74
22717	130903	DEB RINGER	35.30
22718	138083	SAMSON SANDERS	52.13
22719	137002	TREY A SCHULTZ	20.85

# Millard Public Schools

## Check Register

Prepared for the Board Meeting of November 15, 2010

Check No	Vend No	Vendor Name	Amount
22720	135057	KATHERINE L SIX	66.65
22721	137934	DAVID SWISHER	72.98
22722	135739	ELIJAH TYNES	104.25
22723	137785	BRET A WATSON	20.85
22724	133653	TAMMY D WEST	3.19
22725	137672	CARLY J WHITE	41.70
22726	137003	AUSTIN K WILSON	20.85
<b>Total for FOOD SERVICE</b>			<b>3,801.86</b>
318578	107232	DLR GROUP INC	18,106.00
318580	136245	DONOVAN PROPERTIES LLC	1,703.05
318620	083175	SHEPPARD'S BUSINESS INTERIORS	135,431.72
<b>Total for SPECIAL BUILDING</b>			<b>155,240.77</b>
318479	103085	AMERICAN ASSN TEACHERS OF GERMAN	255.00
318484	132878	HY-VEE INC	21.65
318486	049850	HY-VEE INC	37.94
318512	103085	AMERICAN ASSN TEACHERS OF GERMAN	520.00
318539	081630	SAM'S CLUB DIRECT	31.79
318540	130851	SEARCH INSTITUTE	3,408.00
318567	138374	BO BO'S BOUNCY TOWN LLC	240.00
318588	132878	HY-VEE INC	23.75
318618	081630	SAM'S CLUB DIRECT	158.03
318621	134714	BONNIE J SKAFF	8.78
318623	134654	MICHELE L STOGDILL	3,278.50
318624	137230	KATHY A SVOBODA	9.95
318633	137327	GINA WIITANEN	28.36
318635	136468	MAUREEN ZOHLN	106.89
<b>Total for GRANT FUND</b>			<b>8,128.64</b>
318595	060136	LUEDER CONSTRUCTION COMPANY	4,869.00
318609	073210	PRAIRIE CONSTRUCTION COMPANY	65,871.80
318629	092323	VIRCO INC	7,522.40
<b>Total for DEPRECIATION</b>			<b>78,263.20</b>
318488	138044	MATTHEW FRANCIS NAUGHTIN	100.00
318491	108435	DOUG RUZICKA	595.00
318493	138376	RACHEL SIMMONS	400.00
318519	138053	BOOKAROOS PUBLISHING INC	850.00
318522	138382	WILLIAM J CRISLER	1,200.00
318538	108435	DOUG RUZICKA	1,095.00
318570	138324	REGGIE CARNES	45.00
318610	135643	AUSTIN PRATT	75.00
318613	130904	JERRY REA	35.00
<b>Total for ACTIVITY FUND</b>			<b>4,395.00</b>
318519	138053	BOOKAROOS PUBLISHING INC	-34.00
318522	138382	WILLIAM J CRISLER	-48.00
318538	108435	DOUG RUZICKA	-67.60



**Millard Public Schools**

**Check Register**

**Prepared for the Board Meeting of November 15, 2010**

Check No	Vend No	Vendor Name	Amount
<b>Total for</b>			-149.60
<b>Report Total</b>			794,456.83

# Current Cash Balance Report

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Arranged by:

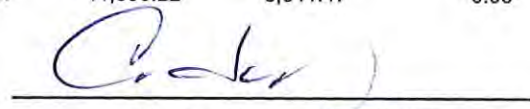
Group ID and Activity Number

ALL Data

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Funds</b>					
100 General	146,145.01	0.00	0.00	0.00	146,145.01
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	8,324.99	0.00	293.65	0.00	8,031.34
180 Interest Earned - Checking	0.00	29.54	0.00	0.00	29.54
190 Interest on Savings	0.00	0.00	0.00	0.00	0.00
<b>A General Funds Totals:</b>	<b>154,470.00</b>	<b>29.54</b>	<b>293.65</b>	<b>0.00</b>	<b>154,205.89</b>
<b>B Administrative Custody Accts</b>					
200 Staff Development	0.00	0.00	0.00	0.00	0.00
209 MPS Activities Calendar	5,000.00	0.00	0.00	0.00	5,000.00
210 Activity Express	83,678.09	2,250.00	7,753.82	0.00	78,174.27
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	320.00	580.50	0.00	0.00	900.50
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	129.59	0.00	0.00	0.00	129.59
235 Educational Services Hospitality	217.47	0.00	0.00	0.00	217.47
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>B Administrative Custody Accts Totals:</b>	<b>96,046.05</b>	<b>3,064.50</b>	<b>7,987.82</b>	<b>0.00</b>	<b>91,122.73</b>
<b>C School Custody Accts</b>					
300 Instrument Rental	21,545.58	21,013.00	0.00	0.00	42,558.58
310 South Swim Lessons	6,780.00	1,115.00	120.00	0.00	7,775.00
320 North Swim Lessons	2,640.00	0.00	80.00	0.00	2,560.00
325 West Swim Lessons	0.00	4,760.00	160.00	0.00	4,600.00
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	1,292.32	0.00	0.00	0.00	1,292.32
355 Tech Vending	1,207.44	0.00	0.00	0.00	1,207.44
360 Facility Use Rental Fee	0.00	4,101.93	0.00	0.00	4,101.93
365 Facility Use Building Access	0.00	3,233.50	0.00	0.00	3,233.50
366 Facility Use Staffing	0.00	4,572.75	0.00	0.00	4,572.75
370 No Longer Used	0.00	0.00	0.00	0.00	0.00
400 Check Collection	207.65	0.00	0.00	0.00	207.65
500 District Wide Coca-Cola	0.00	0.00	0.00	0.00	0.00
<b>C School Custody Accts Totals:</b>	<b>33,672.99</b>	<b>38,796.18</b>	<b>360.00</b>	<b>0.00</b>	<b>72,109.17</b>
<b>D Investments</b>					
900 Savings	-157,378.17	0.00	0.00	0.00	-157,378.17
<b>D Investments Totals:</b>	<b>-157,378.17</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-157,378.17</b>
<b>Q Extra-Curriculars</b>					
1020 HAL Field Trips	0.00	0.00	0.00	0.00	0.00
1030 Parent Pay PreSchool	0.00	0.00	0.00	0.00	0.00
<b>Q Extra-Curriculars Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>126,810.87</b>	<b>41,890.22</b>	<b>8,641.47</b>	<b>0.00</b>	<b>160,059.62</b>

  
 Linda K. Mohlman, DSAC  
 Executive Secretary

  
 Chris Hughes, DSAC  
 Accounting Manager

# Current Cash Balance Report

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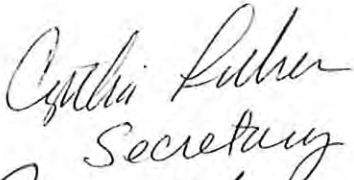
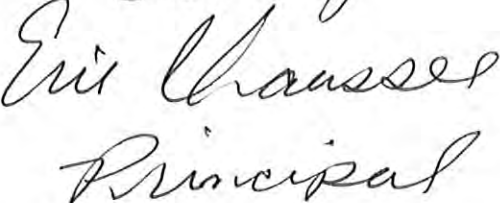
Arranged by:

ALL Data

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	920.67	0.00	0.00	0.00	920.67
110 GENERAL FUND	26,706.34	1,748.45	309.60	0.00	28,145.19
111 INTEREST EARNED CHECKING	100.35	6.85	0.00	0.00	107.20
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>27,727.36</b>	<b>1,755.30</b>	<b>309.60</b>	<b>0.00</b>	<b>29,173.06</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,917.69	8.00	0.00	0.00	1,925.69
502 ENVIRONMENTAL CLUB	0.00	0.00	0.00	0.00	0.00
503 MUSIC CLUB	0.00	0.00	0.00	0.00	0.00
504 LEADERSHIP PROGRAM	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,917.69</b>	<b>8.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,925.69</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 CROSSING GUARD	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
610 MEDIA	2,578.58	85.00	47.24	0.00	2,616.34
615 FIELD TRIPS	526.67	0.00	216.00	0.00	310.67
619 World Language	102.48	0.00	0.00	0.00	102.48
620 TEACHER PTO	0.00	0.00	0.00	0.00	0.00
625 TEACHER FUND	0.00	0.00	0.00	0.00	0.00
630 R.E.A.D.	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>3,207.73</b>	<b>85.00</b>	<b>263.24</b>	<b>0.00</b>	<b>3,029.49</b>
<b>F DISTRICT CUSTODIAL ACCT.</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL ACCT. Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Extra Curricular Activities</b>					
1000 Kindergarten field trips	0.00	0.00	0.00	0.00	0.00
1010 1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1030 3rd Grade Field Trips	-4.50	242.01	0.00	0.00	237.51
1040 4th Grade Field Trips	0.00	663.00	0.00	0.00	663.00
1050 5th Grade Field Trips	-189.00	327.80	0.00	0.00	138.80
1060 Spanish Class	0.00	0.00	0.00	0.00	0.00
<b>Q Extra Curricular Activities Totals:</b>	<b>-193.50</b>	<b>1,232.81</b>	<b>0.00</b>	<b>0.00</b>	<b>1,039.31</b>
<b>R Other Activities</b>					
2000 Leadership Academy	0.00	0.00	0.00	0.00	0.00
2010 Saturday Recreation	0.00	0.00	0.00	0.00	0.00
<b>R Other Activities Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>32,659.28</b>	<b>3,081.11</b>	<b>572.84</b>	<b>0.00</b>	<b>35,167.55</b>

  
 Cynthia Fisher  
 Secretary  
  
 Eric Chausse  
 Principal

# Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending	295.29	0.00	0.00	0.00	295.29
110 General Fund	3,552.93	1,190.25	167.42	0.00	4,575.76
115 Interest Earned Checking	75.81	5.72	0.00	0.00	81.53
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>3,924.03</b>	<b>1,195.97</b>	<b>167.42</b>	<b>0.00</b>	<b>4,952.58</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 Student Council	559.52	0.00	0.00	0.00	559.52
515	0.00	0.00	0.00	0.00	0.00
520 yearbook	542.00	0.00	0.00	0.00	542.00
525 Landscaping	0.00	0.00	0.00	0.00	0.00
530 Ackerman Readers	0.98	1,699.00	0.00	-18.00	1,681.98
535 Choir	0.00	0.00	0.00	0.00	0.00
540 Field Day	819.14	0.00	0.00	0.00	819.14
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,921.64</b>	<b>1,699.00</b>	<b>0.00</b>	<b>-18.00</b>	<b>3,602.64</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 Social	0.00	0.00	0.00	0.00	0.00
602 Pay Bac	0.00	0.00	0.00	0.00	0.00
605 Kids United	0.00	0.00	0.00	0.00	0.00
610 Library	9,164.28	0.00	-33.37	0.00	9,197.65
615 Field Trip	2,500.00	0.00	-629.00	0.00	3,129.00
620 Art K-5	5,135.15	0.00	0.00	0.00	5,135.15
625 Birthday Book Club	322.04	0.00	0.00	0.00	322.04
630 Fundraiser	596.09	779.75	663.30	0.00	712.54
635 Teacher Grant Money	1,531.68	0.00	40.00	0.00	1,491.68
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>19,249.24</b>	<b>779.75</b>	<b>40.93</b>	<b>0.00</b>	<b>19,988.06</b>
<b>F DISTRICT CUSTODIAL</b>					
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q FEE FUND</b>					
0	0.00	0.00	0.00	0.00	0.00
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1001 Kdg. Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1030 Third Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
<b>Q FEE FUND Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>25,094.91</b>	<b>3,674.72</b>	<b>208.35</b>	<b>-18.00</b>	<b>28,543.28</b>

10-17-10

*Michelle Madson*

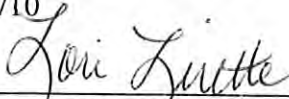
*Melissa Polancie*


# Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	316.45	0.00	0.00	0.00	316.45
110 GENERAL FUND	18,753.88	5,431.08	4,960.31	0.00	19,224.65
120 INTEREST AND FEES	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>19,070.33</b>	<b>5,431.08</b>	<b>4,960.31</b>	<b>0.00</b>	<b>19,541.10</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	66.29	0.00	0.00	0.00	66.29
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>66.29</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>66.29</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 SOCIAL COMMITTEE	70.38	0.00	0.00	0.00	70.38
602 NOT IN USE	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	75.27	31.25	0.00	0.00	106.52
615 FIELD TRIPS	-5,158.49	0.00	681.00	4,965.26	-874.23
620 BOOKFAIRS	0.00	0.00	0.00	0.00	0.00
630 BIRTHDAY BOOK CLUB	101.66	45.00	0.00	0.00	146.66
640 PLAYGROUND EQUIPMENT	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>-4,911.18</b>	<b>76.25</b>	<b>681.00</b>	<b>4,965.26</b>	<b>-550.67</b>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Fee Fund</b>					
1000 Kindergarten field trip	1,052.00	0.00	0.00	-1,052.00	0.00
1010 1st grade field trips	1,017.76	0.00	0.00	-1,017.76	0.00
1020 2nd grade field trips	360.75	327.50	0.00	-360.75	327.50
1030 3rd grade field trips	1,395.00	0.00	0.00	-1,395.00	0.00
1040 4th grade field trips	980.00	0.00	0.00	-980.00	0.00
1050 5th grade field trips	159.75	0.00	0.00	-159.75	0.00
<b>Q Fee Fund Totals:</b>	<b>4,965.26</b>	<b>327.50</b>	<b>0.00</b>	<b>-4,965.26</b>	<b>327.50</b>
<b>Report Totals:</b>	<b>19,190.70</b>	<b>5,834.83</b>	<b>5,641.31</b>	<b>0.00</b>	<b>19,384.22</b>

ALDRICH ELEMENTARY  
 SEPTEMBER RECONCILIATION  
 10/11/10

  
 \_\_\_\_\_  
 LORI LRETTE  
 SECRETARY

  
 \_\_\_\_\_  
 SUSIE MELLIGER  
 PRINCIPAL

# Current Cash Balance Report

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Arranged by:

Group ID and Activity Number

ALL Data

Date: 09/01/2010 thru 09/30/2010


Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 GENERAL	6,433.28	613.94	122.43	0.00	6,924.79
110 VENDING	110.21	0.00	0.00	0.00	110.21
125 Interest Earned	0.00	10.46	0.00	0.00	10.46
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>6,543.49</b>	<b>624.40</b>	<b>122.43</b>	<b>0.00</b>	<b>7,045.46</b>
<b>B Mini-Classes</b>					
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>B Mini-Classes Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>C SCHOOL CUSTODIAL ACCT.</b>					
101 Reading connections	50.65	0.00	0.00	0.00	50.65
300 ART SUPPLIES	4,855.36	0.00	2,032.46	0.00	2,822.90
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	23,491.43	10,703.92	7,058.88	0.00	27,136.47
411 VIP Hospitality	1,953.43	0.00	0.00	0.00	1,953.43
<b>C SCHOOL CUSTODIAL ACCT. Totals:</b>	<b>30,422.97</b>	<b>10,703.92</b>	<b>9,091.34</b>	<b>0.00</b>	<b>32,035.55</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
113 Fun and Field Day	1,987.77	0.00	381.66	0.00	1,606.11
501 STUDENT COUNCIL	717.99	231.75	333.54	0.00	616.20
605 School Clubs	1,395.21	0.00	0.00	0.00	1,395.21
607 Choir /T shirts	342.50	0.00	0.00	0.00	342.50
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>4,443.47</b>	<b>231.75</b>	<b>715.20</b>	<b>0.00</b>	<b>3,960.02</b>
<b>E ADMINISTRATIVE CUSTODIAL</b>					
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
610 MEDIA	4,123.50	0.00	915.00	0.00	3,208.50
611 Birthday Book club	2,825.18	113.75	0.00	0.00	2,938.93
615 FIELD TRIPS	0.00	194.25	194.25	0.00	0.00
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
<b>E ADMINISTRATIVE CUSTODIAL Totals:</b>	<b>8,888.45</b>	<b>308.00</b>	<b>1,109.25</b>	<b>0.00</b>	<b>8,087.20</b>
<b>Q Fee Fund Account</b>					
1001 Kdg. Field Trip	0.00	0.00	0.00	0.00	0.00
1101 First Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1201 Second Grade Field Trp	0.00	0.00	0.00	0.00	0.00
1202 Choir Shirts	0.00	0.00	0.00	0.00	0.00
1301 Third Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1401 Fourth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1501 Fifth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
<b>Q Fee Fund Account Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>U Do Not Use</b>					
200 DO NOT USE	0.00	0.00	0.00	0.00	0.00
606 DO NOT USE	0.00	0.00	0.00	0.00	0.00
700 DO NOT USE	0.00	0.00	0.00	0.00	0.00
720 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1100 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1200 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1300 DO NOT USE	0.00	0.00	0.00	0.00	0.00
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

ALL Data

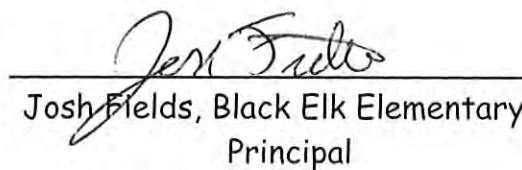
**Current Cash Balance Report**

Date: 09/01/2010 thru 09/30/2010

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:	50,298.38	11,868.07	11,038.22	0.00	51,128.23



Linda K. Mohlman, DSAC  
Executive Secretary



Josh Fields, Black Elk Elementary  
Principal

# Current Cash Balance Report

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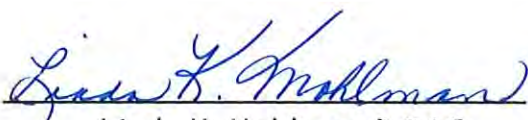
ALL Data

Arranged by:

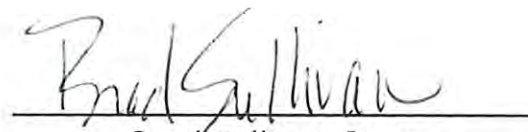
Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING/ADULT	356.46	0.00	0.00	0.00	356.46
105 VENDING/STUDENT	464.34	71.00	0.00	0.00	535.34
110 GENERAL FUND	3,854.43	224.65	73.36	0.00	4,005.72
115 BUILDING FUNDRAISER	287.00	0.00	0.00	0.00	287.00
200 CHECKING INTEREST	0.00	1.76	0.00	0.00	1.76
<b>A ACTIVITY GENERAL FUND Totals:</b>	4,962.23	297.41	73.36	0.00	5,186.28
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	883.90	0.00	0.00	0.00	883.90
550 ART CLUB	-9.16	0.00	0.00	0.00	-9.16
560 DRAMA CLUB	-109.07	0.00	0.00	0.00	-109.07
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	765.67	0.00	0.00	0.00	765.67
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 EARLY CHILDHOOD	0.00	0.00	0.00	0.00	0.00
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 MEDIA CENTER	2,589.74	154.00	0.00	0.00	2,743.74
615 FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	2,589.74	154.00	0.00	0.00	2,743.74
<b>F DISTRICT CUSTODIAL</b>					
700 NOT IN USE	0.00	0.00	0.00	0.00	0.00
720 NOT IN USE	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRA CURRICULAR ACTIVITIES</b>					
1000 KINDERGARTEN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1020 SECOND GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1030 THIRD GRADE FIELD TRIPS	0.00	351.00	0.00	0.00	351.00
1040 FOURTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1050 FIFTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRA CURRICULAR ACTIVITIES Totals:</b>	0.00	351.00	0.00	0.00	351.00
<b>R CLUBS</b>					
2000 ART CLUB	0.00	0.00	0.00	0.00	0.00
2005 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
<b>R CLUBS Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>Report Totals:</b>	8,317.64	802.41	73.36	0.00	9,046.69



Linda K. Mohlman, DSAC  
Executive Secretary



Brad Sullivan, Bryan  
Principal



# Current Cash Balance Report

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Arranged by:

Group ID and Activity Number

ALL Data

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	-43.46	0.00	0.00	0.00	-43.46
110 GENERAL	7,898.18	527.54	445.42	1,696.31	9,676.61
120 Paybac/Local Merchants	2,834.58	740.95	79.96	0.00	3,495.57
130 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
140 INTEREST EARNED CHECKING	1,700.37	3.96	0.00	-1,696.31	8.02
150 ART	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	12,389.67	1,272.45	525.38	0.00	13,136.74
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,664.53	0.00	160.00	0.00	1,504.53
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	1,741.76	0.00	160.00	0.00	1,581.76
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 FIELD TRIPS	0.00	3,000.00	300.00	0.00	2,700.00
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	4,777.80	49.00	0.00	0.00	4,826.80
615 Do Not Use	0.00	0.00	0.00	0.00	0.00
625 BOWLING	14.95	0.00	0.00	0.00	14.95
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	4,792.75	3,049.00	300.00	0.00	7,541.75
<b>F DISTRICT CUSTODIAL</b>					
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRA -CURRICULAR ACTIVITIES</b>					
1000 KINDERGARTEN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1010 1ST GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1020 2ND GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1030 3RD GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1040 4TH GRADE FIELD TRIPS	0.00	322.00	0.00	0.00	322.00
1050 5TH GRADE FIELD TRIPS	0.00	92.00	0.00	0.00	92.00
<b>Q EXTRA -CURRICULAR ACTIVITIES Totals:</b>	0.00	414.00	0.00	0.00	414.00
<b>R CLUBS</b>					
2000 CLUBS (MISC)	0.00	0.00	0.00	0.00	0.00
2010 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
<b>R CLUBS Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>Z INACTIVE</b>					
1010 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1010 DO NOT USE	0.00	0.00	0.00	0.00	0.00
<b>Z INACTIVE Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>Report Totals:</b>	18,924.18	4,735.45	985.38	0.00	22,674.25

*DPaul 11-1-10*

*C. Peterson 11-1-10*

## Current Cash Balance Report

ALL Data

Arranged by:

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	223.06	0.00	0.00	0.00	223.06
110 GENERAL	2,825.43	1,277.70	389.52	90.00	3,803.61
120 TECHNOLOGY FUND	606.57	0.00	0.00	0.00	606.57
130 COFFEE	26.16	20.00	7.39	0.00	38.77
135 LOUNGE WATER	0.00	0.00	0.00	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	30.76	2.27	0.00	0.00	33.03
180 PTA DISCRETIONARY	228.81	0.00	124.50	0.00	104.31
190 ASSIGNMENT NOTEBOOKS	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>3,940.79</b>	<b>1,299.97</b>	<b>521.41</b>	<b>90.00</b>	<b>4,809.35</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,648.25	211.00	174.96	0.00	1,684.29
502 CODY APPAREL	567.06	622.75	206.00	0.00	983.81
520 STUDENT CLUBS	320.22	0.00	0.00	0.00	320.22
530 LOVE AND LOGIC	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>2,535.53</b>	<b>833.75</b>	<b>380.96</b>	<b>0.00</b>	<b>2,988.32</b>
<b>E ADMINISTRATIVE CUSTODIAL FUND</b>					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	211.31	625.00	0.00	0.00	836.31
610 MEDIA	2,045.92	22.00	0.00	0.00	2,067.92
611 MEDIA - DONATIONS	157.71	0.00	0.00	0.00	157.71
615 FIELD TRIP	-928.64	0.00	0.00	967.44	38.80
620 Instrument Rental	506.26	180.00	0.00	0.00	686.26
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
<b>E ADMINISTRATIVE CUSTODIAL FUND Totals:</b>	<b>2,022.91</b>	<b>827.00</b>	<b>0.00</b>	<b>967.44</b>	<b>3,817.35</b>
<b>F NOT IN USE</b>					
700 NOT IN USE	0.00	0.00	0.00	0.00	0.00
720 NOT IN USE	0.00	0.00	0.00	0.00	0.00
<b>F NOT IN USE Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Extra-Curricular Activities</b>					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1005 Kindergarten Field Trips	259.75	0.00	0.00	-259.75	0.00
1010 First Grade Field Trips	290.50	0.00	0.00	-290.50	0.00
1020 Second Grade Field Trips	133.75	0.00	0.00	-133.75	0.00
1030 Third Grade Field Trips	283.44	0.00	0.00	-283.44	0.00
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q Extra-Curricular Activities Totals:</b>	<b>967.44</b>	<b>0.00</b>	<b>0.00</b>	<b>-967.44</b>	<b>0.00</b>
<b>R Clubs</b>					
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	90.00	0.00	0.00	-90.00	0.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
<b>R Clubs Totals:</b>	<b>90.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-90.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>9,556.67</b>	<b>2,960.72</b>	<b>902.37</b>	<b>0.00</b>	<b>11,615.02</b>

Report Totals:

9,556.67

2,960.72

902.37

0.00

11,615.02



# Current Cash Balance Report

ALL Data

Date: 09/01/2010 thru 09/30/2010

 Arranged by:  
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	-525.73	0.00	0.00	0.00	-525.73
110 GENERAL FUND	8,704.65	855.85	47.14	0.00	9,513.36
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	52.03	4.19	0.00	0.00	56.22
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>16,490.98</b>	<b>860.04</b>	<b>47.14</b>	<b>0.00</b>	<b>17,303.88</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,758.84	0.00	0.00	0.00	1,758.84
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,758.84</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,758.84</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 READ	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	1,250.44	0.00	768.71	0.00	481.73
615 FIELD TRIPS	115.53	0.00	0.00	0.00	115.53
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
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>1,556.97</b>	<b>0.00</b>	<b>768.71</b>	<b>0.00</b>	<b>788.26</b>
<b>F DISTRICT CUSTODIAL</b>					
700 REINBURSEMENTS	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q FEE FUNDED ACCTS</b>					
1000 KINDERGARTEN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1010 1ST GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1020 2ND GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1030 3RD GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1040 4TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1050 5TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>Q FEE FUNDED ACCTS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>19,806.79</b>	<b>860.04</b>	<b>815.85</b>	<b>0.00</b>	<b>19,850.98</b>

# Current Cash Balance Report

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Arranged by:

Group ID and Activity Number

ALL Data

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	432.14	0.00	0.00	0.00	432.14
110 GENERAL FUND	4,100.28	1,131.94	14.97	0.00	5,217.25
200 INTEREST EARNED CHECKING	1,135.77	1.91	0.00	0.00	1,137.68
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>5,668.19</b>	<b>1,133.85</b>	<b>14.97</b>	<b>0.00</b>	<b>6,787.07</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	513.11	0.00	0.00	0.00	513.11
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>513.11</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>513.11</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	744.89	0.00	0.00	0.00	744.89
610 LIBRARY	1,004.95	199.67	526.10	0.00	678.52
612 PE	52.66	500.00	0.00	0.00	552.66
615 FIELD TRIPS	20.12	0.00	172.00	0.00	-151.88
620 FIELD TRIPS/PTO FUND	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>1,822.62</b>	<b>699.67</b>	<b>698.10</b>	<b>0.00</b>	<b>1,824.19</b>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q FIELD TRIP FEES</b>					
1010 Kindergarten Field Trips	0.00	0.00	0.00	0.00	0.00
1011 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1012 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1013 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1014 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1015 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1016 K-5 SPED Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q FIELD TRIP FEES Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>8,003.92</b>	<b>1,833.52</b>	<b>713.07</b>	<b>0.00</b>	<b>9,124.37</b>

Reesa Sajrent 10/18/10  
 Betty Case-Mazana 10/18/10

## Current Cash Balance Report

ALL Data

Date: 09/01/2010 thru 09/30/2010

 Arranged by:  
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	0.00	0.00	60.94	0.00	-60.94
110 GENERAL FUND	7,211.30	818.83	1,258.23	0.00	6,771.90
120 Interest on checking	1.98	2.25	0.00	0.00	4.23
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>7,213.28</b>	<b>821.08</b>	<b>1,319.17</b>	<b>0.00</b>	<b>6,715.19</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 40 Developmental Assets	0.00	0.00	0.00	0.00	0.00
510 Art Projects	0.00	0.00	0.00	0.00	0.00
520 Spirit Wear	0.00	3,963.00	412.25	0.00	3,550.75
550 Pencils	0.00	50.75	0.00	0.00	50.75
590 One Book, One School	0.00	0.00	0.00	0.00	0.00
655 Landscaping	0.00	0.00	0.00	0.00	0.00
690 Family Dinner & Game Night	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>0.00</b>	<b>4,013.75</b>	<b>412.25</b>	<b>0.00</b>	<b>3,601.50</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 ooooo	0.00	0.00	0.00	0.00	0.00
606 Assignment Notebooks	0.00	770.00	0.00	0.00	770.00
610 LIBRARY	1,745.66	99.76	583.20	0.00	1,262.22
615 FIELD TRIPS	0.00	0.00	528.00	0.00	-528.00
620 PTO	0.00	0.00	0.00	0.00	0.00
625 MUSIC DEPT.	0.00	0.00	0.00	0.00	0.00
630 PICTURES	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>1,745.66</b>	<b>869.76</b>	<b>1,111.20</b>	<b>0.00</b>	<b>1,504.22</b>
<b>Q</b>					
1000 Kindergarten field trips	0.00	0.00	0.00	0.00	0.00
1010 1st grade field trips	0.00	0.00	0.00	0.00	0.00
1020 2nd grade field trips	0.00	57.50	0.00	0.00	57.50
1030 3rd grade field trip	0.00	0.00	0.00	0.00	0.00
1040 4th grade field trips	0.00	0.00	0.00	0.00	0.00
1050 5th grade field trips	0.00	584.25	0.00	0.00	584.25
1060 Sped field trips	0.00	0.00	0.00	0.00	0.00
<b>Q Totals:</b>	<b>0.00</b>	<b>641.75</b>	<b>0.00</b>	<b>0.00</b>	<b>641.75</b>
<b>R</b>					
2020 Echoes	0.00	0.00	0.00	0.00	0.00
<b>R Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>8,958.94</b>	<b>6,346.34</b>	<b>2,842.62</b>	<b>0.00</b>	<b>12,462.66</b>

# Current Cash Balance Report

27

Arranged by:

Group ID and Activity Number

ALL Data

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	-76.93	0.00	0.00	0.00	-76.93
110 GENERAL FUND	7,576.86	0.00	382.40	0.00	7,194.46
115 Interest Earned Checking	28.85	1.87	0.00	0.00	30.72
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>7,528.78</b>	<b>1.87</b>	<b>382.40</b>	<b>0.00</b>	<b>7,148.25</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
510 STUDENT COUNCIL	358.33	0.00	80.39	0.00	277.94
1060 Choir/Strings/Band	330.00	0.00	0.00	-330.00	0.00
1070 HAL	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>688.33</b>	<b>0.00</b>	<b>80.39</b>	<b>-330.00</b>	<b>277.94</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	187.45	160.35	126.49	0.00	221.31
615 FIELD TRIPS	-2,428.71	0.00	0.00	2,657.50	228.79
620 HOSPITALITY FUND	0.00	0.00	0.00	0.00	0.00
630 FUND RAISER	-270.23	1,351.52	0.00	0.00	1,081.29
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
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>-1,822.60</b>	<b>1,511.87</b>	<b>126.49</b>	<b>2,657.50</b>	<b>2,220.28</b>
<b>F DISTRICT CUSTODIAL</b>					
710 RUSWICK GRANT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Fee Fund</b>					
1000 Kindergarten Field Trips	763.95	0.00	0.00	-763.95	0.00
1010 First Grade Field Trips	137.65	0.00	0.00	-137.65	0.00
1020 Second Grade Field Trips	256.25	0.00	0.00	-256.25	0.00
1030 Third Grade Field Trips	513.40	0.00	0.00	-513.40	0.00
1040 Fourth Grade Field Trips	276.25	0.00	0.00	-276.25	0.00
1050 Fifth Grade Field Trips	380.00	0.00	0.00	-380.00	0.00
<b>Q Fee Fund Totals:</b>	<b>2,327.50</b>	<b>0.00</b>	<b>0.00</b>	<b>-2,327.50</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>8,722.01</b>	<b>1,513.74</b>	<b>589.28</b>	<b>0.00</b>	<b>9,646.47</b>

*Cheryl Grace*

10-13-10

*Roberta Merum*

10-13-10

# Current Cash Balance Report

28

Arranged by:


ALL Data

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending	593.74	0.00	0.00	0.00	593.74
110 General	14,232.74	1,071.30	27.70	0.00	15,276.34
112 Bank Charges and Interest	0.00	4.54	0.00	0.00	4.54
615 DO NOT USE	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>14,826.48</b>	<b>1,075.84</b>	<b>27.70</b>	<b>0.00</b>	<b>15,874.62</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 Student Council	438.89	0.00	0.00	0.00	438.89
502 DO NOT USE	0.00	0.00	0.00	0.00	0.00
611 Hitchcock Clothing	74.62	0.00	0.00	0.00	74.62
616 CREATIVE CUBS	20.74	0.00	0.00	0.00	20.74
2001 DO NOT USE	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>534.25</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>534.25</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 Site Base	0.00	0.00	0.00	0.00	0.00
602 Landscaping	37.00	0.00	0.00	0.00	37.00
603 Field Trip	0.00	0.00	0.00	0.00	0.00
604 Classroom Supplies	16.00	0.00	0.00	0.00	16.00
605 READ	1,015.05	0.00	9.63	0.00	1,005.42
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	313.49	0.00	162.77	0.00	150.72
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
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>6,094.99</b>	<b>0.00</b>	<b>172.40</b>	<b>0.00</b>	<b>5,922.59</b>
<b>F DISTRICT CUSTODIAL</b>					
620 NOT USED	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Extra Curricular Activities</b>					
1000 Kindergarten field trips	0.00	0.00	0.00	0.00	0.00
1010 1st grade field trips	0.00	0.00	0.00	0.00	0.00
1020 2nd grade field trips	0.00	0.00	0.00	0.00	0.00
1030 3rd grade field trips	0.00	0.00	0.00	0.00	0.00
1040 4th grade field trips	0.00	0.00	0.00	0.00	0.00
1050 5th grade field trips	0.00	0.00	0.00	0.00	0.00
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
<b>Q Extra Curricular Activities Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>R Clubs</b>					
2000 Art Club	0.00	0.00	0.00	0.00	0.00
<b>R Clubs Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>21,455.72</b>	<b>1,075.84</b>	<b>200.10</b>	<b>0.00</b>	<b>22,331.46</b>

  
 Linda K. Mohlman, DSAC  
 Executive Secretary

  
 Mandy Johnson, Hitchcock  
 Principal

# Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

29 Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	1,345.27	0.00	0.00	0.00	1,345.27
110 GENERAL FUND	11,975.27	532.64	216.75	1,321.30	13,612.46
200 INTEREST EARNED CHECKING	1,321.30	4.64	0.00	-1,321.30	4.64
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>14,641.84</b>	<b>537.28</b>	<b>216.75</b>	<b>0.00</b>	<b>14,962.37</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,594.51	0.00	0.00	0.00	2,594.51
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>2,594.51</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,594.51</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 PTA/TEACHER	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,345.42	16.00	0.00	0.00	3,361.42
615 FIELD TRIPS	768.06	0.00	0.00	0.00	768.06
620 PAYBAC	411.58	0.00	0.00	0.00	411.58
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>4,525.06</b>	<b>16.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,541.06</b>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q EXTRA-CURRICULAR ACTIVITIES</b>					
1000 KINDERGARTEN	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE	0.00	0.00	0.00	0.00	0.00
1020 SECOND GRADE	0.00	0.00	0.00	0.00	0.00
1030 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE	0.00	0.00	0.00	0.00	0.00
1050 FIFTH GRADE	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRA-CURRICULAR ACTIVITIES Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>21,761.41</b>	<b>553.28</b>	<b>216.75</b>	<b>0.00</b>	<b>22,097.94</b>

**SUBMITTED BY:** Mary Bobka

**POSITION:** Secretary

**APPROVED:** 



# Current Cash Balance Report

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Arranged by:

Group ID and Activity Number

ALL Data

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	125.36	0.00	0.00	0.00	125.36
110 GENERAL	9,155.19	2,928.76	515.75	-88.41	11,479.79
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	347.21	7.24	0.00	-3.60	350.85
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>9,627.76</u>	<u>2,936.00</u>	<u>515.75</u>	<u>-92.01</u>	<u>11,956.00</u>
<b>C CLUBS AND ORGANIZATIONS</b>					
501 ST. COUNCIL	889.26	0.00	87.25	0.00	802.01
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
<b>C CLUBS AND ORGANIZATIONS Totals:</b>	<u>891.10</u>	<u>0.00</u>	<u>87.25</u>	<u>0.00</u>	<u>803.85</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	178.80	0.00	124.22	0.00	54.58
604 ART	1,982.86	0.00	86.84	0.00	1,896.02
606 MINI CLASSES	-1,717.17	0.00	0.00	2,957.00	1,239.83
607 PE/MUSIC	154.75	0.00	0.00	0.00	154.75
610 LIBRARY	1,717.79	0.00	184.72	0.00	1,533.07
615 FIELD TRIPS	-16,538.67	35.00	0.00	16,614.11	110.44
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
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>-14,221.64</u>	<u>35.00</u>	<u>395.78</u>	<u>19,571.11</u>	<u>4,988.69</u>
<b>Q FIELD TRIPS</b>					
1000 KINDERGARTEN	393.75	0.00	0.00	-393.75	0.00
1010 FIRST GRADE	1,079.45	0.00	0.00	-1,079.45	0.00
1020 SECOND GRADE	724.50	0.00	0.00	-724.50	0.00
1030 THIRD GRADE	552.00	146.25	0.00	-555.75	142.50
1040 FOURTH GRADE	1,316.91	0.00	0.00	-1,316.91	0.00
1050 FIFTH GRADE	1,630.00	0.00	0.00	-1,630.00	0.00
1060 PREPRIMARY MONTESSORI	4,377.70	386.50	0.00	-4,377.70	386.50
1070 PRIMARY MONTESSORI	3,304.45	784.00	0.00	-3,304.45	784.00
1080 INTERMEDIATE MONTESSORI	2,843.60	0.00	0.00	-2,843.60	0.00
1090 PRESCHOOL	388.00	0.00	0.00	-388.00	0.00
<b>Q FIELD TRIPS Totals:</b>	<u>16,610.36</u>	<u>1,316.75</u>	<u>0.00</u>	<u>-16,614.11</u>	<u>1,313.00</u>
<b>R CLUBS</b>					
2020 SWING CHOIR	-82.09	0.00	0.00	82.09	0.00
<b>R CLUBS Totals:</b>	<u>-82.09</u>	<u>0.00</u>	<u>0.00</u>	<u>82.09</u>	<u>0.00</u>
<b>S MINI-CLASSES</b>					
3000 MINI-CLASSES	2,957.00	0.00	0.00	-2,957.00	0.00
3010 LEADERSHIP CLASSES	0.00	0.00	0.00	0.00	0.00
3020 ALL-SCHOOL PLAY	-6.32	0.00	0.00	6.32	0.00
<b>S MINI-CLASSES Totals:</b>	<u>2,950.68</u>	<u>0.00</u>	<u>0.00</u>	<u>-2,950.68</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>15,776.17</u>	<u>4,287.75</u>	<u>998.78</u>	<u>-3.60</u>	<u>19,061.54</u>


10-14-10  
10-14-10

# Current Cash Balance Report

31

Arranged by:

Group ID and Activity Number

ALL Data

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	39.98	0.00	0.00	0.00	39.98
110 GENERAL FUND	8,068.40	0.00	444.12	0.00	7,624.28
115 INTEREST EARNED CHECKING	50.02	3.70	0.00	0.00	53.72
<b>A ACTIVITY GENERAL FUND Totals:</b>	8,158.40	3.70	444.12	0.00	7,717.98
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,158.05	1,946.00	1,861.70	0.00	1,242.35
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
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	1,171.60	1,946.00	1,861.70	0.00	1,255.90
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
600 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
601 SITE BASE	40.37	0.00	0.00	0.00	40.37
602 HOSPITALITY	258.44	985.00	169.89	0.00	1,073.55
603 FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
605 READ	20.63	0.00	0.00	0.00	20.63
610 LIBRARY	4,683.47	5.00	472.32	0.00	4,216.15
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	1,598.31	1,768.55	109.69	0.00	3,257.17
640 SPED GRANT	0.00	0.00	0.00	0.00	0.00
650 PLAYGROUND	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	6,601.22	2,758.55	751.90	0.00	8,607.87
<b>Q EXTRA CURRICULAR ACTIVITES</b>					
1005 Kindergarten Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	0.00	48.30	0.00	0.00	48.30
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRA CURRICULAR ACTIVITES Totals:</b>	0.00	48.30	0.00	0.00	48.30
<b>Report Totals:</b>	15,931.22	4,756.55	3,057.72	0.00	17,630.05

*Maria L. Bergstrom*  
*Joyce Snow*

# Current Cash Balance Report

32

ALL Data

Arranged by:

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 STAFF VENDING	1,497.50	0.00	414.87	0.00	1,082.63
101 STUDENT VENDING	192.47	173.75	0.00	0.00	366.22
110 GENERAL	17,498.61	483.99	1,191.41	0.00	16,791.19
125 INTEREST EARNED	0.00	4.99	0.00	0.00	4.99
130 MAGNET ART	1,967.05	0.00	0.00	0.00	1,967.05
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>21,155.63</u>	<u>662.73</u>	<u>1,606.28</u>	<u>0.00</u>	<u>20,212.08</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,368.75	0.00	0.00	0.00	1,368.75
502 YEARBOOK CLUB	0.00	0.00	0.00	0.00	0.00
505 CHOIR	135.28	0.00	0.00	0.00	135.28
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
525 Conflict Managers	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>1,504.03</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,504.03</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
610 LIBRARY	1,914.22	45.00	0.00	0.00	1,959.22
615 FIELD TRIPS	102.22	0.00	0.00	0.00	102.22
625 READING INCENTIVE	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>2,016.44</u>	<u>45.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,061.44</u>
<b>Q FEE FUNDED ACCOUNTS</b>					
1000 Kindergarten Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q FEE FUNDED ACCOUNTS Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>24,676.10</u>	<u>707.73</u>	<u>1,606.28</u>	<u>0.00</u>	<u>23,777.55</u>



Linda K. Mohlman, DSAC  
Executive Secretary



Andy DeFreece, Neihardt  
Principal

## Current Cash Balance Report

ALL Data

Arranged by:

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending	-19.45	0.00	0.00	0.00	-19.45
105 Staff Vending	0.00	0.00	0.00	0.00	0.00
110 General	9,145.91	1,200.36	295.36	0.00	10,050.91
120 Interest Earned Checking	0.00	4.71	0.00	0.00	4.71
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>9,126.46</b>	<b>1,205.07</b>	<b>295.36</b>	<b>0.00</b>	<b>10,036.17</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
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
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>3,034.18</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,034.18</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 Site Base Plan Annual Updates	0.00	0.00	0.00	0.00	0.00
602 Staff Hospitality	0.00	0.00	0.00	0.00	0.00
603 Field Trips	44.50	0.00	0.00	0.00	44.50
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	2,470.97	0.00	0.00	0.00	2,470.97
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
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>10,029.83</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>10,029.83</b>
<b>G DISTRICT CUST. ACCOUNTS</b>					
800 Reimbursement	0.00	0.00	0.00	0.00	0.00
802 Convention	0.00	0.00	0.00	0.00	0.00
<b>G DISTRICT CUST. ACCOUNTS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Q Fee Fund</b>					
990 PreK Field Trips	0.00	0.00	0.00	0.00	0.00
1000 Kindergarten Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1060 Montessori PreK/K Field Trips	0.00	0.00	0.00	0.00	0.00
1061 Montessori 1st, 2nd, 3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1062 Montessori 4th, 5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1070 Special Education Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q Fee Fund Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>R Clubs</b>					
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir Club	0.00	0.00	0.00	0.00	0.00
2050 Student Council Club	0.00	0.00	0.00	0.00	0.00
<b>R Clubs Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>22,190.47</b>	<b>1,205.07</b>	<b>295.36</b>	<b>0.00</b>	<b>23,100.18</b>

# Current Cash Balance Report

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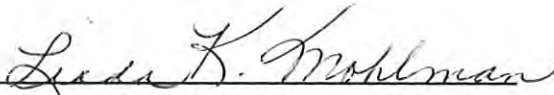
Arranged by:

Group ID and Activity Number

ALL Data

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL</b>					
100 GENERAL	55,457.35	14,662.54	4,907.17	0.00	65,212.72
110 VENDING	439.03	0.00	0.00	0.00	439.03
115 INTEREST EARNED CHECKING	0.00	15.92	0.00	0.00	15.92
A ACTIVITY GENERAL Totals:	55,896.38	14,678.46	4,907.17	0.00	65,667.67
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	768.06	0.00	0.00	0.00	768.06
D CLUBS AND ORGANIZATIONS Totals:	768.06	0.00	0.00	0.00	768.06
<b>E ADMINSTRATIVE CUSTODIAL ACCT</b>					
600 HOSPITALITY	380.33	55.67	0.00	0.00	436.00
601 FIELD TRIPS	68.36	42.00	1,173.00	0.00	-1,062.64
610 LIBRARY	3,498.17	0.00	1,178.10	0.00	2,320.07
615 PAYBAC	0.00	0.00	0.00	0.00	0.00
620 PLAYGROUND FUNDRAISER	11,776.86	0.00	9,436.41	0.00	2,340.45
650 VIP HOSPITALITY	1,039.97	0.00	0.00	0.00	1,039.97
E ADMINSTRATIVE CUSTODIAL ACCT Totals:	16,763.69	97.67	11,787.51	0.00	5,073.85
<b>Q FEE FUND</b>					
1000 K FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1020 SECOND GRADE FIELD TRIPS	0.00	1,368.50	0.00	0.00	1,368.50
1030 THIRD GRADE FIELD TRIPS	0.00	800.00	0.00	0.00	800.00
1040 FOURTH GRADE FIELD TRIPS	0.00	680.00	0.00	0.00	680.00
1050 FIFTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	0.00	2,848.50	0.00	0.00	2,848.50
<b>R CLUBS</b>					
2000 CLUBS (MISC)	0.00	0.00	0.00	0.00	0.00
2010 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
R CLUBS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	73,428.13	17,624.63	16,694.68	0.00	74,358.08



Linda K. Mohlman, DSAC  
Executive Secretary



Nila Nielsen, Reagan  
Principal

# Current Cash Balance Report

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ALL Data


Arranged by:

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL</b>					
100 GENERAL	8,577.27	700.89	6,011.64	0.00	3,266.52
110 VENDING	188.87	0.00	0.00	0.00	188.87
115 INTEREST EARNED CHECKING	0.00	3.23	0.00	0.00	3.23
A ACTIVITY GENERAL Totals:	8,766.14	704.12	6,011.64	0.00	3,458.62
<b>D CLUBS AND ORGANIZATION</b>					
501 STUDENT COUNCIL	97.13	0.00	0.00	0.00	97.13
D CLUBS AND ORGANIZATION Totals:	97.13	0.00	0.00	0.00	97.13
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
600 SOCIAL	0.00	0.00	0.00	0.00	0.00
601 FIELD TRIPS	323.54	0.00	543.75	0.00	-220.21
602 READ	0.00	0.00	0.00	0.00	0.00
603 LIBRARY	1,525.78	306.89	0.00	0.00	1,832.67
604 PAYBAC	4,704.06	0.00	0.00	0.00	4,704.06
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	2,428.27	1,646.00	1,670.70	0.00	2,403.57
609 PE	1,206.79	0.00	0.00	0.00	1,206.79
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	10,245.35	1,952.89	2,214.45	0.00	9,983.79
<b>Q FEE FUND</b>					
1000 ACP	0.00	47.25	0.00	0.00	47.25
1005 KINDERGARTEN	0.00	297.00	0.00	0.00	297.00
1010 FIRST GRADE	0.00	1,012.00	0.00	0.00	1,012.00
1020 SECOND GRADE	0.00	610.60	0.00	0.00	610.60
1030 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE	0.00	85.00	0.00	0.00	85.00
1050 FIFTH GRADE	0.00	0.00	0.00	0.00	0.00
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:	0.00	2,051.85	0.00	0.00	2,051.85
Report Totals:	19,108.62	4,708.86	8,226.09	0.00	15,591.39

  
 Linda K. Mohlman, DSAC  
 Executive Secretary

  
 Paige Roberts, Reeder  
 Principal

## Current Cash Balance Report

ALL Data

Date: 09/01/2010 thru 09/30/2010

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
610 unused library account	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	634.15	0.00	0.00	29.33	663.48
110 GENERAL FUND	7,098.32	0.00	0.00	621.66	7,719.98
125 interest earned checking	84.98	6.17	0.00	-84.98	6.17
A ACTIVITY GENERAL FUND Totals:	7,817.45	6.17	0.00	566.01	8,389.63
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,049.67	1,719.00	1,464.00	0.00	2,304.67
505 GRADE 5 ACTIVITY	0.00	0.00	0.00	0.00	0.00
510 STANDD CLUB	24.65	0.00	0.00	0.00	24.65
515 K-KIDS CLUB	343.09	0.00	0.00	0.00	343.09
520 ENVIRONMENTAL CLUB	174.34	0.00	0.00	0.00	174.34
D CLUBS AND ORGANIZATIONS Totals:	2,591.75	1,719.00	1,464.00	0.00	2,846.75
<b>E ADMINISTRATIVE CUSTODIAL</b>					
602 HOSPITALITY	29.33	0.00	0.00	-29.33	0.00
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	5,703.51	45.00	75.89	0.00	5,672.62
615 FIELD TRIPS	-3,438.32	0.00	353.25	3,438.32	-353.25
620 PAYBACK PARTNER	1,805.46	0.00	0.00	0.00	1,805.46
625 CORPORATE DONATIONS	6,719.85	198.88	0.00	0.00	6,918.73
630 SPELL-A-THON	1,144.29	0.00	327.08	0.00	817.21
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	748.46	0.00	14.00	0.00	734.46
E ADMINISTRATIVE CUSTODIAL Totals:	14,098.91	243.88	770.22	3,408.99	16,981.56
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRA CURRICULAR ACTIVITIES</b>					
1005 KG FIELD TRIPS	734.00	401.50	0.00	-734.00	401.50
1010 1ST GR. FIELD TRIPS	289.75	281.25	0.00	-289.40	281.60
1020 2ND GR. FIELD TRIPS	746.45	125.15	0.00	-746.45	125.15
1030 3RD GR. FIELD TRIPS	571.80	0.00	0.00	-571.80	0.00
1040 4TH GR. FIELD TRIPS	1,306.45	0.00	0.00	-1,306.45	0.00
1050 5TH GR. FIELD TRIPS	326.55	292.25	0.00	-326.55	292.25
Q EXTRA CURRICULAR ACTIVITIES Totals:	3,975.00	1,100.15	0.00	-3,974.65	1,100.50
Report Totals:	28,483.11	3,069.20	2,234.22	0.35	29,318.44

Principal *Jan Wesley*

Secretary *Mary Van Roy 10/14/10*

ALL Data

## Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 GENERAL FUND	18,523.13	0.00	3,265.32	0.00	15,257.81
110 VENDING	15.80	0.00	0.00	0.00	15.80
120 INTEREST EARNED CHECKING	84.95	5.74	0.00	0.00	90.69
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>18,623.88</b>	<b>5.74</b>	<b>3,265.32</b>	<b>0.00</b>	<b>15,364.30</b>
<b>B CLUBS AND ORGANIZATIONS</b>					
201 STUDENT COUNCIL	340.72	0.00	0.00	0.00	340.72
211 SAFETY PATROL	25.00	0.00	0.00	0.00	25.00
<b>B CLUBS AND ORGANIZATIONS Totals:</b>	<b>365.72</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>365.72</b>
<b>C ADMINISTRATIVE CUSTODIAL ACCT</b>					
301 MEDIA	2,280.11	0.00	0.00	0.00	2,280.11
305 FIELD TRIPS	-8,202.11	0.00	0.00	8,995.00	792.89
310 HOSPITALITY	345.87	0.00	400.84	0.00	-54.97
320 BIRTHDAY BOOK CLUB	1,297.49	0.00	0.00	0.00	1,297.49
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 PAYBAC	4,718.67	0.00	1,723.32	0.00	2,995.35
350 BEAUTIFICATION	0.00	0.00	0.00	0.00	0.00
<b>C ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>440.03</b>	<b>0.00</b>	<b>2,124.16</b>	<b>8,995.00</b>	<b>7,310.87</b>
<b>Q FEE FUND</b>					
1000 Kindergarten	2,093.75	0.00	0.00	-2,093.75	0.00
1001 1st Grade	1,830.25	0.00	0.00	-1,830.25	0.00
1002 2nd Grade	1,830.25	0.00	0.00	-1,830.25	0.00
1003 3rd Grade	1,153.25	0.00	0.00	-1,153.25	0.00
1004 4th Grade	654.50	0.00	0.00	-654.50	0.00
1005 5th Grade	1,433.00	0.00	0.00	-1,433.00	0.00
1010 Self-Contained	0.00	0.00	0.00	0.00	0.00
<b>Q FEE FUND Totals:</b>	<b>8,995.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-8,995.00</b>	<b>0.00</b>
<b>R CLUB--FEE FUND</b>					
2000 Student Council Fee Fund	0.00	0.00	0.00	0.00	0.00
2010 Chorus Fee Fund	0.00	0.00	0.00	0.00	0.00
<b>R CLUB--FEE FUND Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>28,424.63</b>	<b>5.74</b>	<b>5,389.48</b>	<b>0.00</b>	<b>23,040.89</b>

*Nancy Brosamle*  
11/10/10



## Current Cash Balance Report

ALL Data

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Fund</b>					
100 VENDING	585.81	0.00	0.00	0.00	585.81
110 GENERAL FUND	6,726.42	2,850.69	340.26	0.00	9,236.85
130 INTEREST EARNED	-2.49	2.33	0.00	0.00	-0.16
140 Do Not Use	0.00	0.00	0.00	0.00	0.00
<b>A General Fund Totals:</b>	<b>7,309.74</b>	<b>2,853.02</b>	<b>340.26</b>	<b>0.00</b>	<b>9,822.50</b>
<b>B Clubs &amp; Organizations</b>					
501 STUDENT COUNCIL	348.65	0.00	0.00	0.00	348.65
<b>B Clubs &amp; Organizations Totals:</b>	<b>348.65</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>348.65</b>
<b>C Administrative Custodial</b>					
600 Do Not Use	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,086.32	110.00	1,018.00	0.00	1,178.32
615 FIELD TRIPS	0.00	0.00	117.00	0.00	-117.00
620 Do Not Use	0.00	0.00	0.00	0.00	0.00
626 Do Not Use	0.00	0.00	0.00	0.00	0.00
627 Do Not Use	0.00	0.00	0.00	0.00	0.00
628 Do Not Use	0.00	0.00	0.00	0.00	0.00
<b>C Administrative Custodial Totals:</b>	<b>2,086.32</b>	<b>110.00</b>	<b>1,135.00</b>	<b>0.00</b>	<b>1,061.32</b>
<b>Q Fee Funded Account</b>					
1000 KG FIELD TRIP	0.00	233.06	0.00	0.00	233.06
1010 FIRST GR. FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1020 SECOND GR. FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1030 THIRD GR. FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GR. FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1050 FIFTH GR. FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1060 ELL FIELD TRIP	0.00	0.00	0.00	0.00	0.00
<b>Q Fee Funded Account Totals:</b>	<b>0.00</b>	<b>233.06</b>	<b>0.00</b>	<b>0.00</b>	<b>233.06</b>
<b>Report Totals:</b>	<b>9,744.71</b>	<b>3,196.08</b>	<b>1,475.26</b>	<b>0.00</b>	<b>11,465.53</b>

*[Signature]* 10-7-10  
 Heidi Penke 10-7-10

# Current Cash Balance Report

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Arranged by:  
Group ID and Activity Number

ALL Data

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Fund</b>					
100 General Fund	2,471.40	0.00	0.00	0.00	2,471.40
110 Vending	155.98	0.00	0.00	0.00	155.98
120 Interest Earned Checking	18.05	1.31	0.00	0.00	19.36
<b>A General Fund Totals:</b>	2,645.43	1.31	0.00	0.00	2,646.74
<b>B Clubs &amp; Organizations</b>					
200 Student Council	1,444.05	0.00	334.68	0.00	1,109.37
<b>B Clubs &amp; Organizations Totals:</b>	1,444.05	0.00	334.68	0.00	1,109.37
<b>C Administrative Custodial</b>					
300 Lirbary	2,481.68	0.00	106.19	0.00	2,375.49
615 Field Trips	-67.65	0.00	0.00	0.00	-67.65
<b>C Administrative Custodial Totals:</b>	2,414.03	0.00	106.19	0.00	2,307.84
<b>Q Free Funded Accounts</b>					
1000 Kindergarted Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
<b>Q Free Funded Accounts Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>Report Totals:</b>	6,503.51	1.31	440.87	0.00	6,063.95

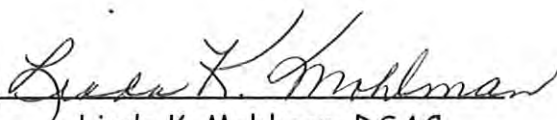
Kurt Rincos  
Susan Angleny

ALL Data

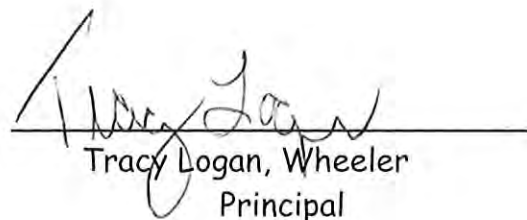
**Current Cash Balance Report**

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 GENERAL FUND	5,719.00	1,905.08	1,511.53	0.00	6,112.55
110 VENDING	141.66	0.00	0.00	0.00	141.66
120 INTEREST EARNED CHECKING	0.00	2.82	0.00	0.00	2.82
A ACTIVITY GENERAL FUND Totals:	5,860.66	1,907.90	1,511.53	0.00	6,257.03
<b>B CLUBS AND ORGANIZATIONS</b>					
201 STUDENT COUNCIL	67.09	0.00	0.00	0.00	67.09
210 GARDEN CLUB	251.09	0.00	0.00	0.00	251.09
B CLUBS AND ORGANIZATIONS Totals:	318.18	0.00	0.00	0.00	318.18
<b>C ADMINISTRATIVE CUSTODIAL ACCT</b>					
301 Hospitality	433.42	0.00	93.75	0.00	339.67
310 MEDIA	1,071.05	419.94	196.53	0.00	1,294.46
315 FIELD TRIPS	57.49	67.05	0.00	0.00	124.54
320 BIRTHDAY BOOK CLUB	702.33	690.00	22.98	0.00	1,369.35
330 DONATIONS	1,609.04	0.00	0.00	0.00	1,609.04
340 Destination Imagination	635.34	0.00	0.00	0.00	635.34
350 Music Dept. Fund	90.00	90.00	0.00	0.00	180.00
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,598.67	1,266.99	313.26	0.00	5,552.40
<b>Q EXTRA CURRICULAR ACTIVITIES</b>					
1000 KINDGARTEN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1001 FIRST GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1002 SECOND GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1003 THIRD GRADE FIELD TRIPS	0.00	798.70	0.00	0.00	798.70
1004 FOURTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1005 FIFTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITIES Totals:	0.00	798.70	0.00	0.00	798.70
Report Totals:	10,777.51	3,973.59	1,824.79	0.00	12,926.31



Linda K. Mohlman, DSAC  
Executive Secretary



Tracy Logan, Wheeler  
Principal

# Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 STAFF VENDING	3,747.27	0.00	0.00	0.00	3,747.27
101 STUDENT VENDING	-45.05	0.00	0.00	0.00	-45.05
110 GENERAL FUND	4,863.21	3,960.87	287.00	0.00	8,537.08
115 INTEREST EARNED CHECKING	550.10	3.75	0.00	0.00	553.85
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
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>10,020.56</b>	<b>3,964.62</b>	<b>287.00</b>	<b>0.00</b>	<b>13,698.18</b>
<b>C FAMILY NIGHTS</b>					
400 KINDERGARTEN HOST FAMILY NIGHTS	0.00	0.00	0.00	0.00	0.00
401 GR. 1 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
403 GR. 3 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
404 GR. 4 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
405 GR. 5 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
410 CHOIR HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
411 CHESS CLUB HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
412 SAFETY PATROL HOST FAMILY NIGHT	50.30	0.00	0.00	0.00	50.30
413 PLAYGROUND COM. HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
<b>C FAMILY NIGHTS Totals:</b>	<b>50.30</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>50.30</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	434.21	0.00	0.00	0.00	434.21
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
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,399.93</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,399.93</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
610 MEDIA	1,167.98	155.00	0.00	0.00	1,322.98
615 FIELD TRIPS	0.00	528.09	0.00	0.00	528.09
701 TECHNOLOGY	804.64	0.00	135.42	0.00	669.22
801 GIFTED/HAL	-25.64	0.00	0.00	0.00	-25.64
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>1,946.98</b>	<b>683.09</b>	<b>135.42</b>	<b>0.00</b>	<b>2,494.65</b>
<b>F DISTRICT CUSTODIAL</b>					
700 NOT USED	0.00	0.00	0.00	0.00	0.00
720 NOT USED	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>H OUTDOOR LEARNING ENVIRONMENT (OLE)</b>					
3000 BRICK ORDERS & OTHER	308.44	0.00	0.00	0.00	308.44
<b>H OUTDOOR LEARNING ENVIRONMENT (OLE) Totals:</b>	<b>308.44</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>308.44</b>
<b>Q FEE FUND FIELD TRIPS</b>					
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	683.00	0.00	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
<b>Q FEE FUND FIELD TRIPS Totals:</b>	<b>1,898.75</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,898.75</b>
<b>R FEE FUND CLUBS</b>					
2020 CHORUS CLUB	0.00	0.00	0.00	0.00	0.00
<b>R FEE FUND CLUBS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>15,624.96</b>	<b>4,647.71</b>	<b>422.42</b>	<b>0.00</b>	<b>19,850.25</b>

*C. Lorespe*  
*Ann Kelly*

# Current Cash Balance Report

42

Arranged by:

ALL Data

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Funds</b>					
100 VENDING MACHINES	7,832.60	0.00	367.35	0.00	7,465.25
110 OTHER GENERAL	16,468.71	0.00	324.92	0.00	16,143.79
115 FINES	7,885.97	0.00	0.00	0.00	7,885.97
120 FUND RAISING ACCOUNT	14,159.27	13,679.60	2,037.52	0.00	25,801.35
125 VOLUNTEER	629.35	0.00	0.00	0.00	629.35
130 INTEREST EARNED - CHECKING	4,435.50	21.07	0.00	0.00	4,456.57
<b>A General Funds Totals:</b>	<b>51,411.40</b>	<b>13,700.67</b>	<b>2,729.79</b>	<b>0.00</b>	<b>62,382.28</b>
<b>B Athletics</b>					
205 ATHLETIC DEPARTMENT	3,439.91	211.00	2,205.23	0.00	1,445.68
<b>B Athletics Totals:</b>	<b>3,439.91</b>	<b>211.00</b>	<b>2,205.23</b>	<b>0.00</b>	<b>1,445.68</b>
<b>C Academic Clubs</b>					
300 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
310 YEARBOOK	4,999.43	8,365.00	3,601.97	0.00	9,762.46
320 YOUTH TO YOUTH	765.78	0.00	0.00	0.00	765.78
330 KIDS HELPING KIDS	5,156.46	-5.00	0.00	0.00	5,151.46
340 RENAISSANCE PROGRAM	1,908.09	0.00	0.00	0.00	1,908.09
350 HAL	0.00	0.00	0.00	0.00	0.00
<b>C Academic Clubs Totals:</b>	<b>12,829.76</b>	<b>8,360.00</b>	<b>3,601.97</b>	<b>0.00</b>	<b>17,587.79</b>
<b>D Clubs and Organizations</b>					
400 STUDENT COUNCIL	2,261.94	0.00	20.00	0.00	2,241.94
410 VOLLEYBALL CLUB	0.00	0.00	0.00	0.00	0.00
420 LEADERSHIP	1,122.15	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00
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
<b>D Clubs and Organizations Totals:</b>	<b>4,098.75</b>	<b>0.00</b>	<b>20.00</b>	<b>0.00</b>	<b>4,078.75</b>
<b>E School Custodial Accounts</b>					
500 MUSIC	2,056.73	256.50	800.55	0.00	1,512.68
501 BAND	5,162.68	0.00	229.81	0.00	4,932.87
502 SOLO AND ENSEMBLE CONTEST	1,374.83	0.00	0.00	0.00	1,374.83
505 ART CLASS	84.21	0.00	33.51	0.00	50.70
509 8TH GRADE FAREWELL	1,424.93	0.00	0.00	0.00	1,424.93
510 TRANSPORTATION	1,459.17	0.00	0.00	0.00	1,459.17
511 SPECIAL EVENTS	3,179.28	30.00	112.30	0.00	3,096.98
512 HELP FUND	2,673.75	0.00	2,575.00	0.00	98.75
515 FACULTY VENDING FUND	509.88	0.00	0.00	0.00	509.88
520 TEACHERS HOSPITALITY FUND	345.43	0.00	80.21	0.00	265.22
525 AMS T-SHIRT SALES	2,370.42	488.00	0.00	0.00	2,858.42
528 A.P.E. T-SHIRTS	174.00	0.00	0.00	0.00	174.00
530 OUTDOOR CLASSROOM	792.09	485.26	0.00	0.00	1,277.35
535 SCIENCE BREAKAGE	0.99	0.00	0.00	0.00	0.99
540 INDUSTRIAL ARTS	4,401.38	0.00	0.00	0.00	4,401.38
542 FAMILY CONSUMER SCIENCE	1,536.21	0.00	5.74	0.00	1,530.47
544 JUMP START	243.37	0.00	0.00	0.00	243.37
545 LIBRARY	1,204.25	0.00	19.88	0.00	1,184.37
555 FITNESS ROOM	735.42	0.00	0.00	0.00	735.42
570 FIELD TRIPS-SPECIAL AREA	0.00	0.00	0.00	0.00	0.00
576 FIELD TRIPS-6 GR.	0.00	0.00	0.00	0.00	0.00

# Current Cash Balance Report

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Arranged by:

ALL Data

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
577 FIELD TRIPS-7 GR.	0.00	0.00	0.00	0.00	0.00
578 FIELD TRIPS-8 GR.	363.30	0.00	0.00	0.00	363.30
580 OTHER SCHOOL CUSTODIAL	0.00	0.00	0.00	0.00	0.00
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
<b>E School Custodial Accounts Totals:</b>	<b>30,092.32</b>	<b>1,259.76</b>	<b>3,857.00</b>	<b>0.00</b>	<b>27,495.08</b>
<b>G Investments</b>					
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
<b>G Investments Totals:</b>	<b>-5,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-5,000.00</b>
<b>Q FIELD TRIP FEES</b>					
1350 HAL FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1570 FIELD TRIPS-SPECIAL AREA	0.00	0.00	0.00	0.00	0.00
1576 FIELD TRIPS-6 GR.	0.00	1,341.75	0.00	0.00	1,341.75
1577 FIELD TRIPS-7 GR.	0.00	0.00	0.00	0.00	0.00
1578 FIELD TRIPS-8 GR.	0.00	0.00	0.00	0.00	0.00
<b>Q FIELD TRIP FEES Totals:</b>	<b>0.00</b>	<b>1,341.75</b>	<b>0.00</b>	<b>0.00</b>	<b>1,341.75</b>
<b>R CLUB FEES</b>					
1420 LEADERSHIP	0.00	0.00	0.00	0.00	0.00
2300 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
2320 YOUTH TO YOUTH	0.00	0.00	0.00	0.00	0.00
2400 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
2410 VOLLEYBALL CLUB	0.00	0.00	0.00	0.00	0.00
2430 BOOK CLUB	0.00	0.00	0.00	0.00	0.00
2440 SCRAPBOOK CLUB	0.00	0.00	0.00	0.00	0.00
2442 FCS CLUB	0.00	0.00	0.00	0.00	0.00
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	0.00	480.75	0.00	0.00	480.75
2501 BAND CLUB	0.00	1,473.00	0.00	0.00	1,473.00
2544 JUMP START	0.00	650.00	0.00	0.00	650.00
<b>R CLUB FEES Totals:</b>	<b>0.00</b>	<b>2,603.75</b>	<b>0.00</b>	<b>0.00</b>	<b>2,603.75</b>
<b>S ATHLETIC FEES</b>					
3205 ATHLETICS	0.00	3,891.25	0.00	0.00	3,891.25
<b>S ATHLETIC FEES Totals:</b>	<b>0.00</b>	<b>3,891.25</b>	<b>0.00</b>	<b>0.00</b>	<b>3,891.25</b>
<b>Report Totals:</b>	<b>96,872.14</b>	<b>31,368.18</b>	<b>12,413.99</b>	<b>0.00</b>	<b>115,826.33</b>

## Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUND</b>					
100 General Fund	645.52	26.00	167.51	0.00	504.01
105 Next Year Monies	1,490.00	0.00	0.00	0.00	1,490.00
110 Student Vending	8,438.08	0.00	90.00	0.00	8,348.08
115 Staff Vending	-192.23	0.00	250.85	0.00	-443.08
120 Staff Contests	-17.18	0.00	0.00	0.00	-17.18
125 Start Up Cash	0.00	0.00	0.00	0.00	0.00
<b>A GENERAL FUND Totals:</b>	<b>10,364.19</b>	<b>26.00</b>	<b>508.36</b>	<b>0.00</b>	<b>9,881.83</b>
<b>D SCHOOL CUSTODIAL ACCOUNTS</b>					
400 Library	545.82	5.59	0.00	0.00	551.41
405 FCS - Family Consumer Science	122.97	0.00	0.00	0.00	122.97
410 Field Trips	128.46	0.00	1,320.00	0.00	-1,191.54
415 Hospitality	1,374.81	640.00	0.00	0.00	2,014.81
420 IT LAB - Industrial Technology	1,267.90	0.00	312.17	0.00	955.73
425 Art	5.00	0.00	0.00	0.00	5.00
430 Spirit Wear	4,746.50	2,213.00	3,376.00	0.00	3,583.50
435 Book Fines	100.70	0.00	0.00	0.00	100.70
440 School Improvements	10,355.28	3,230.00	1,382.02	-2,716.00	9,487.26
445 Book Store	-223.15	0.00	0.00	0.00	-223.15
450 PE Shirts	1,178.01	784.00	0.00	0.00	1,962.01
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	140.00	0.00	0.00	0.00	140.00
475 Musical	1,450.05	0.00	0.00	0.00	1,450.05
480 Husker Hoops	1.00	0.00	0.00	0.00	1.00
485 Fundraisers/Family Donations	2,990.34	8,183.61	147.60	2,716.00	13,742.35
<b>D SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>24,735.02</b>	<b>15,056.20</b>	<b>6,537.79</b>	<b>0.00</b>	<b>33,253.43</b>
<b>E PROGRAMS</b>					
500 B.A.S.E.	2,025.42	0.00	0.00	0.00	2,025.42
<b>E PROGRAMS Totals:</b>	<b>2,025.42</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,025.42</b>
<b>F ATHLETICS and ACTIVITIES</b>					
600 Athletics Program	510.11	0.00	245.15	0.00	264.96
605 Clubs and Activities	22.20	0.00	0.00	0.00	22.20
610 Student Council	358.79	0.00	0.00	0.00	358.79
615 Youth to Youth	47.14	0.00	0.00	0.00	47.14
620 Emissary / Peer Mediation / Tutor	0.00	0.00	0.00	0.00	0.00
625 FCS Club	84.51	0.00	0.00	0.00	84.51
630 Swing Choir Club	-624.91	0.00	0.00	0.00	-624.91
635 Environmental Club	335.40	0.00	0.00	0.00	335.40
640 Yearbook	7,495.04	16,100.00	5,260.43	0.00	18,334.61
645 Art Club	28.43	0.00	0.00	0.00	28.43
650 HAL	-54.25	0.00	0.00	0.00	-54.25
655 Dance Club	3.71	0.00	0.00	0.00	3.71
660 Jazz Band	51.97	1,760.00	0.00	0.00	1,811.97
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	14.48	0.00	0.00	0.00	14.48
<b>F ATHLETICS and ACTIVITIES Totals:</b>	<b>8,297.66</b>	<b>17,860.00</b>	<b>5,505.58</b>	<b>0.00</b>	<b>20,652.08</b>

# Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>G INVESTMENTS</b>					
700 Savings	0.00	0.00	0.00	0.00	0.00
705 Checking Interest	1,755.33	13.61	0.00	0.00	1,768.94
710 Interest on Savings	0.00	0.00	0.00	0.00	0.00
<b>G INVESTMENTS Totals:</b>	<u>1,755.33</u>	<u>13.61</u>	<u>0.00</u>	<u>0.00</u>	<u>1,768.94</u>
<b>Q FIELD TRIP FEES</b>					
1000 Field Trips	0.00	1,862.00	0.00	0.00	1,862.00
<b>Q FIELD TRIP FEES Totals:</b>	<u>0.00</u>	<u>1,862.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,862.00</u>
<b>R CLUB FEES</b>					
2455 Jump Start Camp	0.00	0.00	0.00	0.00	0.00
2610 Student Council	0.00	0.00	0.00	0.00	0.00
2615 Youth-to-Youth	0.00	528.00	0.00	0.00	528.00
2625 FCS Club	0.00	0.00	0.00	0.00	0.00
2630 Swing Choir	0.00	0.00	0.00	0.00	0.00
2635 Environmental Club	0.00	0.00	0.00	0.00	0.00
2645 Art Club	0.00	0.00	0.00	0.00	0.00
2650 HAL	0.00	0.00	0.00	0.00	0.00
2655 Dance Club	0.00	0.00	0.00	0.00	0.00
2665 Drama Club	0.00	0.00	0.00	0.00	0.00
2670 Cross Country Club	0.00	0.00	0.00	0.00	0.00
2690 Science Club	0.00	0.00	0.00	0.00	0.00
<b>R CLUB FEES Totals:</b>	<u>0.00</u>	<u>528.00</u>	<u>0.00</u>	<u>0.00</u>	<u>528.00</u>
<b>S ATHLETIC FEES</b>					
3000 Athletics	0.00	5,030.00	0.00	0.00	5,030.00
<b>S ATHLETIC FEES Totals:</b>	<u>0.00</u>	<u>5,030.00</u>	<u>0.00</u>	<u>0.00</u>	<u>5,030.00</u>
<b>T PROGRAM FEES</b>					
4500 B.A.S.E. FEES	0.00	0.00	0.00	0.00	0.00
<b>T PROGRAM FEES Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>47,177.62</u>	<u>40,375.81</u>	<u>12,551.73</u>	<u>0.00</u>	<u>75,001.70</u>



## Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUNDS</b>					
100 VENDING MACHINES	2,970.01	0.00	0.00	0.00	2,970.01
105 STAFF VENDING MACHINES	8.10	0.00	44.94	0.00	-36.84
110 GENERAL	-34.64	10.00	2,494.71	0.00	-2,519.35
120 PENCIL FUND (SCHOOL IMPROV.)	727.76	0.00	0.00	0.00	727.76
150 INTEREST EARNED CHECKING	911.84	0.00	0.00	0.00	911.84
170 INTEREST EARNED SAVINGS	13,660.97	0.00	13,276.98	0.00	383.99
190 PAYBAC FUND	192.16	0.00	0.00	0.00	192.16
<b>A GENERAL FUNDS Totals:</b>	<b>18,436.20</b>	<b>10.00</b>	<b>15,816.63</b>	<b>0.00</b>	<b>2,629.57</b>
<b>B ATHLETICS</b>					
200 ATHLETICS PROGRAM	11,619.83	258.00	987.19	0.00	10,890.64
<b>B ATHLETICS Totals:</b>	<b>11,619.83</b>	<b>258.00</b>	<b>987.19</b>	<b>0.00</b>	<b>10,890.64</b>
<b>C ACADEMIC CLUBS</b>					
305 ART CLUB	16.58	0.00	0.00	0.00	16.58
310 YEARBOOKS	8,117.28	60.00	2,845.47	0.00	5,331.81
315 BOWLING CLUB	-0.13	0.00	0.00	0.00	-0.13
320 FAMILY CONSUMER SCIENCE CLUB	3.68	0.00	0.00	0.00	3.68
325 CROSS COUNTRY CLUB	0.00	0.00	263.50	0.00	-263.50
330 DRAMA	296.41	0.00	0.00	0.00	296.41
335 FITNESS CLUB	-14.69	0.00	0.00	0.00	-14.69
<b>C ACADEMIC CLUBS Totals:</b>	<b>8,419.13</b>	<b>60.00</b>	<b>3,108.97</b>	<b>0.00</b>	<b>5,370.16</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
400 STUDENT COUNCIL	1,293.12	150.00	39.84	0.00	1,403.28
425 SPARKS	219.98	360.00	0.00	0.00	579.98
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,513.10</b>	<b>510.00</b>	<b>39.84</b>	<b>0.00</b>	<b>1,983.26</b>
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
500 BAND	-50.26	0.00	0.00	0.00	-50.26
502 HOSPITALITY	-132.25	941.00	0.00	0.00	808.75
503 TREE FUND	609.06	0.00	0.00	0.00	609.06
505 FINES	2,471.57	0.00	0.00	0.00	2,471.57
506 MONTESSORI (6TH)	0.00	0.00	0.00	0.00	0.00
508 MONTESSORI 7/8	-375.08	222.81	2,051.13	0.00	-2,203.40
510 FIELD TRIPS	384.08	0.00	0.00	0.00	384.08
511 NEW TEACHER FUND	458.60	257.75	0.00	0.00	716.35
512 PALS	46.11	0.00	0.00	0.00	46.11
513 MONTESSORI SUPPORT FUND	8.00	0.00	0.00	0.00	8.00
514 LACEY LEGACY FUND	51.91	0.00	0.00	0.00	51.91
515 ASSIGNMENT NOTEBOOKS	97.40	1,692.00	0.00	0.00	1,789.40
520 LIBRARY	147.15	17.59	89.33	0.00	75.41
525 M.S. ALTERNATIVE PROGRAM	180.89	0.00	20.00	0.00	160.89
528 H.A.L. TRIPS	29.51	0.00	0.00	0.00	29.51
529 MENTORING HOMEROOMS FUND	248.51	0.00	0.00	0.00	248.51
531 "GOOD FRIENDS" FUND	0.00	0.00	0.00	0.00	0.00
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	72.26	0.00	0.00	0.00	72.26
537 ASAP	0.00	0.00	0.00	0.00	0.00
538 TIME TRAVELERS	180.00	0.00	0.00	0.00	180.00
539 CYCLONE SEQUEL	0.00	0.00	0.00	0.00	0.00
541 MAGAZINE FUNDRAISER 09-10	0.00	0.00	0.00	0.00	0.00
542 SALLY FOSTER FUNDRAISER 10-11	-85.29	3,320.00	95.00	0.00	3,139.71
545 ORCHESTRA	17.83	0.00	0.00	0.00	17.83
550 TEAM FUNDS	323.88	0.00	0.00	0.00	323.88

# Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
551 6 A/B SUPPORT FUND	0.00	0.00	0.00	0.00	0.00
552 7 A/B SUPPORT FUND	0.00	0.00	0.00	0.00	0.00
553 8 A/B SUPPORT FUND	0.00	0.00	0.00	0.00	0.00
560 PHYSICAL EDUCATION	266.91	0.00	0.00	0.00	266.91
570 CYCLONE PARENT DONATIONS	8,847.55	592.00	1,958.82	0.00	7,480.73
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	1,093.35	0.00	1,191.82	0.00	-98.47
586 7TH GR. ENRICHMENT	45.67	0.00	0.00	0.00	45.67
587 CARTRIDGES FOR KIDS	200.20	0.00	0.00	0.00	200.20
590 TECHNOLOGY EDUCATION	1,031.20	168.50	0.00	0.00	1,199.70
597 DEVELOPMENTAL ASSETS	389.66	0.00	0.00	0.00	389.66
598 THE ZONE	376.21	0.00	49.42	0.00	326.79
599 MUSIC SHIRTS	2,108.95	837.50	16.75	0.00	2,929.70
<b>E SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>19,471.45</b>	<b>8,049.15</b>	<b>5,472.27</b>	<b>0.00</b>	<b>22,048.33</b>
<b>F DISTRICT CUSTODIAL ACCOUNTS</b>					
620 CONFERENCE ACCOUNT	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL ACCOUNTS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>G INVESTMENTS</b>					
700 SAVINGS	-0.02	0.00	0.00	0.00	-0.02
710 INTEREST ON SAVINGS	0.00	0.00	0.00	0.00	0.00
<b>G INVESTMENTS Totals:</b>	<b>-0.02</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-0.02</b>
<b>Q FIELD TRIP FEES</b>					
1020 6TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1045 7TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1065 8TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1070 ELL FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1080 WORLD LANGUAGE	0.00	0.00	0.00	0.00	0.00
1506 MONTESSORI (6) FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1508 MONTESSORI (7,8) FIELD TRIPS	0.00	2,600.00	0.00	0.00	2,600.00
1525 MSAP FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1528 H.A.L. FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1538 TIME TRAVELERS FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1581 JUMPSTART FEES	0.00	0.00	0.00	0.00	0.00
<b>Q FIELD TRIP FEES Totals:</b>	<b>0.00</b>	<b>2,600.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,600.00</b>
<b>R CLUB FEES</b>					
2305 ART CLUB	0.00	75.00	0.00	0.00	75.00
2315 BOWLING CLUB	0.00	632.00	0.00	0.00	632.00
2320 FAMILY CONSUMER SCIENCE CLUB	0.00	15.00	0.00	0.00	15.00
2325 CROSS COUNTRY CLUB	0.00	310.00	0.00	0.00	310.00
2330 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
2335 FITNESS CLUB	0.00	25.00	0.00	0.00	25.00
2400 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
2425 SPARKS	0.00	279.00	0.00	0.00	279.00
2500 BAND	0.00	0.00	0.00	0.00	0.00
2535 VOCAL MUSIC	0.00	0.00	0.00	0.00	0.00
2545 ORCHESTRA	0.00	0.00	0.00	0.00	0.00
2600 MUSIC SHIRTS	0.00	0.00	0.00	0.00	0.00
<b>R CLUB FEES Totals:</b>	<b>0.00</b>	<b>1,336.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,336.00</b>
<b>S ATHLETICS FEES</b>					
3200 ATHLETICS	0.00	2,765.00	0.00	0.00	2,765.00
<b>S ATHLETICS FEES Totals:</b>	<b>0.00</b>	<b>2,765.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,765.00</b>

# Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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
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	0.00	0.00	0.00
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	0.00	0.00	0.00
Report Totals:	59,459.69	15,588.15	25,424.90	0.00	49,622.94

Submitted by Michelle Kraft

Approved by Paula Ann Date 10/12/10

## Current Cash Balance Report

ALL Data

Date: 09/01/2010 thru 09/30/2010

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUNDS</b>					
100 VENDING	31,123.47	4,401.20	984.39	0.00	34,540.28
105 STAFF VENDING	1,081.36	228.58	103.65	0.00	1,206.25
110 GENERAL FUND	2,685.04	10.00	0.00	0.00	2,695.04
112 PAYBAC	7,541.31	741.73	0.00	0.00	8,283.04
115 KIEWIT T-SHIRT-SALES/PROJECTS	40,020.91	1,059.00	6,781.25	0.00	34,298.66
116 CLASS/ACTIVITY T-SHIRTS	435.06	0.00	0.00	0.00	435.06
117 BOOK ORDERS	10.60	0.00	0.00	0.00	10.60
119 SITE IMPROVEMENT	43,262.56	0.00	23.72	0.00	43,238.84
120 SCHOOL IMPROVEMENT TEAM	2,051.00	0.00	0.00	0.00	2,051.00
125 FUNDRAISER	16,245.48	775.00	130.00	0.00	16,890.48
130 BUS	190.04	0.00	925.00	0.00	-734.96
140 RETIREMENT	16.60	0.00	0.00	0.00	16.60
150 PARENT/TEACHER RESOURCE LIB	595.53	0.00	0.00	0.00	595.53
155 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
165 ROTARY	621.91	0.00	0.00	0.00	621.91
167 KCC FUNDRAISER	5,706.62	0.00	0.00	0.00	5,706.62
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	267.58	0.00	260.00	0.00	7.58
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	790.24	0.00	225.00	0.00	565.24
<b>A GENERAL FUNDS Totals:</b>	<b>157,384.44</b>	<b>7,215.51</b>	<b>9,433.04</b>	<b>0.00</b>	<b>155,166.91</b>
<b>B ATHLETICS</b>					
200 ATHLETICS	6,048.97	1,048.96	1,914.30	0.00	5,183.63
205 SUMMER BB CAMP	466.52	0.00	0.00	0.00	466.52
210 MULTI-PURPOSE PROJECT	0.00	0.00	0.00	0.00	0.00
<b>B ATHLETICS Totals:</b>	<b>6,515.49</b>	<b>1,048.96</b>	<b>1,914.30</b>	<b>0.00</b>	<b>5,650.15</b>
<b>C ACADEMIC CLUBS</b>					
300 INTERNATIONAL CLUB	0.00	74.00	0.00	0.00	74.00
305 VOLUNTEER CLUB	5,611.59	0.00	0.00	0.00	5,611.59
310 YEARBOOK	50,530.66	275.00	126.94	0.00	50,678.72
315 DRAMA CLUB	1,661.78	0.00	0.00	0.00	1,661.78
320 YOUTH-TO-YOUTH	1,665.36	0.00	0.00	0.00	1,665.36
325 STUDENT COUNCIL	1,293.87	460.00	135.96	0.00	1,617.91
330 SCIENCE CLUB	3.34	0.00	0.00	0.00	3.34
335 ART CLUB	0.00	0.00	0.00	0.00	0.00
355 SPEECH CLUB	0.00	0.00	0.00	0.00	0.00
360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
<b>C ACADEMIC CLUBS Totals:</b>	<b>60,756.60</b>	<b>809.00</b>	<b>262.90</b>	<b>0.00</b>	<b>61,312.70</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
420 SNACK AND STITCH	1.82	0.00	0.00	0.00	1.82
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1.82</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.82</b>
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
520 SOCIAL/HOSPITALITY	1,710.36	0.00	0.00	0.00	1,710.06
530 PE/LOCK	1,454.91	0.00	0.00	0.00	1,454.91
540 HOME ARTS	221.10	6.00	0.00	0.00	227.10
550 INDUSTRIAL ARTS	13,155.18	36.50	45.84	0.00	13,145.84
560 ART CLASS	0.00	0.00	0.00	0.00	0.00

## Current Cash Balance Report

ALL Data

Date: 09/01/2010 thru 09/30/2010

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
580 LIBRARY	1,775.94	0.00	130.43	0.00	1,645.51
581 6A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
582 6B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
583 6C FIELD TRIP	0.00	0.00	0.00	0.00	0.00
584 7A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
585 7B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
586 7C FIELD TRIP	0.00	0.00	0.00	0.00	0.00
587 8A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
588 8B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
593 HAL FIELD TRIPS	0.00	-12.79	0.00	0.00	-12.79
594 AFTER SCHOOL PROGRAM	804.19	0.00	2,113.52	0.00	-1,309.33
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
<b>E SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>19,121.38</b>	<b>29.71</b>	<b>2,289.79</b>	<b>0.00</b>	<b>16,861.30</b>
<b>F DISTRICT CUSTODIAL ACCOUNTS</b>					
620 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL ACCOUNTS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>G INVESTMENTS</b>					
700 SAVINGS	-82,778.72	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
<b>G INVESTMENTS Totals:</b>	<b>-24,402.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-24,402.00</b>
<b>Q FIELD TRIP FEES</b>					
1581 6A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1582 6B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1583 6C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1584 7A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1585 7B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1586 7C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1587 8A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1588 8B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1589 8C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1590 FRENCH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1591 GERMAN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1592 SPANISH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1593 HAL FIELD TRIPS	0.00	626.71	0.00	0.00	626.71
1596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>Q FIELD TRIP FEES Totals:</b>	<b>0.00</b>	<b>626.71</b>	<b>0.00</b>	<b>0.00</b>	<b>626.71</b>
<b>R CLUB FEES</b>					
2320 YOUTH TO YOUTH CLUB	0.00	0.00	0.00	0.00	0.00
2335 ART CLUB	0.00	135.00	0.00	0.00	135.00
2350 CHESS CLUB	0.00	0.00	0.00	0.00	0.00
2355 SPEECH CLUB	0.00	0.00	0.00	0.00	0.00
2360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
2420 SNACK AND STITCH CLUB	0.00	20.00	0.00	0.00	20.00
<b>R CLUB FEES Totals:</b>	<b>0.00</b>	<b>155.00</b>	<b>0.00</b>	<b>0.00</b>	<b>155.00</b>

## Current Cash Balance Report

ALL Data

Date: 09/01/2010 thru 09/30/2010

 Arranged by:  
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>S ATHLETIC FEES</b>					
3200 ATHLETICS	0.00	6,275.00	0.00	0.00	6,275.00
3205 SUMMER BB CAMP	0.00	0.00	0.00	0.00	0.00
<b>S ATHLETIC FEES Totals:</b>	<u>0.00</u>	<u>6,275.00</u>	<u>0.00</u>	<u>0.00</u>	<u>6,275.00</u>
<b>T AFTER SCHOOL PROGRAM FEES</b>					
6594 AFTER SCHOOL PROGRAM	0.00	2,310.00	0.00	0.00	2,310.00
6595 AFTER SCHOOL/SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
<b>T AFTER SCHOOL PROGRAM FEES Totals:</b>	<u>0.00</u>	<u>2,310.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,310.00</u>
<b>Report Totals:</b>	<u>219,387.73</u>	<u>18,469.89</u>	<u>13,900.03</u>	<u>0.00</u>	<u>223,957.59</u>

# Current Cash Balance Report

52

Arranged by:

Group ID and Activity Number

ALL Data

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUNDS</b>					
100 Vending (Student)	20,624.75	0.00	0.00	0.00	20,624.75
101 Vending (Pens & Pencils)	523.36	103.25	109.00	0.00	517.61
104 Vending (Staff)	-325.17	0.00	39.92	0.00	-365.09
105 Parent Donations	89.90	0.00	0.00	0.00	89.90
110 General	14,442.68	143.93	6,269.14	0.00	8,317.47
111 Next Year Money	17,694.00	0.00	0.00	-17,694.00	0.00
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	263.89	0.00	0.00	0.00	263.89
<b>A GENERAL FUNDS Totals:</b>	<b>53,343.74</b>	<b>247.18</b>	<b>6,418.06</b>	<b>-17,694.00</b>	<b>29,478.86</b>
<b>B ATHLETICS</b>					
210 Football	-2,062.75	23.00	452.50	0.00	-2,492.25
220 Basketball	6,475.99	0.00	0.00	0.00	6,475.99
230 Volleyball	1,414.96	0.00	255.00	0.00	1,159.96
240 Wrestling	-3,565.56	0.00	0.00	0.00	-3,565.56
260 Track & Field	365.94	0.00	31.96	0.00	333.98
<b>B ATHLETICS Totals:</b>	<b>2,628.58</b>	<b>23.00</b>	<b>739.46</b>	<b>0.00</b>	<b>1,912.12</b>
<b>C ACADEMIC CLUBS</b>					
300 Annual	2,464.21	0.00	2,625.00	0.00	-160.79
305 Art Club	0.00	0.00	0.00	0.00	0.00
306 Chess Club	-164.28	0.00	0.00	0.00	-164.28
309 International Club	0.00	0.00	0.00	0.00	0.00
310 Drama Club	4,125.16	0.00	414.60	0.00	3,710.56
315 Youth to Youth Club	332.12	0.00	7.96	0.00	324.16
318 Mustang Mentors	0.00	0.00	0.00	0.00	0.00
321 Scrapbook Club	0.00	0.00	0.00	0.00	0.00
330 Cross Country Club	-308.58	0.00	147.00	0.00	-455.58
335 Volunteer Club	0.00	0.00	0.00	0.00	0.00
345 Robotics & Engineering Club	0.00	0.00	0.00	0.00	0.00
350 Forensics	0.00	0.00	0.00	0.00	0.00
<b>C ACADEMIC CLUBS Totals:</b>	<b>6,448.63</b>	<b>0.00</b>	<b>3,194.56</b>	<b>0.00</b>	<b>3,254.07</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
360 Stang Gang Spirit Club	92.85	0.00	0.00	0.00	92.85
400 Student Council	1,270.09	769.40	94.48	0.00	1,945.01
450 Mustang Scholar Retreat	-240.00	0.00	418.04	0.00	-658.04
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,122.94</b>	<b>769.40</b>	<b>512.52</b>	<b>0.00</b>	<b>1,379.82</b>
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
500 Art Projects	342.46	72.00	0.00	0.00	414.46
501 Band Contest/Clinic	0.00	0.00	0.00	0.00	0.00
502 Swing Choir	0.00	0.00	0.00	0.00	0.00
503 Honor Choir	0.00	0.00	0.00	0.00	0.00
504 Jazz Band	0.00	290.50	0.00	0.00	290.50
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	0.00	0.00	0.00	0.00	0.00

## Current Cash Balance Report

ALL Data

Arranged by:

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
513 Orchestra Contest/Clinic	0.00	0.00	0.00	0.00	0.00
515 Fund Raising	37,095.79	5,536.10	0.00	0.00	42,631.89
520 Gym Suits	0.00	0.00	0.00	0.00	0.00
525 Home Ec Projects	1.53	0.00	0.00	0.00	1.53
526 Honors Band	0.00	0.00	0.00	0.00	0.00
527 HAL Field Trips	0.00	0.00	142.50	0.00	-142.50
530 Industrial Tech Projects	8,151.51	0.00	241.19	0.00	7,910.32
535 Instrument Rental	0.00	0.00	90.00	0.00	-90.00
545 Library Activities	1,252.53	30.00	27.14	0.00	1,255.39
550 Lock	0.00	0.00	0.00	0.00	0.00
555 Outdoor Education	-1,504.48	0.00	1,285.27	0.00	-2,789.75
570 Jump Start	0.00	0.00	184.28	-10.00	-194.28
<b>E SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>45,339.34</b>	<b>5,928.60</b>	<b>1,970.38</b>	<b>-10.00</b>	<b>49,287.56</b>
<b>G INVESTMENTS</b>					
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
<b>G INVESTMENTS Totals:</b>	<b>-28,807.26</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-28,807.26</b>
<b>Q FIELD TRIP FEES</b>					
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	0.00	0.00	0.00	0.00	0.00
1527 HAL Field Trip	0.00	182.50	0.00	84.00	266.50
1555 Outdoor Education	0.00	8,420.00	0.00	120.00	8,540.00
1570 Jump Start	0.00	0.00	0.00	990.00	990.00
<b>Q FIELD TRIP FEES Totals:</b>	<b>0.00</b>	<b>8,602.50</b>	<b>0.00</b>	<b>1,194.00</b>	<b>9,796.50</b>
<b>R CLUB FEES</b>					
2305 Art Club	0.00	630.00	0.00	0.00	630.00
2306 Chess Club	0.00	56.00	0.00	0.00	56.00
2310 Drama Club	0.00	110.00	0.00	0.00	110.00
2315 Youth to Youth	0.00	0.00	0.00	0.00	0.00
2330 Cross Country Club	0.00	130.00	0.00	136.50	266.50
2345 Robotics & Engineering Club	0.00	0.00	0.00	0.00	0.00
2350 Forensics	0.00	0.00	0.00	0.00	0.00
2360 Stang Gang Spirit Club	0.00	0.00	0.00	0.00	0.00
2504 Jazz Band	0.00	0.00	0.00	0.00	0.00
2513 Orchestra Contest/Clinic	0.00	0.00	0.00	0.00	0.00
2526 Honors Band	0.00	0.00	0.00	0.00	0.00
2535 Instrument Rental	0.00	90.00	0.00	990.00	1,080.00
<b>R CLUB FEES Totals:</b>	<b>0.00</b>	<b>1,016.00</b>	<b>0.00</b>	<b>1,126.50</b>	<b>2,142.50</b>
<b>S ATHLETIC FEES</b>					
3010 Football	0.00	613.00	0.00	2,614.50	3,227.50
3020 Basketball	0.00	0.00	0.00	30.00	30.00
3030 Volleyball	0.00	285.00	0.00	1,405.00	1,690.00
3040 Wrestling	0.00	0.00	0.00	0.00	0.00
3060 Track & Field	0.00	30.00	0.00	30.00	60.00
<b>S ATHLETIC FEES Totals:</b>	<b>0.00</b>	<b>928.00</b>	<b>0.00</b>	<b>4,079.50</b>	<b>5,007.50</b>



# Current Cash Balance Report

ALL Data

Date: 09/01/2010 thru 09/30/2010

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	0.00	5,762.50	0.00	11,304.00	17,066.50
T AFTER SCHOOL PROGRAM FEES Totals:	0.00	5,762.50	0.00	11,304.00	17,066.50
Report Totals:	80,075.97	23,277.18	12,834.98	0.00	90,518.17

*Juan Wilson*  
Principal

*Juan Bartholomew*  
Bookkeeper

# Current Cash Balance Report

ALL Data

Date: 09/01/2010 thru 09/30/2010

Arranged by:  
55  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>ACTIVITY GENERAL FUND</b>					
100 Vending - Student	1,364.85	10.00	510.86	0.00	863.99
101 Coffee & Water Machines	-572.11	195.00	14.95	0.00	-392.06
102 Building Beautification	0.00	0.00	0.00	0.00	0.00
103 Vending machines-staff	618.24	0.00	0.00	0.00	618.24
110 General	1,213.92	740.00	383.96	0.00	1,569.96
150 Sweatshirt Sales	2,993.20	1,825.00	4,812.11	0.00	6.09
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>5,618.10</b>	<b>2,770.00</b>	<b>5,721.88</b>	<b>0.00</b>	<b>2,666.22</b>
<b>B ATHLETICS/ACTIVITIES</b>					
201 Athletics	4,524.08	0.00	2,706.62	0.00	1,817.46
202 Athletics Assistance from Rotary	578.50	0.00	0.00	0.00	578.50
<b>B ATHLETICS/ACTIVITIES Totals:</b>	<b>5,102.58</b>	<b>0.00</b>	<b>2,706.62</b>	<b>0.00</b>	<b>2,395.96</b>
<b>C ACADEMIC CLUBS</b>					
301 Yearbook	41,549.73	0.00	5,838.51	0.00	35,711.22
<b>C ACADEMIC CLUBS Totals:</b>	<b>41,549.73</b>	<b>0.00</b>	<b>5,838.51</b>	<b>0.00</b>	<b>35,711.22</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
404 Film Production Club	0.00	0.00	0.00	0.00	0.00
409 Craft Club	0.00	0.00	0.00	0.00	0.00
410 Student Council	6,415.92	0.00	40.00	0.00	6,375.92
413 Wits Clash/Knowledge Masters	4.02	0.00	63.00	0.00	-58.98
425 Cooking Club	0.00	0.00	17.42	0.00	-17.42
430 Sister Cities Club	56.95	100.00	22.63	0.00	134.32
501 TASC	2,948.31	0.00	580.40	0.00	2,367.91
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>9,425.20</b>	<b>100.00</b>	<b>723.45</b>	<b>0.00</b>	<b>8,801.75</b>
<b>E ADMIN CUSTODIAL ACCOUNTS</b>					
601 Employee Hospitality	0.00	0.00	0.00	0.00	0.00
603 Gym Fees	1,375.80	0.00	0.00	0.00	1,375.80
605 Book Fines	10,826.74	54.95	0.00	0.00	10,881.69
606 Library	357.06	7.00	0.00	0.00	364.06
610 8th Grade Farewell	1,451.34	0.00	0.00	0.00	1,451.34
618 Counseling	167.11	0.00	0.00	0.00	167.11
<b>E ADMIN CUSTODIAL ACCOUNTS Totals:</b>	<b>14,178.05</b>	<b>61.95</b>	<b>0.00</b>	<b>0.00</b>	<b>14,240.00</b>
<b>F ACADEMIC CUSTODIAL ACCOUNTS</b>					
701 HAL	88.21	0.00	0.00	0.00	88.21
702 Industrial Technology	-832.54	587.50	640.00	0.00	-885.04
703 Home Economics	639.42	0.00	0.00	0.00	639.42
704 TEAM 6A	0.00	0.00	0.00	0.00	0.00
705 TEAM 6B	0.00	0.00	0.00	0.00	0.00
706 TEAM 7A	0.00	0.00	0.00	0.00	0.00
707 TEAM 7B	0.00	0.00	60.27	0.00	-60.27
708 TEAM 8A	0.00	0.00	53.88	0.00	-53.88
709 TEAM 8B	0.00	0.00	97.78	0.00	-97.78
710 TEAM 7C	0.00	0.00	0.00	0.00	0.00
711 TEAM 6C	0.00	0.00	0.00	0.00	0.00
712 TEAM 8C	0.00	0.00	48.56	0.00	-48.56
714 6th grade field trips/team days	0.00	0.00	0.00	0.00	0.00
715 7th grade field trips/team days	0.00	0.00	0.00	0.00	0.00
716 8th grade field trips/team days	0.00	0.00	822.00	0.00	-822.00
719 Music	1,317.58	0.00	1,280.81	0.00	36.77
720 Orchestra	-50.00	0.00	0.00	0.00	-50.00
722 Music field trips	1.00	0.00	0.00	0.00	1.00
723 Orchestra field trips	-528.74	0.00	0.00	0.00	-528.74
725 HAL Field trips	206.96	0.00	0.00	0.00	206.96
728 Jump Start Program	1,593.25	0.00	1,593.25	0.00	0.00

# Current Cash Balance Report

ALL Data

Arranged by:  
56  
Group ID and Activity Number

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>ACADEMIC CUSTODIAL ACCOUNTS Totals:</b>	2,435.14	587.50	4,596.55	0.00	-1,573.91
<b>G INVESTMENTS</b>					
905 Interest on checking	3,365.44	23.75	0.00	0.00	3,389.19
<b>H INVESTMENTS Totals:</b>	3,365.44	23.75	0.00	0.00	3,389.19
<b>I FUNDRAISERS</b>					
1000 Parent Donations	1,690.00	0.00	0.00	0.00	1,690.00
1002 MAGAZINE SALES	1,471.69	76.00	0.00	0.00	1,547.69
1003 Entertainment Books	870.42	0.00	0.00	0.00	870.42
1004 J.C. Penney	0.00	0.00	0.00	0.00	0.00
1005 Target Donations	0.00	932.38	0.00	0.00	932.38
1006 Donations	10,045.51	2,074.39	0.00	0.00	12,119.90
1010 Coffee Fundraiser	0.00	0.00	0.00	0.00	0.00
<b>I FUNDRAISERS Totals:</b>	14,077.62	3,082.77	0.00	0.00	17,160.39
<b>Q Student Fees</b>					
1205 6A field trips/team days	0.00	780.00	0.00	0.00	780.00
1210 6B Field trips/team day	0.00	864.00	0.00	0.00	864.00
1211 6C field trips/team days	0.00	540.00	0.00	0.00	540.00
1215 7A Field trips/team day	0.00	0.00	0.00	0.00	0.00
1220 7B Field trips/team day	0.00	0.00	0.00	0.00	0.00
1225 7C Field trips/team days	0.00	0.00	0.00	0.00	0.00
1230 8A Field trips/team days	0.00	0.00	0.00	0.00	0.00
1235 8B Field trip/team days	0.00	1,416.00	0.00	0.00	1,416.00
1240 8C Field trips/team days	0.00	0.00	0.00	0.00	0.00
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	-30.65	60.25	0.00	0.00	29.60
1280 Jump Start	0.00	0.00	0.00	0.00	0.00
<b>Q Student Fees Totals:</b>	-30.65	3,660.25	0.00	0.00	3,629.60
<b>R Clubs/Activities</b>					
2409 Craft Club Fees	35.05	9.00	0.00	0.00	44.05
2410 Cooking Club	0.00	21.25	0.00	0.00	21.25
<b>R Clubs/Activities Totals:</b>	35.05	30.25	0.00	0.00	65.30
<b>S Athletic Fees</b>					
3201 Athletics	3,840.00	1,515.00	0.00	0.00	5,355.00
<b>S Athletic Fees Totals:</b>	3,840.00	1,515.00	0.00	0.00	5,355.00
<b>T After School Program Fees</b>					
2501 TASC	15,434.00	1,708.00	0.00	0.00	17,142.00
<b>T After School Program Fees Totals:</b>	15,434.00	1,708.00	0.00	0.00	17,142.00
<b>Z UNUSED ACCOUNTS</b>					
104 Freedom Shrine Donations	0.00	0.00	0.00	0.00	0.00
105 Dummy Account	0.00	0.00	0.00	0.00	0.00
149 Discretionary Spending	0.00	0.00	0.00	0.00	0.00
203 Concert Supervision	0.00	0.00	0.00	0.00	0.00
302 Swing/Girls' Choir	0.00	0.00	0.00	0.00	0.00
303 Jazz Band	0.00	0.00	0.00	0.00	0.00
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
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

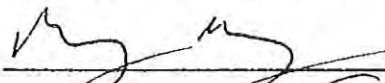
# Current Cash Balance Report

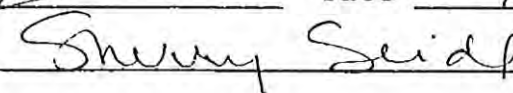
ALL Data

Arranged by:  
Group ID and Activity Number

Date: 09/01/2010 thru 09/30/2010

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 Conventlon	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:	115,030.26	13,539.47	19,587.01	0.00	108,982.72

Principal signature  Date 11/1/10

Administrative Assistant signature 

ALL Data

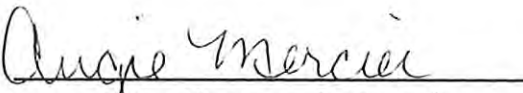
**Current Cash Balance Report**

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Funds</b>					
100 General Account	3,179.43	0.00	19.16	0.00	3,160.27
110 Interest Earned - Checking	0.00	1.46	0.00	0.00	1.46
120 Staff Vending	3,927.00	0.00	0.00	0.00	3,927.00
A General Funds Totals:	<u>7,106.43</u>	<u>1.46</u>	<u>19.16</u>	<u>0.00</u>	<u>7,088.73</u>
Report Totals:	7,106.43	1.46	19.16	0.00	7,088.73



Linda K. Mohlman, DSAC  
Executive Secretary



Angie Mercier, Principal  
Millard Horizon High School

## Current Cash Balance Report

ALL Data

Date: 09/01/2010 thru 09/30/2010

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL</b>					
100 PRIOR YEARS VENDING	74,241.19	0.00	2,708.35	0.00	71,532.84
105 MUSTANG MANIA GRANTS	6,593.61	0.00	276.14	0.00	6,317.47
110 GENERAL	6,451.98	4,948.53	2,130.19	0.00	9,270.32
115 MIT	31.52	0.00	0.00	0.00	31.52
120 ACTIVITIES SUPPORT	0.00	0.00	0.00	0.00	0.00
146 COKE/FOOD SERVICE	0.00	0.00	0.00	0.00	0.00
170 INTEREST OF CD'S	114,957.20	8,120.85	0.00	0.00	123,078.05
180 BANK CHARGES/INTEREST ON CHECKING	898.49	0.00	75.08	0.00	823.41
185 INTEREST ON MM FUND	27,676.18	64.79	0.00	0.00	27,740.97
190 MN SITE IMPROVEMENTS	37.46	0.00	0.00	0.00	37.46
225 MIGHTY MASCOT	241.35	0.00	0.00	0.00	241.35
<b>A ACTIVITY GENERAL Totals:</b>	<b>231,128.98</b>	<b>13,134.17</b>	<b>5,189.76</b>	<b>0.00</b>	<b>239,073.39</b>
<b>B ATHLETICS/ACTIVITIES</b>					
199 ATHLETIC GATE RECEIPTS	647.00	33,716.15	1,737.00	-827.25	31,798.90
200 ACTIVITIES TRANSPORTATION	619.62	0.00	3,399.11	0.00	-2,779.49
201 CONCESSIONS	132.00	10,656.97	6,527.08	882.25	5,144.14
202 ATHLETICS	21,791.31	15,707.50	2,500.50	0.00	34,998.31
203 SPORT FEES	0.00	0.00	60.00	0.00	-60.00
204 ACTIVITY TICKETS	17,995.00	470.00	0.00	-100.00	18,365.00
205 ATHLETIC CLOTHING	-134.00	838.00	0.00	0.00	704.00
206 BASEBALL	0.00	0.00	5,638.00	0.00	-5,638.00
207 BASKETBALL-BOYS	0.00	0.00	0.00	0.00	0.00
208 BASKETBALL - GIRLS	0.00	0.00	0.00	0.00	0.00
209 CROSS COUNTRY	0.00	0.00	590.00	0.00	-590.00
211 FOOTBALL	0.00	0.00	136.18	0.00	-136.18
212 GOLF	-322.00	0.00	541.39	0.00	-863.39
213 SOCCER - BOYS	0.00	0.00	0.00	0.00	0.00
214 SOCCER - GIRLS	0.00	0.00	0.00	0.00	0.00
216 SOFTBALL	-150.00	0.00	1,009.81	0.00	-1,159.81
217 SWIMMING	0.00	0.00	0.00	0.00	0.00
218 TENNIS	0.00	0.00	180.00	-150.00	-330.00
219 TRACK - BOYS	0.00	0.00	0.00	0.00	0.00
220 ENTRY FEES	265.00	2,300.00	0.00	0.00	2,565.00
221 TRACK - GIRLS	0.00	0.00	0.00	0.00	0.00
222 VOLLEYBALL	0.00	0.00	4,297.50	0.00	-4,297.50
223 WRESTLING	0.00	0.00	0.00	0.00	0.00
224 ATHLETIC TRAINING	0.00	0.00	0.00	0.00	0.00
226 CHEERLEADING	0.00	0.00	0.00	0.00	0.00
227 DANCE TEAM	-1,180.00	0.00	570.00	0.00	-1,750.00
228 FUTURE IMPROVEMENTS	11,972.91	0.00	0.00	0.00	11,972.91
230 OFFICIALS	-660.00	0.00	9,958.23	0.00	-10,618.23
235 DEBATE TRANSPORTATION	0.00	0.00	0.00	0.00	0.00
240 FORENSIC TRANSPORTATION	0.00	0.00	0.00	0.00	0.00
250 BAND/ORCHESTRA TRANSPORTATION	0.00	0.00	7,178.49	0.00	-7,178.49
260 SHOW CHOIR TRANSPORTATION	-1,350.00	0.00	0.00	0.00	-1,350.00
<b>B ATHLETICS/ACTIVITIES Totals:</b>	<b>49,626.84</b>	<b>63,688.62</b>	<b>44,323.29</b>	<b>-195.00</b>	<b>68,797.17</b>
<b>C ACADEMIC CLUBS</b>					
301 DECA	-100.00	0.00	3,608.00	0.00	-3,708.00
302 FRENCH CLUB	496.10	0.00	0.00	0.00	496.10
303 LATIN CLUB	724.15	998.00	0.00	0.00	1,722.15
305 SPANISH CLUB	193.22	0.00	35.00	0.00	158.22

## Current Cash Balance Report

ALL Data

Arranged by:

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
306 PRIOR YRS YEARBOOK	0.00	0.00	0.00	0.00	0.00
307 GERMAN CLUB	125.58	0.00	0.00	0.00	125.58
308 YEARBOOK/STAMPEDE	87,883.00	5,530.00	0.00	0.00	93,413.00
309 NEWSPAPER/HOOFBEAT	1,986.42	2,010.00	337.95	0.00	3,658.47
311 ASTRONOMY CLUB	99.65	0.00	0.00	0.00	99.65
314 HISTORY CLUB	2,126.78	196.20	82.14	0.00	2,240.84
315 SPIRIT SHOP	17,865.81	4,062.75	6,559.95	150.00	15,518.61
316 FCCLA	4,733.79	0.00	43.25	0.00	4,690.54
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	1,462.17	0.00	0.00	0.00	1,462.17
515 JAPANESE CLUB	0.00	0.00	0.00	0.00	0.00
524 MULTI-CAT	121.81	0.00	0.00	0.00	121.81
614 BROADCAST CLUB	0.00	0.00	0.00	0.00	0.00
615 SKILLS USA	3,058.84	0.00	136.00	0.00	2,922.84
<b>C ACADEMIC CLUBS Totals:</b>	<b>120,844.64</b>	<b>12,796.95</b>	<b>10,802.29</b>	<b>150.00</b>	<b>122,989.30</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
310 VARSITY/JV CHEER FUNDRAISER	121.87	60.00	0.00	217.50	399.37
402 CHEER/DANCE UNIFORMS	2,190.02	66.00	2,069.00	0.00	187.02
403 CHEER/DANCE CAMPS	835.00	0.00	280.00	-555.00	0.00
406 DANCE TEAM FUNDRAISER	4,336.15	1,483.00	860.20	277.50	5,236.45
407 BASEBALL FR	2,930.16	1,340.00	169.03	0.00	4,101.13
408 INTERNATIONAL THESPIANS	545.00	0.00	0.00	0.00	545.00
409 CHESS CLUB	896.08	0.00	0.00	0.00	896.08
410 CROSS COUNTRY FR	56.31	539.00	472.50	0.00	122.81
411 FOOTBALL FR	898.30	0.00	60.00	0.00	838.30
412 BOYS TRACK FR	8.78	0.00	0.00	0.00	8.78
414 GIRLS GOLF FR	951.33	0.00	0.00	0.00	951.33
417 BOYS SOCCER FR	39.06	0.00	0.00	0.00	39.06
418 GIRLS SWIM	57.42	0.00	0.00	0.00	57.42
419 SOFTBALL FR	1,133.77	0.00	0.00	0.00	1,133.77
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	2,843.06	0.00	0.00	0.00	2,843.06
423 VOLLEYBALL FUNDRAISER	25,714.39	500.00	15,413.50	0.00	10,800.89
424 BOYS SWIM	157.74	0.00	0.00	0.00	157.74
425 LITERARY MAGAZINE	1,896.18	0.00	0.00	0.00	1,896.18
426 BAND	12,923.34	774.00	3,113.65	0.00	10,583.69
427 FLAGS	843.45	0.00	0.00	0.00	843.45
429 AMNESTY INTERNATIONAL	597.94	0.00	31.16	0.00	566.78
430 SHOW CHOIR	15,544.48	3,654.50	3,094.51	0.00	16,104.47
431 ORCHESTRA	932.02	80.00	1,160.15	0.00	-148.13
432 STUDENT COUNCIL	22,097.14	12,592.00	10,962.64	0.00	23,726.50
434 JUNIOR CLASS BOARD	23,015.59	0.00	76.40	0.00	22,939.19
435 SENIOR CLASS BOARD	3,988.03	0.00	269.01	0.00	3,719.02
437 NATIONAL HONOR SOCIETY	2,482.33	0.00	17.00	0.00	2,465.33
439 DEVELOPMENTAL ASSETS	255.14	0.00	0.00	0.00	255.14
440 MUSTANG MENTOR	1,647.30	0.00	164.66	0.00	1,482.64
441 DIVERSITY CLUB/STEP UP	204.60	0.00	0.00	0.00	204.60
444 INTRAMURAL SOCCER	1,065.25	0.00	708.00	0.00	357.25
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

Date: 09/01/2010 thru 09/30/2010

Arranged by:  
Group ID and Activity Number

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	1,003.49	0.00	50.00	0.00	953.49
466 WRESTLING FUNDRAISER	640.68	0.00	0.00	0.00	640.68
480 BAND TRIP	0.00	0.00	0.00	0.00	0.00
500 NFL ACCOUNT	3,498.71	0.00	73.60	0.00	3,425.11
520 GIRLS BASKETBALL CAMP	1,766.42	0.00	1,021.45	0.00	744.97
600 GIRLS SOCCER F/R	456.79	500.00	0.00	0.00	956.79
D CLUBS AND ORGANIZATIONS Totals:	141,263.46	21,588.50	40,066.46	-60.00	122,725.50
E ADMIN CUSTODIAL ACCOUNTS					
601 COURTESY	3,951.13	562.50	638.45	0.00	3,875.18
602 CAREER DEVELOPMENT	186.94	0.00	0.00	0.00	186.94
603 PARKING STICKERS	25,065.67	2,555.00	139.09	0.00	27,481.58
605 FIELDTRIPS	-1,550.00	0.00	3,483.30	0.00	-5,033.30
606 AFTER PROM	4.31	0.00	0.00	0.00	4.31
607 ART	1,539.47	10.00	8.40	0.00	1,541.07
608 GYM FEES	7,218.42	20.00	0.00	0.00	7,238.42
609 ART/SCHIMENTI	173.96	0.00	0.00	0.00	173.96
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	13,304.43	14.00	601.27	0.00	12,717.16
611 INDUSTRIAL TECH	1,931.87	0.00	386.96	0.00	1,544.91
612 STAFF VENDING	922.07	0.00	60.00	0.00	862.07
613 LIBRARY	1,151.60	18.00	155.40	0.00	1,014.20
616 TRANSCRIPT FEES	4,007.00	0.00	225.49	0.00	3,781.51
617 POOL	4,277.81	0.00	0.00	0.00	4,277.81
621 PE FIELDTRIPS	0.00	0.00	0.00	0.00	0.00
625 AP EXAMS	15,248.74	0.00	0.00	0.00	15,248.74
629 IB	616.76	0.00	64.00	0.00	552.76
630 IB FUND-RAISING	1,051.85	0.00	0.00	0.00	1,051.85
631 PSAT EXAM	0.00	0.00	0.00	0.00	0.00
675 SALBERG FIELDTRIPS	0.00	0.00	0.00	0.00	0.00
680 OTT FIELDTRIPS	0.00	0.00	0.00	0.00	0.00
E ADMIN CUSTODIAL ACCOUNTS Totals:	79,102.03	3,179.50	5,762.36	0.00	76,519.17
F ACADEMIC CUSTODIAL ACCOUNTS					
300 DEBATE	614.54	0.00	236.73	0.00	377.81
321 DRAMA	3,928.90	0.00	1,011.35	0.00	2,917.55
622 SPEECH	695.00	0.00	0.00	0.00	695.00
701 MANTARO/GRANT	0.00	0.00	0.00	0.00	0.00
750 FCS	404.78	0.00	10.98	0.00	393.80
751 ALEKS MATH PROGRAM	66.83	0.00	0.00	0.00	66.83
755 SENIOR CLASS ACTIVITIES	16,374.34	0.00	0.00	0.00	16,374.34
770 ADVERTISING	15.42	0.00	0.00	0.00	15.42
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	22,099.81	0.00	1,259.06	0.00	20,840.75
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	0.00	1,160.50	0.00	0.00	1,160.50
1002 PE FIELDTRIPS	0.00	0.00	0.00	0.00	0.00
1005 BAND TRIP	0.00	0.00	0.00	0.00	0.00
1010 DC TRIP	0.00	3,698.00	0.00	0.00	3,698.00
1200 SCIENCE FIELDTRIP	0.00	0.00	0.00	0.00	0.00
1300 DEBATE TRIPS	0.00	0.00	0.00	0.00	0.00
1301 DECA TRIPS	980.00	9,990.00	0.00	0.00	10,970.00



## Current Cash Balance Report

ALL Data

Date: 09/01/2010 thru 09/30/2010

Arranged by:  
Group ID and Activity Number

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	0.00	0.00	0.00	0.00	0.00
1316 FCCLA CLUB	50.00	450.00	0.00	0.00	500.00
1408 THESPIAN/DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
1430 CHORAL TRIP	0.00	0.00	0.00	0.00	0.00
1431 ORCHESTRA TRIP	0.00	0.00	0.00	0.00	0.00
1450 INTRAMURALS	0.00	0.00	0.00	0.00	0.00
1515 JAPANESE CLUB	0.00	0.00	0.00	0.00	0.00
1615 SKILLS USA	200.00	545.00	0.00	0.00	745.00
1622 FORENSIC TRIP	0.00	0.00	0.00	0.00	0.00
1675 SALBERG FIELDTRIPS	0.00	617.00	0.00	0.00	617.00
1680 OTT FIELDTRIPS	0.00	246.00	0.00	0.00	246.00
2000 MUSIC ALLSTATE FEES	0.00	980.00	0.00	0.00	980.00
5000 SPORTS PARTICIPATION FEE	53,040.00	1,410.00	0.00	0.00	54,450.00
5230 ONE ACT PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
5235 DEBATE PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
5240 FORENSIC PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
5260 CHORAL PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
<b>Q EXTRACURRICULAR Totals:</b>	<b>54,270.00</b>	<b>19,096.50</b>	<b>0.00</b>	<b>0.00</b>	<b>73,366.50</b>
<b>R POST SECONDARY EDUCATION</b>					
6625 AP EXAM FEES	0.00	0.00	0.00	0.00	0.00
6629 IB EXAM FEES	0.00	0.00	0.00	0.00	0.00
6631 PSAT EXAM	0.00	4,840.00	0.00	0.00	4,840.00
<b>R POST SECONDARY EDUCATION Totals:</b>	<b>0.00</b>	<b>4,840.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,840.00</b>
<b>S BANKING</b>					
999 STARTING CASH	-900.00	14,940.00	21,945.00	105.00	-7,800.00
<b>S BANKING Totals:</b>	<b>-900.00</b>	<b>14,940.00</b>	<b>21,945.00</b>	<b>105.00</b>	<b>-7,800.00</b>
<b>Z INVESTMENTS</b>					
900 CERTIFICATES OF DEPOSITS	-312,005.34	0.00	8,120.85	0.00	-320,126.19
905 MONEY MARKET FUND	-157,634.34	0.00	64.79	0.00	-157,699.13
<b>Z INVESTMENTS Totals:</b>	<b>-469,639.68</b>	<b>0.00</b>	<b>8,185.64</b>	<b>0.00</b>	<b>-477,825.32</b>
<b>Report Totals:</b>	<b>228,497.39</b>	<b>153,264.24</b>	<b>137,533.86</b>	<b>0.00</b>	<b>- 244,227.77</b>

# Current Cash Balance Report

63 Arranged by:

SELECTED Data

Group ID and Activity Number

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL ACCOUNT EXPENSES</b>					
109 Public Relations	0.00	0.00	100.00	0.00	-100.00
115 General Account	0.00	0.00	0.00	0.00	0.00
117 Damage and Loss Property	0.00	0.00	0.00	0.00	0.00
120 Extracurr Transportation	-121.55	0.00	806.45	0.00	-928.00
121 Athletic Transportation	-176.22	0.00	5,881.23	0.00	-6,057.45
140 Technology	0.00	0.00	0.00	0.00	0.00
142 Equipment Replacement / Repair	0.00	0.00	0.00	0.00	0.00
143 Building Maintenance	-55.00	0.00	55.00	0.00	-110.00
144 Pride Time	0.00	0.00	0.00	0.00	0.00
146 Academic Awards	0.00	0.00	5,853.98	0.00	-5,853.98
147 Activity Support/Projects	0.00	0.00	4.50	0.00	-4.50
148 Teachers Grants/Awards	1,000.00	0.00	0.00	0.00	1,000.00
151 Personnel Support	-2,575.32	0.00	0.00	0.00	-2,575.32
154 Student Recognition Incentive	0.00	0.00	0.00	0.00	0.00
166 Wellness	1,121.86	45.00	59.70	0.00	1,107.16
199 Miscellaneous Bank Charges	-86.92	0.00	0.00	0.00	-86.92
<b>A GENERAL ACCOUNT EXPENSES Totals:</b>	<b>-893.15</b>	<b>45.00</b>	<b>12,760.86</b>	<b>0.00</b>	<b>-13,609.01</b>
<b>B GENERAL ACCOUNT REVENUE</b>					
100 Vending Machines-Coca-Cola	0.00	0.00	0.00	0.00	0.00
104 Staff Coke Fund	1,062.81	0.00	0.00	0.00	1,062.81
105 Sanitary Machines	35.50	0.00	0.00	0.00	35.50
152 Other Revenue	-2,264.00	1,841.85	0.00	0.00	-422.15
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	73,711.54	0.00	0.00	0.00	73,711.54
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>B GENERAL ACCOUNT REVENUE Totals:</b>	<b>73,408.61</b>	<b>1,841.85</b>	<b>0.00</b>	<b>0.00</b>	<b>75,250.46</b>
<b>C ATHLETICS</b>					
201 Concessions	6,867.11	27,072.29	14,488.57	0.00	19,450.83
202 Athletics	-2,874.57	0.00	4,393.02	0.00	-7,267.59
203 Athletic Gate Receipts	11,116.00	38,508.51	16,456.00	0.00	33,168.51
204 Athletic Clothing	0.00	0.00	0.00	0.00	0.00
206 Activity Tickets	13,535.00	1,000.00	0.00	0.00	14,535.00
207 Participation Fee	0.00	0.00	0.00	0.00	0.00
208 Sport Facility Use	0.00	0.00	0.00	0.00	0.00
210 Athletic Capital Outlay	285,788.72	0.00	0.00	0.00	285,788.72
211 Activities	0.00	0.00	0.00	0.00	0.00
212 Athletic Fundraisers	0.00	0.00	0.00	0.00	0.00
213 Summer Clinics	0.00	0.00	0.00	0.00	0.00
214 Little Dribblers	3.21	0.00	0.00	0.00	3.21
216 Strength and Conditioning	95.00	0.00	0.00	0.00	95.00
220 Football	-986.06	0.00	7,694.83	0.00	-8,680.89
221 Volleyball	-310.89	0.00	1,812.56	0.00	-2,123.45
222 Softball	-994.20	0.00	784.71	0.00	-1,778.91
223 Tennis (Boys)	-110.00	0.00	582.76	0.00	-692.76
224 Tennis (Girls)	0.00	0.00	442.76	0.00	-442.76
225 Golf (Boys)	0.00	0.00	0.00	0.00	0.00
226 Golf (Girls)	-204.72	0.00	553.18	0.00	-757.90
227 Wrestling	34.00	0.00	1,471.12	0.00	-1,437.12

## Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
228 Soccer (Boys)	0.00	0.00	757.75	0.00	-757.75
229 Soccer (Girls)	0.00	0.00	1,180.76	0.00	-1,180.76
230 Baseball	40.00	0.00	1,794.74	0.00	-1,754.74
231 Cross Country (Boys)	-270.94	600.00	349.63	0.00	-20.57
232 Basketball (Boys)	0.00	0.00	226.79	0.00	-226.79
233 Track (Boys)	0.00	0.00	2,008.43	0.00	-2,008.43
234 Swimming (Boys)	0.00	0.00	809.14	0.00	-809.14
235 NSAA Competitions	0.00	0.00	0.00	0.00	0.00
240 Athletic Training	-100.00	0.00	0.00	0.00	-100.00
241 Cross Country (Girls)	-270.94	600.00	349.62	0.00	-20.56
242 Basketball (Girls)	0.00	0.00	0.00	0.00	0.00
243 Track (Girls)	0.00	0.00	1,144.40	0.00	-1,144.40
244 Swimming (Girls)	0.00	0.00	809.13	0.00	-809.13
915 Interest-Athletic Activity MM	0.00	0.00	0.00	0.00	0.00
2200 Summer Football	7,633.58	0.00	2,892.50	0.00	4,741.08
2221 Summer Volleyball	243.11	439.00	688.57	0.00	-6.46
2222 Summer Softball	3,444.31	0.00	1,444.80	0.00	1,999.51
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	176.40	0.00	0.00	0.00	176.40
2231 Summer Girls Basketball	1,989.59	80.00	0.00	0.00	2,069.59
2232 Summer Boys Basketball	3,612.70	0.00	480.00	0.00	3,132.70
<b>C ATHLETICS Totals:</b>	<b>328,970.99</b>	<b>68,299.80</b>	<b>63,615.77</b>	<b>0.00</b>	<b>333,655.02</b>
<b>D ORGANIZATIONS AND CLUBS</b>					
301 DECA	4,514.62	4,054.00	7,156.11	0.00	1,412.51
302 French Club	1,257.62	0.00	218.85	0.00	1,038.77
303 LEO Club	14.35	508.65	508.65	0.00	14.35
305 Spanish Club	112.30	0.00	0.00	0.00	112.30
306 World Language	345.30	0.00	0.00	0.00	345.30
307 German Club	668.33	50.00	26.37	0.00	691.96
310 Squashfest	3,186.65	0.00	0.00	0.00	3,186.65
311 Environmental Club	3,991.67	0.00	0.00	0.00	3,991.67
312 Forensics	1,776.10	0.00	0.00	0.00	1,776.10
314 Newspaper	8,803.76	45.00	0.00	0.00	8,848.76
315 Debate	1,179.08	0.00	828.00	0.00	351.08
316 Art Club	32.26	0.00	0.00	0.00	32.26
317 Play Production	1,552.13	0.00	0.00	0.00	1,552.13
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	0.00	0.00	0.00	0.00	0.00
395 Fashion Merchandising	5.08	0.00	0.00	0.00	5.08
399 Auditorium Manager	-710.00	0.00	710.00	0.00	-1,420.00
409 Band Dept Trips	939.93	0.00	0.00	0.00	939.93
410 Band	16,394.69	7,914.00	0.00	0.00	24,308.69
411 Choir	1,329.74	1,449.00	1,135.00	0.00	1,643.74
412 Orchestra	5,581.49	0.00	210.25	0.00	5,371.24
413 Entertainment Books	0.00	0.00	0.00	0.00	0.00
414 Band Fundraising	0.00	13,254.50	0.00	0.00	13,254.50
415 Choir Fundraising	0.00	0.00	0.00	0.00	0.00
416 Orchestra Fundraising	0.00	0.00	0.00	0.00	0.00
481 Senior Class	1,895.55	0.00	0.00	0.00	1,895.55
482 Junior Class	339.35	0.00	675.00	0.00	-335.65

## Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
499 VICA-Skills USA	27.23	0.00	0.00	0.00	27.23
500 PATRIOT PHOTO	587.84	0.00	0.00	0.00	587.84
501 Student Council	-1,679.68	5,104.00	2,598.04	0.00	826.28
502 National Honor Society	5,483.61	0.00	44.00	0.00	5,439.61
503 Drama Club	128.50	0.00	0.00	0.00	128.50
504 Literary Magazine	754.14	0.00	0.00	0.00	754.14
506 Chess Club	39.10	0.00	0.00	0.00	39.10
507 40 Assets	1,707.06	73.00	90.76	0.00	1,689.30
515 Dance Team	-6,142.31	0.00	872.00	0.00	-7,014.31
516 Cheerleading-Varsity	8,567.21	1,479.00	165.00	0.00	9,881.21
517 Cheerleading-JV	-11.28	0.00	0.00	0.00	-11.28
518 Cheerleading-Freshman	217.94	0.00	0.00	0.00	217.94
519 Cheerleading Uniforms	-12,345.75	8,299.73	0.00	0.00	-4,046.02
525 Prior Yrs Yearbook	8,804.48	0.00	0.00	0.00	8,804.48
527 Yearbook 09-10	1,837.84	0.00	0.00	0.00	1,837.84
528 Yearbook 10-11	20,135.00	15,240.00	18,543.33	0.00	16,831.67
555 FCCLA	188.15	0.00	0.00	0.00	188.15
556 Future Educators of America	21.42	0.00	0.00	0.00	21.42
560 Patriot Post	30,456.37	6,971.04	3,715.83	0.00	33,711.58
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	96.80	0.00	79.00	0.00	17.80
2528 Yearbook	0.00	130.00	0.00	0.00	130.00
<b>D ORGANIZATIONS AND CLUBS Totals:</b>	<b>112,084.89</b>	<b>64,571.92</b>	<b>37,576.19</b>	<b>0.00</b>	<b>139,080.62</b>
<b>E ADMINISTRATIVE CUSTODIAL</b>					
599 Intramurals	10.01	0.00	0.00	0.00	10.01
601 Staff Courtesy Fund	2,277.42	30.00	97.00	0.00	2,210.42
602 Parking	19,521.98	1,335.00	30.25	0.00	20,826.73
603 Field Trips	0.00	0.00	527.30	0.00	-527.30
605 Pool Maintenance	3,277.89	690.00	0.00	0.00	3,967.89
607 Book Fines	14,412.49	10.00	136.00	0.00	14,286.49
610 Information Center	52.83	0.00	13.76	0.00	39.07
611 Advanced Placement	22,109.06	0.00	0.00	0.00	22,109.06
613 Counseling Center	1,173.41	0.00	420.85	0.00	752.56
614 Transcripts	0.00	225.00	0.00	0.00	225.00
615 PSAT	107.61	0.00	0.00	0.00	107.61
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	-56.57	0.00	699.75	0.00	-756.32
623 Manufacturing Tech	839.61	0.00	87.36	0.00	752.25
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	1,893.11	0.00	0.00	0.00	1,893.11
632 Lock Replacement	714.84	0.00	0.00	0.00	714.84
635 Library Book Fines	897.70	0.00	20.28	0.00	877.42
636 Freshman Transition Day	0.00	0.00	0.00	0.00	0.00
640 Student ID Card Fee	116.16	75.00	0.00	0.00	191.16
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	362.76	0.00	0.00	0.00	362.76
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

# Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
679 New Frontier Book Fines	32.70	0.00	0.00	0.00	32.70
680 New Frontier (Grants/Donations)	12.03	0.00	0.00	0.00	12.03
681 New Frontier Chuck Wagon	74.48	131.00	197.17	0.00	8.31
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	156.89	0.00	0.00	0.00	156.89
<b>E ADMINISTRATIVE CUSTODIAL Totals:</b>	<b>68,293.32</b>	<b>2,496.00</b>	<b>2,229.72</b>	<b>0.00</b>	<b>68,559.60</b>
<b>Q Extracurricular Activities</b>					
1000 Field Trips	238.00	474.00	0.00	0.00	712.00
2301 DECA	0.00	20,872.50	0.00	0.00	20,872.50
2302 French Club	0.00	0.00	0.00	0.00	0.00
2303 LEO Club	0.00	1,440.00	0.00	0.00	1,440.00
2305 Spanish Club	0.00	0.00	0.00	0.00	0.00
2306 World Language	0.00	0.00	0.00	0.00	0.00
2307 German Club	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
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	840.00	0.00	0.00	840.00
2410 Band	0.00	0.00	0.00	0.00	0.00
2411 Choir Trip	0.00	0.00	0.00	0.00	0.00
2412 Orchestra Trip	0.00	0.00	0.00	0.00	0.00
2499 VICA Trip	0.00	0.00	0.00	0.00	0.00
2500 STARS	0.00	0.00	0.00	0.00	0.00
2501 Student Council	0.00	0.00	0.00	0.00	0.00
2502 National Honors Society	0.00	0.00	0.00	0.00	0.00
2503 Drama Membership	0.00	0.00	0.00	0.00	0.00
2506 Chess Club	0.00	0.00	0.00	0.00	0.00
2507 40 Assels	0.00	0.00	0.00	0.00	0.00
2515 Dance Team	1,736.66	1,346.94	0.00	0.00	3,083.60
2516 Varsity Cheerleading Camp	100.00	0.00	0.00	0.00	100.00
2517 JV Cheerleading Camp	0.00	0.00	0.00	0.00	0.00
2518 FR Cheerleading Camp	0.00	0.00	0.00	0.00	0.00
2555 FCCLA	0.00	0.00	0.00	0.00	0.00
2556 FEA	0.00	0.00	0.00	0.00	0.00
2560 Patriot Post Trip	0.00	0.00	0.00	0.00	0.00
2580 International Leaders	0.00	0.00	0.00	0.00	0.00
2595 HOSA	0.00	481.00	0.00	0.00	481.00
2599 Intramurals	0.00	0.00	0.00	0.00	0.00
2613 Counseling Center	0.00	0.00	0.00	0.00	0.00
2645 Family Consumer Science	0.00	0.00	0.00	0.00	0.00
2689 SpEd	0.00	0.00	0.00	0.00	0.00

SELECTED Data

# Current Cash Balance Report

67 Arranged by:

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
5000 Sport Participating Fee	30,780.00	2,140.00	60.00	0.00	32,860.00
5001 Sport Facility Use Fee	0.00	0.00	0.00	0.00	0.00
Q Extracurricular Activities Totals:	32,854.66	27,594.44	60.00	0.00	60,389.10
R Post-Secondary Education					
7010 AP Exam Fees	1,118.00	0.00	0.00	0.00	1,118.00
7020 PSAT Exam fees	0.00	0.00	0.00	0.00	0.00
R Post-Secondary Education Totals:	1,118.00	0.00	0.00	0.00	1,118.00
S Banking					
999 Starting Cash	-7,850.00	12,000.00	12,600.00	0.00	-8,450.00
S Banking Totals:	-7,850.00	12,000.00	12,600.00	0.00	-8,450.00
Report Totals:	607,987.32	176,849.01	128,842.54	0.00	655,993.79

## Current Cash Balance Report

ALL Data

Arranged by:

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ADMINISTRATIVE</b>					
100 GENERAL ACTIVITY FUND	856.15	0.00	810.00	0.00	46.15
105 PRINCIPALS ADMIN	6,271.95	3,264.00	937.69	-540.00	8,058.26
110 BUILDING MAINTENANCE	668.44	0.00	125.43	0.00	543.01
120 AP EXAMS	42,137.04	152.00	1,985.82	0.00	40,303.22
125 SPECIAL PROJECTS	2,505.28	70.00	0.00	0.00	2,575.28
130 COURTESY FUND	-92.92	170.00	206.50	0.00	-129.42
135 DONATIONS - SR CLASS	1,385.00	0.00	0.00	0.00	1,385.00
142 GIFTED	295.18	0.00	0.00	0.00	295.18
145 GUIDANCE	2,960.32	4,500.00	45.00	0.00	7,415.32
150 INFORMATION CENTER	174.81	54.40	0.00	0.00	229.21
160 PARKING	11,766.09	1,100.00	711.21	0.00	12,154.88
170 STAFF CLOTHING	4,761.87	640.00	5,373.86	1,280.00	1,308.01
172 STAFF VENDING	2,323.75	0.00	0.00	0.00	2,323.75
174 TECHNOLOGY REBATES	2,264.51	0.00	21.40	0.00	2,243.11
180 SPECIAL PROJ - COMMONS	191.87	0.00	0.00	0.00	191.87
182 VENDING-FOOD SERVICE	0.00	0.00	0.00	-40,000.00	-40,000.00
<b>A ADMINISTRATIVE Totals:</b>	<b>78,469.34</b>	<b>9,950.40</b>	<b>10,216.91</b>	<b>-39,260.00</b>	<b>38,942.83</b>
<b>B ATHLETIC ADMIN</b>					
200 ATH ADMIN (GATE)	19,456.46	33,057.10	9,567.99	0.00	42,945.57
201 AD'S OFFICE	9,225.16	0.00	1,821.65	0.00	7,403.51
202 ATHLETIC EVENT ADMISSIONS	0.00	0.00	0.00	0.00	0.00
203 ATHLETIC PROJECT FUND	32,028.94	0.00	0.00	0.00	32,028.94
204 ATHLETIC CRAFT FAIR	0.00	0.00	0.00	0.00	0.00
205 ATHLETIC TRAINING	-3,974.32	0.00	0.00	0.00	-3,974.32
208 BASEBALL FUNDRAISING	913.51	0.00	0.00	0.00	913.51
210 BOYS BB FR/CAMP	11,919.25	0.00	4,730.05	-480.00	6,709.20
212 BOYS GOLF FUNDRAISING	1,616.18	1,680.00	0.00	0.00	3,296.18
213 BOYS SOCCER FR/CAMP	2,287.67	0.00	907.66	0.00	1,380.01
215 XC FR/CAMP	3,187.87	332.10	414.80	0.00	3,105.37
217 COACHES CLINICS	806.64	0.00	280.00	0.00	526.64
219 CONCESSIONS	20,977.69	3,243.67	5,474.59	0.00	18,746.77
220 INTRAMURALS	1,762.39	0.00	976.33	0.00	786.06
222 FIT CNTR EQUIP/MAIN	1,256.78	0.00	0.00	0.00	1,256.78
225 FOOTBALL FR/CAMPS	15,591.04	770.00	653.74	0.00	15,707.30
230 GIRLS GOLF FR	0.00	0.00	0.00	0.00	0.00
233 GIRLS SOCCER FUNDR	2,594.33	27.20	0.00	0.00	2,621.53
235 GIRLS BB FR/CAMP	8,667.78	996.00	3,962.44	0.00	5,701.34
240 SOCCER STADIUM	100.00	0.00	0.00	0.00	100.00
245 SOFTBALL FR/CAMP	3,000.00	0.00	300.00	0.00	2,700.00
250- ST TRAINERS (HOSA)	577.44	515.00	125.00	0.00	967.44
255 GIRLS TRACK FR/CAMP	146.40	0.00	0.00	0.00	146.40
258 BOYS TRACK FR/CAMP	396.64	0.00	73.97	-20.00	302.67
260 POOL FR	8,744.47	1,230.00	276.42	0.00	9,698.05
265 VOLLEYBALL FR/CAMP	7,548.90	0.00	0.00	-240.00	7,308.90
270 WRESTLING MAT FUND	4,990.78	0.00	0.00	0.00	4,990.78
271 WRESTLING FR/CAMP	88.30	0.00	0.00	0.00	88.30
275 WRESTLING SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
290 METRO	-67.10	0.00	0.00	0.00	-67.10
295 STATE/DIST/MW TOURNEY	0.00	2,365.80	1,240.75	0.00	1,125.05
299 CORPORATE ADVERTISING	4,889.59	0.00	175.00	0.00	4,514.59
<b>B ATHLETIC ADMIN Totals:</b>	<b>158,532.79</b>	<b>44,216.87</b>	<b>30,980.19</b>	<b>-740.00</b>	<b>171,029.47</b>

## Current Cash Balance Report

ALL Data

Arranged by:

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>C ACADEMIC COURSES</b>					
300 AP SOC STD TEXTS	2,065.14	0.00	0.00	0.00	2,065.14
320 ART CLASS FR	2,170.02	20.00	0.00	0.00	2,190.02
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	-3,393.86	0.00	0.00	0.00	-3,393.86
370 VOC IT COURSES	297.64	0.00	0.00	0.00	297.64
376 VOC WOODS	2,110.73	804.98	473.23	0.00	2,442.48
<b>C ACADEMIC COURSES Totals:</b>	<b>3,285.82</b>	<b>824.98</b>	<b>473.23</b>	<b>0.00</b>	<b>3,637.57</b>
<b>D CLUBS/ORGANIZATIONS</b>					
400 ART CLUB	103.31	0.00	0.00	0.00	103.31
401 AMNESTY INTERNATIONAL	27.51	0.00	0.00	0.00	27.51
402 BOOKSTORE (Scratchin Post)	10,302.42	5,040.00	8,406.10	-880.00	6,056.32
405 CULINARY COMPETITION	243.51	0.00	0.00	0.00	243.51
407 DEBATE TEAM	1,104.17	0.00	355.00	10,000.00	10,749.17
410 DECA	251.22	3,995.00	11,968.62	880.00	-6,842.40
411 DRAMA - INTL THESPIANS	319.90	375.00	0.00	0.00	694.90
412 DRAMA PRODUCTION	2,471.43	374.00	1,030.02	0.00	1,815.41
413 FCCLA FAMILY CARREER	8,714.88	360.00	0.00	0.00	9,074.88
414 FORENSICS TEAM	842.52	0.00	135.00	10,000.00	10,707.52
415 FRENCH CLUB	33.88	0.00	0.00	0.00	33.88
416 KEY CLUB	529.56	400.00	0.00	0.00	929.56
418 FUTURE EDUCATORS	2,273.65	266.01	41.64	0.00	2,498.02
419 40 ASSETS	49.82	0.00	0.00	0.00	49.82
420 GERMAN CLUB	571.67	0.00	168.30	0.00	403.37
425 JUNIOR CLASS	9,005.39	0.00	0.00	0.00	9,005.39
430 LITERARY MAGAZINE	318.08	0.00	0.00	0.00	318.08
432 MASCOT TEAM	0.00	81.00	118.99	0.00	-37.99
435 M CLUB - CRAZIES	7,803.96	0.00	6,587.39	0.00	1,216.57
440 JUSTICE LEAGUE	8.88	0.00	0.00	0.00	8.88
445 NATL HONOR SOCIETY	-85.20	0.00	0.00	0.00	-85.20
450 NEWSPAPER	98.16	0.00	0.00	0.00	98.16
452 SCIENCE/OLYMPIAD	1.21	0.00	0.00	0.00	1.21
455 SENIOR CLASS	3,490.27	0.00	0.00	0.00	3,490.27
460 SPANISH CLUB	1,385.49	0.00	168.16	0.00	1,217.33
465 JAPANESE CLUB	0.00	0.00	0.00	0.00	0.00
470 STUDENT COUNCIL	10,881.89	17,327.55	1,575.36	0.00	26,634.08
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 SKILS USA	103.25	0.00	0.00	0.00	103.25
480 YEARBOOK (PROWLER)	83,683.18	4,495.00	34,412.56	0.00	53,765.62
490 ENVIRONMENTAL CLUB	3,227.56	0.00	95.82	0.00	3,131.74
495 YOUTH MAKING A DIFF	420.92	0.00	15.96	0.00	404.96
<b>D CLUBS/ORGANIZATIONS Totals:</b>	<b>148,343.70</b>	<b>32,713.56</b>	<b>65,078.92</b>	<b>20,000.00</b>	<b>135,978.34</b>
<b>E ATHLETIC TEAMS</b>					
500 CAPITAL OUTLAY	123,681.97	0.00	4,200.00	0.00	119,481.97
501 BASEBALL EQ/COST	0.00	0.00	0.00	0.00	0.00
505 BASKETBALL BOYS EQ/COST	4,741.60	0.00	0.00	0.00	4,741.60
510 BASKETBALL G EQ/COST	1,146.95	0.00	0.00	0.00	1,146.95
515 XC EQ/COST	-220.00	56.95	470.00	0.00	-633.05
520 FOOTBALL EQ/COST	-428.70	4,543.89	4,016.02	0.00	99.17
525 GOLF B EQ/COST	0.00	0.00	258.00	0.00	-258.00



ALL Data

## Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
530 GOLF G EQ/COST	-1,160.00	0.00	1,288.97	0.00	-2,448.97
550 SOCCER B EQ/COST	-35.00	0.00	0.00	0.00	-35.00
555 SOCCER G EQ/COST	0.00	20.00	0.00	0.00	20.00
560 SOFTBALL EQ/COST	5,465.00	0.00	544.00	0.00	4,921.00
565 SWIM EQ/COST	0.00	0.00	985.00	0.00	-985.00
570 TENNIS B EQ/COST	-34.37	0.00	175.00	0.00	-209.37
573 TENNIS G EQ/CONT	0.00	0.00	0.00	0.00	0.00
575 TRACK B EQ/COST	226.81	200.00	372.00	0.00	54.81
580 TRACK G EQ/COST	110.00	412.00	0.00	0.00	522.00
585 VOLLEYBALL EQ/COST	-240.00	0.00	2,500.40	0.00	-2,740.40
590 WRESTLING EQ/COST	0.00	0.00	0.00	0.00	0.00
<b>E ATHLETIC TEAMS Totals:</b>	<b>133,254.26</b>	<b>5,232.84</b>	<b>14,809.39</b>	<b>0.00</b>	<b>123,677.71</b>
<b>F CHEERLEADERS</b>					
612 DANCE TEAM	78.31	0.00	0.00	0.00	78.31
620 FRESHMAN CHEER	37.32	649.80	649.80	0.00	37.32
625 JV CHEERLEADERS	672.33	64.00	608.00	0.00	128.33
630 VARSITY CHEERLEADERS	4,011.16	0.00	3,849.68	0.00	161.48
<b>F CHEERLEADERS Totals:</b>	<b>4,799.12</b>	<b>713.80</b>	<b>5,107.48</b>	<b>0.00</b>	<b>405.44</b>
<b>G MUSIC</b>					
700 BAND	8,504.08	9,765.55	16,734.10	10,000.00	11,535.53
701 BAND UNIFORMS	6,639.21	340.35	4,470.99	0.00	2,508.57
720 MUSICAL	5,595.76	137.72	290.76	0.00	5,442.72
725 MUSIC TECH/AUDITORIUM	0.55	0.00	0.00	0.00	0.55
730 ORCHESTRA	1,343.61	249.00	514.65	0.00	1,077.96
733 ORCHESTRA TRIP	2,090.81	777.00	0.00	0.00	2,867.81
745 CHORAL MUSIC FR	1,733.66	4,005.20	1,300.00	0.00	4,438.86
750 SHOW CHOIR	27,804.95	5,216.50	4,146.40	10,000.00	38,875.05
755 SINGSATION	26,665.16	0.00	0.00	0.00	26,665.16
760 BAND TRIP	-1,222.56	0.00	0.00	0.00	-1,222.56
770 CHOIR TRIP	421.40	0.00	0.00	0.00	421.40
775 TRI M MUSIC HONOR SOCIETY	608.95	0.00	100.00	0.00	508.95
790 MUSIC DONATIONS	1,053.21	0.00	0.00	0.00	1,053.21
<b>G MUSIC Totals:</b>	<b>81,238.79</b>	<b>20,491.32</b>	<b>27,556.90</b>	<b>20,000.00</b>	<b>94,173.21</b>
<b>H TRANSPORTATION</b>					
800 TRANSPORTATION MISC	0.00	0.00	0.00	0.00	0.00
810 TRANS ATHLETICS	-2,110.05	0.00	2,749.99	0.00	-4,860.04
840 TRANS FIELD TRIPS	2,185.54	0.00	1,440.00	0.00	745.54
849 TRANSPORTATION MUSIC MISC	0.00	0.00	0.00	0.00	0.00
851 TR DRAMA	-167.08	0.00	0.00	0.00	-167.08
<b>H TRANSPORTATION Totals:</b>	<b>-91.59</b>	<b>0.00</b>	<b>4,189.99</b>	<b>0.00</b>	<b>-4,281.58</b>
<b>I ACADEMIC COURSE FINES</b>					
901 FOREIGN LANG FINES	960.31	0.00	0.00	0.00	960.31
902 ENGLISH FINES	1,268.39	0.00	0.00	0.00	1,268.39
903 MATH FINES	4,305.62	35.00	0.00	0.00	4,340.62
904 SCIENCE FINES	-567.53	0.00	0.00	0.00	-567.53
906 SOCIAL STUDIES FINES	1,531.50	0.00	0.00	0.00	1,531.50
907 BUSINESS FINES	109.86	0.00	0.00	0.00	109.86
<b>I ACADEMIC COURSE FINES Totals:</b>	<b>7,608.15</b>	<b>35.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,643.15</b>
<b>M BANKING (MONEY)</b>					
910 STARTING CASH	-2,097.04	7,500.00	3,500.00	0.00	1,902.96
920 CHECKING ACCCOUNT	3,165.57	430.00	0.00	0.00	3,595.57
930 MONEY MKT INTEREST	16,463.60	0.00	0.00	0.00	16,463.60

ALL Data

## Current Cash Balance Report

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
M BANKING (MONEY) Totals:	17,532.13	7,930.00	3,500.00	0.00	21,962.13
<b>Q FEE FUND - EXTRA CURRICULAR</b>					
1000 FIELD TRIPS FEE FUND	1,800.00	1,421.05	0.00	0.00	3,221.05
2220 INTRAMURAL FEE FUND	0.00	0.00	0.00	0.00	0.00
2338 FCS - FEE FUND	0.00	0.00	0.00	0.00	0.00
2410 DECA FEE FUND	0.00	7,855.00	0.00	0.00	7,855.00
2700 BAND FEE FUND	0.00	500.00	0.00	0.00	500.00
2710 CHOIR FEE FUND	0.00	1,240.00	0.00	0.00	1,240.00
2730 ORCHESTRA FEE FUND	0.00	200.00	0.00	0.00	200.00
2733 ORCHESTRA TRIP FEE FUND	3,750.00	12,190.00	0.00	0.00	15,940.00
2760 BAND TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
2770 CHOIR TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
5010 PARTICIPATION FEES	61,480.00	2,215.00	0.00	0.00	63,695.00
Q FEE FUND - EXTRA CURRICULAR Totals:	67,030.00	25,621.05	0.00	0.00	92,651.05
<b>R FEE FUND - POST SECONDARY ED</b>					
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
<b>U NOT IN USE</b>					
122	0.00	0.00	0.00	0.00	0.00
138	0.00	0.00	0.00	0.00	0.00
152	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
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
272	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
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
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

# Current Cash Balance Report

ALL Data

Arranged by:

Date: 09/01/2010 thru 09/30/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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
710	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
2411	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	0.00	0.00	0.00	0.00
Z INVESTMENTS					
950 OSB-MONEY MKT PLUS	-427,122.17	0.00	0.00	0.00	-427,122.17
Z INVESTMENTS Totals:	-427,122.17	0.00	0.00	0.00	-427,122.17
Report Totals:	272,880.34	147,729.82	161,913.01	0.00	258,697.15

# Current Cash Balance Report

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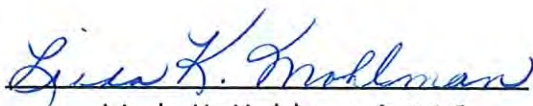
Arranged by:

Group ID and Activity Number

ALL Data

Date: 09/01/2010 thru 09/30/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A SUMMER SCHOOL ACCOUNTS</b>					
100 Elementary Summer School	0.00	0.00	0.00	0.00	0.00
120 Middle School Summer School	0.00	0.00	0.00	0.00	0.00
130 Senior High Summer School	0.00	0.00	0.00	0.00	0.00
140 Special Education	0.00	0.00	0.00	0.00	0.00
145 Special Education Preschool	0.00	0.00	0.00	0.00	0.00
150 Interest	2,665.23	0.73	0.00	0.00	2,665.96
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:	2,921.68	0.73	0.00	0.00	2,922.41
Report Totals:	2,921.68	0.73	0.00	0.00	2,922.41



Linda K. Mohlman, DSAC  
Executive Secretary



Chris Hughes, DSAC  
Accounting Manager

Committee Meeting  
Minutes  
November 8, 2010

The members of the Board of Education met as a committee of the whole on Monday, November 8, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The topics of discussion included a purchasing and distribution study, summer projects for 2011, and discussion on the Learning Community Caucus process.

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

Also in attendance were Keith Lutz, Ken Fossen, Ed Rockwell, and Shantanu Bose by conference call, a representative from School Specialties.

There was a team from School Specialties who did a study on the purchasing and distribution practices of the Millard Schools. Ken Fossen, Shantanu Bose, and Ed Rockwell, review the findings of the study, the recommendations from the consultants, and the district's plan for addressing those recommendations.

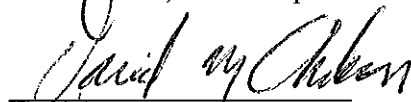
The first two proposals of the plan is to change to a centralize purchasing management system, which will focus the district's spend to a limited set of vendors, and the second, will be to provide administrators with a procurement card to make small transactions. Another change would be the development of a district purchasing department including hiring a purchasing agent to start, and a realignment of staff.

Ed Rockwell went over the ~~\$4~~<sup>3.4</sup> million in projects slated for the summer of 2011, which is in this year's budget. However, depending on what happens with state aid, the project list could be shortened. Dr. Lutz said when the financial situation is clearer a formal recommendation will come to the board for approval in regards to the status for the projects.

Brad Burwell recommended the development of a long-term plan for projects in the district. Board members talked about the need for conducting a bond issue to help with the long-term plan. Mr. Burwell stated he didn't want to rely on state aid, because it is usually uncertain what it might or could be from year to year.

Dr. Lutz explained the district does have a long-term plan, which was part of the FCAP Study, and an updated list of projects and facility needs. There was discussion about the need for additions at Reeder or other schools to meet student growth in the southwest part of the District. The first thing that will need to be done in regards to the bond issue would be to survey the community with all the information on projects, so they would know what the funds would be used for.

Board members talked about the Learning Community caucuses that will take place on Tuesday, November 30, 2010 at 6 p.m. Mike Pate volunteered to run for the seat currently held by Brad Burwell.

  
Chairman

AGENDA SUMMARY SHEET**AGENDA ITEM:** Approve the District Strategic Plan**MEETING DATE:** November 15, 2010**DEPARTMENT:** Office of the Superintendent**TITLE AND BRIEF DESCRIPTION:**

Approve the updated Strategic Plan

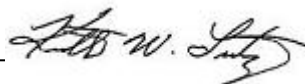
**ACTION DESIRED:** APPROVAL XX DISCUSSION     INFORMATION ONLY**BACKGROUND:**

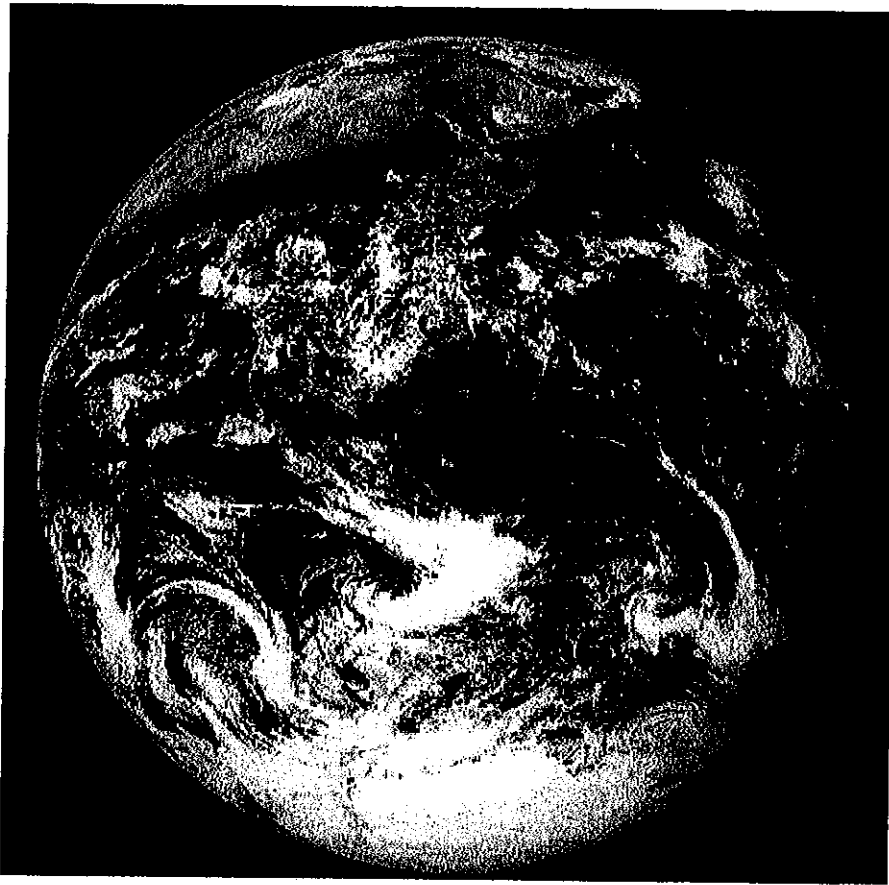
The strategic plan was updated in September of this year. The strategic Planning Team spent the better part of two days reviewing the progress on our plan and examining any changes that might be necessary. We are making good progress on this plan and the action plans that remain are necessary.

The attached document reflects the fact that we did not make any changes to the existing plan.

This planning framework has been in place since 1989 and continues to drive and focus the change effort in our school district.

As in years past, any new plan slated for implementation will go through the program budgeting process and will be a part of the new budget.

**OPTIONS AND ALTERNATIVES CONSIDERED:****RECOMMENDATION:** Approval**STRATEGIC PLAN REFERENCE:****IMPLICATIONS OF ADOPTION OR REJECTION:****TIMELINE:****RESPONSIBLE PERSON:** Angelo D. Passarelli**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_

**BOARD ACTION:**



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PUBLIC SCHOOLS  
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**A “World-Class” School District**

# **STRATEGIC PLAN**

*Approved - March 2009*  
*Updated - September 2010*

# STRATEGIC PLANNING TEAM

September 27-28, 2010

## Administrators

Bert Deremer  
Mark Feldhausen  
Ken Fossen  
Amy Friedman  
Vicki Hoskovec  
Terry Houlton  
Keith Lutz  
Mitch Mollring  
Kim Saum-Mills  
Jim Sutfin  
Greg Tiemann  
Craig Whaley

## School Board Members

Dave Anderson  
Brad Burwell  
Julie Kannas  
Mike Kennedy  
Mike Pate  
Linda Poole

## Certified Staff

Aaron Bearinger  
John Deeney  
Molly Erickson  
Jamie London  
Gina Rudloff  
Jennifer Wilson

## Community Members

Lisa Armstrong  
Tracy Frerichs  
Sandra Havens  
Dina Newsom  
John Olson

## Students

Isis Hernandez  
Jeff Story

## Internal Facilitator

Angelo Passarelli

## External Facilitator

Howard Feddema



### ***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.

### ***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.

## *Parameters*

We will always operate safe, caring environments to ensure student learning.

We will not tolerate any behavior that diminishes the self-worth of any student, staff member, or community member.

Nothing will take precedence over the pre-kindergarten through 12<sup>th</sup> grade education program.

No new program, course, and/or service will be added unless:

- it meets a clearly demonstrated, mission-related need;
- it survives a cost-benefit analysis;
- its impact on other programs/courses/services is addressed;
- adequate staffing, staff development, funding, and facilities are provided;
- it contains an evaluation procedure.

No existing program, course, and/or service will be maintained unless it:

- meets a clearly demonstrated, mission-related need;
- survives a cost-benefit analysis and periodic evaluation.

District-wide performance on standardized achievement tests will always be above state and national averages.

We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of student, staff, family and community support.

We will attract, develop, and retain the highest quality staff dedicated to achieving our mission and objectives.

## *Objectives*

All students will meet or exceed district and state standards; the achievement gap between subgroups will decrease annually; and overall performance on district and state assessments will increase annually.

Each student will set and achieve challenging educational and career goals tailored to his/her abilities, interests and aspirations.

The percentage of students participating in and performing at high levels on measures of national and/or international educational excellence will increase annually.

All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship.

**Strategies (Current)**

1. We will address financial challenges facing our district in order for us to achieve our mission and objectives. (2004/2009)
2. We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence. (2009)
3. We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives. (2009)
4. We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups. (2009)
5. We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship. (2009)
6. We will develop innovative approaches to motivate and educate those students who learn in non-traditional ways. (2004/2009)

### Strategies (Implemented)

- (1990) *We will ensure we have facilities necessary to achieve our mission and objectives.*
- (1990) *We will develop and implement plans to ensure the highest quality staff.*
- (1992) *We will design and implement co-curricular programs (clubs and activities) to help us achieve our mission.*
- (1995) *We will develop and implement plans to communicate effectively, both internally and externally, to develop an understanding of the intent of our Strategic Plan and support for its effective implementation.*
- (1996) *We will develop plans, which assure all teachers use effective instructional practices to help all students learn identified outcomes.*
- (1996) *We will investigate, develop, and implement innovative methods to provide the financial resources to achieve our mission and objectives.*
- (1996) *We will complete the process of identifying, developing and implementing the outcomes, standards, and assessments for the Millard Education Program.*
- (1996) *We will develop and implement plans for meaningful business partnerships to support strategic initiatives.*
- (1996) *We will develop and implement an array of diverse opportunities that challenge each student to excel. (Revised 1999, 2001)*
- (1998) *We will develop and implement plans in partnership with our community to assist students who are at risk of not achieving identified learner outcomes. (Revised 1999)*
- (1998) *We will develop and implement plans to use technology to effectively manage the district and help students achieve identified learner outcomes.*
- (1999) *We will develop and implement plans to ensure safety throughout our schools.*
- (2001) *In partnership with the community, we will address the challenges presented by state limitations on expenditures and levies.*
- (2004) *We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.*
- (2004) *We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.*

- (2004) *We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.*
- (2004) *We will develop and implement plans to increase student participation in and performance on measures of national and international educational excellence.*
- (2004) *We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.*
- (2004) *In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.*

## **Strategy 1**

**We will address financial challenges facing our district in order for us to achieve our mission and objectives.**

**STRATEGY NUMBER: 1**  
**PLAN NUMBER: 1**  
**DATE: March 2, 2009**

# ACTION PLAN

**STRATEGY:** We will address financial challenges facing our district in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** *Evaluate the merit of a bond issue.*

**Assigned To:** Ken Fossen

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Update district standards for equity.	Underway	Completed Sept. 2010			
2.	Assess interior/exterior building needs.					
3.	Prioritize areas of greatest need.					
4.	Determine size of bond issue based on needs.					
5.	Hire an independent survey company.					
6.	Form a committee to communicate the benefits of a bond issue.					

# Cost Benefit Analysis

STRATEGY NUMBER: 1  
 PLAN NUMBER: 1  
 DATE: March 2, 2009

**STRATEGY:** We will address financial challenges facing our district in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** Evaluate the merit of a bond issue.

## ***COSTS***

### ***Tangible:***

- Advertising costs (MPS or MEF)
- Staff
- Time
- Outside consulting (Sodexo) to assess building needs

### ***Intangible:***

- Stress
- Increased work load
- Divided support in community/risk of rejection
- Distraction to district administration

## ***BENEFITS***

### ***Tangible:***

- Money from the bond
- Facility improvements to district standards
- Improved district technologies
- Improved test scores/achievement
- District equality standards created
- Financial stability
- Economic stimulus
- Objectives analysis of the merits of the bond

### ***Intangible:***

- Better learning environments
- World-class status maintained
- Community awareness/support
- Increased morale of students & staff



# ACTION PLAN

**STRATEGY NUMBER: 1**  
**PLAN NUMBER: 2**  
**DATE: March 2, 2009**

**STRATEGY:** We will address financial challenges facing our district in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** Maximize the use of energy efficient technology to help address the financial challenges.

**Assigned To:** Ken Fossen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Receive competitive proposals to identify a proven energy consulting firm who has worked with schools.		Underway			
2.	Do a Cost Benefit Analysis of the findings from the energy audit.					
3.	Develop a process and procedure to implement the findings of the audit.					
4.	Evaluate the cost benefit of the implementation.					

# Cost Benefit Analysis

STRATEGY NUMBER: 1  
 PLAN NUMBER: 2  
 DATE: March 2, 2009

**STRATEGY:** We will address financial challenges facing our district in order for us to achieve our mission and objectives

**SPECIFIC RESULT:** Maximize usage of energy efficient technology to help address the financial challenges.

## COSTS

## BENEFITS

### *Tangible:*

- Cost to have audit completed
- Purchases or changes that may be needed to improve as a result of the audit
- Estimate scope of energy savings
- Cost of implementation
- Identifying the quality and costs of various energy inputs
- More or higher labor costs
- Loss of volume discounts
- Length of payback

### *Intangible:*

- More or higher labor costs
- Time
- Understanding of utility costs
- Identifying the quality and costs of various energy inputs
- Possible change in standard operating procedures

### *Tangible:*

- Money savings after payback becomes money earned
- Possible new equipment that requires less maintenance
- Provide knowledge for energy conservation
- Extend the standing or useful life of current equipment
- Identify most likely areas of attention and immediate savings or improvement
- Reduction of energy use and costs

### *Intangible:*

- Proactive, operating more efficiently
- Comfort knowing that we are doing the best we can with what we have
- Proactive, in optimizing equipment and operations
- Collection of basic data on condition and use of equipment
- Regulatory compliance
- Motivation of district personnel or end user toward energy conservation
- Public relations benefits

**STRATEGY NUMBER: 1**  
**PLAN NUMBER: 3**  
**DATE: March 2, 2009**

# ACTION PLAN

**STRATEGY:** We will address financial challenges facing our district in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** *Provide wellness programs and incentives to covered individual for actions that may result in lower health cost for the District.*

**Assigned To:** Chad Meisgeier

#	<i>ACTION STEP (Number each one)</i>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Survey staff to assess preferences for a wellness program.		Underway			
2.	Explore established/successful wellness programs and identify potential opportunities for a wellness program for Millard Public Schools.					
3.	Select wellness plan components that best meet the needs of the participants through cost-benefit analyses.					
4.	Develop a process and procedure for implementing the wellness plan.					
5.	Encourage participation.					
6.	Evaluate wellness plan.					

# Cost Benefit Analysis

STRATEGY NUMBER: 1  
PLAN NUMBER: 3  
DATE: March 2, 2009

**STRATEGY:** We will address the financial challenges facing our district in order for us to achieve our mission and objective.

**SPECIFIC RESULT:** Provide wellness programs and incentives to covered individuals for actions that may result in lower health cost for the District.

## COSTS

## BENEFITS

**Tangible:**

- Time- staff initiated
- Staff- to research current programs
- Consulting fees
- Time- for consulting fees
- Implementation
- Advertising
- Without participation in the wellness program may lose money

**Tangible:**

- Lower health cost
- Healthy staff
- Fewer sick days
- Higher productivity
- Healthy families
- Healthy community
- Longer life span
- More money back to the District insurance plan if staff is healthier.
- Every dollar saved on insurance will go back to the employees

**Intangible:**

- Stress- getting the program started
- Anxiety- misconceptions
- Lack of motivation

**Intangible:**

- Role model of healthy living for students
- Mental health- happy
- More energy
- Less stress and positive way to deal with stress
- Motivating to some people

# ACTION PLAN

**STRATEGY NUMBER: 1**  
**PLAN NUMBER: 4**  
**DATE: March 2, 2009**

**STRATEGY:** We will address financial challenges facing our district in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** *Optimize technology opportunities to minimize financial costs to Millard Public Schools.*

**Assigned To:**

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Create and utilize online courses.					
2.	Expand online books.					
3.	Reduce paper copies.					
4.	Incorporate emerging technologies to reduce costs.					
5.	Evaluate usage for cost effectiveness.					

# Cost Benefit Analysis

STRATEGY NUMBER: 1  
 PLAN NUMBER: 4  
 DATE: March 2, 2009

**STRATEGY:** We will address financial challenges facing our district in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** Optimize technology opportunities to minimize financial costs to Millard Public Schools.

## COSTS

## BENEFITS

### Tangible:

- Increased technology costs
- Increased technology costs
  - Student without computers at home
  - Increased costs for technology support
- Increase cost of emerging technologies
  - Maintenance of these new technologies
  - Possible unpredictable problems that cost money and use human resources

### Tangible:

- Free up classrooms
  - Possible grants available to support schools/school systems in this area
- Less paper, better on the environment
  - Decrease in paper cost
  - Discount for online books
  - No "lost" books from students
  - Possible new grants available to support schools in this area
- Save money, better for the environment, decrease cost on maintenance of copiers, thus use money on things that are more beneficial
- Can save money in the long run

### Intangible:

- Less face-to-face work time
  - Students may lack motivation and determination to complete the class
  - Impact of online learning?
  - Significant increase or decrease on test scores
- Frustration from computer use if teacher and student are not computer literate
- Student/parent/teacher missing important info. from going paperless
- Can impact student learning when these "problems" are encountered in the classroom

### Intangible:

- More flexibility with student and teacher "work time"
  - Increased job satisfaction for teacher and school satisfaction for the student
  - Much easier to adjust to individual needs of students
- Increased computer literacy for teachers and students
  - Better for special need students – increase font, copy and paste on the computer
  - Availability – any computer any time
- Teach students/families the importance of sustainability and being environment aware, be a leader in this area

## **Strategy 2**

**We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.**

# ACTION PLAN

**STRATEGY NUMBER: 2**  
**PLAN NUMBER: 1**  
**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

**SPECIFIC RESULT:** *Implement a process for ongoing collection and utilization of data that measures engagement of students, families, and staff.*

**Assigned To:** Tami Williams

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Select a norm-referenced survey (e.g., Gallup Engagement Survey).	Underway	→			
2.	Determine frequency of administration to measure change and align with strategic-planning process (district and building levels).					
3.	Administer the survey.					
4.	Train necessary personnel to interpret and respond to survey results at both the district and building levels.					
5.	Integrate engagement data into the site-planning process: <ul style="list-style-type: none"> <li>• Data book</li> <li>• Data retreat</li> </ul>					
6.	Communicate/publish survey results/data and plans of action to all stakeholders. <ul style="list-style-type: none"> <li>• Examples include, but are not limited to, district/building websites, data warehouse, school newsletters, forums</li> </ul>					
7.	Provide access to district-level engagement resources for students, staff, families, and the community at large. Resources could be provided through a virtual center and could be web-based.					
8.	Evaluate the action plan.					



# Cost Benefit Analysis

STRATEGY NUMBER: 2

PLAN NUMBER: 1

DATE: March 2, 2009

**STRATEGY:** We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

**SPECIFIC RESULT:** *Implement a process for ongoing collection and utilization of data that measures engagement of students, families, and staff.*

## COSTS

### Tangible:

- Cost of survey materials
- Time associated with administering survey
- Training of necessary personnel to interpret survey data
- Cost of communicating/publishing survey results/data and plans of action to all stakeholders
- Cost and time associated with providing access to district-level engagement resources for students, staff, families, and the community-at-large
- Staff time in training and implementation of plan

### Intangible:

## BENEFITS

### Tangible:

- Increased engagement of students, staff, and families
- Acquisition and utilization of current and ongoing engagement data
- Training of leadership to effectively respond to engagement survey data
- Access to district-level engagement resources for students, staff, families, and the community-at-large

### Intangible:

- Confidence in survey results
- Increased awareness of engagement issues

# ACTION PLAN

**STRATEGY NUMBER: 2**  
**PLAN NUMBER: 2**  
**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

**SPECIFIC RESULT:** *Create a culture that increases staff engagement.*

**Assigned To:**

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Prioritize and evaluate current district initiatives before implementing any new initiatives.					
2.	Create a system in which collaborative professional development is offered in various formats including, but not limited to, online collaboration, choice of day/time, etc.					
3.	Utilize technology that allows staff with similar professional development needs and interests to collaborate in formats, including but not limited to, Blackboard, Google.doc, blog, etc.					
4.	Utilize current and future business partnerships to enhance staff engagement.					
5.	Collaborate to build 40 Developmental Assets in each other to increase staff engagement.					
6.	Provide or allow for differentiated independent professional development when offerings are not relevant to an individual or group.					
7.	Train current leaders to build new instructional leaders by recognizing and building on individual strengths.					
8.	Build instructional leaders by recognizing and building on individual strengths.					
9.	Increase staff recognition and celebrations at district and building levels.					
10.	Elicit feedback through district and building-level focus groups to adjust for the needs and interests of individual professional growth.					
11.	Evaluate the baseline level and current level of engagement of staff to determine the effectiveness of this plan.					

# Cost Benefit Analysis

STRATEGY NUMBER: 2  
 PLAN NUMBER: 2  
 DATE: March 2, 2009

**STRATEGY:** We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

**SPECIFIC RESULT:** *Create a culture that increases staff engagement*

## COSTS

### Tangible:

- Cost and time associated with:
  - Creating a system in which professional development is offered in various formats
  - Utilization of technology resources
  - Training current leaders to build new instructional leaders
  - Staff collaboration to build 40 Developmental Assets

### Intangible:

## BENEFITS

### Tangible:

- Increased engagement of students and staff
- Higher student achievement
- Increase of instructional leaders
- Decrease in staff turnover/increase in staff retention

### Intangible:

- Higher staff morale
- Increased motivation of staff due to choice
- Professional growth of staff in area specific to job

# ACTION PLAN

**STRATEGY NUMBER: 2**  
**PLAN NUMBER: 3**  
**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

**SPECIFIC RESULT:** *Create a culture that increases student engagement.*

**Assigned To:**

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Increase opportunities for students to participate at the school level in the decision-making process regarding their learning experience.					
2.	Develop opportunities for all students to be recognized by identifying and implementing multiple ways for students to be recognized based on individual talents and strengths.					
3.	Utilize current and future business partnerships to enhance student engagement.					
4.	Support teacher understanding of the connection between assessment practices (Grading for Learning) and student engagement through professional development, mentor relationships, professional learning communities, walk-throughs and teacher evaluation.					
5.	Support teaching understanding of the connection between specific components of the Millard Instructional Model and student engagement through methods such as professional development, mentor relationships, professional learning communities, walk-throughs and teacher evaluation.					
6.	Create and respond to student focus groups representing diverse student populations to gather more specific information on engagement. Topics of discussion include, but are not limited to: <ul style="list-style-type: none"> <li>• Extracurricular activities that appeal to the interest of all</li> <li>• Student recognition of talents</li> <li>• Staff and student relationships</li> </ul>					
7.	Evaluate the effectiveness of the plan using student engagement data.					

# Cost Benefit Analysis

STRATEGY NUMBER: 2  
 PLAN NUMBER: 3  
 DATE: March 2, 2009

**STRATEGY:** We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

**SPECIFIC RESULT:** Create a culture that increases student engagement.

## COSTS

### *Tangible:*

- Cost and time associated with:
  - Staff development on engagement and subsequent materials needed
  - Staff compensation for focus groups
  - Recognizing all students

### *Intangible:*

## BENEFITS

### *Tangible:*

- Increased engagement of students
- Higher student achievement
- Improved student attendance
- Increased opportunities for disengaged students to become more involved in school setting
- Increased opportunities for students to feel more valued by school personnel
- Availability of materials and resources to improve staff understanding of, and ability to improve, student engagement

### *Intangible:*

- Increased student morale—Feelings of success and attainment of personal excellence
- Increased student motivation (intrinsic)
- Sense of ownership by students
- Increased school pride

# ACTION PLAN

**STRATEGY NUMBER: 2**

**PLAN NUMBER: 4**

**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

**SPECIFIC RESULT:** Utilize 21<sup>st</sup> Century Learning Skills to increase student engagement.

**Assigned To:** Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Develop a unified, collective vision for 21 <sup>st</sup> Century Learning that can be used in the curriculum development cycle.	Underway	→			
2.	Include the specific 21 <sup>st</sup> Century Learning Skills, knowledge and expertise students should master in the district learning objectives, assessments and curriculum guides.					
3.	Embed 21 <sup>st</sup> Century Learning Skills into the curriculum framework and provide specific examples of how these skills can be applied in the classroom environment.					
4.	Support teacher understanding of the connection between specific components of the Millard Instructional Model and 21 <sup>st</sup> Century Learning Skills through methods such as professional development, mentor relationships, Professional Learning Communities, walk-throughs and teacher evaluation.					
5.	Evaluate the effectiveness of the plan using student engagement data.					
<p><i>*Cross Reference: Strategy 4, Action Plans 1 and 2</i></p>						

# Cost Benefit Analysis

STRATEGY NUMBER: 2

PLAN NUMBER: 4

DATE: March 2, 2009

**STRATEGY:** We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

**SPECIFIC RESULT:** Utilize 21<sup>st</sup> Century Learning Skills to increase student engagement.

## COSTS

### Tangible:

- Cost and time associated with:
  - Staff development on 21<sup>st</sup> Century Learning Skills, including training from sources outside the district, and subsequent materials needed
  - Revised curriculum, instructional tools, and assessments to include 21<sup>st</sup> Century Learning Skills

### Intangible:

- Stress and negative attitudes associated with new curriculum initiative
- Staff resistance to learn new technology

## BENEFITS

### Tangible:

- Increased engagement of students, staff, and families
- Higher student achievement
- Improved assessment scores
- Increased student acquisition of 21<sup>st</sup> Century Learning Skills such as learning and innovation, information, media, and technology, and life and career
- Increased readiness for employment

### Intangible:

- Increased student motivation (intrinsic)

# ACTION PLAN

**STRATEGY NUMBER: 2**  
**PLAN NUMBER: 5**  
**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

**SPECIFIC RESULT:** *Create a culture that increases family engagement.*

**Assigned To:**

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Build relationships and connections between families at the elementary, middle, and high school levels.					
2.	Develop a community of families at each level.					
3.	Enhance communication through the use of multimedia tools. <ul style="list-style-type: none"> <li>Examples include, but are not limited to: building/district websites, DVD, telephone, paper or electronic newsletters, webinars, town hall meetings, teleconferences.</li> </ul>					
4.	Increase family education opportunities. <ul style="list-style-type: none"> <li>Examples include, but are not limited to: technology (computers, text-messaging, internet safety), parenting, 40 Developmental Assets, community resources (nutritionists, MADD, Boys Town).</li> </ul>					
5.	Increase family participation in school-based functions (Open House, Back-to-School Orientation, Curriculum Night, by providing: <ul style="list-style-type: none"> <li>Transportation</li> <li>Food</li> <li>Childcare</li> </ul>					
6.	Evaluate the effectiveness of the plan using data from engagement survey.					



# Cost Benefit Analysis

STRATEGY NUMBER: 2

PLAN NUMBER: 5

DATE: March 2, 2009

**STRATEGY:** We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

**SPECIFIC RESULT:** *Create a culture that increases family engagement.*

## COSTS

## BENEFITS

### *Tangible:*

- Cost and time associated with:
  - Communicating through the use of multi-media tools
  - Providing family education
  - Providing resources to improve family attendance in school-based functions such as transportation, food, and childcare

### *Intangible:*

### *Tangible:*

- Increased engagement of students, staff, and families
- Increased participation in school-based functions
- Increased knowledge in family education topics
- Creation of a culture that makes families feel welcome

### *Intangible:*

- Greater sense of involvement by family
- Family's improved perception of their impact on student achievement
- Increased family confidence and support in school district

## **Strategy 3**

**We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.**

# ACTION PLAN

**STRATEGY NUMBER: 3**

**PLAN NUMBER: 1**

**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

**SPECIFIC RESULT:** *Establish a centralized system of communication to inform, update and engage the Millard community about the Learning Community.*

**Assigned To:** Amy Friedman

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Identify a communication coordinator that will disseminate timely and relevant information regarding the Learning Community.	Underway	Completed Sept. 2010			
2.	Provide ongoing information to community groups regarding the Learning Community.					
3.	Target specific Millard community groups to receive information and updates regarding the Learning Community.					
4.	Expand communication formats that will provide avenues for effective delivery of information. <ul style="list-style-type: none"> <li>Recruit "Key Communicators" to engage the patrons of the Millard District to support our mission and objectives in relation to the Learning Community.</li> </ul>					
5.	Evaluate communication strategies to ensure the community has access to timely, accurate information.					

# Cost Benefit Analysis

STRATEGY NUMBER: 3

PLAN NUMBER: 1

DATE: March 2, 2009

**STRATEGY:** We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

**SPECIFIC RESULT:** *Establish a centralized system of communication to inform, update and engage the Millard community about the Learning Community.*

## COSTS

### Tangible:

- Resource materials to expand external communication
- Production costs (consultation, equipment, lobbying, publications, media productions, audiovisual, etc.)

### Intangible:

- Time of the coordinator to administer program
- Time of the "Key Communicators" to communicate information

## BENEFITS

### Tangible:

- Resources for stakeholders (website, publications, contacts etc.)
- Feedback from stakeholders

### Intangible:

- Increased awareness and involvement for all stakeholders
- Increased engagement and ownership for all stakeholders
- Greater support network regarding key issues

# ACTION PLAN

STRATEGY NUMBER: 3

PLAN NUMBER: 2

DATE: March 2, 2009

**STRATEGY:** We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

**SPECIFIC RESULT:** *Provide input, feedback, and data to assist the Learning Community in implementing programs and focus schools.*

**Assigned To:**

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Identify what magnet schools, focus programs, and focus schools meet the needs and interests of the students and families in Millard Public Schools. <ul style="list-style-type: none"> <li>Survey community</li> <li>Conduct community forums</li> <li>Other solicited feedback</li> </ul>		Dismissed this plan Sept. 2010			
2.	Propose programs to meet identified needs. <ul style="list-style-type: none"> <li>Align new and existing programs with identified needs</li> <li>Prioritize recommendations for programs</li> </ul>					
3.	Recommend programs to meet the needs as identified in the survey data.					

# Cost Benefit Analysis

STRATEGY NUMBER: 3

PLAN NUMBER: 2

DATE: March 2, 2009

**STRATEGY:** We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

**SPECIFIC RESULT:** *Provide input, feedback, and data to assist the Learning Community in implementing programs and focus schools.*

## COSTS

## BENEFITS

### *Tangible:*

- Survey the entire two-county Learning Community families; \$30,000 – \$50,000
- Staff time
- Furnishing the rooms (chairs, tables, computers, etc.)
- Cost of implementation and operation of pathways/magnets and focus programs
- Cost of evaluation instrument of participants' satisfaction
- Student recruitment costs

### *Tangible:*

- Information on the needs and interests of the Learning Community families
  - Working toward the Learning Community's goal
  - Increased diversity in our schools
  - Additional choices due to pathways/magnet and focus programs

### *Intangible:*

- More work for staff
- Loss of space in buildings for some other function (unless there happens to be free space available)

### *Intangible:*

- Increased community involvement

## **Strategy 4**

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

**STRATEGY NUMBER: 4**  
**PLAN NUMBER: 1**  
**DATE: March 2, 2009**

# ACTION PLAN

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

**SPECIFIC RESULT:** *Revise current Millard Essential Learner Outcomes (Academic and Life Skills) to include 21<sup>st</sup> Century Skills.*

**Assigned To:** Mark Feldhausen

#	<i>ACTION STEP (Number each one)</i>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Determine the extent to which current Millard standards incorporate 21 <sup>st</sup> century knowledge and skills, then revise the Essential Learner Outcomes by including (but not limited to): Learning and Innovation Skills, Information, Media and Technology Skills, Life and Career Skills and 21 <sup>st</sup> Century Tools; Global Awareness and World Language instruction at elementary level.	Underway	→			
	Implement an online, interactive curriculum and assessment resource.					
3.	Utilize criteria in Partnership for 21 <sup>st</sup> Century Skills toolbox for recognizing exemplary 21 <sup>st</sup> century schools.					
4.	Create a professional development plan for all educational stakeholders to foster 21 <sup>st</sup> century learning and teaching.					
5.	Evaluate the effectiveness of this plan.					
	<i>*Cross reference with Strategy 5, Action Plan 2</i>					



# Cost Benefit Analysis

**STRATEGY NUMBER: 4**

**PLAN NUMBER: 1**

**DATE: March 2, 2009**

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

**SPECIFIC RESULT:** *Revise current Millard Essential Learner Outcomes (Academic and Life Skills) to include 21st Century Skills.*

## *COSTS*

### *Tangible:*

- Costs associated with implementing 21<sup>st</sup> Century skills
- Online resource
- Staff development

### *Intangible:*

- Time to update academic and life skills
- Shift of teacher's role
- Community education

## *BENEFITS*

### *Tangible:*

- Teaching and learning is aligned to demands of 21<sup>st</sup> century.
- Higher-order, critical-thinking, communication, technological, and analytical skills are mastered as students enter a service-oriented, entrepreneurial, and global workplace.
- Graduates are successful, global citizens.
- Students are more engaged learners.
- Student achievement is improved.
- Attendance is increased and dropout rate is decreased
- Achievement gap is narrowed.
- Resources available from Partnership of 21<sup>st</sup> Century Skills
- Increased collaboration among all teachers at all grade levels, content areas, and specialties

### *Intangible:*

- Shift of teacher's role
- Support for teachers in 21<sup>st</sup> century skills delivery
- Increased community approval

# ACTION PLAN

**STRATEGY NUMBER: 4**  
**PLAN NUMBER: 2**  
**DATE: March 2, 2009**

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

**SPECIFIC RESULT:** *Include Partnership for 21<sup>st</sup> Century Skills in ongoing curriculum revisions and create systems that support a 21<sup>st</sup> century education.*

**Assigned To:** Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Using the Millard Public Schools curriculum framework, revise and include the 21 <sup>st</sup> century content specific skills; utilize interdisciplinary themes; integrate the Information, Media and Technology Skills (IMT); include Learning and Innovation Skills; and revise Life and Career Skills	Underway	→			
2.	Identify and provide equal access to tools that students/teachers need to interact in an ever changing world.					
3.	Evaluate and provide a learning environment that ensures 21 <sup>st</sup> century teaching and learning: <ul style="list-style-type: none"> <li>• facilities and design</li> <li>• technology infrastructure</li> <li>• scheduling</li> <li>• school culture</li> <li>• leadership</li> <li>• professional learning communities</li> <li>• community involvement</li> </ul>					
4.	Develop new assessment tools and strategies that address 21 <sup>st</sup> century skills, including but not limited to: <ul style="list-style-type: none"> <li>• Cumulative Progress Indicators that reflect 21<sup>st</sup> century student outcomes</li> <li>• Descriptors that define proficient students at various benchmark levels</li> <li>• Examples of performance assessments that reflect 21<sup>st</sup> century knowledge and skills</li> </ul>					
5.	Provide professional development that is strategically aligned to support the goal of offering a 21 <sup>st</sup> century education to all students					
6.	Engage educators, students, employers, community members, parents and policymakers in an ongoing dialogue about 21 <sup>st</sup> century education.  Evaluate the effectiveness of this plan.					

# Cost Benefit Analysis

STRATEGY NUMBER: 4  
 PLAN NUMBER: 2  
 DATE: March 2, 2009

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

**SPECIFIC RESULT:** *Include Partnership for 21<sup>st</sup> Century Skills in ongoing curriculum revisions and create systems that support a 21<sup>st</sup> century education.*

## COSTS

## BENEFITS

### Tangible:

- Tools that support 21<sup>st</sup> century learning
- Increased investment in learning environments and technology infrastructure
- New assessment tools that utilize 21<sup>st</sup> century methods
- Staff training

### Tangible:

- Graduates are successful, global citizens
- Graduates are highly recruited by employers in the work force
- Interdisciplinary work is drawn on real world context
- Learning is expanded from classroom to anytime learning
- Collaboration and communication is increased
- Excellence and equity are achieved for all students
- Improved student achievement
- Improved teaching of core content and life skills
- Decrease in student achievement gap
- Higher student engagement

### Intangible:

- Time for identifying and implementing tools
- Difficulty in scoring new assessments
- Time for staff training
- Change in teacher roles will cause stress

### Intangible:

- Critical connections between traditional content areas and 21<sup>st</sup> century skills
- Support for teachers by increasing their resources
- Increased parental satisfaction
- Increased employer satisfaction

# ACTION PLAN

**STRATEGY NUMBER: 4**

**PLAN NUMBER: 3**

**DATE: March 2, 2009**

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

**SPECIFIC RESULT:** *Expand early childhood resources for families and daycare providers.*

**Assigned To:**

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Establish ongoing data collection (fall/winter/spring) to identify appropriate programming opportunities for parents and children (birth to four) utilizing online, phone and print surveys					
2.	Provide families with intervention strategies and information about available community resources for basic needs (food, health, social/behavioral supports, safety) and parenting skills through services of Family Liaison/Community Counselor.					
3.	Identify elementary building location for Early Childhood Center with dedicated space for Family Resource Center, parent learning opportunities and Early Childhood staff (FRC, Partners With Providers, Family Liaison/Community Counselor).					
4.	Provide ongoing parent education, provider education and parent/child learning opportunities as identified through needs survey (to be held at Early Childhood Center and/or elementary building sites).					
5.	Expand Partners With Providers Early Literacy services beyond Title I Targeted sites (Bryan, Rockwell, Cody, Sandoz, Norris, Holling Heights) across district as identified through needs analysis and census data.					
6.	Establish bi-weekly story hour at each elementary building for neighborhood community.					
7.	Establish early childhood parent education lending library at each elementary building for neighborhood community.					
8.	Expand parent education resources currently available at preschool sites across all elementary buildings (instructional pamphlets, newsletters, magazines).					
9.	Seek available resources with such organizations as Building Bright Futures.					
10.	Evaluate plan through family and staff survey.					

# Cost Benefit Analysis

114  
STRATEGY NUMBER: 4  
PLAN NUMBER: 3  
DATE: March 2, 2009

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

**SPECIFIC RESULT:** *Expand early childhood resources for families and daycare providers.*

## *COSTS*

## *BENEFITS*

### *Tangible:*

- Time to develop, collect and analyze survey data
- Cost to develop and disseminate information about early childhood and parenting programs
- Cost for print and instructional materials for early childhood/parent classes
- Cost for additional preschool staff member to serve as family liaison
- Cost for setting up and furnishing additional space

### *Tangible:*

- Reliable data available for long range planning
- Improved readiness for kindergarten across demographic groups
- Closing the achievement gap earlier
- Decrease in participation/need for early literacy intervention programs for those that attend preschool
- Decrease in counseling/community resources for older families if needs met early (behavioral/family supports, social services, etc)

### *Intangible:*

- Time for current staff to develop expanded opportunities
- Increased building census (traffic, utilization of existing resources such as media, PE, student services, etc)

### *Intangible:*

- Improved transitions between preschool and kindergarten
- Increased collaboration among preschool/school age programs
- Increased family support of Millard Public Schools
- Increased family and student engagement
- Increased awareness of community needs

# ACTION PLAN

**STRATEGY NUMBER: 4**  
**PLAN NUMBER: 4**  
**DATE: March 2, 2009**

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

**SPECIFIC RESULT:** *Develop and use quality formative and summative assessments to determine the level of each student's knowledge of the Millard Public School's written and taught curriculum.*

**Assigned To:**

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Define and implement a district-wide consistent definition of the terms "formative" and "summative" assessments.					
2.	Develop and implement guidelines that can be used by teachers when creating assessments.					
3.	Establish clear and well-defined standards and outcomes for all curriculum areas to ensure that every assessment, both formative and summative, is measuring the level of each student's knowledge of the written and taught curriculum.					
4.	Support teachers in developing assessment literacy in order to create quality formative and summative assessments.					
5.	Create an intranet location in which teachers can share quality assessments by curriculum and grade level, to be accessed and used by classroom teachers and Professional Learning Communities district-wide.					

# Cost Benefit Analysis

116

STRATEGY NUMBER: 4  
PLAN NUMBER: 4  
DATE: March 2, 2009

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

**SPECIFIC RESULT:** *Develop and use quality formative and summative assessments to determine the level of each student's knowledge of the Millard Public School's written and taught curriculum.*

## COSTS

### *Tangible:*

- Staff development for training building staff development trainers
- Building staff development time to train building certificated personnel.
- Funds to create, develop, and maintain an on-line website to house the teacher created formative and summative assessments

### *Intangible:*

- Time to train, monitor, inform parents
- Building Professional Learning Community Time
- Time to allow for district-wide collaborative teams within content areas/grade levels
- Quality Assurance time

## BENEFITS

### *Tangible:*

- Valid and reliable formative and summative assessments to provide quality data.
- Improved methods of data collection to assess student's level of taught curriculum.
- A website that provides all teachers quality assessment techniques.
- Reliable student progress data.
- Increased student achievement.

### *Intangible:*

- Increased levels of collaboration among certificated personnel.
- Classroom teachers are assessing student knowledge of Millard's curriculum.
- Increased district-wide communication and collaboration among teachers teaching like subjects and grades.

# ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 5

DATE: March 2, 2009

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

**SPECIFIC RESULT:** Complete the review of Millard Public Schools grading policies and practices to determine if achievement should be assessed separately from behavior.

**Assigned To:**

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Establish district committee of representative stakeholders to review Millard Public Schools grading practice and research best practices.					
2.	Survey staff to elicit feedback regarding grading practices.					
3.	Establish student and staff focus groups to elicit feedback regarding grading practices and possible revisions.					
4.	District committee reviews input from all stakeholders and revises Millard Public Schools grading policy and practices.					
5.	Evaluate student management system/grade book for compatibility of new grading policy and practices.					
6.	Create district staff development for consistency of implementation of new Millard Public Schools grading policy and practices.					
7.	Educate community regarding researched best grading practices.					



# Cost Benefit Analysis

STRATEGY NUMBER: 4

PLAN NUMBER: 5

DATE: March 2, 2009

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

**SPECIFIC RESULT:** Complete the review of Millard Public Schools grading policies and practices to determine if achievement should be assessed separately from behavior.

## COSTS

## BENEFITS

### *Tangible:*

- Participation of teachers on grading committee meetings (subs)
- Possible new technology student management system
- District-wide staff development
- Communication resources

### *Tangible:*

- Student achievement increases
- Consistent grading practice
- Grades reflect learning
- Provides a true picture of what the child knows and is able to do

### *Intangible:*

- Time to research and/or develop grading practices
- Time to communicate, implement and refine
- Change of grading – controversy
- Increased work load of learning curve

### *Intangible:*

- Accurate and specific communication between parents and school
- Students are more engaged in their learning process

STRATEGY NUMBER: 4

PLAN NUMBER: 6

DATE: March 2, 2009

# ACTION PLAN

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

**SPECIFIC RESULT:** Provide a dynamic, user-friendly, interactive online resource center of instructional best practices and delivery strategies that are supported by research.

**Assigned To:** Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Provide step-by-step guides to assist teachers	Underway	→			
2.	Incorporate current and past Summer Academy initiatives for teachers to peruse, study and incorporate into their lessons.					
3.	Provide online staff development to learn more about and how to implement.					
4.	Provide a vehicle for teachers to communicate and share best practices utilized within their classrooms.					
5.	Evaluate the effectiveness of this plan.					

# Cost Benefit Analysis

STRATEGY NUMBER: 4

PLAN NUMBER: 6

DATE: March 2, 2009

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

**SPECIFIC RESULT:** *Provide a dynamic, user-friendly, interactive online resource center of instructional best practices and delivery strategies that are supported by research.*

## COSTS

### Tangible:

- Costs to develop and maintain interactive website
- Costs for researching best instructional practices

### Intangible:

- Time for staff training and utilization of website

## BENEFITS

### Tangible:

- Improved teacher instruction that meets the needs of all students
- Improved academic success to narrow the achievement gap
- Reduced time for teachers to research best practices
- Increased collaboration amongst all teachers at all grade levels, content areas, and specialties
- Differentiated practice amongst teachers
- Improved positive perceptions of staff development

### Intangible:

- Higher teacher self-efficacy
- Easy accessibility for teachers to utilize when convenient for them
- Increased teacher desire and motivation to improve instructional delivery

# ACTION PLAN

121

**STRATEGY NUMBER: 4**  
**PLAN NUMBER: 7**  
**DATE: March 2, 2009**

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

**SPECIFIC RESULT:** *Improve the utilization of data analysis results to drive instructional best practices that improve student performance.*

**Assigned To:** Mark Feldhausen / Tami Williams

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Enhance, review and improve the process for collecting, analyzing and disseminating student performance data by evaluating the current student information system (Infinite Campus) and by fully implementing the new data warehouse, including both formative and summative assessment data, to ensure the system provides pertinent data for a variety of users.		Underway			
2.	Train district and building personnel to use new dashboard/interface for data warehouse.					
3.	Conduct needs analysis for Planning and Evaluation and building support and make appropriate recommendations to allow better response to needs of teachers, administrators, parents, and students, including assistance in interpreting student performance data.					
4.	Evaluate and redesign non-student contact time to provide more blocks of time, in addition to Professional Learning Communities, for staff to interpret, utilize, and implement effective instructional strategies based on student performance data.					
5.	Train building staff to utilize data to inform instruction and to evaluate the effectiveness of data-based instructional decisions.					
6.	Evaluate and improve the effectiveness of Professional Learning Communities.					
7.	Share successful instructional strategies through a web-based resource center.					
8.	Embed the utilization of student performance data in the curriculum development and monitoring process.					
9.	Ensure accountability through action research teams, documentation in lesson plans, and administrators' observations.					
10.	Evaluate effectiveness of this plan.					

# Cost Benefit Analysis

122

STRATEGY NUMBER: 4  
PLAN NUMBER: 7  
DATE: March 2, 2009

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

**SPECIFIC RESULT:** *Improve the utilization of data analysis results to drive instructional best practices that improve student performance.*

## COSTS

## BENEFITS

### Tangible:

- Cost for staff development for certificated staff regarding the analysis of data
- Pay for certificated staff member in each building who is responsible for providing support for data driven instruction.
- Cost to create a web-based tool for teachers to share data driven instructional practices

### Tangible:

- Increased morale in staff (~~district focus on time for data~~).
- Increased knowledge of data analysis.
- Extra help at the building level to work with data.
- Differentiated instruction through the use of data.
- Increased student achievement
- Increased use of varied teaching strategies based on data analysis
- Increased time and quality of teacher collaboration

### Intangible:

- Increased workload.
- Time for working with data.
- Time to develop a training session for staff.
- More time required by planning and evaluation staff at the building level.
- Stress due to change in the education process

### Intangible:

- More ownership of collaborative teams.
- Better understanding of data analysis by teachers and administrators.
- Efficient planning
- Effective instruction

**STRATEGY NUMBER: 4**  
**PLAN NUMBER: 8**  
**DATE: March 2, 2009**

# ACTION PLAN

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

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

**Assigned To:** Mark Feldhausen

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

# Cost Benefit Analysis

STRATEGY NUMBER: 4  
 PLAN NUMBER: 8  
 DATE: March 2, 2009

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

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

## COSTS

### Tangible:

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

### Intangible:

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

## BENEFITS

### Tangible:

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

### Intangible:

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

## **Strategy 5**

**We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.**



**STRATEGY NUMBER: 5**  
**PLAN NUMBER: 1**  
**DATE: March 2, 2009**

# ACTION PLAN

**STRATEGY:** We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

**SPECIFIC RESULT:** Create a culture reflective of the Search Institute's 40 Developmental Assets program within the Millard community.

**Assigned To:** Kraig Lofquist

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Ensure all certificated and classified staff is trained to understand and use the 40 Developmental Assets framework in their respective classrooms and buildings.	Underway	Completed Sept. 2010			
2.	Provide innovative ways to regularly inform parents and community members about the 40 Developmental Assets and provide strategies to build assets in their children as well as in others. Ideas might include: <ul style="list-style-type: none"> <li>o Interactive website</li> <li>o Podcasts</li> <li>o Automatic email updates</li> </ul>					
3.	Educate and encourage coaches, sponsors, and community partnerships (Project PAYBAC) to use the 40 Developmental Assets framework to recognize positive student behavior.					
4.	Promote the 40 Developmental Assets framework with organizations and community sectors including, but not limited to, healthcare, mental health, faith-based organizations and government agencies.					
5.	Create a district-wide system to share 40 Developmental Assets ideas with all teachers and administrators.					
6.	Infuse a 40 Developmental Assets building philosophy into the curriculum cycle on a phase in basis.					
7.	Implement a 40 Developmental Assets profile at the elementary level.					
8.	Evaluate the effectiveness of the plan.					

# Cost Benefit Analysis

**STRATEGY NUMBER: 5**  
**PLAN NUMBER: 1**  
**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

**SPECIFIC RESULT:** *Create a culture reflective of the Search Institute's 40 Developmental Assets program within the Millard Public School community*

## *COSTS*

## *BENEFITS*

### *Tangible:*

- Time for meeting and presentations
- Cost of staff development
- Cost of materials that may be provided to parents and community
- Increased work load for staff and administration
- Cost to purchase or develop an elementary assessment

### *Tangible:*

- Common language used by all stakeholders
- Increase in reported assets (DAP) among students
- Decrease in negative social behaviors
- Improved communication with community related to 40 Developmental Assets framework
- Increased involvement from schools, parents and community partners in the implementation of the 40 Developmental Assets
- Increased modeling of the 40 Developmental Assets in schools, homes and community
- Safer social learning environment

### *Intangible:*

- Stress on staff as they feel like there is another "add-on"

### *Intangible:*

- District-wide commitment to building assets
- Positive parent/community feelings
- Community-wide appreciation for program consistency PreK-12
- Increased number of responsible citizens
- Commitment from schools, parents and community partners for implementation of the 40 Developmental Assets

# ACTION PLAN

**STRATEGY NUMBER: 5**

**PLAN NUMBER: 2**

**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

**SPECIFIC RESULT:** *Infuse Life and Career Skills as defined by the Partnership for 21<sup>st</sup> Century Skills in the Millard Education Program.*

**Assigned To:** Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Review and align the Millard Education Program components that reference Life Skills and character attributes and make modifications to reflect the new Partnership for 21 <sup>st</sup> Century Life and Career Skills (e.g., Life Skills Framework, elementary and middle school goal setting, high school PLP, elementary report card, grade five and middle school Life Skills assessment, IC Life Skills)	Underway →				
2.	Develop and implement district-wide staff development PreK-12 on the Partnership for 21 <sup>st</sup> Century Life and Career Skills to include, but not be limited to: <ul style="list-style-type: none"> <li>changes to the Millard Education Program components relevant to each grade span</li> <li>correlation with 40 Developmental Assets.</li> </ul>					
3.	As a result of this review, identify the Millard Public Schools character attributes.					
4.	Provide staff development on the Partnership for 21 <sup>st</sup> Century Life and Career Skills to new administrators and staff each year.					
5.	Communicate the Partnership for 21 <sup>st</sup> Century Life and Career Skills to parents.					
6.	Utilize the resources provided by the Partnership for 21 <sup>st</sup> Century Life and Career Skills when the Nebraska Department of Education becomes a member.					
7.	Infuse the Partnership for 21 <sup>st</sup> Century Life and Career Skills into the Curriculum Cycle on a phase in basis.					
8.	Develop appropriate means of recognizing students demonstrating exemplary character traits, service learning, and positive behaviors.					
9.	Evaluate the effectiveness of the plan.					

# Cost Benefit Analysis

STRATEGY NUMBER: 5

PLAN NUMBER: 2

DATE: March 2, 2009

**STRATEGY:** We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

**SPECIFIC RESULT:** *Infuse Life and Career Skills as defined by the Partnership for 21<sup>st</sup> Century Skills in the Millard Education Program.*

## COSTS

### Tangible:

- Costs for new assessments for students and parents
- Costs for revising the current Life Skills website maintained at Educational Service Unit #3
- Development of district-wide staff inservice presentation materials:
  - 24 people x 3 days = \$21,600
- New staff development
  - 6 people x .5 day = \$900
- Certificated staff time to implement components of action steps

### Intangible:

- Stress associated with change

## BENEFITS

### Tangible:

- Common Language used by all stakeholders
- All students and parents would self-evaluate/evaluate using the same tool
- Convenience to students and parents by using an electronic document to complete Partnership for 21<sup>st</sup> Century Life and Career Skills Assessment
- All staff members will be exposed to the same material and training
- All staff will understand Partnership for 21<sup>st</sup> Century Life and Career Skills as they pertain to Millard Public Schools

### Intangible:

- Staff, parents, and community members will appreciate the consistency of a common program.
- Millard students will develop the Life and Career Skills to prepare them for 21<sup>st</sup> Century tasks.
- Students will become more flexible, adaptable, self-directed, socially aware, accountable and responsible.

STRATEGY NUMBER: 5

PLAN NUMBER: 3

DATE: March 2, 2009

**ACTION PLAN**

**STRATEGY:** We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

**SPECIFIC RESULT:** *Integrate service learning instruction into existing PreK-12 curriculum based upon the established curriculum cycles.*

**Assigned To:** Mark Feldhausen

#	<i>ACTION STEP (Number each one)</i>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Create and implement district-wide staff development for all staff regarding service learning. Staff development should include, but is not limited to: <ul style="list-style-type: none"> <li>• Connection to 40 Developmental Assets and Partnership for 21<sup>st</sup> Century Life and Career Skills</li> <li>• Service learning versus community service</li> <li>• Necessary components of service learning</li> <li>• Methods to measure the success of service learning projects.</li> </ul>	Underway	→			
2.	Integrate service learning ideas in curriculum guides.					
3.	Share service learning ideas among buildings.					
4.	Educate parents, students, PAYBAC® partners, community members / organizations regarding service learning.					
5.	Involve PAYBAC® partners, parents and community members in service learning projects.					
6.	Develop and implement a system for students, parents and the community to suggest service learning projects.					
7.	Celebrate successful service learning projects through district communication with staff.					
8.	Share successful service learning projects with families and community.					
9.	Evaluate the effectiveness of the plan.					

# Cost Benefit Analysis

STRATEGY NUMBER: 5

PLAN NUMBER: 3

DATE: March 2, 2009

**STRATEGY:** We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

**SPECIFIC RESULT:** *Integrate service learning instruction into existing PreK-12 curriculum based upon the established curriculum cycles.*

## COSTS

## BENEFITS

### Tangible:

- Time for staff to learn how to integrate community service into the curriculum so that it becomes service learning
- Time for staff to learn about the theory of service learning
- Costs for staff development
- Service Learning Coordinator – approximately \$55,000 salary + benefits

### Tangible:

- Increased student achievement
- Increased student morale
- Increased 40 Developmental Assets in students, resulting in additional positive character traits
- Positive impact on Effective Schools Survey results among students, parents, and staff
- Follow-up staff development could occur through already scheduled grade level cluster meetings or building staff meetings, which will not cost the District money for substitute teachers
- Higher quality resumes for students applying for jobs and/or the next level of education
- Common language used by all stakeholders
- Increased student engagement
- Increased cohesiveness among staff
- Increased enthusiasm for teaching and teaming among staff members

### Intangible:

- Fear of the unknown for staff
- Stress due to a change in culture

### Intangible:

- Understanding of what it means to make a difference in the community
- Strengthened community perception toward Millard Public Schools
- Meaningful partnerships between school and community

# ACTION PLAN

**STRATEGY NUMBER: 5**

**PLAN NUMBER: 4**

**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

**SPECIFIC RESULT:** *Form a character education partnership with the community.*

**Assigned To:**

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Create a committee to promote character education partnerships including PreK-12 staff, students, PAYBAC® partners, community sector representatives, and parents.					
2.	Community sectors include, but are not limited to, faith-based organizations, government, mental health, and health care.					
3.	Develop a marketing plan to promote the Millard Public Schools Character Initiative (40 Developmental Assets, Character Education, Life Skills, 21 <sup>st</sup> Century Life and Career Skills) Education Program to the Millard community.					
4.	Publicize programs/services offered in the Millard Public Schools Character Education initiatives.					
5.	Evaluate the effectiveness of the plan.					

# Cost Benefit Analysis

STRATEGY NUMBER: 5  
 PLAN NUMBER: 4  
 DATE: March 2, 2009

**STRATEGY:** We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

**SPECIFIC RESULT:** Form a character education partnership with the community.

## COSTS

### Tangible:

- Cost of marketing materials
- Time to serve on committee and learn about programs

### Intangible:

- Stress on Millard Public Schools community to learn about new program for character education
- Stress of being involved in "another committee"

## BENEFITS

### Tangible:

- Common language used by all stakeholders
- Increased student and community understanding of effects of positive social behaviors
- Decreased negative social behaviors
- Improved communication with community regarding goals of Millard Public Schools and its character education program
- Strengthened relationship with PAYBAC® partners

### Intangible:

- District-wide commitment to character education program
- Increased student and staff morale
- Community will be empowered to affect student behavior
- Students will increase positive social behaviors and become more responsible citizens



# ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 5

DATE: March 2, 2009

**STRATEGY:** We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

**SPECIFIC RESULT:** *Implement a comprehensive communication system that reports the development of character traits, social behaviors and citizenship.*

**Assigned To:**

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Develop appropriate rubrics to assess the identified character traits and/or behavior.					
2.	Configure PreK-12 report cards to reflect academics separate from character traits, social behavior and citizenship.					
3.	Complete an evaluation and cost/benefit analysis of Infinite Campus and other student data information systems to determine which system meets the District's need for reporting academics, character traits, social behaviors and citizenship.					
4.	Within a student information system, make character trait assessment information readily available to students, staff and parents in conjunction with academics and assessments.					
5.	Train staff on reporting measures of character traits, social behaviors and citizenship.					
6.	Educate community, students, parents and staff on the practice of grading and reporting character traits separate from academics.					
7.	Evaluate the effectiveness of the plan.					
	<i>*Cross reference with Strategy 4, Action Plan 6</i>					

# Cost Benefit Analysis

**STRATEGY NUMBER: 5**

**PLAN NUMBER: 5**

**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

**SPECIFIC RESULT:** *Implement a comprehensive communication system that reports the development of character traits, social behaviors and citizenship.*

## COSTS

### Tangible:

- Cost for improved student information reporting system including:
  - Time to evaluate Infinite Campus and other student data systems
  - Cost to reconfigure report cards
  - Staff training costs
- Cost for educating community, students, parents and staff on the reporting system

### Intangible:

- Stress on staff

## BENEFITS

### Tangible:

- Improved communication between school and community
- Common language used by all stakeholders
- Consistent PreK-12 reporting system
- Time savings related to an improved reporting system
- Creates a clear profile of students
- Improved reporting of academic learning
- Improved communication with parents on character traits
- Centralized reporting system (i.e. Dashboard)

### Intangible:

- Improved staff, student and parent morale
- Positive community awareness

## **Strategy 6**

**We will develop innovative approaches to motivate and educate those students who learn in non-traditional ways.**

# ACTION PLAN

**STRATEGY NUMBER: 6**  
**PLAN NUMBER: 1**  
**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative learning experiences to motivate and educate elementary students.*

**Assigned To:**

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Administer needs assessment at the school building level to determine levels of student need.					
2.	Identify students who learn in non-traditional ways.					
3.	Implement programs based upon individual building needs assessment.					
4.	Develop and implement innovative learning experiences using technology at the Pre-K through fifth grade level.					
5.	Develop and implement summer school for kids who work in non-traditional ways					
6.	Evaluate the effectiveness of existing programs.					

Completed in previous plan cycle

# Cost Benefit Analysis

STRATEGY NUMBER: 6  
PLAN NUMBER: 1  
DATE: March 2, 2009

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative learning experiences to motivate and educate elementary students.*

## COSTS

## BENEFITS

**Tangible:**

- Additional 11 FTEs for full-time counselors at each building (assuming we have 11 FTEs now)
- One FTE elementary social worker to serve all elementary buildings
- Staff development for building focus in meeting needs of non-traditional students
- Costs for additional school-within-schools
  - research and development
  - staff development
  - specific supplies/equipment

**Intangible:**

- Stress caused from "raising the bar"
- Controversy

**Tangible:**

- Improved student academic success
- Education options/alternatives for students and parents
- More efficient use of facilities
- Lower costs for reteaching
- Appropriate staff involvement in student interventions (academic and social)
- Meet NCLB standards
- Lower absentee rates
- Fewer referrals to Child Protective Service

**Intangible:**

- Improved student attitudes about school
- Less staff burn-out with alternative school calendar
- Positive community public relations/greater confidence due to appropriate options for non-traditional learners

# ACTION PLAN

**STRATEGY NUMBER: 6**

**PLAN NUMBER: 2**

**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative school-year calendar options.*

**Assigned To:**

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Develop and implement alternative school-year calendar options at chosen sites: <ul style="list-style-type: none"> <li>• Modified 45/15 or 60/30 plan with intercessions utilizing reteaching and enrichment activities</li> </ul>					
2.	Implement a flexible school-day schedule at chosen sites, providing small group sessions for alternative learning at the beginning and end of the school day.					
3.	Evaluate the effectiveness of the programs.					

Completed in previous plan cycle

# Cost Benefit Analysis

**STRATEGY NUMBER: 6**

**PLAN NUMBER: 2**

**DATE: March 2, 2009**

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** Develop and implement alternative school-year calendar options.

## *COSTS*

### *Tangible:*

- Committee expenses
- Extended contracts for administrators, teachers and support staff

### *Intangible:*

## *BENEFITS*

### *Tangible:*

- Improved student success
- Education options/alternatives for students and parents
- More efficient use of facilities
- Lower absentee rates
- Consistent learning experiences for students with shorter breaks between learning sessions
- Higher student achievement
- Efficient use of school facilities
- Higher attendance rates (fewer parents pulling out of school for vacations)

### *Intangible:*

- Less staff burn-out
- Positive school climate

**STRATEGY NUMBER: 6**  
**PLAN NUMBER: 3**  
**DATE: March 2, 2009**

**STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.**

***SPECIFIC RESULT: Develop and implement alternative learning experiences to motivate and educate middle school students.***

**Assigned To:**

#	<i>ACTION STEP (Number each one)</i>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Administer needs assessment at the school /building level to determine levels of student need. <ul style="list-style-type: none"> <li>• Select an appropriate learning styles inventory for students to complete</li> <li>• Learning Styles Inventory</li> <li>• Academic Competencies (Terra Nova, HAL)</li> <li>• Interest Inventory</li> <li>• Social, Emotional, Behavioral Inventory</li> </ul>					
2.	Effectively implement differentiated instruction. <ul style="list-style-type: none"> <li>• Modify teacher evaluation system.</li> <li>• Develop a post-instruction student assessment for differentiation. This assessment could be completed by each student at the end of each course and used for teacher growth and shared with the evaluator.</li> <li>• Match student's learning style with teacher's inventory style.</li> <li>• Reteaching strategies.</li> <li>• Staff development on addressing learning styles.</li> </ul>					
3.	Provide district summer school program for students who learn in non-traditional ways.					
4.	Modified teaming and/or mini-magnet proposals based upon individual building strengths and interests with focuses to include, but not limited to, foreign language immersion, highly gifted, technology, fine arts, jump-start program, careers, math, and science immersion. <ul style="list-style-type: none"> <li>• Restructure middle school teams to match the above action step.</li> </ul>					
5.	Identify software/services (research-based) that will address learning needs of specific populations. <ul style="list-style-type: none"> <li>• Provide for adequate funding.</li> <li>• Enrichment activities to enhance the curriculum: distance learning, wireless mobile carts, and handheld devices (including tablet PCs).</li> </ul>					
6.	Evaluate the effectiveness of each program at meeting the needs of students.					

Completed in previous plan cycle



# Cost Benefit Analysis

STRATEGY NUMBER: 6

PLAN NUMBER: 3

DATE: March 2, 2009

**STRATEGY:** *We will develop and implement innovative approaches to motivate and educate students who learn in a non-traditional ways.*

**SPECIFIC RESULT:** *Develop and implement alternative learning experiences to motivate and educate middle school students.*

## COSTS

## BENEFITS

### Tangible:

- Cost of purchasing teaching style inventory.
- Cost of purchasing student learning styles inventory.
- Cost of implementing the "District" Summer School Program. (Cost of FTE personnel)
- Possible increase in staff.
- Increase in technology costs for building/district.

### Tangible:

- Improve or have a positive effect on staff development and/or differentiation.
- Improve student achievement.
- Improve student achievement and increase graduation rate.
- Significant increase in student achievement.
- Increase in the use of technology.
- Evaluation results can be used to improve this strategy.

### Intangible:

- Time for selecting inventory.
- Additional data analysis and time selecting inventory(s).
- Time to restructure the teacher evaluation system.
- Time to set up program.
- Scheduling/organization nightmare.
- Time technology staff spends on researching.
- Time needed to evaluate program.

### Intangible:

- Better match between student and teacher.
- Improved learning environment for the student.
- Positive perception of ELOs.
- Significant increase in student morale.
- Increase in student proficiency with technology.

# ACTION PLAN

STRATEGY NUMBER: 6

PLAN NUMBER: 4

DATE: *March 2, 2009*

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative on-campus learning experiences for high school students.*

**Assigned To:** Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Set guidelines for identifying non-traditional learners. These may include some or all of the following: elementary and middle school records, teacher recommendations, Career Decision Maker results, Terra Nova, PLAN, student self-selection, etc.	Underway →				
2.	Establish building-level committee to investigate the feasibility of non-traditional educational options on campus. These may include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• Allow for alternative grading options within individual classes.</li> <li>• Night school in the traditional setting.</li> <li>• Creative ideas of staff members who are willing to design and implement an educational dream for students.</li> <li>• Researching innovative techniques being used at other schools of comparable size.</li> <li>• Department help room</li> </ul>					
3.	Research and implement creative ways to support differentiation within each high school building, i.e., <ul style="list-style-type: none"> <li>• Drop-in evaluations by administration.</li> <li>• Use of department heads in the teacher evaluation process.</li> <li>• Develop an end-of-course student assessment regarding differentiation used in the class. This assessment should be used for teacher growth and shared with evaluator.</li> </ul> <p>Evaluate the effectiveness of each program.</p> <p><i>Cross reference to "smaller learning communities" in Strategy 6</i></p>					

# Cost Benefit Analysis

144

STRATEGY NUMBER: 6  
PLAN NUMBER: 4  
DATE: March 2, 2009

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** Develop and implement alternative on-campus learning experiences for high school students.

## COSTS

## BENEFITS

### *Tangible:*

- Monies for development of post instruction student assessment.
- Monies to research and visit other schools with exemplary programs that we might want to adopt or modify.

### *Tangible:*

- Increased student achievement
- Lower dropout rate
- Increased graduation

### *Intangible:*

- Time for counselors to develop and implement the high school entry program to inform parents and students about educational options.
- Time for building committees to investigate non-traditional education options for use within the culture of each high school
- Time for teachers to develop "dream" courses

### *Intangible:*

- Non-traditional learners feel that school is making more of an effort to address their learning styles.
- Non-traditional learners feel better about learning which will enhance their feelings of competence

**STRATEGY NUMBER: 6**  
**PLAN NUMBER: 5**  
**DATE: March 2, 2009**

# ACTION PLAN

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative off-campus learning experiences for high school students.*

**Assigned To:** Mark Feldhausen

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Set guidelines for identifying non-traditional learners. These may include some or all of the following: elementary and middle school records, teacher recommendations, Career Decision Maker results, Terra Nova, PLAN, student self-selection, etc.	Underway →				
2.	Actively recruit students to seek out currently articulated internships, academies, work-study opportunities, and classes in postsecondary institutions, as well as online options.					
3.	Create new internships, academies, work-study opportunities and articulations with area post-secondary institutions. Coordinate these with district level persons and school registrars.					
4.	Seek new online options and other technological programs available for student use.					
5.	Educate staff, students and current parents regarding these options and the steps a student must take in order to become a participant.					
6.	Develop a high school entry program that informs incoming parents and students of available choices as juniors and seniors.					
7.	Evaluate the effectiveness of each program.					

# Cost Benefit Analysis

STRATEGY NUMBER: <sup>146</sup> 6  
PLAN NUMBER: 5  
DATE: March 2, 2009

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** Develop and implement alternative off-campus learning experiences for high school students.

## *COSTS*

## *BENEFITS*

### *Tangible:*

- FTE for full time coordinator at each high school building for steps 1 – 6
- Room for periodic meetings with students involved in programs outside the school building
- Monies to research and visit other schools with exemplary programs which we might want to adopt or modify

### *Tangible:*

- Increased student achievement
- Lower dropout rate
- Students more bonded to the educational process whether it is on campus or off
- Students better able to transition to jobs, apprenticeships, training programs or other post-secondary institutions

### *Intangible:*

- Time for counselors to develop and implement the high school entry program to inform parents about educational options
- Time for registrars to assess off-campus educational options for credit (could the experience equate to MPS credit)

### *Intangible:*

- Non-traditional learners will feel that school as an institution is making more of an effort to address their learning styles
- Non-traditional learners feel better about learning which will enhance their feelings of competence

STRATEGY NUMBER: 6

PLAN NUMBER: 6

DATE: *March 2, 2009***ACTION PLAN**

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement plans to create a small high school.*

**Assigned To:** Mark Feldhausen

#	<i>ACTION STEP (Number each one)</i>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Survey parents and students to determine the level of interest in a small high school within the District.	Underway	Completed Sept. 2010			
2.	Identify specific niches of nontraditional students whose needs could best be met through a small high school.					
3.	Develop a specific profile for a new small high school (mission, vision, student body makeup, curriculum, special programs, calendar, schedule, staff) that encompasses best practices aimed at motivating non-traditional students.					
4.	Identify in detailed specifics how to best leverage the opportunity for personalization that a small school affords.					
5.	Create an innovative activities department that includes traditional and non-traditional opportunities for students to be engaged with, and attached to, school.					
6.	Brainstorm with colleges and universities about roles that they might play in providing innovative, motivational programming.					
7.	Identify an existing building that could be converted into a small high school.					
8.	Charge an administrator with developing the logistics of opening a new high school.					

# Cost Benefit Analysis

148

STRATEGY NUMBER: 6  
PLAN NUMBER: 6  
DATE: March 2, 2009

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** Develop and implement plans to create a small high school.

## COSTS

## BENEFITS

### *Tangible:*

- Resources needed for conversion of existing building to a high school.
- Additional furniture and equipment.
- Additional certified and classified personnel.
- Increased use of transportation.
- Costs associated with developing innovative programs and accompanying materials.
- Promotion/advertisement of new school.
- Some loss of economies of scale.

### *Tangible:*

- Afford students an alternative to attending a large high school.
- Higher degree of student involvement and student participation.
- Increased personalization of educational experience for students.
- Improved student achievement.
- Lower dropout rate.
- Reduced violence and drug abuse.
- Decreased cost per graduate.
- Laboratory environment provides opportunities for innovation.
- Improved ability to focus on individual student educational goals.
- Smaller school size may allow for larger class sizes.

### *Intangible:*

- Political cost of converting an existing school to a high school.
- Time and energy associated with a start-up operation.

### *Intangible:*

- Smaller, more intimate school climate and culture.
- Creation of a Millard Public Schools presence among small schools in the state and region.
- Increased parent satisfaction.
- Increased ability to be responsive to individual and group needs.

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Policy 5146

**MEETING DATE:** November 15, 2010

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Student Accident Insurance  
Student accident insurance is made available on a voluntary basis to every student registered in the District from kindergarten through grade twelve.

**ACTION DESIRED:** Reaffirm

**BACKGROUND:** The policy is up for periodic review. All students participating in school athletic programs, cheerleading, or dance team, are required to be covered by accident insurance. The accident insurance for athletes must be in effect prior to participation on any team.

**OPTIONAL/ALTERNATIVE CONSIDERATIONS:** N/A

**RECOMMENDATIONS:** Reaffirm

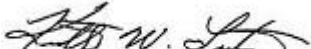
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIMELINE:** Immediate

**PERSONS RESPONSIBLE:** Dr. Kraig J. Lofquist, Director of Pupil Services

**DIRECTOR, HUMAN RESOURCES:** Dr. Jim Sutfin

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



**Pupil Services****Student Accident Insurance****5146**

A group plan of student accident insurance shall be made available on a voluntary basis to every student registered in the schools of the District from kindergarten through grade twelve.

All students participating in school athletic programs, cheerleading, or dance team, are required to be covered by accident insurance. The accident insurance for athletes must be in effect prior to participation on any team.

Policy Adopted:

Revised: August 3, 1992; March 17, 2003; May 17, 2004

Reaffirmed: November 15, 2010

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Policy 5430

**MEETING DATE:** November 15, 2010

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Loss of or Damage to School Property

**ACTION DESIRED:** Reaffirm

**BACKGROUND:** The policy is up for periodic review and holds students accountable for willful acts of loss or destruction to school property.

**OPTIONAL/ALTERNATIVE CONSIDERATIONS:** N/A

**RECOMMENDATIONS:** Reaffirm


**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIMELINE:** N/A

**PERSONS RESPONSIBLE:** Dr. Kraig J. Lofquist, Director of Pupil Services

**DIRECTOR, HUMAN RESOURCES:** Dr. Jim Sutfin

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

**Pupil Services****Loss of or Damage to School Property****5430**

Students and their parents shall be responsible for the loss of or damage to school property due to students' acts or negligence. This responsibility applies in the matter of books and supplies of all kinds, as well as equipment, buildings and grounds.

Policy Approved: February 4, 1974  
Revised: October 2, 2000  
Reaffirmed: November 15, 2010

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Policy 5450 and Rule 5450.1

**MEETING DATE:** November 15, 2010

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Student Attire and Grooming

**ACTION DESIRED:** Reaffirm

**BACKGROUND:** The policy and rule are up for periodic review and address the expectations pertaining to student dress. Dress and grooming cannot be disruptive or interfere with the educational process, constitute a threat to the safety and health of the student or others, or be in violation of any governing law.

**OPTIONAL/ALTERNATIVE CONSIDERATIONS:** N/A

**RECOMMENDATIONS:** Reaffirm with minor non-substantive change to District rule citations due to District rule designation change.


**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIMELINE:** Immediate

**PERSONS RESPONSIBLE:** Dr. Kraig J. Lofquist, Director of Pupil Services

**DIRECTOR, HUMAN RESOURCES:** Dr. Jim Sutfin

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

**Pupil Services****Student Attire and Grooming****5450**

Student attire and grooming should be clean and neat. If a student's attire and grooming is disruptive of or interferes with the educational process, constitutes a threat to the safety and health of the student or others, or is in violation of any governing law, it will not be permitted in school. Ideally, the decision regarding attire and grooming will be left to the good judgment and responsibility of the student and the student's parents.

Policy Approved:  
Revised: July 20, 1992; April 21, 1997; October 2, 2000  
**Reaffirmed: November 15, 2010**

## Pupil Services

### Student Attire and Grooming

5450.1

- I. Prohibited Attire and Grooming Students are required to avoid attire or grooming that disrupts or interferes with the educational process. Attire or grooming which contains the following expressions or which has the following effects is prohibited and will subject the student to disciplinary proceedings:
  - A. Vulgar or obscene. Vulgar or obscene expressions are those which the average person, applying contemporary community standards, would find that when taken as a whole, appeal to prurient interests; or, the expressions depict or describe in a patently offensive way sexual conduct in a manner prohibited by applicable law; or, the expressions, taken as a whole, lack serious literary, artistic, political, or scientific value.
  - B. Defamatory. Expressions shall be considered defamatory when they include libelous falsehoods about individuals. In order to be defamatory, the libelous falsehood must be made with actual malice; that is, with the knowledge that it is false or with reckless disregard of whether or not it is false.
  - C. Invasion of privacy of others. Invasion of privacy includes exploitation of an individual's personality; providing information of an individual's private affairs with which the public has no legitimate concern; or wrongful intrusion into an individual's private activities in a manner that can cause mental suffering, shame, or humiliation to a person of ordinary sensibilities.
  - D. Criticism of school officials or advocacy of violation of District Policies or Rules. Such expressions are prohibited to the extent that there is evidence that supports a reasonable judgment that substantial disruption of or material interference with the normal operation of the school or school activities will result, as provided in Section I (F) below.
  - E. Discriminatory. Expressions which attack or promote discrimination against groups or individuals on the basis of race, color, religion, national origin, gender, marital status, disability, or age.
  - F. Substantial interruption or material interference with the educational process. Such expressions are prohibited when there is evidence, which supports a reasonable judgment that a substantial disruption of or material interference with the normal operation of the school or school activities will occur, or injury or damage to persons or property may result if permitted. In order for an expression to be disruptive or hazardous, there must exist clear and specific facts upon which it would be reasonable to conclude that a clear and present likelihood of an immediate and substantial disruption in the educational process would result if the expression were allowed to occur.
  - G. Highly controversial. Expressions that are highly controversial and advance or advocate a certain viewpoint or lifestyle, which has an inflammatory effect. An indication of whether something is controversial is whether the topic would reasonably offend some groups or would be shocking to teachers, parents, and/or students. To be prohibited under this subsection, the expression must substantially interrupt or materially interfere with the educational process.
  - H. Sexual harassment. The expression violates District Rule [5010.1](#)~~5420.1~~ or constitutes prohibited sexual harassment.
- II. Health or Safety Risk. Student attire or grooming which creates a health or safety risk to the student or others is prohibited. Students refusing to immediately change attire or grooming, which creates a health or safety risk to the student or others will subject the student to disciplinary proceedings.

- III. Request for Hearing. Any student who believes that the District has unfairly deprived the student of the student's freedom of expression by the District's refusal to permit the wearing of a certain style of attire or grooming may request a review of the perceived deprivation. The complaining student requesting a hearing must follow the procedures set forth in District Rule 5510.1.

Related Policies and Rules: 5400.1, [5010.1](#)~~5420.1~~, 5510.1

Rule Approved: July 20, 1992

Revised: April 21 1997; October 2, 2000; June 7, 2004

Renumbered from 5138.1: October 2, 2000

**Reaffirmed: November 15, 2010**

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Policy 5460 and Rule 5460.1

**MEETING DATE:** November 15, 2010

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Student Driving and Parking

**ACTION DESIRED:** Reaffirm

**BACKGROUND:** The policy and corresponding rule are up for periodic review. The policy and rule set forth the standards and expectations for students who drive to and from school and while their vehicles are parked on school property.

**OPTIONAL/ALTERNATIVE CONSIDERATIONS:** N/A

**RECOMMENDATIONS:** Reaffirm

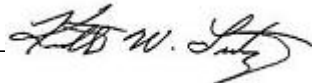
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIMELINE:** Immediate

**PERSONS RESPONSIBLE:** Dr. Kraig J. Lofquist, Director of Pupil Services

**DIRECTOR, HUMAN RESOURCES:** Dr. Jim Sutfin

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



**Pupil Services****Student Driving and Parking****5460**

All motorized vehicles, including, but not limited to motorcycles, mini bikes, motorscooters, go carts, and snowmobiles, shall not be operated on school premises except for authorized purposes. Violators will be treated as committing a nuisance and as trespassers upon school grounds and shall be subject to prosecution under Nebraska Revised Statute § 28-521.

The Superintendent is directed to post such signs in such places as will give notice of the adoption of this Policy.

Policy Approved: February 4, 1974

Revised: October 16, 2000

**Reaffirmed: November 15, 2010**

Millard Public Schools  
Omaha, NE

## Pupil Services

### Student Driving and Parking

5460.1

- I. Permits.  
Only those student-operated vehicles for which car permits have been issued may be parked on school property. The Superintendent and such other employees as the Superintendent may select are authorized and directed to establish criteria for the issuance of car permits, within the framework of this Rule, so that students who have good reasons for driving to school will be able to park their vehicles on the school grounds in the designated areas.
- II. Condition and Insurance.  
All student-operated motor vehicles driven to school and parked on school premises must be in safe operating condition and each driver must certify that the vehicle for which a car permit is requested is legally and properly insured.
- III. Permit Criteria and Regulations.
  - A. In the operation of this Rule, every student who has a legitimate need to drive to school is to be permitted to do so, within the limits of the criteria established. Students who refuse to comply with these regulations and restrictions will be subject to disciplinary action including suspension from school.
  - B. Students who drive to school must know and obey the following rules:
    1. Each vehicle must be registered each year;
    2. Each vehicle must have a current parking permit displayed;
    3. Vehicles must be parked in assigned areas;
    4. Speeding and careless driving on or near school grounds is prohibited; and
    5. Students are not permitted to sit in vehicles during the school day.
  - C. Violation of Rule will result in the following:
    1. First offenders will lose the privilege of driving to school for one (1) week.
    2. Second offenders will lose the privilege of driving to school for the remainder of the school year.

Related Policy and Rule: 1340 and 1340.1

Rule Approved: February 4, 1974  
 Revised: October 16, 2000  
Reaffirmed: November 15, 2010

Millard Public Schools  
 Omaha, NE

**AGENDA SUMMARY SHEET**

<b>Agenda Item:</b>	High School Curriculum Handbook and Registration Guide 2011-2012
<b>Meeting Date:</b>	November 15, 2010
<b>Department:</b>	Educational Services
<b>Title and Brief Description:</b>	High School Curriculum Handbook and Registration Guide Changes
<b>Action Desired:</b>	Approval <input checked="" type="checkbox"/>
<b>Background:</b>	<p>Major changes to the Millard Public Schools High School Curriculum Handbook and Registration Guide for 2011-2012 include the following:</p> <ol style="list-style-type: none"> <li>1. Revised High School Planning Sheets to allow students to better select which year they plan to take required electives; relocated to the Graduation Requirement section</li> <li>2. Added revised Industrial Technology course section to reflect BOE approved Industrial Technology Framework and included an Industrial Technology Transition Chart to assist students in their planning</li> <li>3. Added a Language Arts Flowchart to better reflect preferred sequences to assist students needing additional reading reinforcement and to better encourage the vertical articulation of AP English courses</li> <li>4. Adjusted the Mathematics sequence to encourage students needing additional support through four years of math including Algebra II</li> <li>5. Revised the Special Education offerings to include the adjustments in mathematics and the addition of Fundamental Personal Finance</li> <li>6. Academy adjustments: changed to Distribution and Logistics Management Academy; added English 11 to Entrepreneurship and Finance Academies; added Introduction to Financial Services and Principles of Marketing to Finance Academy</li> <li>7. Dropped the Network Systems (Cisco) Pathway within the Information Technology Mini Magnet at MSHS</li> <li>8. Added an IB Middle Years Programme Course Completion Sequence chart</li> <li>9. Updated NCAA College Athletics Eligibility and Planning information</li> </ol>
<b>Recommendations:</b>	Approve
<b>Strategic Plan Reference:</b>	Action Plan Strategy 2, 4, and 6
<b>Timeline:</b>	2010-2011 School Year
<b>Responsible Person(s):</b>	Dr. Mark Feldhausen, Nancy Johnston, Barb Waller, Susan Marlatt, Dr. Vicki Kaspar, Dr. Deb Kolc, and Julie Kemp
<b>Superintendent's Signature:</b>	_____



High School  
Curriculum Handbook  
and  
Registration Guide

2011-2012

# **Millard Public Schools**

## **Millard Board of Education**

**Dave Anderson**

**Brad R. Burwell (through December, 2010)**

**Julie Kannas**

**Mike Kennedy**

**Mike Pate**

**Linda Poole**

**Pat Ricketts (beginning January, 2011)**

**KEITH W. LUTZ, Ed.D., SUPERINTENDENT**

### **NOTICE OF NONDISCRIMINATION**

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147<sup>th</sup> Street, Omaha, NE 68137, (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by School personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.



Dear Student:

The high school years are some of the most exciting times in your life. We encourage you to fully engage in student life, select a variety of challenging courses, participate in activities and make new friends while in high school.

Millard Public Schools' goal is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship. Our wide variety of courses acknowledges individual differences among all students. Your desire to learn and the decisions you make determine your success now and in the future.

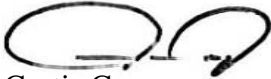
We are pleased with the diverse opportunities within our high schools, including the MPS Career Academies. The academies provide the option for students to prepare for a career while earning both high school and college credit at a reduced rate. Culinary Skills, Health Sciences, and Distribution and Logistics Management Academies are hosted by Horizon High School. Additionally, the Finance Academy is located at Millard North, the Entrepreneurship Academy at Millard South, and the Education Academy at Millard West. Academy students attend their home high school half of each day and move to the academy site for the remaining half day. All sophomores are welcome to apply for any of the above academies, regardless of current school assignment.

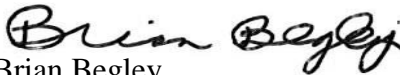
We encourage you to consider your course selections carefully. Challenge yourself to take full advantage of the academic opportunities offered in Millard high schools. Students considering post-secondary education should enroll in strong English, math, science, social studies and world language programs in addition to elective courses. Take advantage of the opportunities to learn and mature mentally, physically and socially.


The Personal Learning Plan (PLP) helps you focus on personal, academic and post-secondary plans. Use your PLP while working with your parents, advisor and counselor to make academic choices. Your future plans are contingent on the decisions you make today. Carefully consider graduation requirements and your post-secondary goals as you select courses for 2011-2012.

We wish you success in the 2011-2012 school year.

  
Angie Mercier  
Principal  
Millard Horizon High School

  
Curtis Case  
Principal  
Millard South High School

  
Brian Begley  
Principal  
Millard North High School

  
Greg Tiemann  
Principal  
Millard West High School



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# **Introduction and Graduation Requirements**



The *Curriculum Handbook and Registration Guide* provides information about the academic program offered by Millard Public Schools for the 2011-2012 school year. The handbook contains information on graduation requirements, course offerings, and provides additional resources to serve as a registration guide.

High school course selection is an important decision that helps students prepare for graduation and post-secondary endeavors. In addition to meeting graduation requirements, students should select challenging courses that allow them to explore or strengthen areas of interest and prepare for post-secondary education and careers.

The handbook is divided into four sections:

- Section I provides information on graduation requirements. Note that in a continued effort to better prepare students for the future, the Graduation Requirements beginning with the Class of 2013 include an increase of credits in science and math. Also, beginning with the Class of 2013, an additional required course is Financial Literacy.
- Section II describes all courses, is organized by academic discipline, and contains flowcharts and tables explaining course sequences.
- Section III describes specialized programs including Academies in Millard High Schools, Advanced Placement® courses, Information Technology Mini-Magnet, International Baccalaureate, Special Education, and Academies at Metropolitan Community College.
- Section IV provides information on Post-secondary planning, Personal Learning Plans, ACT scores and Core Curriculum, Advanced Placement®, Diploma Paths, Dual Enrollment opportunities, and NCAA athletic eligibility. A master quick-reference table and credit count form are provided within this section.

To graduate, each Millard student must meet three criteria:

- Complete a Personal Learning Plan (PLP)
- Complete course and credit requirements
- Meet cutscores on Essential Learner Outcome assessments

Students should use their Personal Learning Plan (PLP) as a tool to help identify and document their accomplishments, strengths, and interests. Students record their goals, create plans for accomplishing these goals, and document progress. With careful planning, students can prepare for post-secondary education and careers while also completing graduation requirements.

Unique opportunities are available at each high school. These opportunities are open to all Millard students in an effort to provide more options and focus for students selected to participate. These specialized programs are listed in the chart below.

<b>Program</b>	<b>Location</b>	<b>Student Assignment Status</b>
International Baccalaureate Programmes	Millard North High School	Students must transfer to Millard North.
Information Technology Mini-Magnet	Millard South High School	Students must transfer to Millard South.
Culinary Skills Academy	Millard Horizon High School	Students attend their home high school for half the school day and travel to Millard Horizon for the other half day.
Education Academy	Millard West High School	Students attend their home high school for half the school day and travel to Millard West for the other half day.
Entrepreneurship Academy	Millard South High School	Students attend their home high school for half the school day and travel to Millard South for the other half day.
Finance Academy	Millard North High School	Students attend their home high school for half the school day and travel to Millard North for the other half day.
Health Sciences Academy	Millard Horizon High School	Students attend their home high school for half the school day and travel to Millard Horizon for the other half day.
Distribution & Logistics Management	Millard Horizon High School	Students attend their home high school for half the school day and travel to Millard Horizon for the other half day.
Career Academies	Metropolitan Community College	Students attend their home high school for half the school day and travel to Metropolitan Community College for the other half day.

**CLASS OF 2012  
GRADUATION REQUIREMENTS**

Program	Total Course/Subject Credits	Course or Subject Areas	Credits	University of Nebraska System Requirements
<b>Language Arts</b>	<b>40</b>	English 9	10	4 years  All courses must include intensive reading and writing
		English 10	10	
		English 11	10	
		Oral Communications	5	
		Choice of an English Course	5	
<i>Oral Communications:</i> <ul style="list-style-type: none"> <li>• Speech</li> <li>• Forensics</li> <li>• Debate I</li> <li>• Combination of IB Language A1, IB Language B, and Theory of Knowledge I &amp; II</li> </ul>		<i>English Selected Courses:</i> <ul style="list-style-type: none"> <li>• AP English Language and Composition</li> <li>• AP English Literature and Composition</li> <li>• Contemporary Literature</li> <li>• Creative Writing</li> <li>• Global Perspective through Literature</li> <li>• IB English HL II</li> <li>• Literacy for Life I and II</li> <li>• Literature and Film</li> <li>• Research Methods</li> <li>• 21<sup>st</sup> Century Media Literacy</li> </ul>		
<b>Social Studies</b>	<b>30</b>	American History: Since 1914	10	3 years  1 unit from American or World History  1 additional course from History, American Government or Geography  A third course from any social science discipline
		World Geography	10	
		U.S. Government and Economics	5	
		World Perspective or American Studies Course	5	
<i>World Perspectives:</i> <ul style="list-style-type: none"> <li>• AP European History</li> <li>• AP Comparative Government &amp; Politics</li> <li>• AP Human Geography</li> <li>• IB 20<sup>th</sup> Century World History Topics</li> <li>• World Affairs</li> <li>• World History</li> <li>• World Religions</li> </ul>		<i>American Studies:</i> <ul style="list-style-type: none"> <li>• AP United States History</li> <li>• Ethnic Studies</li> <li>• IB History of Americas HL</li> <li>• Law Studies</li> </ul>		
<b>Mathematics</b>	<b>25</b>	Algebra I or Algebra I: Foundations 1	10	4 years*  Algebra I, Geometry, Algebra II and 1 year that builds on Algebra II  *UNL requires 4 years of math *UNO and UNK require 3 years of math
		A math course numbered 220 or higher	10	
		An additional math course	5	
		Note: Computer Science courses may not be applied toward math credit.		
<b>Science</b>	<b>25</b>	Physical Science in Action	10	3 years of natural science  At least 2 courses selected from Biology, Chemistry, Physics and Earth Sciences  1 course must include laboratory instruction
		Biology	10	
		Choice of Science Electives	5	
		or		
		Biology	10	
		Chemistry or Physics	10	
Choice of Science Electives	5			

**CLASS OF 2012  
GRADUATION REQUIREMENTS**

<b>Program</b>	<b>Total Course/Subject Credits</b>	<b>Course or Subject Areas</b>	<b>Credits</b>	<b>University of Nebraska System Requirements</b>
<b>Physical Education</b>	<b>15</b>	See course descriptions for grade-appropriate selections	15	
<b>Health Education</b>	<b>5</b>	Everyday Living	5	
<b>Technology Education</b>	<b>5</b>	Choice of Technology selected courses: <ul style="list-style-type: none"> <li>• Computer Technology Applications</li> <li>• Introduction to Engineering Design I</li> <li>• Foundations of Technology (Prior to 2011)</li> <li>• Introduction to Computer Science</li> <li>• Introduction to Graphic Communications (SHS)</li> <li>• Introduction to IB Computer Science I (NHS) (Prior to 2011)</li> </ul>	5	
<b>Fine and Performing Arts</b>	<b>5</b>	Choice of Fine and Performing Arts selected courses: <ul style="list-style-type: none"> <li>• Any art course</li> <li>• Any music course</li> <li>• Drama I</li> <li>• Theatre Appreciation</li> </ul>	5	
<b>Human Resources</b>	<b>5</b>	Choice of a Human Resource course: <ul style="list-style-type: none"> <li>• AP Psychology</li> <li>• Adult Living</li> <li>• Child Development</li> <li>• IB Psychology SL (NHS)</li> <li>• IB Theory of Knowledge I (NHS)</li> <li>• Introduction to Behavioral Sciences</li> <li>• Psychology</li> <li>• Sociology</li> </ul>	5	
<b>Electives</b>	<b>70</b>	A total of 70 additional credits selected from any course areas	70	2 years of the same World Language

- The University of Nebraska has three undergraduate campuses: University of Nebraska-Lincoln, University of Nebraska-Omaha, and University of Nebraska-Kearney.
- In addition, students must graduate in the upper half of their high school class, have an ACT score of 20 or higher, or a SAT score of 950 or higher.

<b>Credit Summary</b>					
Language Arts: English	40	Physical Education	15	Human Resources	5
Social Studies	30	Health Education	5	Electives	70
Mathematics	25	Technology Education	5		
Science	25	Fine and Performing Arts	5	<b>Total</b>	<b>225</b>

**CLASS OF 2013 and Beyond  
GRADUATION REQUIREMENTS**

<b>Program</b>	<b>Total Course/Subject Credits</b>	<b>Course or Subject Areas</b>	<b>Credits</b>	<b>University of Nebraska System Requirements</b>
<b>Language Arts</b>	<b>40</b>	English 9	10	4 years  All courses must include intensive reading and writing
		English 10	10	
		English 11	10	
		Oral Communications	5	
		Choice of an English Course	5	
<i>Oral Communications:</i>		<i>English Selected Courses:</i>		
<ul style="list-style-type: none"> <li>• Speech</li> <li>• Forensics</li> <li>• Debate I</li> <li>• Combination of IB Language A1, IB Language B, and Theory of Knowledge I &amp; II</li> </ul>		<ul style="list-style-type: none"> <li>• AP English Language and Composition</li> <li>• AP English Literature and Composition</li> <li>• Contemporary Literature</li> <li>• Creative Writing</li> <li>• Global Perspective through Literature</li> <li>• IB English HL II</li> <li>• Literacy for Life</li> <li>• Literature and Film</li> <li>• Research Methods</li> <li>• 21<sup>st</sup> Century Media Literacy</li> </ul>		
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		World Geography	10	
		U.S. Government and Economics	5	
		World Perspective or American Studies Course	5	
<i>World Perspectives:</i>		<i>American Studies:</i>		
<ul style="list-style-type: none"> <li>• AP European History</li> <li>• AP Comparative Government &amp; Politics</li> <li>• AP Human Geography</li> <li>• IB 20<sup>th</sup> Century World History Topics</li> <li>• World Affairs</li> <li>• World History</li> <li>• World Religions</li> </ul>		<ul style="list-style-type: none"> <li>• AP United States History</li> <li>• Ethnic Studies</li> <li>• IB History of Americas HL</li> <li>• Law Studies</li> </ul>		
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<b>Science</b>	<b>30</b>	Physical Science in Action	10	3 years of natural science  At least 2 courses selected from Biology, Chemistry, Physics and Earth Sciences  1 course must include laboratory instruction
		Biology	10	
		Choice of Science Electives	10	
		or		
		Biology	10	
		Chemistry or Physics	10	
Choice of Science Electives	10			

## CLASS OF 2013 and Beyond GRADUATION REQUIREMENTS

Program	Total Course/Subject Credits	Course or Subject Areas	Credits	University of Nebraska System Requirements
<b>Physical Education</b>	<b>15</b>	See course descriptions for grade appropriate selections	15	
<b>Health Education</b>	<b>5</b>	Everyday Living	5	
<b>Financial Literacy</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Personal Finance</li> <li>• Wealth Building &amp; Personal Finance (Entrepreneurship or Finance Academy)</li> </ul>	5	
<b>Technology Education</b>	<b>5</b>	Choice of Technology selected courses: <ul style="list-style-type: none"> <li>• Computer Technology Applications</li> <li>• Introduction to Engineering Design I</li> <li>• Foundations of Technology (prior to 2011)</li> <li>• Introduction to Computer Science</li> <li>• Introduction to Graphic Communications (SHS)</li> <li>• Introduction to IB Computer Science I (NHS) (prior to 2011)</li> </ul>	5	
<b>Fine and Performing Arts</b>	<b>5</b>	Choice of Fine and Performing Arts selected courses: <ul style="list-style-type: none"> <li>• Any art course</li> <li>• Any music course</li> <li>• Drama I</li> <li>• Theatre Appreciation</li> </ul>	5	
<b>Human Resources</b>	<b>5</b>	Choice of a Human Resource course: <ul style="list-style-type: none"> <li>• AP<sup>®</sup> Psychology</li> <li>• Adult Living</li> <li>• Child Development</li> <li>• IB Psychology SL (NHS)</li> <li>• IB Theory of Knowledge I (NHS)</li> <li>• Introduction to Behavioral Sciences</li> <li>• Psychology</li> <li>• Sociology</li> </ul>	5	
<b>Electives</b>	<b>60</b>	A total of 60 additional credits selected from any course areas	60	2 years of the same World Language

- The University of Nebraska has three undergraduate campuses: University of Nebraska-Lincoln, University of Nebraska-Omaha, and University of Nebraska-Kearney.
- In addition, students must graduate in the upper half of their high school class, have an ACT score of 20 or higher, or a SAT score of 950 or higher.

Credit Summary					
Language Arts: English	40	Physical Education	15	Human Resources	5
Social Studies	30	Health Education	5	Technology Education	5
Mathematics	30	Financial Literacy	5	Electives	60
Science	30	Fine and Performing Arts	5	<b>Total</b>	<b>230</b>



## ADDITIONAL GRADUATION INFORMATION

1. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements. Should a “pass-fail” grading system be utilized in a course, only a “pass” grade will fulfill graduation requirements.
2. Students should be aware of the entrance requirements of post-secondary schools they may choose to attend.
3. In order to provide flexibility in such situations as transfers and special needs, course waivers may be submitted by staff and approved by the principal.
4. Grading Guidelines for Second – Twelfth Grade

The Millard Public Schools Grading Guidelines for second through twelfth grade shall be used to report achievement, academic progress, and compute Grade Point Averages (GPA) and Class Rankings where applicable.

Number Grade	Letter Grade	% Grade Range	Standard Grade Points	Weighted Grade Points
1 =	A =	93-100 =	20 Grade points or	25 Grade points
2 =	B =	85-92 =	15 Grade points or	20 Grade points
3 =	C =	77-84 =	10 Grade points or	15 Grade points
4 =	D =	69-76 =	5 Grade points or	5 Grade points
5 =	F =	0-68 =	0 Grade points	0 Grade points
P =	P =	Pass =	0 Grade points	0 Grade points
F =	F =	Fail =	0 Grade points	0 Grade points

Weighted grade points will apply to Advanced Placement<sup>®</sup> courses, to those courses taken for International Baccalaureate Diploma Programme purposes wherein students are required to meet IB requirements for standard level or higher level assessment, and to those courses which are beyond the Advanced Placement<sup>®</sup> course sequence within a specific content area as identified in the *Millard Public Schools High School Curriculum Handbook and Registration Guide*. IB Middle Years Programme and IB Diploma prerequisite courses do not qualify for weighted grade points.

A student’s Grade Point Average, GPA, shall be calculated by dividing the total grade points achieved (standard and weighted) by the total course credits attempted.

Class rank shall be determined by Total Class Rank Points. The Grade Point Average multiplied by the total Grade Points shall equal Total Class Rank Points for each student. The listing of the Total Class Rank Points from highest to lowest shall determine the class rank of each student.

5. It is strongly recommended that each student take at least 6 classes each semester, 3 per semester in a 4x4 block schedule. All students must register for a minimum of 4 classes, 2 in a 4x4 block, each semester. Credit is not given for study halls.
6. **ELIGIBILITY FOR ACTIVITIES:** In order to participate in interscholastic athletic competition and/or activities, Millard Public Schools requires that a student be enrolled in at least 20 credit hours per semester (in Millard West block, 10 credits per term) and has regular attendance as well as having received 20 credit hours (in Millard West’s block, 10 credits per term) the immediate preceding semester.
7. **CURRICULUM OPTIONS AVAILABLE TO PARENTS:** In a diverse society, there may be occasional situations when parents are uncomfortable with the use of a particular book or unit in their child’s school. If families should find themselves in this position, be aware that Millard Public Schools has a long-standing policy that, at the request of parents, students may be excused from using such materials. When such a request is made, the teacher will provide alternative materials for the student. Parents should contact the principal’s office or their child’s teacher if they have questions about this policy.

## PERSONAL LEARNING PLAN

**In addition to 225 credits (230 for class of 2013 and beyond) required for graduation, each student must also meet the Essential Learner Outcome assessment score requirements and successfully complete his or her Personal Learning Plan (PLP).**

Personal Learning Plans (PLPs) assist each student to set and achieve challenging educational goals tailored to his or her abilities, interests, and aspirations. The Personal Learning Plan includes a focus on Personal, Academic and Career/College areas. The Personal Learning Plan defines specific expectations for each grade level of high school.

During each of their four years, students are asked to create short-term and long-term SMART Goals (**S**pecific and **S**trategic; **M**easurable; **A**ttainable; **R**esults-Oriented; **T**ime-Bound) which are then monitored by the student and his or her advisor throughout the school year. Each year students also reflect on experiences that support their preparation for college and career.

During their freshman year of high school, students begin to create their resume and then update it at least annually. The resume could be used for upcoming job interviews or college entrance interviews. Additional requirements include the following:

### Freshman

- My Game Plan
- Career Interest Profiler
- Learning Styles Inventory
- Developmental Asset Profile®

### Sophomore

- My Game Plan
- Life Skills Self-Assessment
- Personality Inventory
- PLAN Test

### Junior

- My Game Plan
- Developmental Asset Profile®

### Senior

- My Game Plan
- Resume Page Finalized
- Counselor Interview

The PLP will be completed using the *Naviance Succeed* website. Student progress will be monitored and recorded in Naviance by a school representative, such as an advisor, counselor, and/or an administrator. Parents are encouraged to visit their child's Personal Learning Plan to hold conversations, to monitor progress, and to encourage their child's efforts.

At least one month prior to graduation, the Senior PLP must be completed and finalized through *Naviance Succeed*. Transfer students are expected to complete a Personal Learning Plan, with the understanding that the principal (or designee) may waive unreasonable requirements based on the entrance date of the student.

Students and parents may access *Naviance Succeed* from the link on each high school web page.

## ASSESSMENT REQUIREMENTS

**In addition to 225 credits (230 credits for the 2013 class and beyond) required for graduation, each student must also meet the Essential Learner Outcome assessment score requirements and complete his or her Personal Learning Plan.**

High School Essential Learner Outcome Assessments:

- Reading            9<sup>th</sup> Grade
- Math                10<sup>th</sup> Grade
- Writing            10<sup>th</sup> Grade
- Science            11<sup>th</sup> Grade
- Social Studies    11<sup>th</sup> Grade

### Effect of Student Performance

1. When a student has successfully met the Essential Learner Outcomes Assessment cutscore for each outcome, a notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
2. A student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite cutscores are achieved for High School Essential Learner Outcomes Assessments.
  - a. If the student is verified with a disability or has a 504 Accommodation Plan, then the Individualized Education Program (IEP) or 504 Team will reconvene to review the education plan and to consider lowering of the cutscore requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the cutscore.
  - b. Applications for approval of lowered cutscore requirements and/or alternate assessments may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and, where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.
  - c. If the lowered cutscore requirement is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools.
  - d. For students in grades 9-12, an additional opportunity may be available to demonstrate their proficiency. Students may register with the Associate Superintendent for Educational Services to participate in a district defined process, approved under Board of Education Rule 6320.1 and provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies.

### Student's Right to Appeal

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

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

## B. Procedures for Appeal

1. Within seven (7) days after the receipt of the notice that the student failed to achieve the cutscore or credits required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information which is relevant to the appeal.
2. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or the Superintendent's designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's decision and the reasons therefore.
3. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent for a hearing before the Millard Board of Education be held on the issue whether the decision of the Superintendent or his/her designee was unreasonable.
4. Such hearing shall be held before the Millard Board of Education within thirty (30) days of the date the request for hearing was received. If a hearing before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.
5. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education.
6. The parties may, by mutual written agreement, extend the time for hearing or final determination.
7. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.
8. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.
9. The decision of the Millard Board of Education shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing.

### **GRADUATION**

Upon successful completion of the required credits, assessments, and a Personal Learning Plan, a student shall be eligible for a diploma from the Millard Public Schools.

<b>TENTATIVE HIGH SCHOOL PROGRAM PLANNING SHEETS CLASS OF 2012</b>
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**Required Electives (scheduled throughout 9-12 grades)**

Fine and Performing Arts course	5 credits
Human Resource course	5 credits
Oral Communications course	5 credits
Physical Education courses	15 credits
Technology course	5 credits

**NINTH GRADE**

1. English 9 (two semesters A/B)	10
2. American History (two semesters A/B)	10
3. Physical Science in Action or Biology (two semesters A/B)	10
4. Math: _____ (two semesters A/B)	10
5. Elective: _____      Elective: _____	
6. Elective: _____      Elective: _____	
7. Elective: _____      Elective: _____	
8. Elective: _____      Elective: _____	
<b>TOTAL: _____</b>	

**TENTH GRADE**

1. English 10 (two semesters A/B)	10
2. World Geography (two semesters A/B)	10
3. Biology or Chemistry (two semesters A/B)	10
4. Math: _____ (two semesters A/B)	10
5. Everyday Living*                      5      Elective _____	
6. Elective: _____      Elective _____	
7. Elective: _____      Elective _____	
8. Elective: _____      Elective: _____	
<b>TOTAL: _____</b>	

\* Everyday Living – a required, comprehensive health education course taken in tenth grade.

CLASS OF 2012 *continued***ELEVENTH GRADE**

1. English 11 (two semesters A/B)	10
2. Math: _____ (one semester A)	5
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
<b>TOTAL:</b> _____	

**TWELFTH GRADE**

1. United States Government & Economics (one semester)	5
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
<b>TOTAL:</b> _____*	

\*At least 225 credits

To graduate, each Millard student must meet three criteria:

- Complete a Personal Learning Plan (PLP)
- Complete course and credit requirements (225 credits needed to graduate)
- Meet cutscores on Essential Learner Outcome assessments

There may be occasions when low enrollments will lead to the cancellation of a given class. If such a cancellation occurs, students in that class will be given the opportunity to register for an alternative class.

<b>TENTATIVE HIGH SCHOOL PROGRAM</b> <b>PLANNING SHEETS</b> <b>CLASS OF 2013 &amp; BEYOND</b>
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**Required Electives (scheduled throughout 9-12 grades)**

Financial Literacy course	5 credits
Fine and Performing Arts course	5 credits
Human Resource course	5 credits
Oral Communications course	5 credits
Physical Education courses	15 credits
Technology course	5 credits

**NINTH GRADE**

1. English 9 (two semesters A/B)	10
2. American History (two semesters A/B)	10
3. Physical Science in Action or Biology (two semesters A/B)	10
4. Math: _____ (two semesters A/B)	10
5. Elective: _____      Elective: _____	
6. Elective: _____      Elective: _____	
7. Elective: _____      Elective: _____	
8. Elective: _____      Elective: _____	
<b>TOTAL: _____</b>	

**TENTH GRADE**

1. English 10 (two semesters A/B)	10
2. World Geography (two semesters A/B)	10
3. Biology or Chemistry (two semesters A/B)	10
4. Math: _____ (two semesters A/B)	10
5. Everyday Living*                      5      Elective _____	
6. Elective: _____      Elective _____	
7. Elective: _____      Elective _____	
8. Elective: _____      Elective: _____	
<b>TOTAL: _____</b>	

\* Everyday Living – a required, comprehensive health education course taken in tenth grade.

**ELEVENTH GRADE**

1. English 11 (two semesters A/B)	10
2. Chemistry or Physics or 2 semesters of Science Electives	10
3. Math: _____ (two semesters A/B)	10
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
<b>TOTAL:</b> _____	

**TWELFTH GRADE**

1. United States Government & Economics (one semester)	5
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
<b>TOTAL:</b> _____*	

\*At least 230 credits

To graduate, each Millard student must meet three criteria:

- Complete a Personal Learning Plan (PLP)
- Complete course and credit requirements (230 credits needed to graduate)
- Meet cutscores on Essential Learner Outcome assessments

There may be occasions when low enrollments will lead to the cancellation of a given class. If such a cancellation occurs, students in that class will be given the opportunity to register for an alternative class.



**INTERNATIONAL BACCALAUREATE DIPLOMA FOUR-YEAR PLAN 182**

Student Name: \_\_\_\_\_ Counselor: \_\_\_\_\_

Advisor: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

**Reminders:**

- Theory of Knowledge (TOK) is a Human Resource Course
- Remember to include other graduation requirements:
  - 3 semesters of Physical Education

<b>IB GROUP/COURSE</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Group I Language A</b>				
<b>Group II Language B</b>				
<b>Group III Individuals and Societies</b>				
<b>Group IV Experimental Science</b>				
<b>Group V Mathematics</b>				
<b>Group VI Arts and Electives</b>				
<b>Zero Hour OR Eighth Hour Summer School</b> <i>Optional courses as available</i>				
<b>Alternate Courses</b>				

- Everyday Living
- World Geography in 10<sup>th</sup> Grade or 20<sup>th</sup> Century World History Topics in 11<sup>th</sup> Grade
- Technology Education
- Fine and Performing Arts
- World Perspectives/American Studies
- Financial Literacy (2013 and beyond)

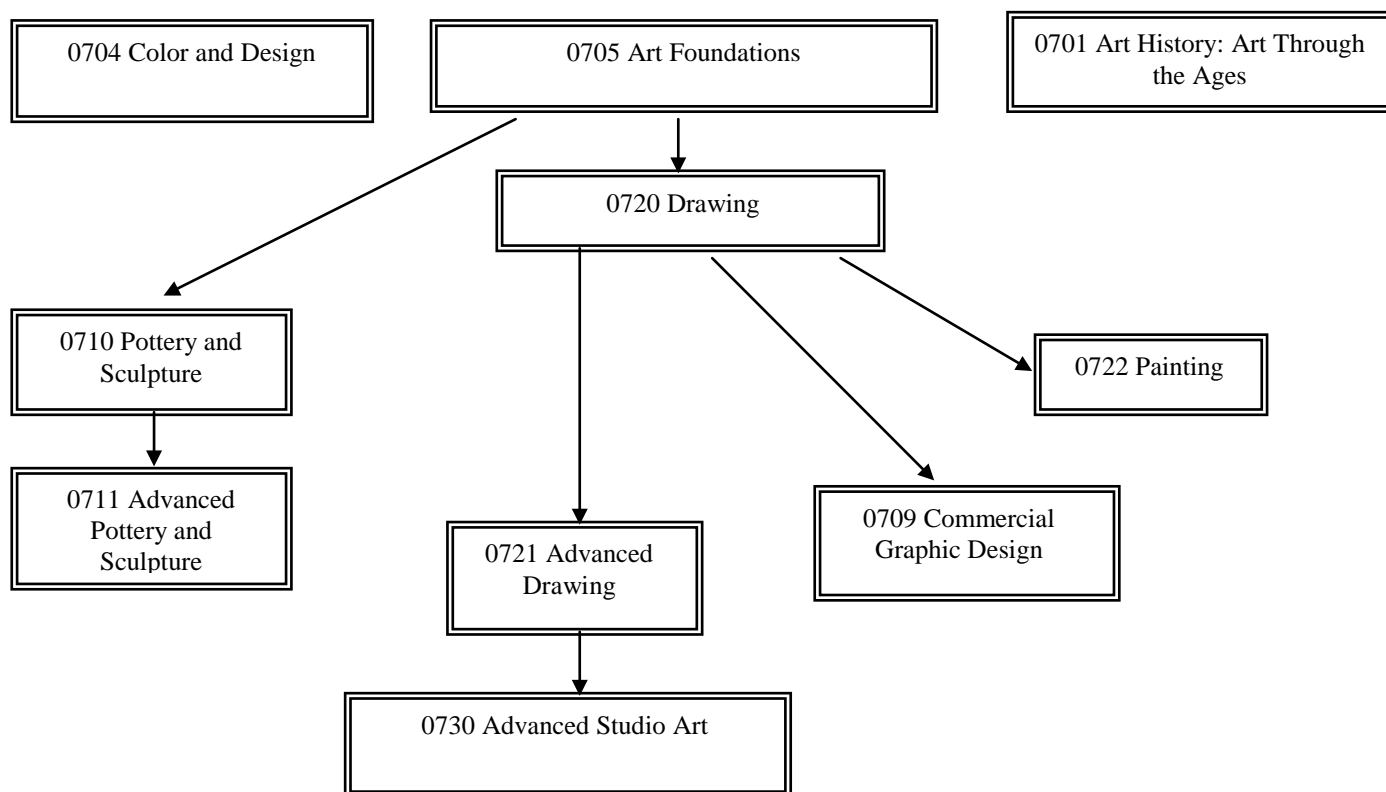
**Notes:**

**Updated:** \_\_\_\_\_

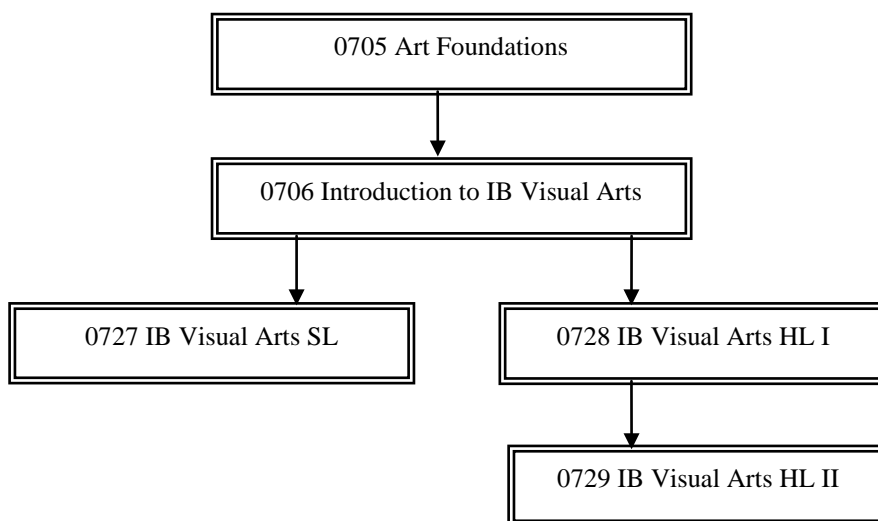
# Course Descriptions



## ART



### MILLARD NORTH HIGH SCHOOL IB DIPLOMA PROGRAMME STUDENTS ONLY



## ART

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>ART</b>										
0701	Art History: Art Through the Ages	5	9-12	F				•	•	•
0704	Color and Design	5	9-12	F			•	•	•	•
0705	Art Foundations	5	9-12	F			•	•	•	•
0710	Pottery and Sculpture	5	10-12	F	0705		•	•	•	•
0711	Advanced Pottery and Sculpture	5	10-12	F	0710		•	•	•	•
0720	Drawing	5	10-12	F	0705			•	•	•
0721	Advanced Drawing	5	10-12	F	0720			•	•	•
0722	Painting	5	10-12	F	0705			•	•	•
0709	Commercial Graphic Design	5	11-12	F	0720			•	•	•
0730 A/B	Advanced Studio Art	10	12	F	0721 †			•	•	•
0706 A/B	Introduction to IB Visual Arts	10	10-11	F	0705			•		
0727 A/B	IB Visual Arts SL	10	11-12	F	0706			•		
0728 A/B	IB Visual Arts HL I	10	11	F	0706			•		
0729 A/B	IB Visual Arts HL II	10	12	F	0728			•		

F = Fine and Performing Arts

† = See course descriptions for additional requirements.

Please refer to each course description for prerequisites.

Note that Art Foundations is the prerequisite course for all art courses except for the following two courses:

- Color and Design
- Art History: Art Through the Ages

<b>ART</b>
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Materials for basic projects will be provided; however, students who select specialized projects may be required to purchase extra materials. Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should inform their instructors.

**0701 ART HISTORY: ART THROUGH THE AGES**      **9-12**      5 Credits

**Description:** Art History: Art Through the Ages is an art history class that investigates the many roles of the visual arts and artists through historical, political, and other social contexts. This is a non-production art class that satisfies the fine arts graduation requirement. It is not a pre-requisite for any other art course, but is highly recommended for enrollment in Advanced Studio Art.

**Prerequisites:** None

**0704 COLOR AND DESIGN**      **9-12**      5 Credits

**Description:** This is a semester course giving the student an opportunity to explore the expressive qualities of color and design theory. Projects will involve two-dimensional and three-dimensional media. This course satisfies the fine arts graduation requirement. It is not a prerequisite for any other art course.

**Prerequisites:** None

**0705 ART FOUNDATIONS****9-12**

5 Credits

**Description:** This course enables students to communicate ideas through a variety of media and techniques. Students will work with the elements of art and the principles of design through exploration of both two-dimensional and three-dimensional art forms. In addition to art production, students will use a variety of learning strategies including reading, analyzing, and responding to develop a deeper understanding of art. This course satisfies the fine arts graduation requirement and is a prerequisite for all other art courses.

**Prerequisites:** None

**0706 INTRODUCTION TO IB VISUAL ARTS****10-11****North only**

10 Credits

**Description:** The Introduction to IB Visual Arts course will introduce the student to the IB Art Curriculum, which involves the student in studio production and the development of a research workbook. Studio production will emphasize the following: exploration of visual design, personal and global influences on artwork created, technical skill development, and production of work with imagination, originality and creativity. Research workbooks will emphasize: Personal research, awareness of cultural, historical and social dimensions of themes, examination of visual and functional qualities of art and relationship of visual and written self-expression. A variety of media would be incorporated into the curriculum. Projects will include the following: observational drawing, contour drawing, design concepts, fantasy and surrealism and perspective units.

**Prerequisites:** Art Foundations

**0710 POTTERY AND SCULPTURE****10-12**

5 Credits

**Description:** Pottery and Sculpture is a semester course in which students will explore a variety of hand-built and sculptural techniques. Introduction to the potter's wheel is covered as well as simple glaze methods. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

**Prerequisites:** Art Foundations

**0711 ADVANCED POTTERY AND SCULPTURE****10-12**

5 Credits

**Description:** This is a semester course that involves three-dimensional art production. Students learn advanced hand-building and sculpture techniques, further development on the potter's wheel, more complex glaze application, and surface decoration. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

**Prerequisites:** Pottery and Sculpture

**0720 DRAWING****10-12**

5 Credits

**Description:** Drawing is a semester course that provides students with an in-depth study of drawing techniques, processes, and media. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

**Prerequisites:** Art Foundations

**0721 ADVANCED DRAWING****10-12**

5 Credits

**Description:** This course provides the student an advanced experience in drawing techniques, composition development, and media. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

**Prerequisites:** Drawing

**0722 PAINTING****10-12**

5 Credits

**Description:** Painting is a semester course designed to give students an in-depth experience in painting techniques and media usage. Students will develop an understanding of realistic, abstract, and non-objective painting styles. In addition to art production, students will use a variety of learning strategies including reading, writing, and analyzing to develop a deeper understanding of art.

**Prerequisites:** Drawing

**0709 COMMERCIAL GRAPHIC DESIGN****11-12**

5 Credits

**Description:** In Commercial Graphic Design, students will explore and experience the numerous aspects of computerized graphic design and advertising. A visual arts approach will be emphasized which includes the essential areas of typography, layout, design and illustration.

**Prerequisites:** Drawing

**0727 IB VISUAL ARTS SL****11-12 North only**

10 Credits

**Description:** IB Visual Arts SL will incorporate the art student in a year-long experience of studio production and the completion of a research workbook. Emphasis will be placed on the studio production, with each student completing a body of work to be displayed and evaluated at the end of the year. Research workbooks will involve the student's personal research, awareness of cultural, historical and social dimensions of themes, examination of visual and functional qualities of art and relationship of visual and written self-expression. The development of original ideas, the discovery of creative solutions, global study and the acquisition of technical skills by the student will be the core areas of evaluation at the end of the course in both the studio and workbook areas. The curriculum will involve a variety of problem solving units for the individual with an emphasis on the following: aesthetic qualities of a body of work, relationship between form and meaning in visual arts and the social and cultural functions of the visual arts.

**Prerequisites:** Introduction to IB Visual Arts

**0728 IB VISUAL ARTS HL I****11 North only**

10 Credits

**Description:** IB Visual Arts involves the advanced art student in year one of a two-year rigorous and comprehensive art program that combines both studio work and research in the form of a research workbook. Each student will be engaged in a two-year commitment to the development of ideas, discovery of creative solutions and the acquisition of technical skills. Studio emphasis will be on the following: aesthetic quality of a body of work, relationship between form and meaning in visual arts and the social and creative functions of the visual arts. Each student will be responsible for a visual display of the portfolio by the teacher and an IB evaluator. Research workbooks will emphasize: personal research, awareness of cultural, historical and social dimensions of themes, examination of visual and functional qualities of art, and relationship of visual and written self-expression.

**Prerequisites:** Introduction to IB Visual Arts

**0729 IB VISUAL ARTS HL II****12 North only**

10 Credits

**Description:** IB Visual Arts involves the advanced art student in the second of a two-year rigorous and comprehensive art program that combines both studio work and research in the form of a research workbook. Each student will be engaged in a two-year commitment to the development of ideas, discovery of creative solutions and the acquisition of technical skills. Studio emphasis will be on the following: aesthetic quality of a body of work, relationship between form and meaning in visual arts and the social and creative functions of the visual arts. Each student will be responsible for a visual display of the portfolio by the teacher and an IB evaluator. Research workbooks will emphasize: personal research, awareness of cultural, historical and social dimensions of themes, examination of visual and functional qualities of art, and relationship of visual and written self-expression.

**Prerequisites:** IB Visual Arts HL I

**0730 ADVANCED STUDIO ART****12**

10 Credits

**Description:** This is an intensive year long studio art class designed for the serious art student. Students will complete assigned projects each semester following the specific art curriculum. Artwork will be compiled into a personal portfolio. This portfolio can be used for possible submission to art schools or universities.

**Prerequisites:** Advanced Drawing, plus two other offerings in the visual arts. Art History: Art Through the Ages is recommended. Students must obtain permission from the Art Department Head prior to registering for this class.

**BUSINESS**  
**BUSINESS COURSES BY AREA OF INTEREST**

<b>Interest</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
<b>Accounting</b>	0500 Personal Finance 0504 Keyboarding and Input Technology	0501 International Business 0506 Computer Technology Applications	0501 International Business 0502 Accounting I 0510 Business Law 0508 Business Procedures 0507 Business Communications	0501 International Business 0503 Accounting II 0507 Business Communications 0508 Business Procedures 0512 Marketing I
<b>Business Law</b>	0500 Personal Finance	0501 International Business	0510 Business Law	0510 Business Law
<b>Communications</b>	0504 Keyboarding and Input Technology 0506 Computer Technology Applications	0519 Advanced Computer Technology Applications	0507 Business Communications	0507 Business Communications
<b>Economics &amp; Personal Finance</b>	0500 Personal Finance	0501 International Business	0502 Accounting I 0508 Business Procedures 0511 Fashion Marketing <b>OR</b> 0512 Marketing I 0540 AP Macroeconomics 0541 AP Microeconomics	0503 Accounting II 0507 Business Communications 0510 Business Law 0512 Marketing I 0540 AP Macroeconomics 0541 AP Microeconomics
<b>Information Systems</b>	0504 Keyboarding and Input Technology 0506 Computer Technology Applications	0519 Advanced Computer Technology Applications 0508 Business Procedures	0502 Accounting I 0507 Business Communications 0508 Business Procedures 0509 Business Procedures Internship	0503 Accounting II 0507 Business Communications 0508 Business Procedures 0509 Business Procedures Internship
<b>Marketing</b>	0500 Personal Finance 0504 Keyboarding and Input Technology	0501 International Business 0506 Computer Technology Applications	0501 International Business 0507 Business Communications 0510 Business Law 0511 Fashion Marketing <b>OR</b> 0512 Marketing I 0540 AP Macroeconomics 0541 AP Microeconomics	0501 International Business 0502 Accounting I 0507 Business Communications 0510 Business Law 0513 Marketing II 0514 Marketing Internship 0540 AP Macroeconomics 0541 AP Microeconomics

\*Interest areas were originated from National Standards in Business.

0506 Computer Technology Applications will fulfill the technology requirement. Keyboarding and Input Technology is recommended prior to this class.



**BUSINESS**

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>BUSINESS</b>										
0500	Personal Finance	5	9-12	FL			•	•	•	•
0501	International Business	5	10-12				•	•	•	•
0502 A/B	Accounting I	10	10-12					•	•	•
0503 A/B	Accounting II	10	11-12		0502			•	•	•
0504	Keyboarding and Input Technology	5	9-12					•	•	•
0506	Computer Technology Applications	5	9-12	T			•	•	•	•
0507	Business Communications	5	11-12					•	•	•
0508 A/B	Business Procedures and Technology	10	10-12		0504†			•	•	•
0509 A/B	Business Procedures and Tech. Internship	10	11-12		0508†			•	•	•
0510	Business Law	5	11-12				•	•	•	•
0511 A/B	Fashion Marketing	10	11-12				•	•	•	•
0512 A/B	Marketing I	10	11-12					•	•	•
0513 A/B	Marketing II	10	11-12		0511 or 0512			•	•	•
0514 A/B	Marketing Internship	10	11-12		0513†			•	•	•
0519	Advanced Computer Technology Applications	5	9-12		0506			•	•	•
0540	Advanced Placement® Macroeconomics	5	11-12					•	•	•
0541	Advanced Placement® Microeconomics	5	11-12					•	•	•

T = Technology

FL = Financial Literacy (required Class of 2013 &amp; Beyond)

† = See course descriptions for additional requirements.

**BUSINESS****0500 PERSONAL FINANCE****9-12****5 Credits**

**Description:** Students will learn skills to manage their financial resources effectively for lifetime financial security. Students will gain knowledge of earning an income; understanding state and federal taxes; banking and financial services; balancing a checkbook; savings and investing; planning for retirement; understanding loans and borrowing money; understanding interest, credit card debt, and e-commerce; identity fraud and theft; understanding insurance; and understanding the financial impact and consequences of spending beyond one's means.

**Prerequisites:** None**0501 INTERNATIONAL BUSINESS****10-12****5 Credits**

**Description:** Are you interested in knowing how businesses succeed worldwide? Do you want to prepare yourself for an international career? Learn how businesses meet the challenges of culture, political and business differences. International economies, financing, social/cultural differences and career opportunities will be explored.

**Prerequisites:** None**0502 ACCOUNTING I****10-12****10 Credits**

**Description:** Accounting is the universal language of business. Give yourself the tools to be successful in business by learning accounting as well as how to make a profit. This course teaches recording of financial transactions through manual and computerized problems. Spreadsheet applications and industry software are included. All college business majors are required to take college accounting. This course prepares you for college-level accounting.

**Prerequisites:** None

- 0503 ACCOUNTING II** **11-12** 10 Credits  
**Description:** Take your understanding of accounting to the next level. This course expands your ability to analyze and interpret financial data. You will broaden your understanding of assets, liabilities and stockholders' equity accounts. Accounting II is strongly recommended for students planning college study in business fields.  
**Prerequisites:** Accounting I
- 0504 KEYBOARDING AND INPUT TECHNOLOGY** **9-12** 5 Credits  
**Description:** Reduce the amount of time it takes to key your papers on the computer! You will learn to format letters, papers, and reports while developing speed and accuracy. This course will provide the keyboarding skills students need for personal use, as well as introduce them to keyboarding for the workplace. Students will be introduced to graphics integration and e-mail protocol.  
**Prerequisites:** None
- 0506 COMPUTER TECHNOLOGY APPLICATIONS** **9-12** 5 Credits  
**Description:** Are you interested in computers? You will use critical thinking and problem-solving skills as they complete projects using a variety of computer software. Students will scan and import graphics, use the Internet, develop web pages, use e-mail systems, understand computer ethics, explore input technologies and learn desktop publishing fundamentals. Keyboarding skills are recommended.  
**Prerequisites:** None
- 0507 BUSINESS COMMUNICATIONS** **11-12** 5 Credits  
**Description:** Learn effective written and oral business communication skills. Units of study include, but are not limited to the following: e-mail etiquette, international communication, listening skills, business letter writing, grammar and punctuation, business presentation, career development, teamwork, communication, and web page development.  
**Prerequisites:** None
- 0508 BUSINESS PROCEDURES AND TECHNOLOGY** **10-12** 10 Credits  
**Description:** Business Procedures and Technology will help students develop skills, concepts, and applications used in business today and to prepare for employment opportunities in today's rapidly changing business environment. Students will use computers and other technology to complete assignments.  
**Prerequisites:** Keyboarding and Input Technology. Students must be enrolled in the Business Procedures Internship if they plan to work at a part-time job and receive school credit. Students will use their skills and knowledge from the Business Procedures class on their jobs.
- 0509 BUSINESS PROCEDURES AND TECHNOLOGY INTERNSHIP** **11-12** 10 Credits  
**Description:** Prepare for employment through classroom instruction and supervised related on-the-job training in a local business. The school coordinates both experiences. Students who perform satisfactorily receive school credit and are paid an hourly wage by the business. Students may obtain a part-time job through the teacher or they may seek one on their own. The business skills students need to use on the job can include customer service, cashiering, counter-related skills, accounting, record keeping, filing, photocopying, or other related business skills.  
**Prerequisites:** The student must be enrolled in Business Procedures and Technology class. If students have taken this course previously, they may enroll in any business course with permission of the Business Procedures Internship instructor.
- 0510 BUSINESS LAW** **11-12** 5 Credits  
**Description:** Explore principles and legal concepts used to make business decisions through the use of case studies, current events, guest speakers and classroom activities. This course will include a study of the legal system, law for minors, personal injury/torts, discrimination, contracts and other legal topics.  
**Prerequisites:** None
- 0511 FASHION MARKETING** **11-12** 10 Credits  
**Description:** What's hot in fashion? Learn how marketing influences what you wear. Explore the wide range of careers in the apparel industry. Emphasis will be on applying basic marketing; pricing, promotion, location analysis and product development, to the fashion market place. Students will study current fashion trends, designers, buying, fashion shows, and apparel management strategies. Students may take part in DECA, a marketing club which emphasizes leadership, civic activities, career simulation competition and social activities. Students may take Fashion Marketing or Marketing I.  
**Prerequisites:** None

**0512 MARKETING I** **11-12** 10 Credits

**Description:** Eighty percent of all jobs require marketing related skills. Learn how a product/service moves from the initial stages of an idea to you as a consumer. Students will explore the basic functions of marketing: economics, pricing, promotion, product planning and place. This course is recommended for all students who plan to study business administration in college, future entrepreneurs, and those wishing to explore marketing careers. Students have the opportunity to participate in DECA, a marketing club, which emphasizes leadership, civic activities, career simulation competition and social activities. Students may take Marketing I or Fashion Marketing.

**Prerequisites:** None

**0513 MARKETING II** **11-12** 10 Credits

**Description:** Marketing II students apply the principles of marketing in a variety of activities. Students will develop a market research analysis of local business and promotional or business start-up plans. Students will use modern technology and computers to develop and make formal presentations. This course will include career guidance and study for preparation for a career in business. Students again will be able to take part in DECA, a marketing club, which emphasizes leadership, civic activities, career simulation competition and social activities.

**Prerequisites:** Marketing I or Fashion Marketing

**0514 MARKETING INTERNSHIP** **11-12** 10 Credits

**Description:** Marketing Internship is designed to provide students with marketing related work in communications with Marketing II class. Through a part-time position, a student can enhance his/her skills in such areas as advertising, cashiering, customer service, display, employer and employee relationships, pricing, sales and stock keeping. Students must work an average of 10 hours per week to receive credit.

**Prerequisites:** Students must enroll in both Marketing II and Marketing Internship.

**0519 ADVANCED COMPUTER TECHNOLOGY APPLICATIONS** **9-12** 5 Credits

**Description:** Would you like to use your computer skills to get a job? This course gives students experience in integrating computer projects using word processing, spreadsheet, database, presentation, and publisher software, which might be encountered in a high tech company. Students will also get experience in multi-media projects using movie software. They will also gain web development experience using web software with graphics and animation capabilities. The emphasis is advanced integrated use of software leading to employment. Students will build a portfolio while developing electronic projects for class. School or community computer projects may also be provided to the Advanced Computer Technology Applications students. This course does not require a computer language/programming background.

**Prerequisites:** Computer Technology Applications

**0540 ADVANCED PLACEMENT<sup>®</sup> MACROECONOMICS** **11-12** 5 Credits

**Description:** Advanced Placement<sup>®</sup> Macroeconomics is a one-semester course detailing the principles and methods of understanding a mixed economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP Macroeconomics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature of the economic problem and marginal thinking, price theory, comparing and contrasting competing economic models to explain issues of price stability, employment, and economic growth and fiscal and monetary policies which propose, describe, analyze, and evaluate economic goals in an international and global economy. Completion of this course will prepare students to take the national College Board Advanced Placement<sup>®</sup> exam in Macroeconomics.

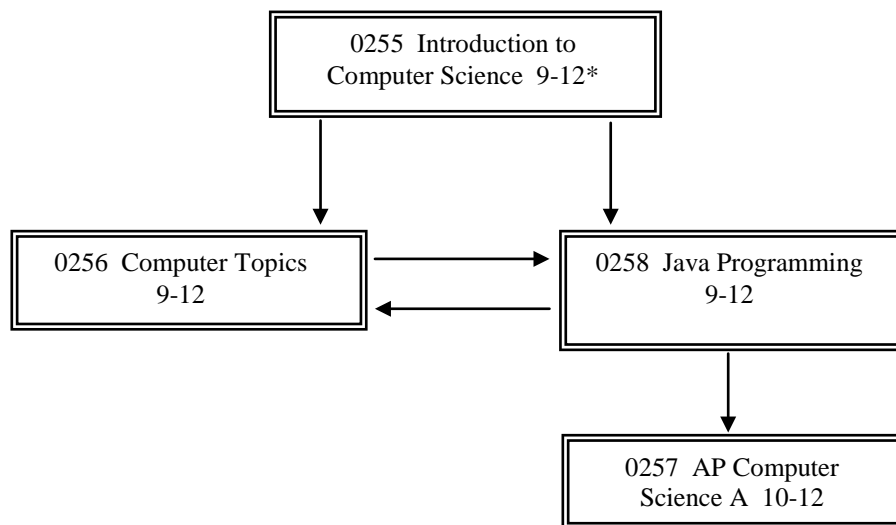
**Prerequisites:** None

**0541 ADVANCED PLACEMENT<sup>®</sup> MICROECONOMICS** **11-12** 5 Credits

**Description:** Advanced Placement<sup>®</sup> Microeconomics is a one-semester course detailing the principles of economics that apply to individual decision makers, both consumers and producers, within the economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP Microeconomics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature and functions of product markets, factor markets and the role of government in promoting greater efficiency and equity in the economy. Completion of this course will prepare students to take the national College Board Advanced Placement<sup>®</sup> exam in Microeconomics.

**Prerequisites:** None

## COMPUTER SCIENCE



\* Students must complete Geometry before taking Introduction to Computer Science.

## COMPUTER SCIENCE

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>COMPUTER SCIENCE</b>										
0255	Introduction to Computer Science	5	9-12	T	0220			•	•	•
0256	Computer Topics	5	9-12		0255			•	•	•
0258	Java Programming	5	9-12		0255			•	•	•
0257 A/B	Advanced Placement® Computer Science A	10	10-12		0258			•	•	•

T = Technology

**COMPUTER SCIENCE**
**0255 INTRODUCTION TO COMPUTER SCIENCE****9-12**

5 Credits

**Description:** Introduction to Computer Science, the first of four computer science courses offered in Millard, provides an exposure to computer technology. Students will design and write object-oriented computer programs, use databases and create web pages. Visual Basic.net is the primary language used in this course. In addition, students will use Alice and Dreamweaver. Completion of this course is a prerequisite for other computer science courses and satisfies Millard's technology education graduation requirement. **Does not count for mathematics credit.**

**Prerequisites:** Geometry

**0256 COMPUTER TOPICS****9-12**

5 Credits

**Descriptions:** In Computer Topics, students explore a variety of concepts: computer numbering systems, computer logic, structure of the central processing unit and microprocessor, multi-media, animation, fractal geometry, robotics and programming languages. Students will study areas of interest in depth. **Does not count for mathematics credit.**

**Prerequisites:** Introduction to Computer Science

**0258 JAVA PROGRAMMING****9-12**

5 Credits

**Description:** This course is a prerequisite to Advanced Placement<sup>®</sup> Computer Science and is designed for college-bound students who will take one or more semesters of computer programming in college. Students will solve problems using the Java programming language. **Does not count for mathematics credit.**

**Prerequisites:** Introduction to Computer Science

**0257 ADVANCED PLACEMENT<sup>®</sup> COMPUTER SCIENCE A****10-12**

10 Credits

**Description:** Advanced Placement<sup>®</sup> Computer Science A emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college-level course in Computer Science. It also includes the study of data structures, design, and abstraction. **Does not count for mathematics credit.**

**Prerequisites:** Java Programming

**ENGLISH LANGUAGE LEARNER (ELL)**  
MILLARD SOUTH ONLY

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>ENGLISH LANGUAGE LEARNERS (ELL)</b>										
0989	ELL Basic Beginner	15	9-12		†				•	
0990	ELL Beginner	15	9-12		†				•	
0991 A/B	ELL Low Intermediate	10	9-12		†				•	
0992	ELL High Intermediate	5	9-12		†				•	
0993	ELL Advanced	5	9-12		†				•	

† = See course descriptions for additional requirements.

**0989 ELL BASIC BEGINNER (LEVEL 1)**

15 Credits

**Description:** This course is designed for students who are beginning to learn English as an additional language. Students enroll in three sections of this course. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. The curriculum focuses on “survival English” and emphasizes development of vocabulary. Students begin to write words, sentences and paragraphs in English. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department.

**0990 ELL BEGINNER (LEVEL 2)**

15 Credits

**Description:** This course is designed for students who have begun to learn English as an additional language, but still require a lot of language support. Students enroll in three sections of this course. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Basic Beginner course.

**0991 ELL LOW INTERMEDIATE (LEVEL 3)**

10 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in two sections of this course. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Beginner course.

**0992 ELL HIGH INTERMEDIATE (LEVEL 4)**

5 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in one section of this course. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Low Intermediate course.

**0993 ELL ADVANCED (LEVEL 5)**

5 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in one section of this course. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL High Intermediate course.

## FAMILY AND CONSUMER SCIENCE

Interest	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Textiles</b>	0520 Interior Design 0533 Clothing, Textiles & Design 0522 Creative Textiles	0520 Interior Design 0533 Clothing, Textiles & Design 0522 Creative Textiles	0520 Interior Design 0533 Clothing, Textiles & Design 0522 Creative Textiles	0520 Interior Design 0533 Clothing, Textiles & Design 0522 Creative Textiles
<b>Foods &amp; Nutrition</b>	0523 Foods for Today 0532 International Foods	0523 Foods for Today 0532 International Foods 0525 Culinary Skills	0523 Foods for Today 0532 International Foods 0525 Culinary Skills	0523 Foods for Today 0532 International Foods 0525 Culinary Skills
<b>Human Development &amp; Family</b>		0526 Everyday Living	0526 Everyday Living 0527 Child Development 0528 Adult Living	0527 Child Development 0528 Adult Living

Everyday Living is required of all students to meet State mandated health education requirements. This course may be taken during the 10<sup>th</sup> or 11<sup>th</sup> grade.

Students who have enrolled in Family & Consumer Science courses may participate in FCCLA (Family, Career, and Community Leaders of America).

### **Textiles**

0520 Interior Design  
0533 Clothing, Textiles & Design  
0522 Creative Textiles

### **Foods & Nutrition**

0523 Foods for Today  
0532 International Foods  
0525 Culinary Skills

### **Human Development & Family**

0526 Everyday Living  
0527 Child Development  
0528 Adult Living

0527 Child Development 0528 Adult Living
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FCS courses which fulfill the Human Resource Graduation Requirement
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Materials for basic projects will be provided; however, students who select specialized projects may be required to purchase extra materials. Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should discuss cost with their instructors.



## FAMILY AND CONSUMER SCIENCE

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>FAMILY AND CONSUMER SCIENCE</b>										
0520	Interior Design	5	9-12				•	•	•	•
0533	Clothing, Textiles & Design	5	9-12					•	•	•
0522	Creative Textiles	5	9-12					•	•	•
0523	Foods for Today	5	9-12				•	•	•	•
0532	International Foods	5	9-12					•	•	•
0525	Culinary Skills	5	10-12					•	•	•
0526	Everyday Living	5	10-11	H			•	•	•	•
0527	Child Development	5	11-12	HR			•	•	•	•
0528	Adult Living	5	11-12	HR			•	•	•	•

HR = Human Resources

H=Health

<b>FAMILY AND CONSUMER SCIENCE</b>
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**0520 INTERIOR DESIGN****9-12**

5 Credits

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

**Prerequisites:** None**0533 CLOTHING, TEXTILES & DESIGN****9-12**

5 Credits

**Description:** Design and create your own textile project(s). Explore careers in the textile, clothing and design industry as well as refine personal and professional images. Computerized sewing machines, patterns and small equipment will be used to complete projects.

**Prerequisites:** None**0522 CREATIVE TEXTILES****9-12**

5 Credits

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

**Prerequisites:** None**0523 FOODS FOR TODAY****9-12**

5 Credits

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

**Prerequisites:** None**0532 INTERNATIONAL FOODS****9-12**

5 Credits

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

**Prerequisites:** None

**0525 CULINARY SKILLS****10-12**

5 Credits

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

**Prerequisites:** None

**0526 EVERYDAY LIVING****10-11**

5 Credits

**Description:** Everyday Living is a semester course in health education and human growth and development, available to 10th or 11th grade students to fulfill graduation requirements. This course addresses the emotional, intellectual, and physical needs of the adolescent: information, guidance, and support in making responsible life decisions.

The curriculum is designed to meet local, state and federal mandates for drug education and comprehensive health education as well as the needs of this age of adolescence. It is a comprehensive study of self-concept, drug use and abuse, divorce, death and loss, suicide, violence, stress, aging, friendships and dating, and understanding human sexuality. Information will be used by students as they practice critical thinking regarding their personal lives, apply problem solving and decision-making skills, and deal with peer pressure. A pro-abstinence approach is taken in the understanding of sexuality unit.

Throughout this course, the seven core values of the eighth grade comprehensive health course are again highlighted. Those values of self-control, social justice, promise keeping, respect, equality, honesty and responsibility are incorporated into lessons and student activities. Communication with families and use of community resources will be encouraged.

Current Board policy enables parents/guardians to request, for philosophical or ideological reasons, that their son/daughter be excused from this graduation requirement. Students excused from Everyday Living would register for one of the Human Resource Courses as a replacement. This replacement course, along with the current requirement that all students take one of the Human Resource Courses, means that students excused from Everyday Living will be required to take two of the Human Resource Courses to fulfill the graduation requirement. Parent/Guardians should contact the principal's office for direction and assistance.

**Prerequisites:** None

**0527 CHILD DEVELOPMENT****11-12**

5 Credits

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

**Prerequisites:** None

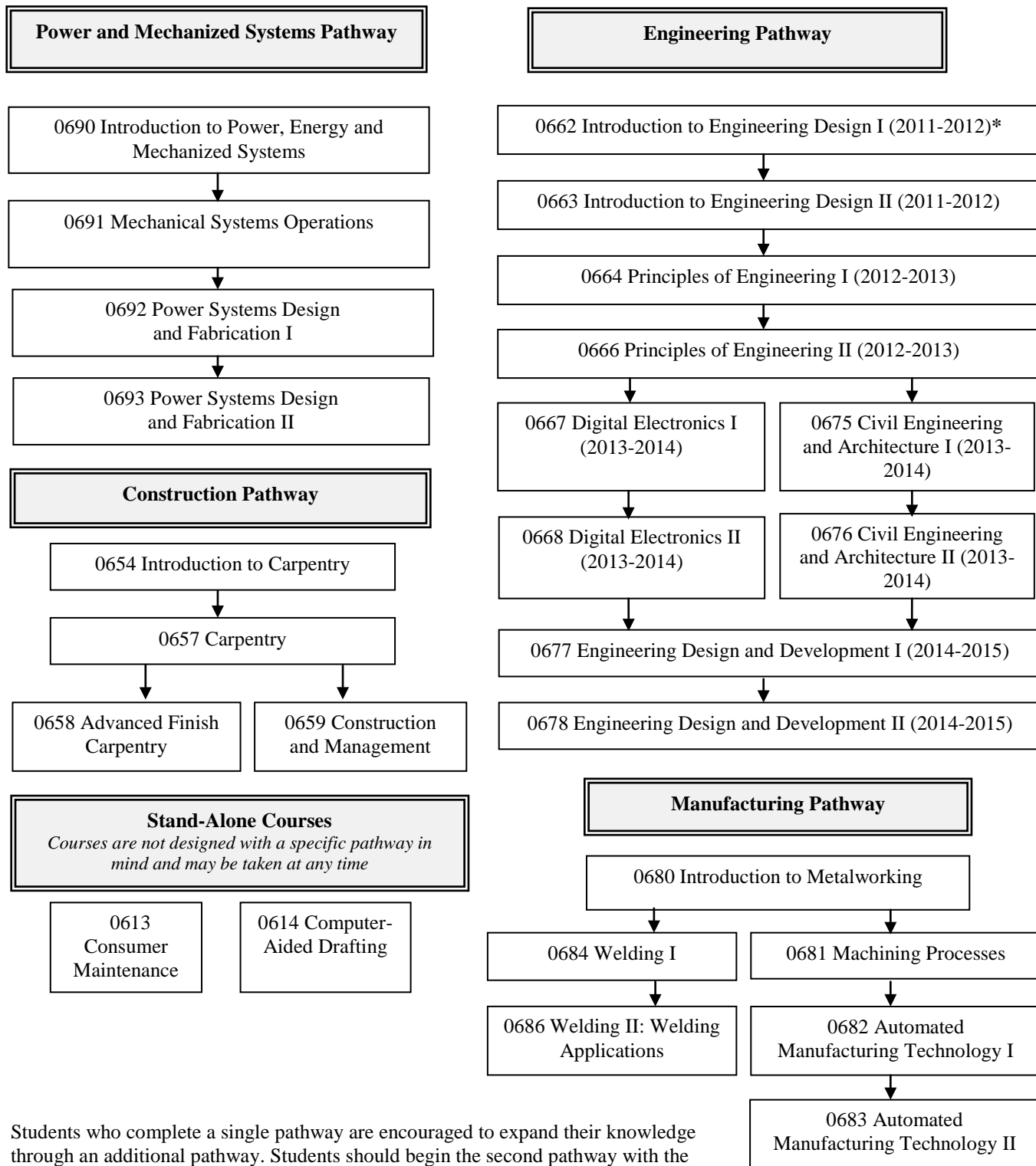
**0528 ADULT LIVING****11-12**

5 Credits

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

**Prerequisites:** None

## INDUSTRIAL TECHNOLOGY



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

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

\*0662 Introduction to Engineering Design I fulfills the technology graduation requirement.

## INDUSTRIAL TECHNOLOGY TRANSITION CHART

Millard Public Schools is committed to providing students with rigorous, performance-based educational opportunities in Industrial Technology that prepare them with the technical knowledge, skills, and literacy needed to compete in today's world. As a result, Industrial Technology courses have been refined to address these needs. All courses are now aligned to four pathways designed to challenge and engage all students. The following transition document will assist students who have completed former courses to ensure proper placement within the new course offerings.

To progress through a sequence of courses within Industrial Technology, if you previously took a course in Column A you should now register for a course in the corresponding row under Column B.

Column A	Column B
0610 Electricity	→ 0691 Mechanical Systems Operations OR 0662 Introduction to Engineering Design I*
0605 Foundations of Technology I or 0606 Foundations of Technology II	→ 0691 Mechanical Systems Operations OR 0662 Introduction to Engineering Design I* OR 0654 Introduction to Carpentry OR 0680 Introduction to Metalworking OR 0613 Consumer Maintenance
0641A/B Residential Architectural Drafting and Design 0646 Advanced Architectural Concepts 0647 Adv. Arch: Residential Design & Presentation 0648 Adv. Arch: Commercial Design & Presentation 0649 Adv. Arch: Modeling & Presentation 0670 Engineering Drafting & Design 0671 Adv. Engineering Concepts 0672 Adv. Engineering: Structural Design 0673 Adv. Engineering Industrial/Mechanical Design 0674 Adv. Engineering: Civil/Surface Design	→ 0662 Introduction to Engineering Design I* OR 0692 Power Systems Design and Fabrication I
0603 Introduction to Engineering & Architectural Graphics	→ 0662 Introduction to Engineering Design I* OR 0692 Power Systems Design and Fabrication I
0602 Manufacturing Technology	→ 0681 Machining Processes OR 0684 Welding I
0622 Welding	→ 0685 Welding II: Welding Applications
0620 Metals	→ 0682 Automated Manufacturing Technology I
0621A/B/C/D Comprehensive Metals	→ 0692 Power Systems Design and Fabrication I OR 0662 Introduction to Engineering Design I* OR 0654 Introduction to Carpentry OR 0613 Consumer Maintenance
0601 Introductory Woodworking	→ 0657 Carpentry
0630 Woods I	→ 0658 Advanced Finish Carpentry OR 0659 Construction and Management
0632 A/B Woods II or 0637 Introduction to Building Trades	→ 0659 Construction and Management OR 0681 Machining Processes

\*0662 Introduction to Engineering Design I fulfills the technology graduation requirement.

Materials for basic projects will be provided; however, students who select specialized projects may be required to purchase extra materials. Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should discuss cost with their instructors.

Please reference page 33 for the Industrial Technology Transition Chart.

## INDUSTRIAL TECHNOLOGY

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>INDUSTRIAL TECHNOLOGY</b>										
<b>Construction Pathway</b>										
0654	Introduction to Carpentry	5	9-12					•	•	•
0657	Carpentry	5	9-12		0654			•	•	•
0658	Advanced Finish Carpentry	5	9-12		0657			•	•	•
0659	Construction and Management	5	9-12		0657			•	•	•
<b>Engineering Pathway</b>										
0662	Introduction to Engineering Design I	5	9-12	T				•	•	•
0663	Introduction to Engineering Design II	5	9-12		0662			•	•	•
0664	Principles of Engineering I	5	9-12		0663			•	•	•
0666	Principles of Engineering II	5	9-12		0664			•	•	•
0667	Digital Electronics I	5	10-12		0666			•	•	•
0668	Digital Electronics II	5	10-12		0667			•	•	•
0675	Civil Engineering and Architecture I	5	10-12		0663			•	•	•
0676	Civil Engineering and Architecture II	5	10-12		0675			•	•	•
0677	Engineering Design and Development I	5	11-12		0676			•	•	•
0678	Engineering Design and Development II	5	11-12		0677			•	•	•
<b>Manufacturing Pathway</b>										
0680	Introduction to Metalworking	5	9-12					•	•	•
0681	Machining Processes	5	9-12		0680			•	•	•
0682	Automated Manufacturing Technology I	10	9-12		0681			•	•	•
0683	Automated Manufacturing Technology II	10	9-12		0682			•	•	•
0684	Welding I	5	9-12		0680			•	•	•
0685	Welding II: Welding Applications	5	9-12		0684			•	•	•
<b>Power, Energy and Mechanized Systems Pathway</b>										
0690	Introduction to Power, Energy, and Mechanized Systems	5	9-12					•	•	•
0691	Mechanical Systems Operations	5	9-12		0690			•	•	•
0692	Power Systems Design and Fabrication I	5	10-12		0691			•	•	•
0693	Power Systems Design and Fabrication II	5	10-12		0692			•	•	•
<b>Stand-Alone Courses</b>										
0613	Consumer Maintenance	5	9-12					•	•	•
0614	Computer-Aided Drafting	5	9-12					•	•	•

T = Technology

<b>INDUSTRIAL TECHNOLOGY</b>
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### STAND-ALONE COURSES

**0613 CONSUMER MAINTENANCE** **9-12** 5 Credits

**Description:** Consumer Maintenance is 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

**0614 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

### CONSTRUCTION PATHWAY

**0654 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

**0657 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. Instruction emphasizes safe, proper operation and care of equipment, selection of construction materials, understanding processes, and the importance of design.

**Prerequisites:** Introduction to Carpentry

**0658 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

**0659 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

## ENGINEERING PATHWAY

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

**0662 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-dimensional modeling software to communicate the details of these products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. This course fulfills the Technology Education Graduation Requirement.

**Prerequisites:** None

**0663 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-dimensional 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

**0664 PRINCIPLES OF ENGINEERING I**    **9-12**    5 Credits

**Description:** Principles of Engineering I helps 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:** Introduction to Engineering Design II

**0666 PRINCIPLES OF ENGINEERING II**    **9-12**    5 Credits

**Description:** Principles 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:** Principles of Engineering I

**0667 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:** Principles of Engineering II

**0668 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

**0675 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:** Principles of Engineering II

**0676 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

**0677 ENGINEERING DESIGN AND DEVELOPMENT I**                      **11-12**    5 Credits

**Description:** Engineering 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

**0678 ENGINEERING DESIGN AND DEVELOPMENT II** 11-12 5 Credits  
**Description:** Engineering Design and Development II 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 Design and Development I

## MANUFACTURING PATHWAY

**0680 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

**0681 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

**0682 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 Computer Numerical Control (C.N.C.) lathe and milling operations, programs writing, and Computer Aided Manufacturing (C.A.M.) which allows the student to design, program, and produce a product through computer use.  
**Prerequisites:** Machining Processes

**0683 AUTOMATED MANUFACTURING TECHNOLOGY II** 9-12 10 Credits  
**Description:** Automated Manufacturing Technology II is a continuation of Automated Manufacturing Technology I. An introduction to machines, tools and processes associated with the machine trade is included. Fundamentals in bench layout, basic machine tool operation and metal removal processes, measuring devices and classifications of materials in industry are explored.  
**Prerequisites:** Automated Manufacturing Technology I

**0684 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

**0685 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

**0690 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 types of vehicles (MagLev/Wheel) to test each type of power individually and then alter the vehicles 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



**0691 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

**0692 POWER SYSTEMS DESIGN AND FABRICATION I****10-12**

5 Credits

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

**Prerequisites:** Mechanical Systems Operations

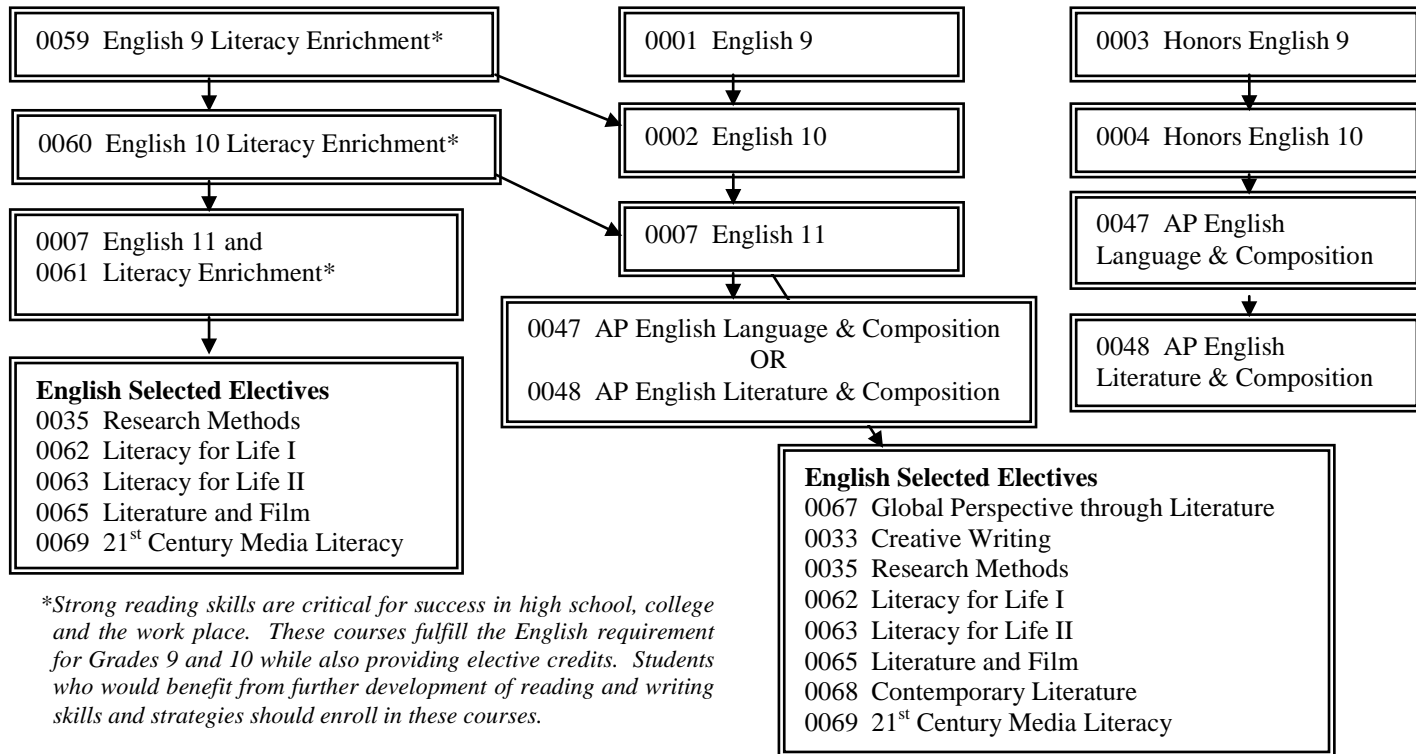
**0693 POWER SYSTEMS DESIGN AND FABRICATION II****10-12**

5 Credits

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

**Prerequisites:** Power Systems Design and Fabrication I

**LANGUAGE ARTS  
Preferred Sequences**

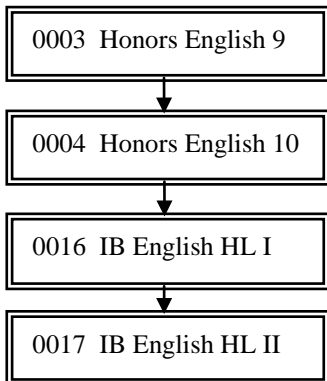


**Oral Communications Requirement**  
 Students must take at least one of the following in high school.  
 0020 Speech  
 0022 Debate I  
 0021 Forensics

At North High School the combination of IB Language A1 and IB Language B and Theory of Knowledge I and II at North High satisfies this requirement.

*When planning for post-secondary coursework, note that most universities require four full years of English. Speech or Debate may not count as English for some colleges.*

**Sequence for North High IB Students**



**Additional General Electives: do not fulfill English credit**

0024 Drama I	Satisfies Fine Arts requirement
0025 Drama II	
0039 Theatre Appreciation	Satisfies Fine Arts requirement
0026 Theatre Technology	
0064 Intro to Journalism	
0066 Advanced Journalism	
0013 Yearbook	
0014 Intro to Photojournalism	North High and South High only
0020 Speech	
0022 Debate I	
0021 Forensics	
0023 Advanced Debate	
0073 IB Film SL	North High only
0074 IB Film HL I	North High only
0075 IB Film HL II	North High only
0772 Concert Choir/Forensics	North High only

## LANGUAGE ARTS

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>LANGUAGE ARTS</b>										
0001 A/B	English 9	10	9			•	•	•	•	•
0059 A/B	English 9 Literacy Enrichment	10/10	9		†	•	•	•	•	•
0003 A/B	Honors English 9	10	9			•	•	•	•	•
0002 A/B	English 10	10	10		0001 or 0059	•	•	•	•	•
0060 A/B	English 10 Literacy Enrichment	10/10	10		†	•	•	•	•	•
0004 A/B	Honors English 10	10	10		0003	•	•	•	•	•
0007 A/B	English 11	10	11		0002 or 0060	•	•	•	•	•
0061 A/B	Literacy Enrichment	10	11		†	•	•	•	•	•
0047 A/B	AP English Language & Composition	10	11-12		0004 or 0007	•	•	•	•	•
0048 A/B	AP English Literature & Composition	10	12		0004 or 0007	•	•	•	•	•
0016 A/B	IB English HL I	10	11		0004	•	•	•	•	•
0017 A/B	IB English HL II	10	12		0016	•	•	•	•	•
<b>English Electives</b>										
0067	Global Perspective Through Literature	5	12		0004 or 0007	•	•	•	•	•
0062	Literacy for Life I	5	12			•	•	•	•	•
0063	Literacy for Life II	5	12			•	•	•	•	•
0068	Contemporary Literature	5	11-12		0004 or 0007	•	•	•	•	•
0033	Creative Writing	5	11-12		0004 or 0007	•	•	•	•	•
0065	Literature and Film	5	11-12		0004 or 0007	•	•	•	•	•
0035	Research Methods	5	11-12		0004 or 0007	•	•	•	•	•
0069	21st Century Media Literacy	5	11-12		0004 or 0007	•	•	•	•	•
0073 A/B	IB Film SL	10	11-12			•	•	•	•	•
0074 A/B	IB Film HL I	10	11			•	•	•	•	•
0075 A/B	IB Film HL II	10	12		0074	•	•	•	•	•
<b>Oral Communications</b>										
0020	Speech	5	9-12	OC		•	•	•	•	•
0021 A/B	Forensics	10	9-12	OC	†	•	•	•	•	•
0022	Debate I	5	9-12	OC		•	•	•	•	•
0023 A/B	Advanced Debate	10	10-12		0020, 0021 or 0002	•	•	•	•	•
0772	Concert Choir/Forensics	10	9-10			•	•	•	•	•
<b>Drama</b>										
0024	Drama I	5	9-12	F		•	•	•	•	•
0025	Drama II	5	9-12		0024	•	•	•	•	•
0026	Theatre Technology	5	9-12		0024 or 0039	•	•	•	•	•
0039	Theatre Appreciation	5	9-12	F		•	•	•	•	•
<b>Journalism</b>										
0064	Intro to Journalism	5	9-12			•	•	•	•	•
0066 A/B	Advanced Journalism (20 credits at WHS)	10	10-12		0064 or 0014†	•	•	•	•	•
0013 A/B	Yearbook (20 credits at WHS)	10	10-12		0064 or 0014†	•	•	•	•	•
0014	Intro to Photojournalism	5	9-12			•	•	•	•	•

F = Fine and Performing Arts

OC = Oral Communications

† = See course descriptions for additional requirements.

<b>LANGUAGE ARTS</b>
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**0001 ENGLISH 9** 9 10 Credits  
**Contemporary Literature**

**Description:** This course provides students with the opportunity to analyze, interpret, and respond to multiple genres of contemporary literature including short stories, novels, poetry, drama, memoirs, film, non-fiction, and visual texts. Students will be introduced to analytical writing, writing in response to texts, and writing based on audience and purpose instead of structure. Contemporary literature will be defined as texts composed during and after 1960. Students will examine these texts as a reflection of the past, a mirror of the present and an indicator of the future. Areas of exploration will include the following: Social Responsibility, Relationships, and Individual Empowerment.

**Prerequisites:** None

**0002 ENGLISH 10** 10 10 Credits  
**Literature of Western Civilization**

**Description:** In Literature of Western Civilization, students will advance their language skills through reading, writing, speaking, and multiple literacies. Students will examine the literary history of Western Civilization through its impact on contemporary culture using a multitude of texts including short stories, novels, poetry, non-fiction, drama, and visual texts. Students will use literacy skills to create a variety of purposeful and relevant products including, but not limited to, essays, presentations, and creative critical thinking activities. Students will analyze multiple literacies through print and advanced multi-media to function within the demands of the 21<sup>st</sup> century.

**Prerequisites:** English 9 or English 9 Literacy Enrichment

**0003 HONORS ENGLISH 9** 9 10 Credits  
**Connections of Western Literature to Contemporary Literature**

**Description:** Honors English 9 provides an extension of curriculum from contemporary and western literature with an emphasis on advanced writing, reading, speaking, and listening skills. This course will develop culturally literate people who use academic discourse to communicate effectively. Students who take this course are expected to be self-motivated learners with strong reading, writing, and critical thinking skills.

**Prerequisites:** None

**0004 HONORS ENGLISH 10** 10 10 Credits  
**American Perspectives through Literature**

**Description:** This course is designed for students who have high levels of language competencies and who enjoy an academic challenge. This course will develop culturally literate people who use academic discourse to communicate effectively. The content used to complete these goals explores American traditions.

**Prerequisites:** Honors English 9

**0007 ENGLISH 11** 11 10 Credits  
**American Perspectives through Literature**

**Description:** Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing increasingly challenging texts from a variety of genres through cultural, racial, and gender perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction, and visual text. Students will be assessed using a variety of methods including, but not limited to, essays, presentations, and creative critical thinking activities.

**Prerequisites:** English 10 or English 10 Literacy Enrichment

**0013 YEARBOOK****10-12**

10 Credits (20 at WHS)

**Description:** Students will expand the skills of interviewing, reporting, journalistic writing, editing, photography, and design learned in an introductory course to create the yearbook. The nature of this time-sensitive publication requires students to meet non-negotiable deadlines. The ability to complete assignments independently is required.

**Prerequisites:** Teacher approval based on performance in Intro to Journalism or Intro to Photojournalism

**0014 INTRO TO PHOTOJOURNALISM****9-12****North and South only**

5 Credits

**Description:** Students in this course will practice the craft of storytelling and reporting through photography. This class will focus on the basics of photography and taking images appropriate for publications. Interviewing, caption writing, editing, photo ethics, and digital file management will also be practiced. Students will prepare images for publication using technology specific to the industry standard. Out-of-class assignments are required, so a camera is highly recommended. Teacher approval based on performance in this course is a prerequisite for placement on publication staffs.

**Prerequisites:** None

**0016 IB ENGLISH HL I****11****North only**

10 Credits

**Description:** IB English HL I consists of Part 4 and Part 1 of the IB English curriculum for testing. Part 4 is the “school’s free choice” section which utilizes selections from the IB reading list that encompass the theme Individual and Society. IB required testing over these works is a prepared ten-minute oral presentation. The presentation is worth 15% of the IB English grade. Part 1 is “World Literature” which includes selections from the IB reading list. Part 1 culminates in the writing/preparation of two World Literature papers. Each paper is 10% of the final IB English grade. Students must possess a high level of commitment to close, detailed, and critical examination of world literature. Skills in studying, organizing, and managing time outside of class are essential, as well as the ability to communicate orally.

**Prerequisites:** Honors English 10

**0017 IB ENGLISH HL II****12****North only**

10 Credits

**Description:** IB English HL II consists of Part 2 and Part 3 of the IB English curriculum for testing. Part 2 is the “detailed study” section where students study in detail some of the most important works and/or authors in the major genres of their respective Language A1. All selections are chosen from the IB reading list. IB required testing over these works is a formal oral commentary. The presentation is worth 15% of the IB English grade. Part 3 is “groups of works” which includes selections from the IB reading list. Here, groups of works are selected from the same genre category and studied in depth. Part 3 culminates in the writing of two papers, a commentary and an essay. Each is worth 25% of the English IB grade. Students should be able to think at higher levels such as inference, interpretation, compare-contrast, cause-effect, analysis, evaluation, and speculation. They should be able to write a well-organized, well-supported multi-paragraph essay. Students will be required to reach within themselves to interpret literature using appropriate approaches and techniques.

**Prerequisites:** IB English HL I

**0020 SPEECH****9-12**

5 Credits

**Description:** This is an introductory course designed to assist students in understanding and improving their skills of effective intrapersonal and interpersonal communication. Speech is a performance-based course that will allow students to apply the skills learned in class using a variety of activities appropriate for the four required areas: job interview, group project, public speaking, and listening and note taking. In addition, all students will complete a mock job interview unit which assists in meeting one of the Personal Learning Plan (PLP) graduation requirements. This course also satisfies the Oral Communications graduation requirement.

**Prerequisites:** None

**0021 FORENSICS****9-12**

10 Credits

**Description:** Forensics is a two semester course designed for students interested in competitive speaking and acting activities. This course is developed around competitive events sanctioned by the Nebraska School Activities Association and National Forensics League. Most students specialize in selective areas including public speaking, oral interpretation, and acting. Students will develop advanced public speaking, research, writing, and critical thinking skills. This course fulfills the Oral Communication graduation requirement for the Millard Public Schools. Students will be expected to participate in tournaments, most of which will take place on weekends. In addition, all students will complete a mock job interview unit which assists in meeting one of the Personal Learning Plan (PLP) graduation requirements.

**Prerequisites:** Interest in competitive speaking. This class may be repeated with permission of the instructor.

**0022 DEBATE I****9-12**

5 Credits

**Description:** Debate I is a semester course designed to introduce students to the theory and practice of academic debate. The course will focus on argumentation, research, and delivery skills. In-class debate will be used to measure student understanding and application of skills. This course fulfills the Oral Communications graduation requirement. In addition, all students will complete a mock job interview unit which assists in meeting one of the Personal Learning Plan (PLP) graduation requirements. Students who enjoy competitive debate can choose to join the debate team, but is not mandatory for this course.

**Prerequisites:** None

**0023 ADVANCED DEBATE****10-12**

10 Credits

**Description:** Advanced Debate is a one or two semester course designed for teaching advanced argumentation theory to members of the debate team. Instruction will focus on competitive debate strategies, advanced research and writing skills, and persuasive techniques. Students will be challenged to realize their individual debate potential. Students are expected to participate in debate tournaments which often take place on weekends.

**Prerequisites:** Debate I, Speech, or Forensics

**0024 DRAMA I****9-12**

5 Credits

**Description:** This is a performance-based survey course designed to introduce students to many different aspects of theatre. Units include acting, script analysis, theatre history, and an overview of technical theatre. The acting unit consists of individual and group in-class performances, regular participation in acting exercises, and memorized scenes and monologues. Students will engage in script analysis, character analysis, analysis of the production process and viewed performances. The theatre history unit may include the origins of storytelling and evolution of the theatre, while the overview of technical theatre may include scenery, lighting, sound, and/or costuming/makeup. Successful completion of performances and projects is a course requirement. This course satisfies the Fine Arts graduation requirement and serves as a prerequisite for Drama II and Theatre Technology.

**Prerequisites:** None

**0025 DRAMA II****9-12**

5 Credits

**Description:** This is a performance-based course designed to further develop skills in theatre from production process to performance. Students will gain a deeper understanding of script and production process, acting techniques, and theatre history. Students will also be introduced to directing techniques, acting theory, theatre periods, and acting styles. Successful completion of performances and projects is a course requirement. A public performance may be a component of this course. Students who have successfully completed this course may elect to repeat it for another semester of theatre experience.

**Prerequisites:** Drama I

**0026 THEATRE TECHNOLOGY****9-12**

5 Credits

**Description:** This is a course designed for students who wish to pursue knowledge of technical theatre and theatrical design. It emphasizes the backstage elements of theatre production including theatre safety, set design and construction techniques, scene painting, properties, lighting, costume/makeup design, stage management, and theatre administration skills. Students will gain hands-on experience with current theatre technologies including: computer based set/light/sound design programs, as well as an electronic portfolio. Hands-on lab instruction and technical projects are a course requirement. Students who have successfully completed this course may elect to repeat it for additional semesters of theatre experience.

**Prerequisites:** Drama I or Theatre Appreciation

**0033 CREATIVE WRITING****11-12**

5 Credits

**Description:** Creative Writing is a semester long, advanced writing course for students who enjoy writing and want to improve their composition skills. Students will be required to write and read daily. Students will maintain a writer's notebook where they will experiment with a variety of writing genre; these genres may include but are not limited to short stories, poetry, and script writing. Creative writers are, by nature, readers and will read and analyze short stories, novels, and poetry as guides to develop their own writing. Students will be required to share their writing in small groups and with the class.

**Prerequisite:** Honors English 10 or English 11

**0035 RESEARCH METHODS****11-12**

5 Credits

**Description:** Research Methods is a course designed to prepare students for independent research and writing at the collegiate level. Students will learn the proper method for organizing, researching, and writing a formal research paper. This class is suited for independent workers and motivated students. Organizational skills and time management are important when working to meet deadlines for this course.

**Prerequisites:** English 11 or Honors English 10

**0039 THEATRE APPRECIATION****9-12**

5 Credits

**Description:** Whether you're listening to a radio performance, enjoying television shows or movies, or sitting in an auditorium watching a play, dance recital, or concert, you are surrounded by elements of theatre. This non-performance-based course will assist in the understanding and appreciation of theatrical elements in the world around us. Units may include overviews of stage, film, television and radio characteristics; scenery, lighting, sound, and/or costuming/make-up; script and character analysis; and theatre history. Successful completion of projects is a course requirement. This course satisfies the Fine Arts graduation requirement and also counts as a prerequisite to Theatre Technology. Students interested in a performance-based course should refer to Drama I.

**Prerequisites:** None

**0047 ADVANCED PLACEMENT® ENGLISH LANGUAGE & COMPOSITION****11-12**

10 Credits

**Description:** AP English Language & Composition is a course for juniors or seniors who are interested in pursuing rigorous, advanced studies in rhetoric. The course will concentrate on the analysis of college-level readings, sophisticated composition, and advanced research. Students will become skilled readers of complex texts from a variety of periods, disciplines, and rhetorical contexts. They will also demonstrate mastery of expository, analytical, and argumentative writing. Students will develop stylistic maturity using grammar, diction, and tone. Completion of this course will prepare students to take the national College Board Advanced Placement® Exam in English Language & Composition.

**Prerequisites:** Honors English 10 or English 11

**0048 ADVANCED PLACEMENT® ENGLISH LITERATURE & COMPOSITION****12**

10 Credits

**Description:** AP English Literature & Composition is a course for seniors who are interested in pursuing rigorous advanced studies in language arts for personal growth and possible college credit. The course will concentrate on the critical analysis of designated literary works through class discussion, activities, and research. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in English Literature.

**Prerequisites:** Honors English 10 or English 11.

**0772 CONCERT CHOIR/FORENSICS****9-10****North only**

10 Credits

**Description:** Forensics students can block their forensics class with concert choir and receive 5 credits for concert choir and 5 credits for forensics while receiving instruction throughout the year. Speech writing and the memorization of up to ten minutes of literature are required. Students will be expected to participate in forensics contests and tournaments, many of which take place on weekends, and to participate in music concerts.

**Prerequisites:** None

**0059 ENGLISH 9 LITERACY ENRICHMENT****9**

10 English Credits

10 Elective Credits

**Description:** English 9 Literacy Enrichment is a skill building and study skills course designed for 9<sup>th</sup> grade students who need more practice with reading and/or writing as evidenced by prior assessment results and literacy abilities demonstrated during middle school. This course uses best practices in building reading and writing skills based on individual student needs. Diagnostic and benchmark assessments are used to monitor student progress. Lessons are designed to build skills in reading and writing so that students can successfully complete the English 9 curriculum, gain strategies and skills needed for future success and meet the standards on district and state reading and writing tests.

**Prerequisites:** Need for reading and/or writing improvement

**0060 ENGLISH 10 LITERACY ENRICHMENT****10**10 English Credits  
10 Elective Credits

**Description:** English 10 Literacy Enrichment is a skill building and study skills course designed for 10<sup>th</sup> grade students who need more practice with reading and/or writing as evidenced by prior assessment results, including standardized test scores, Reading ELO assessments and literacy abilities demonstrated in ninth grade. This course uses best practices in building reading and writing skills based on individual student needs. Diagnostic and benchmark assessments are used to monitor student progress. Lessons are designed to build skills in reading and writing so that students can successfully complete the English 10 curriculum, gain strategies and skills needed for future success, and meet the standards on district and state reading and writing tests.

**Prerequisites:** Need for reading and/or writing improvement; either English 9 or English 9 Literacy Enrichment

**0061 LITERACY ENRICHMENT****11**

10 Elective Credits

**Description:** Literacy Enrichment is a skill building and study skills course designed for 11<sup>th</sup> grade students who need more practice with reading and/or writing as evidenced by Reading ELO, Analytical Writing Assessment, the State Reading Test, and English 10 scores. This course uses best practices in building reading and writing skills based on individual student needs. Diagnostic and benchmark assessments are used to monitor student progress. Lessons are designed to build skills in reading and writing so that students can gain literacy strategies and skills needed for future success and meet the standards on district and state reading and writing tests. This course will focus more on building additional reading skills and is taken in addition to the required English 11 course.

**Prerequisites:** Need for reading and/or writing improvement; either English 10 or English 10 Literacy Enrichment

**0062 LITERACY FOR LIFE I****12**

5 Credits

**0063 LITERACY FOR LIFE II****12**

5 Credits

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

**Prerequisites:** None

**0064 INTRO TO JOURNALISM****9-12**

5 Credits

**Description:** Students will practice the techniques of interviewing, reporting, editing, and journalistic writing for online or print publications. Students will explore photography and design principles for online and print layouts using technology specific to the industry standard. Teacher approval based on performance in this course is a prerequisite for placement on publication staffs.

**Prerequisites:** None

**0065 LITERATURE AND FILM****11-12**

5 Credits

**Description:** Literature and Film is a course that involves the student in a comprehensive analysis of literature and the medium of film. The three compulsory parts of the course will include an in-depth study of textual analysis of literature; introduction of film language, sequences, theory and history; and analytical writing. The curriculum of this course will center on novels, stories, and plays. In addition, connecting the powerful medium of film to celebrated written works will allow the students to deepen their cultural understanding as well as gain an appreciation for the traditional medium of literature. Students will study a variety of genres in literature and film; possibilities include Drama, Comedy/Romantic Comedy, Thriller/Mystery/Film Noir, Western/Action & Adventure, Science Fiction/Fantasy, and Nonfiction. Students will be assessed using a variety of methods including essays, script writing, and critical-thinking activities.

**Prerequisites:** Honors English 10 or English 11

**0066 ADVANCED JOURNALISM****10-12**

10 Credits (20 at WHS)

**Description:** Students will expand the reporting skills of interviewing, reporting, journalistic writing, editing, photography, and design. Students will work together to publish news in a variety of mediums such as print, web, podcast, and/or broadcast. The ability to complete assignments independently and meet deadlines is required.

**Prerequisites:** Teacher approval based on performance in Intro to Journalism or Intro to Photojournalism



**0067 GLOBAL PERSPECTIVE THROUGH LITERATURE 12 5 Credits**

**Description:** Global Perspective Through Literature is a course that continues the skills established in previous English courses. Students will study a variety of texts, including short stories, novels, poetry, drama, memoirs, graphic novels, film, and images. The readings will come from countries other than the United States and Western Europe. Themes include Wisdom and Knowledge, the Hero's Journey, the Individual in Society, Appearance vs. Reality, Women and Men, and the Struggle Against Injustice. Students will be assessed using a variety of methods, including essays, presentations, and critical-thinking activities.

**Prerequisites:** Honors English 10 or English 11

**0068 CONTEMPORARY LITERATURE 11-12 5 Credits**

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

**Prerequisite:** Honors English 10 or English 11

**0069 21<sup>st</sup> CENTURY MEDIA LITERACY 11-12 5 Credits**

**Description:** This course is an introduction to mass media and what it is, how it affects us, and how we react to it. Our society is saturated with media messages from the traditional (e.g. television, magazines, newspapers, radio) to the 21<sup>st</sup> Century (e.g. internet, podcasts, blogs, and other emerging technologies). Students will access, analyze and create messages in a variety of media forms thereby developing a better understanding of what it means to be a critical receiver of these media messages within our society. Students will become media literate by applying the Five Core Media Literacy Concepts: all media messages are constructed; media messages are constructed using a creative language with its own rules; different people experience the same message differently; media have embedded values and points of view; most media messages are organized to gain profit and/or power.

**Prerequisites:** Honors 10 or English 11

**0073 IB FILM SL 11-12 North only 10 Credits**

**Description:** Film is both a powerful communication medium and an art form. This one year film course aims to develop students' skills so they become adept in both interpreting and making film texts. The IB film course will involve the student in a comprehensive examination of the nature of film. The three compulsory parts of the course will include an in-depth study of: Textual Analysis, the detailed study of film sequences and contextualizing meanings within a larger framework; film theory and history, the study of films and film-making traditions from more than one culture; creative process-techniques and organization of production; the development of creative, analytic and production skills with film-making.

**Prerequisite:** None

**0074 IB FILM HL I 11 North only 10 Credits**

**Description:** Film is both a powerful communication medium and an art form. This first year film course of a two year program aims to develop students' skills so they become adept in both interpreting and making film texts. The IB film course will involve the student in a comprehensive examination of the nature of film. The three compulsory parts of the course will include an in-depth study of: Textual Analysis, the detailed study of film sequences and contextualizing meanings within a larger framework; film theory and history, the study of films and film-making traditions from more than one culture; creative process-techniques and organization of production; the development of creative, analytic and production skills with film-making.

**Prerequisite:** None

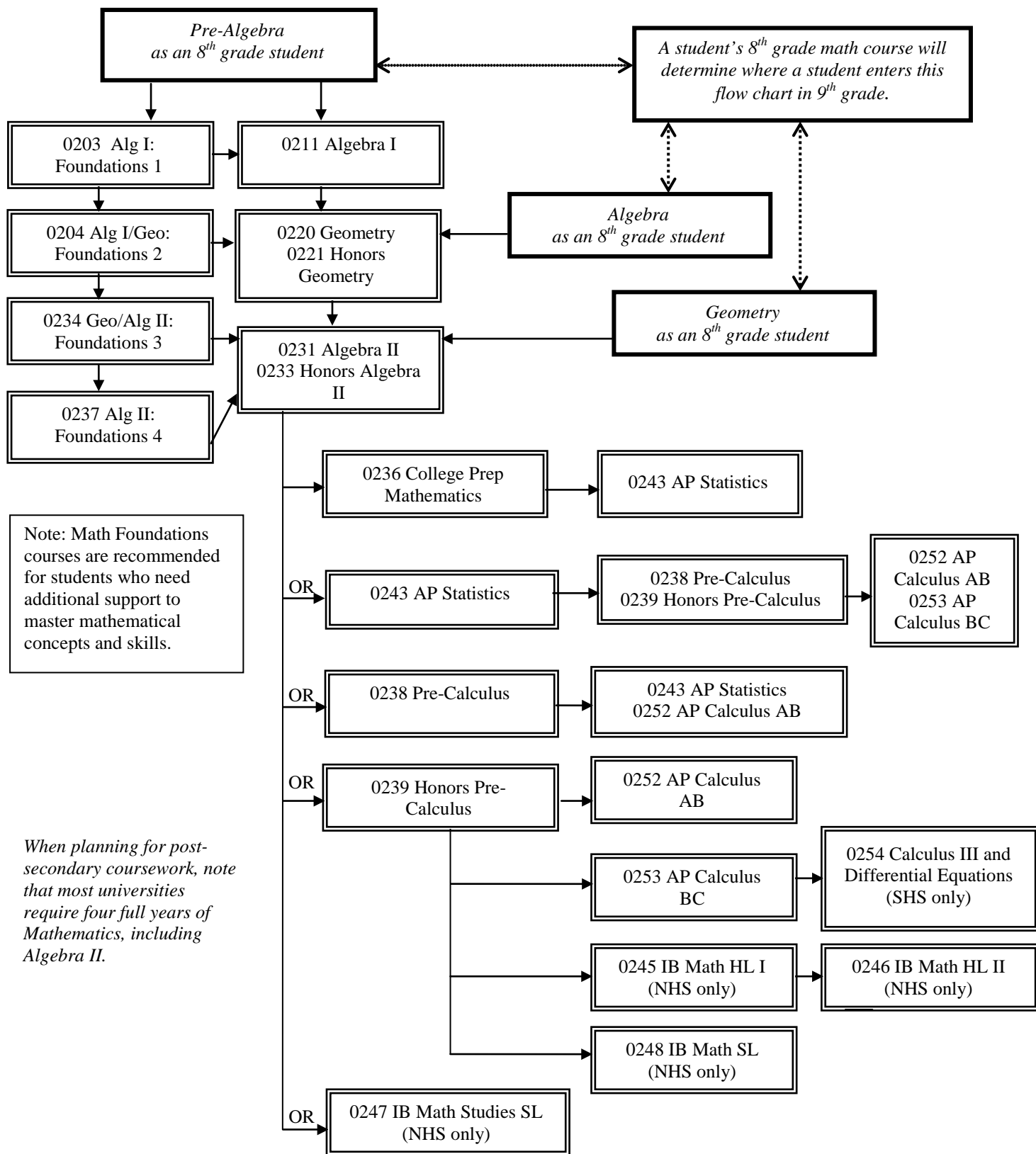
**0075 IB FILM HL II****12****North only**

10 Credits

**Description:** Film is both a powerful communication medium and an art form. This second year film course builds on the first year course of study and aims to further develop students' skills so they become adept in both interpreting and making film texts. The IB film course will involve the student in a comprehensive examination of the nature of film. The three compulsory parts of the course will include an in-depth study of textual analysis, the detailed study of film sequences, and contextualizing meanings within a larger framework; film theory and history, the study of films and film-making traditions from more than one culture; creative process-techniques and organization of production; the development of creative, analytical, and production skills with film-making.

**Prerequisite:** IB Film HL I

# MATHEMATICS



## MATHEMATICS

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>MATHEMATICS</b>										
0203 A/B	Alg I: Foundations 1	10	9-10		†		•	•	•	•
0204 A/B	Alg I/Geo: Foundations 2	10	9-11		0203+		•	•	•	•
0211 A/B	Algebra I	10	9-12			•	•	•	•	•
0220 A/B	Geometry	10	9-12		0211	•	•	•	•	•
0221 A/B	Honors Geometry	10	9-12		0211	•	•	•	•	•
0234 A/B	Geo/Alg II: Foundations 3	10	10-12		0204+		•	•	•	•
0237 A/B	Alg II: Foundations 4	10	11-12		0234+		•	•	•	•
0231 A/B	Algebra II	10	9-12		0220	•	•	•	•	•
0233 A/B	Honors Algebra II	10	9-12		0221	•	•	•	•	•
0236 A/B	College Prep Mathematics	10	11-12		0231	•	•	•	•	•
0238 A/B	Precalculus	10	10-12		0231	•	•	•	•	•
0239 A/B	Honors Precalculus	10	10-12		0233	•	•	•	•	•
0243 A/B	Advanced Placement® Statistics	10	10-12		0243	•	•	•	•	•
0245 A/B	IB Mathematics HL I	10	11		0231, 0239	•	•			
0246 A/B	IB Mathematics HL II	10	12		0246	•	•			
0247 A/B	IB Mathematical Studies SL	10	11-12		0233	•	•			
0248 A/B	IB Mathematics SL	10	11-12		0233	•	•			
0252 A/B	Advanced Placement® Calculus AB	10	11-12		0231	•	•	•	•	•
0253 A/B	Advanced Placement® Calculus BC	10	11-12		0239	•	•	•	•	•
0254 A/B	Calculus III/Differential Equations	10	11-12		0253	•	•	•	•	•

† = See course descriptions for additional requirements.

All students must successfully complete 25 credits (30 credits 2013 and beyond) of mathematics in order to meet the minimum graduation requirements. All students should complete 3 to 4 years of mathematics including Algebra II or Algebra II: Foundations 4 for minimum college preparation.

School calculators are available for use in all math classes. Students may also use their own calculator.

## MATHEMATICS

### 0203 ALG I: FOUNDATIONS 1

**9-10**

10 Credits

**Description:** Alg I: Foundations 1 is year one of a two-year sequence designed for students who need reinforcement in basic skills in order to successfully master algebra concepts. Students will develop the ability to solve linear equations and inequalities and analyze solutions. Students who successfully complete both Alg I: Foundations 1 and Alg I/Geo: Foundations 2 will have satisfied the Algebra graduation requirement. Upon completion, students should enroll in either Alg I/Geo: Foundations 2 or Algebra I.

**Prerequisites:** Need for mathematical skills improvement and concepts reinforcement

**0204 ALG I/GEO: FOUNDATIONS 2****9-11**

10 Credits

**Description:** Alg I/Geo: Foundations 2 is year two of a two-year sequence designed for students who need reinforcement in basic skills in order to successfully master algebra concepts. In Alg I/Geo: Foundations 2, topics will include systems of equations, polynomials, exponential equations, and quadratics. Students who successfully complete both Alg I: Foundations 1 and Alg I/Geo: Foundations 2 will have satisfied the Algebra I graduation requirement. Upon completion, students should enroll in either Geo/Alg II: Foundations 3 or Geometry.

**Prerequisites:** Need for mathematical skills improvement and concepts reinforcement and Alg I: Foundations 1

**0211 ALGEBRA I****9-12**

10 Credits

**Description:** Algebra I is the study of linear, quadratic, and exponential equations. It is a course designed for those students who have *mastered* the basics of arithmetic and pre-algebra, and who understand mathematics in a more abstract form. This first-year algebra course is the appropriate mathematics course for most college-bound freshmen.

**Prerequisites:** None

**0220 GEOMETRY****9-12**

10 Credits

**Description:** This course is designed for the student who has successfully mastered Algebra I and has the ability to apply those skills to geometric problems and the ability to build upon previously learned mathematical concepts. This is the next course in the sequence following Algebra I for most college-bound students.

**Prerequisites:** Algebra I

**0221 HONORS GEOMETRY****9-12**

10 Credits

**Description:** This course is designed for the student who has successfully mastered Algebra I and has the ability to apply those skills to geometric problems and the ability to build upon previously learned mathematical concepts. This is the next course in the sequence following Algebra I for most college-bound students and will move at a quicker pace and cover topics in greater detail than the regular Geometry class.

**Prerequisites:** Algebra I

**0234 GEO/ALG II: FOUNDATIONS 3****10-12**

10 Credits

**Description:** Geo/Alg II: Foundations 3 is a year-long, project-based course designed for the student who has successfully completed Alg I/Geo: Foundations 2. Students will develop the ability to apply geometric concepts to real-world situations. Geometry concepts will include triangles, quadrilaterals, cubes, spheres, cylinders, and other two and three-dimensional shapes. Additionally, students will expand their understanding of algebraic concepts from Foundations 1 & 2 by learning many advanced algebraic topics. Upon completion, students should enroll in Alg II: Foundations 4 or Algebra II.

**Prerequisites:** Need for mathematical skills improvement and concepts reinforcement and Alg I/Geo: Foundations 2

**0237 ALG II: FOUNDATIONS 4****11-12**

10 Credits

**Description:** Alg II: Foundatons 4 is a year-long course designed for the student who has successfully completed Geo/Alg II Foundations 3. Students will develop an understanding of a variety of advanced algebraic topics. Because four-year institutions may not accept this course for math credit, it is not recommended for college bound students.

**Prerequisites:** Need for mathematical skills improvement and concepts reinforcement and Geo/Alg II: Foundations 3

**0231 ALGEBRA II****9-12**

10 Credits

**Description:** Concepts from Algebra I are expanded and used to further develop a variety of advanced algebraic topics. This course integrates topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions and discrete math topics. Algebra II completes the three-year mathematics sequence required by many colleges.

**Prerequisites:** Geometry

**0233 HONORS ALGEBRA II****9-12**

10 Credits

**Description:** In Honors Algebra II, concepts from Algebra I are expanded and used to further develop a variety of advanced algebraic topics. The course integrates topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions and discrete math topics. This class will move at a quicker pace and will cover topics in greater detail than the regular Algebra II class. Honors Algebra II is recommended for all students who plan to pursue Advanced Placement<sup>®</sup> or International Baccalaureate math classes.

**Prerequisites:** Geometry or Honors Geometry

**0236 COLLEGE PREP MATHEMATICS** **10-12** 10 Credits

**Description:** This course is designed for those students who are college-bound, non-math majors. It will expand on the college level math topics of linear equations, advanced functions, conic sections, probability, series and sequences, and basic trigonometry. This course would fulfill the four-year math requirement for most universities and prepare students for introductory college mathematics courses. Students who will need Trigonometry or Calculus in college should enroll in Precalculus. Those who will need a background in statistics may also take AP Statistics.

**Prerequisites:** Algebra II

**0238 PRECALCULUS** **10-12** 10 Credits

**Description:** Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important concepts of Calculus. The relationship between functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application.

**Prerequisites:** Algebra II

**0239 HONORS PRECALCULUS** **10-12** 10 Credits

**Description:** Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important concepts of Calculus. The relationship between functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This class will move at a quicker pace and will cover topics in greater detail than the regular Precalculus class. It is recommended for all students who plan to pursue Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> math classes.

**Prerequisites:** Honors Algebra II

**0243 ADVANCED PLACEMENT<sup>®</sup> STATISTICS** **10-12** 10 Credits

**Description:** Advanced Placement<sup>®</sup> Statistics is designed to prepare students for the Advanced Placement<sup>®</sup> Statistics exam. The content will consist of the statistical concepts tested on the exam including exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who successfully complete the Advanced Placement<sup>®</sup> examination may receive credit and/or advanced placement for a one-semester introductory college statistics course at many colleges and universities. Completion of this course will prepare students to take the College Board AP Statistics exam.

**Prerequisites:** Algebra II

**0245 IB MATHEMATICS HL I** **11** **North only** 10 Credits

**Description:** HL Math I is a course intended for juniors in the IB program with excellent math abilities. It is the first course in a two-year sequence culminating with the IB HL Math test in the spring of their senior year. The course will provide a rigorous study of matrices, vectors, probability, statistics, complex numbers and calculus.

**Prerequisites:** Honors Precalculus

**0246 IB MATHEMATICS HL II** **12** **North only** 10 Credits

**Description:** HL Math II is a course intended for seniors who have successfully completed Math HL I. It is the second course in a two-year sequence culminating with the IB HL Math test in the spring of their senior year. The course will provide further extensions of proofs, vectors, probability, statistics, calculus, discrete mathematics and group theory.

**Prerequisites:** IB Mathematics Higher Level I

**0247 IB MATHEMATICAL STUDIES SL** **11-12** **North only** 10 Credits

**Description:** IB Mathematical Studies SL is a course designed for juniors or seniors who intend to test standard level math in the IB program. This course is intended for students of varied math backgrounds who plan to study non-math intensive fields. The course will concentrate on advanced math topics such as numbers and algebra, sets and logic, geometry and trigonometry, functions, financial math, calculus, statistics and probability.

**Prerequisites:** Algebra II

**0248 IB MATHEMATICS SL** **11-12** **North only** 10 Credits

**Description:** Mathematics SL is a course intended for juniors or seniors in the IB program with strong math abilities. This is a one-year course that will provide a rigorous study of matrices, vectors, probability, statistics, complex numbers and calculus.

**Prerequisites:** Honors Precalculus

**0252 ADVANCED PLACEMENT<sup>®</sup> CALCULUS AB      11-12      10 Credits**

**Description:** Advanced Placement<sup>®</sup> Calculus AB is a course in single variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. Algebraic, numerical, and graphical representations are emphasized throughout the course. It is equivalent to at least a semester of calculus at most colleges and universities. Completion of this course will prepare students to take the AP Calculus AB exam.

**Prerequisites:** Precalculus or Honors Precalculus

**0253 ADVANCED PLACEMENT<sup>®</sup> CALCULUS BC      11-12      10 Credits**

**Description:** Advanced Placement<sup>®</sup> Calculus BC is a course in single variable calculus that includes all the topics of Advanced Placement<sup>®</sup> Calculus AB plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. Algebraic, numerical, and graphical representations are emphasized throughout the course. It is equivalent to at least a year of calculus at most colleges and universities. Completion of this course will prepare students to take the AP Calculus BC exam.

**Prerequisites:** Honors Precalculus

**0254 CALCULUS III/DIFFERENTIAL EQUATIONS      11-12      South only      10 Credits**

**Description:** Calculus III /Differential Equations is a year-long course covering calculus topics including (but not limited to) vector analysis, partial differentiation, multiple integration, and functions of several variables. The differential equations portion of the course will focus primarily on (but not limited to) ordinary differential equations, solutions by series, Laplace transformations, and applications. This course is not available for dual enrollment. This course provides a weighted grade as it exceeds AP Calculus level courses.

**Prerequisites:** Advanced Placement<sup>®</sup> Calculus BC

## MUSIC – MILLARD NORTH

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>MUSIC – NORTH HIGH</b>										
0750 A/B	Symphonic/Marching Band	10	9-12	F	†			•		
0754 A/B	Orchestra	10	9-12	F	†			•		
0760	Chorus	5	9-12	F				•		
0761 A/B	Junior Varsity Choir	10	9-10	F	†			•		
0762 A/B	Varsity Choir	10	11-12	F	†			•		
0763 A/B	Junior Varsity Choir/Forensics (Pre-IB)	10	9-10	F	†			•		
0764 A/B	Varsity Choir/Forensics	10	11-12	F	†			•		
0767 A/B	IB Music SL-Band	10	11-12	F	†			•		
0768 A/B	IB Music SL-Chorus	10	11-12	F	†			•		
0769 A/B	IB Music SL-Orchestra	10	11-12	F	†			•		
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•

F = Fine and Performing Arts

† = See course descriptions for additional requirements.

Students may be asked to provide specialized attire or to make a donation in these courses in compliance with Rule 6750.1. Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials.

Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should discuss cost or instrument needs with their instructors.



**MUSIC – MILLARD NORTH**
**INSTRUMENTAL**

**9<sup>th</sup> – 12<sup>th</sup> Grade ORCHESTRA** – Successful completion of Middle School Orchestra or approval of instructor.

**9<sup>th</sup> – 12<sup>th</sup> Grade BAND** – Successful completion of Middle School Band. All students will be part of the Marching Band for first quarter. In an effort to match the student's ability to an appropriate level of literature, auditions will be held to place the student in the Symphonic or Concert Band for second through fourth quarters.

**CHORAL**

<b>Chorus</b> (semester) 9 <sup>th</sup> – 12 <sup>th</sup> Grade (no audition)	<b>9-10 Choir/Forensics</b> (year only) 9 <sup>th</sup> -10 <sup>th</sup> Grade 5 credits-choir 5 credits – forensics <ul style="list-style-type: none"> <li>• Approval of instructor</li> <li>• Must be able to compete on a week-end (at least twice per semester).</li> </ul>	<b>Junior Varsity Choir</b> (year only) 9 <sup>th</sup> -10 <sup>th</sup> Grade Approval of instructor	<b>Varsity Choir</b> (year only) 11 <sup>th</sup> – 12 <sup>th</sup> Grade Approval of instructor
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**THEORY**

**Music Theory**  
9<sup>th</sup> – 12<sup>th</sup> Grade

**Advanced Placement<sup>®</sup> Music Theory**  
11<sup>th</sup> – 12<sup>th</sup> Grade  
(successful completion of Music Theory and/or approval of instructor)

See the IB section for the sequence of IB music courses.

**0750 SYMPHONIC/MARCHING BAND** **9-12** 10 Credits  
**Description:** This course is for all 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students who play a band instrument and have an interest in band music literature. ALL students registered for Band 0750 will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Orchestra winds and percussion, Musical Pit Orchestra, and various small groups and individual solos and honor groups.

At the conclusion of marching season, band students will be divided into two concert bands by audition. The groups will be designated as Concert Band and Symphonic Band. Students selected for Symphonic Band should have an interest in advanced literature and desire the highest level possible in performance and musical experience. Color Guard students who continue in band will receive 5 credits. Color Guard students may purchase uniforms as determined by the instructor.

**Prerequisites:** Students should have passed band the previous year or audition with the band director.

**0754 ORCHESTRA** **9-12** 10 Credits  
**Description:** Orchestra is for all high school students who play a string instrument and desire to perform repertoire from all periods of music history. Following marching season, the String Orchestra will be joined, twice weekly, by wind and percussion players to form the full Orchestra. Opportunities exist for chamber music, conducting, solo performances, and participation in honor groups.

**Prerequisites:** Students should have completed 8<sup>th</sup> grade Orchestra or audition with the director.

**0760 CHORUS** **9-12 (1<sup>st</sup> Semester)** 5 Credits  
**Description:** Students may take mixed chorus first semester. This course is designed to develop the students' vocal instrument and to increase their knowledge of musical literature. Emphasis is on performing three (SAB) and four-part (SATB) literature, including sacred and secular texts.

**Prerequisites:** None

## MUSIC – MILLARD NORTH

- 0761 JUNIOR VARSITY CHOIR** **9-10** 10 Credits  
**Description:** This is a select mixed chorus with emphasis on performance. There is a minimum of three major performances per year. A variety of musical styles are explored, including sacred and secular texts.  
**Prerequisites:** Successful completion of 8<sup>th</sup> grade choir with placement by director or successful completion of an audition with the director
- 0762 VARSITY CHOIR** **11-12** 10 Credits  
**Description:** This is a select mixed chorus with emphasis on performance. There is a minimum of three major performances per year. A variety of musical styles are explored, including sacred and secular texts.  
**Prerequisites:** Successful completion of an audition with the director is required.
- 0763 JUNIOR VARSITY CHOIR/FORENSICS** **9-10** 10 Credits  
**Description:** Forensics students can block their forensics class with concert choir and receive 5 credits for concert choir and 5 credits for forensics while maintaining instruction throughout the year.  
**Prerequisites:** Recommendation by current choral music instructor
- 0764 VARSITY CHOIR/FORENSICS** **11-12** 10 Credits  
**Description:** Forensics students can block their forensics class with concert choir and receive 5 credits for concert choir and 5 credits for forensics while maintaining instruction throughout the year.  
**Prerequisites:** Recommendation by current choral music instructor
- 0767 IB MUSIC SL BAND** **11-12** 10 Credits  
**Description:** This course will offer insights into melody, rhythm, intervals, triads, harmony, notation, ear training, and music history. It will also include an intense study of music theory, literature, international cultural studies, history, composition, and performance. (**Band** performance for IB credit) Band students pay a uniform cleaning fee and provide uniform shoes.  
**Prerequisites:** Successful completion of **Band** in both 9<sup>th</sup> and 10<sup>th</sup> grades and music theory assessment.
- 0768 IB MUSIC SL CHORUS** **11-12** 10 Credits  
**Description:** This course will offer insights into melody, rhythm, intervals, triads, harmony, notation, ear training, and music history. It will also include an intense study of music theory, literature, international cultural studies, history, composition, and performance. (**Choral** performance for IB credit)  
**Prerequisites:** Successful completion of Choir in both 9<sup>th</sup> and 10<sup>th</sup> grades and music theory assessment.
- 0769 IB MUSIC SL ORCHESTRA** **11-12** 10 Credits  
**Description:** This course will offer insights into melody, rhythm, intervals, triads, harmony, notation, ear training, and music history. It will also include an intense study of music theory, literature, international cultural studies, history, composition, and performance. Students will be asked to provide performance appropriate clothing. (**Orchestra** performance for IB credit)  
**Prerequisites:** Successful completion of **Orchestra** in both 9<sup>th</sup> and 10<sup>th</sup> grades and music theory assessment.
- 0797 THE MUSIC CONSUMER** **9-12** 5 Credits  
**Description:** It doesn't matter if you are riding in a car, buying a new CD, watching television, or sitting in the dentist's chair, we are all consumers of music. To help students become more knowledgeable music consumers, this course will help develop active listening skills and bring music to life with a unique combination of creative tools. It will present numerous types of music and sound, emphasizing the depth of emotion that can be conveyed. Students will explore a brief history of music and musical concepts through various multimedia tools.  
**Prerequisites:** None

**MUSIC – MILLARD NORTH****0798 MUSIC THEORY****9-12**

5 Credits

**Description:** A course which offers students insights into music with respect to melody, rhythm, intervals, triads, harmony, notation, ear training, and history. There will be a brief introduction to music history as it relates to music theory. This course is designed to educate students who wish to better understand the elements of music, with the aid of music technology.

**Prerequisites:** Previous musical experience is not required but may be beneficial.

**0799 ADVANCED PLACEMENT<sup>®</sup> MUSIC THEORY 11-12**

5 Credits

**Description:** This course is an intense study of music theory, critical analysis of literature, history and composition with emphasis on individual student composition project and use of music technology. Students should have a strong background in music theory. Completion of this course will prepare students to take the Advanced Placement<sup>®</sup> exam in Music Theory and/or college music theory entrance exams.

**Prerequisites:** Successful completion of 0798 Music Theory and/or permission by the instructor.

## MUSIC – MILLARD SOUTH

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>MUSIC – SOUTH HIGH</b>										
0732	Marching Band	5	9-12	F	†				•	
0733	Concert Band	5	9-12	F	†				•	
0734	Symphonic Band	5	9-12	F	†				•	
0735	Wind Ensemble	5	9-12	F	†				•	
0738 A/B	Orchestra	10	9-12	F	†				•	
0741	Chorus	5	9-12	F					•	
0742 A/B	Chorus	10	9-12	F	†				•	
0743 A/B	Freshman Choir	10	9	F	†				•	
0744 A/B	Junior Varsity Choir	10	10	F	†				•	
0745 A/B	Varsity Choir	10	11-12	F	†				•	
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•

F = Fine and Performing Arts

† = See course descriptions for additional requirements.

Students may be asked to provide specialized attire or to make a donation in these courses in compliance with Rule 6750.1. Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials.

Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should discuss cost or instrument needs with their instructors.

## MUSIC – MILLARD SOUTH

### **0733/0732 CONCERT BAND/MARCHING BAND                      9-12                      10 Credits**

**Description:** This course is for all 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students who play a band instrument and have an interest in band music literature. All students registered for Band will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Musical Pit Orchestra, Orchestra winds and percussion, and various small groups, individual solos and honor groups. 0761 Marching Band meets only 1<sup>st</sup> semester and should be paired with 0762 Concert Band for the 2<sup>nd</sup> semester class.

**Prerequisites:** Students should have passed Band the previous year and audition with the band director.

### **0734/0732 SYMPHONIC BAND/MARCHING BAND                      9-12                      10 Credits**

**Description:** This course is for all 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students who play a band instrument and have an interest in advanced level band music literature. All students registered for Symphonic Band will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Orchestra winds and percussion, Musical Pit Orchestra, and various small groups, individual solos and honor groups. 0761 Marching Band meets only 1<sup>st</sup> semester and should be paired with 0760 Symphonic Band for the 2<sup>nd</sup> semester class.

**Prerequisites:** Students should have passed Band the previous year and audition with the band director.

## MUSIC – MILLARD SOUTH

- 0735/0732 WIND ENSEMBLE/ MARCHING BAND**      **9-12**      10 Credits  
**Description:** The course is for all 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students who play a band instrument and have an interest in the most advanced band music literature. All students registered for Band will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Orchestra winds and percussion, Musical Pit Orchestra, and various small groups and individual solos and honor groups. 0761 Marching Band meets only 1<sup>st</sup> semester and should be paired with 0764 Wind Ensemble for the 2<sup>nd</sup> semester class.  
**Prerequisites:** Students should have passed Band the previous year and audition with the band director.
- 0738 ORCHESTRA**      **9-12**      10 Credits  
**Description:** Orchestra is for all high school students who play a string instrument and desire to perform repertoire from all periods of music history. Following marching season, the String Orchestra will be joined by wind and percussion players selected from the bands to form the full orchestra. Opportunities exist for chamber music, conducting, solo performances, and participation in honor groups, contests, studio orchestra (jazz and pop) and chamber orchestra (by audition).  
**Prerequisites:** Students should have passed Band the previous year and audition with the band director.
- 0741 CHORUS**      **9-12 (1<sup>st</sup> Semester)**      5 Credits  
**Description:** Students may take this mixed chorus for a semester. This course is designed to develop the students' vocal instrument and to increase their knowledge of musical literature. Emphasis is on performing (SAB) and four-part (SATB) literature of all styles, including sacred and secular texts. If the membership is all women we will study SSA & SSAA literature.  
**Prerequisites:** None
- 0742 CHORUS**      **9-12**      10 Credits  
**Description:** Students may take this mixed chorus for the entire year. This course is designed to develop the students' vocal instrument and to increase their knowledge of musical literature. Emphasis is on performing (SAB) and four-part (SATB) literature of all styles, including sacred and secular texts. If the membership is all women we will study SSA & SSAA literature.  
**Prerequisites:** None
- 0743 FRESHMAN CHOIR**      **9**      10 Credits  
**Description:** This is a select mixed voice chorus with emphasis on performance. There is a minimum of three performances per year. A variety of musical styles are explored, including sacred and secular texts.  
**Prerequisites:** Students should have passed 8<sup>th</sup> grade choir with placement by the choral director; or audition with the choral director.
- 0744 JUNIOR VARSITY CHOIR**      **10**      10 Credits  
**Description:** This is a select, mixed voice chorus with emphasis on performance. There is a minimum of three performances per year. A variety of musical styles are explored, including sacred and secular texts.  
**Prerequisites:** Students should have passed Concert Choir with placement by the choral director; or audition with the choral director.
- 0745 VARSITY CHOIR**      **11-12**      10 Credits  
**Description:** This is a select mixed voice chorus with emphasis on advanced level choral performance. There is a minimum of three performances per year. A variety of musical styles are explored, including sacred and secular music.  
**Prerequisites:** Students should have passed Choir the previous year of choir with placement by the choral director; or audition with the choral director.
- 0797 THE MUSIC CONSUMER**      **9-12**      5 Credits  
**Description:** It doesn't matter if you are riding in a car, buying a new CD, watching television, or sitting in the dentist's chair, we are all consumers of music. To help students become more knowledgeable music consumers, this course will help develop active listening skills and bring music to life with a unique combination of creative tools. It will present numerous types of music and sound, emphasizing the depth of emotion that can be conveyed. Students will explore a brief history of music and musical concepts through various multimedia tools.  
**Prerequisites:** None

**MUSIC – MILLARD SOUTH****0798 MUSIC THEORY****9-12**

5 Credits

**Description:** A course which offers students insights into music with respect to melody, rhythm, intervals, triads, harmony, notation, ear training, and history. There will be a brief introduction to music history as it relates to music theory. This course is designed to educate students who wish to better understand the elements of music, with the aid of music technology.

**Prerequisites:** Previous musical experience is not required but may be beneficial.

**0799 ADVANCED PLACEMENT<sup>®</sup> MUSIC THEORY 11-12**

5 Credits

**Description:** This course is an intense study of music theory, critical analysis of literature, history and composition with emphasis on individual student composition project and use of music technology. Students should have a strong background in music theory. Completion of this course will prepare students to take the national College Board Advanced Placement<sup>®</sup> exam in Music Theory and/or college music theory entrance exams.

**Prerequisites:** 0798 Music Theory or approval by the instructor

## MUSIC – MILLARD WEST

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>MUSIC – WEST HIGH</b>										
0778 A/B/C/D	Symphonic Band/Marching Band	20	10-12	F						•
0782 A/B	Wind Ensemble	10	10-12	F	†					•
0783 A/B/C/D	Orchestra	20	9-12	F	†					•
0786 A/B	Concert Band/Marching Band	10	9	F						•
0788 A/B/C/D	Varsity Choir	20	10-12	F	†					•
0791 A/B/C/D	Junior Varsity Choir	20	10-12	F						•
0792 A/B/C/D	Freshman Choir	20	9	F						•
0793 A/B/C/D	Freshman Choir with Band	20	9	F						•
0794 A/B	Freshman Choir (1st & 2nd Semester)	10	9	F						•
0795 C/D	Freshman Choir (3rd & 4th Semester)	10	9	F						•
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•

F = Fine and Performing Arts

† = See course descriptions for additional requirements.

Students may be asked to provide specialized attire or to make a donation in these courses in compliance with Rule 6750.1. Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials.

Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for a free and reduced waiver should discuss cost or instrument needs with their instructor.

### NON-PERFORMANCE MUSIC COURSES

The following courses are NON-PERFORMANCE offerings in the Millard West Music Department. Participation in a performance ensemble is not a prerequisite for registration in any of these courses, and all courses meet the Fine Arts Graduation Requirement.

Music 0797 – The Music Consumer

Music 0798 – Introduction to Music Theory

Music 0799 – Advanced Placement® Music Theory

## MUSIC – MILLARD WEST

### 0797 THE MUSIC CONSUMER

9-12

5 Credits

**Description:** It doesn't matter if you are riding in a car, buying a new CD, watching television, or sitting in the dentist's chair, we are all consumers of music. To help students become more knowledgeable music consumers, this course will help develop active listening skills and bring music to life with a unique combination of creative tools. It will present numerous types of music and sound, emphasizing the depth of emotion that can be conveyed. Students will explore a brief history of music and musical concepts through various multimedia tools.

**Prerequisites:** None

## MUSIC – MILLARD WEST

### 0798 MUSIC THEORY

9-12

5 Credits

**Description:** A course which offers students insights into music with respect to melody, rhythm, intervals, triads, harmony, notation, ear training and history. There will be a brief introduction to music history as it relates to music theory. This course is designed to educate students who wish to better understand the elements of music, with the aid of music technology.

**Prerequisites:** Previous musical experience is not required, but may be beneficial.

### 0799 ADVANCED PLACEMENT<sup>®</sup> MUSIC THEORY 11-12

5 Credits

**Description:** This course is an intense study of music theory, critical analysis of literature, history and composition, with emphasis on individual student composition project and use of music technology. Students should have a strong background in music theory. Completion of this course will prepare students to take the national College Board Advanced Placement<sup>®</sup> exam in Music Theory and/or college music theory entrance exams.

**Prerequisites:** Successful completion of 0798 – Music Theory and/or permission of the Instructor.

### FIRST BLOCK MUSIC ENSEMBLES – 10-12

Four major performance ensembles (Band, Choir, Wind Ensembles and Orchestra) are offered during First Block (Wind Ensembles only offered during semesters three and four). This block is designed to be the primary ensemble experience for sophomores, juniors, and seniors. Students may choose to participate in only one of these ensembles, or, on the basis of audition with the instructors, may participate in a combination of any two or three, ensembles. All students in First Block music courses will also participate in the inter-disciplinary studies program (“ID”) which is a part of the Millard West music curriculum. Regardless of their choices for ensemble participation, all students in First Block Music will receive 20 credits for their yearlong participation. A full year of ensemble participation is required of First Block music students. Orchestra students will be asked to provide performance appropriate clothing. Color guard members may purchase uniforms as determined by the instructor.

Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials. Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should discuss cost with their instructors.

#### Music and Block

Students are able to register for more than one music course during first block. Please use the numbers below to enroll in more than one music course at a time:

#### BAND

Band and Choir	Register for 0780 and 0789
Band and Orchestra	Register for 0779 and 0784
Band, Choir, and Orchestra	Register for 0780, 0790, 0785
Band and Wind Ensemble	Register for 0781 and 0782

#### CHOIR

Choir and Orchestra	Register for 0789 and 0784
Choir and Band	Register for 0789 and 0780
Choir, Orchestra, and Band	Register for 0790, 0785, and 0780

#### ORCHESTRA

Orchestra and Choir	Register for 0784 and 0789
Orchestra and Band	Register for 0784 and 0779
Orchestra, Choir, and Band	Register for 0785, 0790, and 0780



NOTE TO STUDENTS, PARENTS, and ADVISORS: The Music Department will provide each student enrolling in First Block Music with an individualized listing of courses for which to register. Students should only enroll for those courses designated by the music faculty.

## MUSIC – MILLARD WEST

### **0778 SYMPHONIC BAND /MARCHING BAND** **10-12** 20 Credits

**Description:** This course is for all students in grades 10-12 who play a band instrument and have an interest in symphonic band literature and competitive marching band. Emphasis will focus on advanced instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire. Students will also have the opportunity to audition for Orchestra winds and percussion and a vast array of other small ensembles, including Jazz Band, Chamber Winds, Brass Choir, Woodwind Choir, Percussion Ensemble, and others. This course will include performances outside of school time.

**Prerequisites:** None

### **0782 WIND ENSEMBLE** **10-12** (Semesters 3 & 4) 10 Credits

**Description:** This course is a Semester 3 and 4 offering for 10-12 grade students in the Band Program. Placement in this ensemble will be determined on the basis of an audition, held in the fall of the year. Emphasis will focus on advanced instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire. Students will also have the opportunity to audition for Orchestra, Winds, and Percussion and a vast array of other small ensembles including Jazz Band, Chamber Winds, Brass Choir, Woodwind Choir, Percussion Ensemble, and others. This course will include performances outside of school time.

**Prerequisites:** Permission of the instructor, and enrollment in Symphonic Band/Marching Band during the first and second semesters.

### **0783 ORCHESTRA** **9-12** 20 Credits

**Description:** This course is designed for 9-12 graders (9<sup>th</sup> graders are in second block) interested in performing great classical, pop, and jazz repertoire written for orchestra. All string players, regardless of grade level, should automatically register for Orchestra. Wind and percussion players audition with the Director in the spring, and upon selection for Orchestra, will receive permission to register for the course. String Orchestra meets all yearlong, and following the marching band season, (start of second semester) the String Orchestra will be joined by wind and percussion players to form the Full Orchestra. Auditions for the select Chamber Orchestra take place in early fall, and opportunities exist throughout the year for small chamber music ensembles, conducting, solo performances, and participation in honor groups. This course will include performances outside of school time. Orchestra students will be asked to provide performance appropriate clothing.

**Prerequisites:** String players should have completed 8<sup>th</sup> grade Orchestra or an audition with the director. Winds and percussion should complete an audition with the Director.

### **0788 VARSITY CHOIR (Concert Choir)** **10-12** 20 Credits

**Description:** This is a select mixed chorus designed for students who want to experience singing in a large ensemble. Emphasis will focus on advanced vocal technique and choral rehearsal skills, music literacy, music history, and performance practice. Musical repertoire will focus mainly on choral master works including sacred and secular texts. This course will include performances outside of school time.

**Prerequisites:** Successful audition with the director.

### **0791 JUNIOR VARSITY CHOIR** **10-12** 20 Credits

**Description:** This course is designed for all sopranos and altos wanting to experience singing and performing in a large choral ensemble. Musical repertoire will range from Pop and Broadway to choral master works including sacred and secular texts. Emphasis will focus on developing vocal skills and choral rehearsal techniques, music literacy and performing technique. This course will include performances outside of school time.

**Prerequisites:** None. An audition for this group is NOT required.

## MUSIC – MILLARD WEST

### SECOND BLOCK MUSIC ENSEMBLES – 9

Three major performance ensembles (Band, Orchestra and Choir) are offered during Second Block. This block is designed to be the primary ensemble experience for freshmen. Students may choose to participate in only one of these ensembles or may participate in all. All students in Second Block music courses will also participate in the inter-disciplinary studies program (“ID”) which is a part of the Millard West music curriculum. Regardless of their choices for ensemble participation, all students in Second Block Music will receive 20 credits for their yearlong participation.

Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials. Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should discuss cost with their instructors.

#### Music and Block

Students are able to register for more than one music course during second block. Please use the numbers below to enroll in more than one music course at a time:

#### BAND

Band and Choir Register for 0787 and 0793

#### CHOIR

Choir and Band (All Year) Register for 0793 and 0787

Choir Only (Sem. 1-2) Register for 0794

Choir Only (Sem. 3-4) Register for 0795

#### ORCHESTRA

Orchestra and Choir Register for 0784 and 0789

Orchestra and Band Register for 0784 and 0779

Orchestra, Choir, and Band Register for 0785, 0790, and 0780

NOTE TO STUDENTS, PARENTS, and ADVISORS: The Music Department will provide each student enrolling in Second Block Music with an individualized listing of courses for which to register. Students should only enroll for those courses designated by the Music Faculty.

#### **0786 CONCERT BAND/MARCHING BAND**

**9**

20 Credits

**Description:** This course is designed for the ninth grade student who plays a band instrument and has an interest in band music. All students registered for this course will participate in Freshman Marching Band during the fall, and Concert Band for the rest of the year. Emphasis will focus on developing instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire. Students will have the opportunity to participate in a vast array of other small ensembles, including Jazz Band, Chamber Winds, Brass Choir, Woodwind Choir, Percussion Ensemble, and others. This course will include performances outside of school time.

**Prerequisites:** None

#### **0792 FRESHMAN CHOIR (WILDCAT CHORUS)**

**9**

20 Credits

**Description:** This course is designed for freshmen who want to experience singing and performing in a large, mixed choir. Emphasis will be placed on developing basic vocal technique and rehearsing skills, music literacy, and appropriate performance practice. Musical repertoire will range from choral master works to pop and Broadway selections. Enrollment for all four semesters is strongly encouraged, and will be required for those wishing to participate in Varsity Choir in ensuing years. This course will include performances outside of school time.

**Prerequisites:** None. (An audition for this group is NOT required.)

## PHYSICAL EDUCATION

The Physical Education requirement for graduation is 15 credit hours. The courses listed below are all the offerings in physical education, with each course earning 5 credits. Note that these courses can only be taken once for credit toward graduation but may be taken as an elective if room in the class is available.

### 9<sup>th</sup> Grade Offerings

0800 Sport Skills & Fitness  
 0801 Cross Training I  
 0802 Cross Training II  
 0808 Intro to Aquatics  
 0810 Fitness Swimming  
 0814 Athletic Training and Sport Injury\*  
 \* elective credit only  
 MSHS/MWHS only

### 10<sup>th</sup> Grade Offerings

0800 Sport Skills & Fitness  
 0801 Cross Training I  
 0802 Cross Training II  
 0805 Weight Training I  
 0808 Intro to Aquatics  
 0809 Lifeguard Training  
 0810 Fitness Swimming  
 0814 Athletic Training and Sport Injury\*  
 \* elective credit only  
 MSHS/MWHS only  
 0817 Sport Officiating

### 11<sup>th</sup> & 12<sup>th</sup> Grade Offerings

0801 Cross Training I  
 0802 Cross Training II  
 0803 Lifetime Fitness  
 0805 Weight Training I  
 0806 Weight Training II  
 0808 Intro to Aquatics  
 0809 Lifeguard Training  
 0810 Fitness Swimming  
 0814 Athletic Training and Sport Injury\*  
 \*elective credit only  
 MSHS/MWHS only  
 0815 Athletic Training and Sport Injury Internship\*  
 \*elective credit only  
 MSHS/MWHS only  
 0816 Advanced Performance  
 0817 Sport Officiating

## PHYSICAL EDUCATION

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>PHYSICAL EDUCATION</b>										
0800	Sports Skills and Fitness	5	9-10	PE			•	•	•	•
0801	Cross Training I	5	9-12	PE			•	•	•	•
0802	Cross Training II	5	9-12	PE	0801			•	•	•
0803	Lifetime Fitness	5	11-12	PE			•	•	•	•
0805	Weight Training I	5	10-12	PE			•	•	•	•
0806	Weight Training II	5	11-12	PE	0805		•	•	•	•
0808	Introduction to Aquatics	5	9-12	PE	†			•	•	•
0809	Lifeguard Training	5	10-12	PE	†			•	•	•
0810	Fitness Swimming	5	9-12	PE	†			•	•	•
0814	Athletic Training & Sports Injury	5	9-12		†				•	•
0815 A/B	Athletic Training & Sports Injuries Internship <i>Dual Enrollment Credit</i>	10	11-12		†				•	•
0816	Advanced Performance	5	11-12	PE	†			•	•	•
0817	Sport Officiating	5	10-12	PE				•	•	•

† = See course descriptions for additional requirements.

## PHYSICAL EDUCATION

Students provide athletic shoes, sweatpants or shorts, t-shirt or sweatshirt, and cold weather attire as needed.

### 0800 SPORTS SKILLS AND FITNESS

**9-10**

5 Credits

**Description:** This course is designed to teach basic lifelong individual and team activities. Class activities will last 5 to 10 class periods.

**Prerequisites:** None

Activities:

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Swimming</li> <li>2. Softball</li> <li>3. Pickle Ball</li> <li>4. Soccer</li> <li>5. Badminton</li> <li>6. Basketball</li> <li>7. Tennis</li> <li>8. Volleyball</li> </ol> | <ol style="list-style-type: none"> <li>9. Golf</li> <li>10. Dance</li> <li>11. Floor Hockey</li> <li>12. Weight Lifting</li> <li>13. Flag Football</li> <li>14. New Games</li> <li>15. Fitness Knowledge</li> </ol> |
|--|---|

Optional Enrichment Activities:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Cross Country Skiing</li> <li>2. Roller Skating</li> <li>3. Bowling</li> </ol> | <ol style="list-style-type: none"> <li>4. Handball</li> <li>5. Racquetball</li> <li>6. Self Defense</li> </ol> |
|--|--|

**0801 CROSS TRAINING I****9-12**

5 Credits

**Description:** This course is designed to teach basic lifestyle fitness concepts and aerobic/anaerobic fitness activities which use continuous movement or exercise for a determined amount of time.

**Prerequisites:** None

Activities:

- |                                    |                                 |
|------------------------------------|---------------------------------|
| 1. Aerobic Dance                   | 5. Jogging                      |
| 2. Bench Step Aerobics             | 6. Power Walking                |
| 3. Circuit/Station/Weight Training | 7. Swimming/Water Aerobics      |
| 4. Fitness Concepts                | 8. Literature in Healthy Living |

**0802 CROSS TRAINING II****9-12**

5 Credits

**Description:** This course is designed to build and expand on the learning experience gained from Cross Training I.

**Prerequisites:** Cross Training I

Activities:

- |                                    |                              |
|------------------------------------|------------------------------|
| 1. Aerobic Dance                   | 5. Jogging                   |
| 2. Bench Step Aerobics             | 6. Power Walking             |
| 3. Circuit/Station/Weight Training | 7. Swimming/Aquatic Aerobics |
| 4. Fitness Concepts                | 8. Fitness Games             |

Optional Enrichment Activities:

- |                   |                    |
|-------------------|--------------------|
| 1. Roller Skating | 3. Health Centers  |
| 2. Fitness Labs   | 4. Aerobic Centers |

**0803 LIFETIME FITNESS****11-12**

5 Credits

**Description:** This course is designed to teach basic skills in most activities considered to be of value as a leisure-time experience and to make the student aware of life style fitness concepts that can be used after graduation. The lifestyle fitness concepts will be taught in the classroom on an alternating basis with the lifetime sport activities. Field trips to community recreation facilities are an optional part of this class. A fee will be charged for these optional activities, not to exceed the actual cost of the trip.

**Prerequisites:** None

Activities:

- |                       |                                     |
|-----------------------|-------------------------------------|
| 1. Badminton          | 8. Volleyball                       |
| 2. Golf               | 9. Softball                         |
| 3. Tennis             | 10. Swimming/Aquatic Activities     |
| 4. Fitness Activities | 11. Wellness Activities             |
| 5. Soccer             | 12. Pickleball                      |
| 6. Ultimate Frisbee   | 13. Flag Football/Ultimate Football |
| 7. Basketball         |                                     |

Optional Enrichment Activities:

- |                                |                            |
|--------------------------------|----------------------------|
| 1. Frisbee golf                | 10. Fitness/Health Centers |
| 2. Roller skating/laser runner | 11. Self Defense           |
| 3. Golf course/driving range   | 12. Bowling                |
| 4. Self-defense instruction    | 13. CPR                    |
| 5. Floor hockey                | 14. Roller Hockey          |
| 6. Rock climbing/Rappelling    | 15. Ice Skating            |
| 7. Miniature golf              | 16. Batting cages          |
| 8. Ping pong                   | 17. Weight room            |
| 9. Billiards                   | 18. Fishing                |

**0805 WEIGHT TRAINING I****10-12**

5 Credits

**Description:** This course is designed to teach the beginning weight training student. Major emphasis will be placed on safety, introduction of proper lifting techniques, establishing workout routines and record keeping, while lifting appropriate loads and doing conditioning activities. Both free weights and universal gym weights will be used. Enrollment is limited to one semester.

**Prerequisites:** None

Activities:

1. Introduce weight lifting exercises
2. Introduce and develop proper lifting techniques
3. Introduce and establish workout routines
4. Introduce physiological and kinesiological concepts
5. Introduce weight training principles
6. Use free weights and universal gym weights
7. Conditioning activities

**0806 WEIGHT TRAINING II****11-12**

5 Credits

**Description:** This course is designed to build on learning experiences gained from Weight Training I. Weight Training II may be repeated with instructor's permission.

**Prerequisites:** Weight Training I

Activities:

1. Introduce advanced weight lifting exercises
2. Improve on proper lifting techniques
3. Develop, assess, and select advanced workout routines
4. Apply physiological and kinesiological concepts
5. Apply advanced weight training principles
6. Use free weights and universal gym weights
7. Conditioning activities

**0808 INTRODUCTION TO AQUATICS****9-12**

5 Credits

**Description:** This course is designed for the novice swimmer and will teach basic swimming strokes and water safety skills.

**Prerequisites:** Students are required to furnish their own towel and swim suit. They should have the ability to dive into deep water. Students should be able to swim the length of the pool non-stop using the crawl stroke, breast stroke, or back stroke.

Activities:

- |                                      |                           |
|--------------------------------------|---------------------------|
| 1. Basic Water Safety Skills         | 3. Community Water Safety |
| 2. Basic Swimming Strokes and Skills | 4. Water Sports           |

**0809 LIFEGUARD TRAINING****10-12**

5 Credits

**Description:** This course is designed for the advanced swimmer and will follow the program designed by the American Red Cross. Students who successfully complete this class may qualify to receive the Red Cross Certification in Lifeguard Training, First Aid & CPR for the professional rescuer. Students will be required to purchase Red Cross materials for their own use, including a pocket mask.

**Prerequisites:** Students are required to furnish their own towel and swim suit, be 15 years of age on or before the beginning of the course, swim 500 yards continuously using each of the following strokes for at least 50 yards (crawl, breaststroke, and sidestroke), surface dive to a minimum depth of nine feet and bring a 10-pound diving brick to the surface, surface dive to a minimum depth of five feet and swim underwater a minimum of 15 yards, and tread water for one minute without the use of arms.

Activities:

- |                       |                      |
|-----------------------|----------------------|
| 1. Advanced Swimming  | 3. Water Safety      |
| 2. Lifeguard Training | 4. First Aid and CPR |

**0810 FITNESS SWIMMING****9-12**

5 Credits

**Description:** This course is designed for the advanced swimmer and will teach the student the benefits of fitness swimming and its effect on lifetime health. Major emphasis will be on safety, hydrodynamics and fitness concepts. If the class has been taken for 9/10<sup>th</sup> grade credit, it may be repeated for 11/12<sup>th</sup> grade elective credit. Students are required to furnish their own towel and swim suit.

**Prerequisites:** Students must be able to swim 500 yards continuously using the crawl stroke, backstroke and breaststroke in any combination.

Activities:

- |                                |                           |
|--------------------------------|---------------------------|
| 1. Fitness Programming         | 5. Water Aerobics         |
| 2. Training Concepts           | 6. Community Water Safety |
| 3. Hydrodynamic Concepts       | 7. Community CPR          |
| 4. Fitness Swimming Activities |                           |

**0814 ATHLETIC TRAINING AND SPORTS INJURY 9-12 South & West only**

5 Credits

**Description:** This course is designed for the student interested in athletic training and the health care of the athlete. The primary focus of study will revolve around the prevention, recognition, treatment, and rehabilitation of injuries caused during physical activity or athletics. Basic knowledge of anatomy and physiology, emergency first aid, and the discussion of a variety of athletic injuries will be discussed in the traditional classroom format. In addition, students will gain hands-on experience in laboratory activities that include taping techniques, splinting methods, the use and principles of common modalities used to treat athletic injuries, as well as basic principles applied in the rehabilitation of injuries. **This course is for elective credit only. It does not fulfill the 15-credit P.E. graduation requirement.**

**0815 ATHLETIC TRAINING AND SPORTS INJURIES INTERNSHIP****11-12 South & West only**

10 Credits

**Description:** The Athletic Training and Sports Injuries Internship is designed as a mutually beneficial experience for Millard Athletic Training students and the high school. Athletic Training students volunteer their athletic training and first aid skills as support to a variety of sports activities. This coordination would take place with the head athletic trainer at Millard South and Millard West and various sports teams/organizations. The experience would enhance the athletic training students' skills while providing an important health care service. Students will be required to complete 80 hours of community service (within and/or out of school.) This course has been designed to coincide with the University of Nebraska Omaha Introduction to Athletic Training course (PE3040) making students eligible for Dual Enrollment (college credit) through UNO.

**Prerequisites:** 0814 Athletic Training and Sports Injury; students are required to be actively involved in the Millard South or Millard West Student Athletic Trainer program while enrolled in this course.

**0816 ADVANCED PERFORMANCE****11-12**

5 Credits

**Description:** This course is designed for the highly motivated student interested in advanced performance training. The class will also help build potential health and fitness career opportunities and knowledge of those careers. The class will incorporate intense training techniques, nutrition, goal setting and research in the area of exercise science.

**Prerequisites:** Students must have teacher approval and have successfully completed two of the following courses: Weight Training I, Weight Training II, Cross Training I or Cross Training II.

**0817 SPORT OFFICIATING****10-12**

5 Credits

**Description:** This course is designed to offer students the coursework and experience necessary to become an official in a variety of major sports including, but not limited to, basketball, football, volleyball, baseball, softball and soccer. Coursework will include classroom activities, field experiences, guest speakers and video lessons. Upon successful completion of this course, students interested in employment with youth organizations or the NSAA may pursue these activities at their own discretion.

**Prerequisites:** None

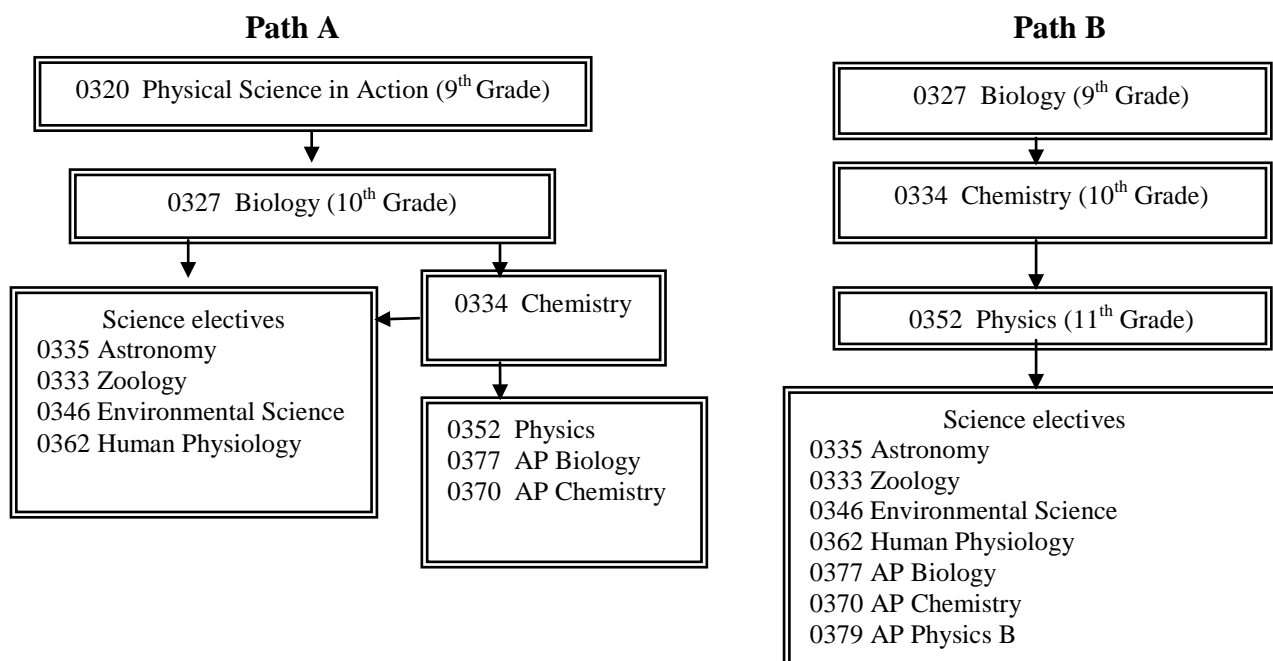
## SCIENCE

Most students should take Physical Science in Action in ninth grade followed by Biology in the tenth grade. Other physical science (including Chemistry and Physics) and life science courses are available as electives to round out the student's understanding of life, physical, earth and space science.

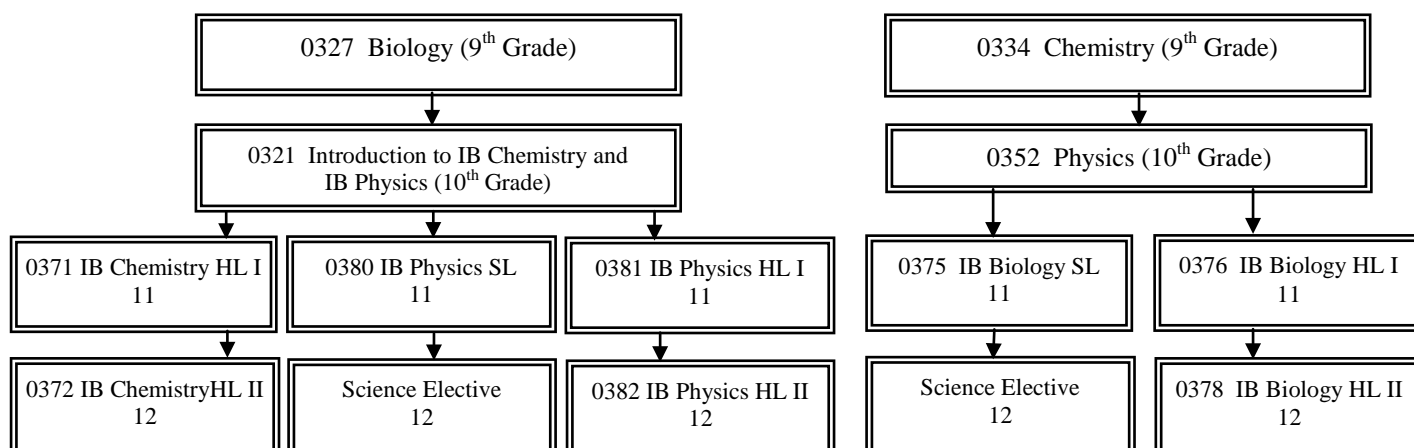
Students wanting to accelerate their science curriculum may take Biology in ninth grade. It is recommended that they take Chemistry in tenth grade, followed by Physics in eleventh grade. The purpose of starting with Biology in ninth grade is to provide students who have a strong interest in science the opportunity to take more than two and a half years (three years for Classes of 2013 & 2014) of science in high school, including Advanced Placement® science courses.

Success as an eighth grade student is the criteria for placement in Biology in ninth grade. In order to take Biology as a ninth grader, students should be recommended by their eighth grade team with that recommendation based on the following attributes:

- Strong math ability and skills
- Strong reading ability and skills
- Strong science ability, skills and interest
- Interest in taking more than the required high school science courses



### Preferred Science Sequences for International Baccalaureate Students (North High Only)





## SCIENCE

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>SCIENCE</b>										
0319 A/B	Basic Physical Science in Action	10	9							•
0320 A/B	Physical Science in Action	10	9			•	•	•	•	•
0321 A/B	Introduction to IB Chemistry & IB Physics	10	10		0327	•		•		
0326 A/B	Basic Biology	10	10							•
0327 A/B	Biology	10	9-10			•	•	•	•	•
0333	Zoology	5	10-12		0327	•	•	•	•	•
0334 A/B	Chemistry	10	10-12		0211	•		•	•	•
0335	Astronomy	5	10-12			•	•	•	•	•
0346	Environmental Science	5	10-12		0327	•	•	•	•	•
0352 A/B	Physics	10	10-12			•		•	•	•
0362 A/B	Human Physiology	10	10-12		0327	•	•	•	•	•
0370 A/B	Advanced Placement® Chemistry	10	11-12		0231 †	•		•	•	•
0371 A/B	IB Chemistry HL I	10	11		0321 †	•		•		
0372 A/B	IB Chemistry HL II	10	12		0371	•		•		
0375 A/B	IB Biology SL	10	11-12		0334	•		•		
0376 A/B	IB Biology HL I	10	11		0334	•		•		
0377 A/B	Advanced Placement® Biology	10	11-12		0327, 0334	•		•	•	•
0378 A/B	IB Biology HL II	10	12		0377	•		•		
0379 A/B	Advanced Placement® Physics B	10	11-12		0352	•		•	•	•
0380 A/B	IB Physics SL	10	11-12		0321 †	•		•		
0381 A/B	IB Physics HL I	10	11			•		•		
0382 A/B	IB Physics HL II	10	12			•		•		

† = See course descriptions for additional requirements.

All students must successfully complete 25 credits (30 credits 2013 and beyond) of science in order to meet the minimum graduation requirements.

## SCIENCE

**0319 BASIC PHYSICAL SCIENCE IN ACTION**                      **9**                      **South only**                      10 Credits

**Description:** Students will use a hands-on, problem-solving approach to explore the interconnections among the physical sciences. Students will develop scientific reasoning skills and utilize technology in order to draw conclusions about the world around them. Emphasis will be placed on reading and writing strategies to help students gain a better understanding of physical and earth sciences.

**Prerequisites:** Students meeting two of the following criteria may enroll in this course: Special Education placement; recommendation of most recent science teacher; a reading comprehension level below the 40<sup>th</sup> national percentile.

**0320 PHYSICAL SCIENCE IN ACTION****9**

10 Credits

**Description:** Students will use a hands-on, problem-solving approach to explore the interconnections among the physical sciences. Students will develop scientific reasoning skills and utilize technology in order to draw conclusions about the world around them.

**Prerequisites:** None

**0321 INTRODUCTION TO IB CHEMISTRY AND IB PHYSICS 10 North only**

10 Credits

**Description:** Introduction to IB Chemistry and IB Physics will offer the Diploma Programme student basic concepts taught in IB Chemistry and IB Physics. Students will be able to make an informed decision as to which IB course (Chemistry or Physics) they will choose the following year. Chemistry and Physics topics will be taught in an integrated manner. Laboratory work will emphasize open-ended questions and students will design experiments to answer these questions. Evaluation of student work will be based on IB models.

**Prerequisites:** Biology. Student must be enrolled in the DP program

**0326 BASIC BIOLOGY****10 South only**

10 Credits

**Description:** Basic Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry and ecology, and their relevance to human body systems. Utilizing technology, students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills. Emphasis will be placed on reading and writing strategies to help students gain a better understanding of life science.

**Prerequisites:** Students meeting two of the following criteria may enroll in this course: Special Education placement; recommendation of most recent science teacher; a reading comprehension level below the 40<sup>th</sup> national percentile.

**0327 BIOLOGY****9-10**

10 Credits

**Description:** Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry and interdependence of organisms, and their relevance to human body systems. Students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills.

**Prerequisites:** None

**0333 ZOOLOGY****10-12**

5 Credits

**Description:** This course offers an in-depth exploration of animal life. In a laboratory setting, students investigate the physical structure of animals in order to understand its function based on the morphological, physiological and behavioral characteristics. Students also examine the relationship of animals to their environment and to each other. Emphasis is placed on the understanding and use of biological classification.

**Prerequisites:** Biology

**0334 CHEMISTRY****10-12**

10 Credits

**Description:** This course emphasizes the impact of chemistry on a global society. The course is designed to stimulate and challenge students by presenting a broad view of chemistry. Students will develop a strong conceptual understanding of chemical principles and enhance problems-solving skills through laboratory experience and the application of acquired information.

**Prerequisites:** Algebra I

**0335 ASTRONOMY****10-12**

5 Credits

**Description:** This course offers an opportunity to explore various topics in astronomy. Students examine the development of the universe, galaxies, moons and the earth. Emphasis is placed on the exploration of the universe and its development through time.

**Prerequisites:** None

**0346 ENVIRONMENTAL SCIENCE****10-12**

5 Credits

**Description:** This course is designed to help students gain a better awareness of how they fit into the delicate balance of their environment. The interaction of living things as well as their impact on the non-living will be explored.

**Prerequisites:** Biology

- 0352 PHYSICS** **10-12** 10 Credits  
**Description:** Physics is a strong college preparatory class that develops critical thinking skills and problem solving techniques. This class would be beneficial for all students going to college, not just students planning to major in science. Students use technology-based laboratory equipment to explore and verify the way the physical world works. Traditional concepts of motion, forces, energy, heat, sound, light, electricity, magnetism, and nuclear physics are emphasized.  
**Prerequisites:** Completion of or concurrent enrollment in Algebra II
- 0362 HUMAN PHYSIOLOGY** **10-12** 10 Credits  
**Description:** This course is an in-depth study of the structure and function of human body systems. It is recommended for students interested in learning about the structure and function of the human body, exploring current health topics such as causation and prevention of disease, acquiring health occupational skills and gaining insight into various health and medical careers.  
**Prerequisites:** Biology
- 0370 ADVANCED PLACEMENT<sup>®</sup> CHEMISTRY** **11-12** 10 Credits  
**Description:** This course provides an in-depth study of the structure of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry), states of matter (gases, liquids, solids, solutions), and reactions (reaction types, stoichiometry, equilibrium, kinetics, thermodynamics). AP Chemistry is designed to be equivalent to college level general chemistry courses; therefore student expectations and outcomes will be similar. In addition to the traditional classroom format, students participate in an intensive laboratory experience and become familiar with current scientific literature. Completion of this course will prepare students to take the national Advanced Placement<sup>®</sup> exam in Chemistry.  
**Prerequisites:** Chemistry and completion or concurrent enrollment in Algebra II
- 0371 IB CHEMISTRY HL I** **11** **North only** 10 Credits  
**Description:** IB Chemistry HL I is the first year, grade 11, of a two-year sequence for IB students testing Higher Level. This course provides an in-depth study of the structure of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry), states of matter (gases, liquids, solids, solutions), and reactions (reaction types, stoichiometry, equilibrium, kinetics, thermodynamics). IB Chemistry HL I is designed to be equivalent to college level general chemistry courses; therefore, student expectations and outcomes will be similar. In addition to the traditional classroom format, students participate in an intensive laboratory experience and become familiar with current scientific literature.  
**Prerequisites:** IB student needs completion or concurrent enrollment in Algebra II and Introduction to IB Chemistry and IB Physics in 10<sup>th</sup> grade.
- 0372 IB CHEMISTRY HL II** **12** **North only** 10 Credits  
**Description:** This course provides an in-depth study of organic chemistry. Subjects will include chemical bonding, homologous series, functional groups, hydrocarbons, various substitution reactions, various addition reactions, various elimination reactions, acid-base reactions, and human biochemistry. IB Chemistry HL II is designed to be similar to introductory first semester Organic Chemistry courses offered at colleges and universities, therefore student expectations and outcomes will be similar. In addition to the traditional classroom format, students participate in an intensive laboratory experience and become familiar with current scientific literature.  
**Prerequisites:** IB Chemistry HL I
- 0375 IB BIOLOGY SL** **11-12** **North only** 10 Credits  
**Description:** This one-year course provides an in-depth study of the major concepts and themes in biology. The course is designed to prepare a student to take the IB Standard Level examination or the AP examination. Approximately 25% of class time will be devoted to laboratory experiences, which will be a component of the student's internal assessment for the course. In addition to lecture/discussion and laboratory, class time will be used for IB students to work on an interdisciplinary Group 4 project.  
**Prerequisites:** Chemistry
- 0376 IB BIOLOGY HL I** **11** **North only** 10 Credits  
**Description:** This course provides an in-depth study of the major concepts and themes in biology. This course is the first year of the two- year course designed to prepare a student to take the IB Biology Higher Level examination. It is equivalent to a college level General Biology course. Approximately 25% of class time will be devoted to laboratory experiences that will be a component of the student's internal assessment for the course.  
**Prerequisites:** Chemistry

**0377 ADVANCED PLACEMENT® BIOLOGY**                      **11-12**                      10 Credits

**Description:** AP Biology provides an in-depth study of the rigorous components of the life sciences. Emphasis is placed on traditional concepts as well as current topics in biology and related subjects. This course is designed to be equivalent to a college-level introductory biology course with the intent of providing a strong preparation for post-high school science. An AP Biology student should possess strong writing, reading and analytical skills. Completion of this course will prepare students to take the Advanced Placement® exam in Biology.

**Prerequisites:** Biology and Chemistry

**0378 IB BIOLOGY HL II**                      **12**                      **North only**                      10 Credits

**Description:** This course provides an in-depth study of the major concepts and themes in biology. This course is the second of the two-year course designed to prepare a student to take the IB Biology Higher Level examination. It is equivalent to a college level General Biology course. Approximately 25% of class time will be devoted to laboratory experiences, which will be a component of the student's internal assessment for the course. In addition to lecture/discussion and laboratory, class time will be used to work on an interdisciplinary Group 4 project.

**Prerequisites:** IB Biology HL I, Chemistry

**0379 ADVANCED PLACEMENT® PHYSICS B**                      **11-12**                      10 Credits

**Description:** This course is for students with a very strong interest in science and mathematics. A college physics textbook will be the basis for covering both traditional and modern topics in physics with emphasis on mechanics, thermodynamics, electricity, magnetism, light, optics, quantum physics and atomic/nuclear physics. Previously released AP Physics B exam questions will be utilized for assessment throughout the course. Completion of this course will prepare students to take the national Advanced Placement® exam in Physics.

**Prerequisites:** Physics and completion of or concurrent enrollment in Precalculus

**0380 IB PHYSICS SL**                      **11-12**                      **North only**                      10 Credits

**Description:** The standard level physics course is a study of classical and modern physics. The core syllabus describes a non-calculus-based study of the fundamental topics of physics. The emphasis is on personal experience in the scientific method. While focusing on the development of both scientific knowledge and scientific activity, students of IB Physics SL will make connections within the three domains of physics: laws of physics, experimental skills, and the social and historical aspects.

**Prerequisites:** Completion of Introduction to IB Chemistry and IB Physics and completion of or concurrent enrollment in Precalculus

**0381 IB PHYSICS HL I**                      **11**                      **North only**                      10 Credits

**Description:** This course is the first year of the two-year course designed to prepare a student to take the IB Physics Higher Level examination. The course is a study of classical and modern physics. The core syllabus describes a non-calculus-based study of the fundamental topics of physics. The emphasis is on personal experience in the scientific method. While focusing on the development of both scientific knowledge and scientific activity, students of Physics HL I will make connections within the three domains of physics: laws of physics, experimental skills, and the social and historical aspects.

**Prerequisites:** Completion of Introduction to IB Chemistry and IB Physics and completion of or concurrent enrollment in Precalculus

**0382 IB PHYSICS HL II**                      **12**                      **North only**                      10 Credits

**Description:** The second year of IB Higher Level Physics continues the study of classical and modern Physics. During the second year HL students will study the core syllabus in more depth. In addition to the greater detail of the core, HL students may cover medical and/or particle Physics. HL students will continue the emphasis on the scientific method and studying the impact of human activities on the Earth from a scientific viewpoint.

**Prerequisites:** IB Physics HL I

## SOCIAL STUDIES

### Required for Graduation

<b>0410 American History Since 1914</b>	<b>9</b>
<b>0412 World Geography</b>	<b>10</b>
<b>0414 U.S. Government &amp; Economics</b>	<b>12</b>

Students must choose at least one course from Human Resources and one from the American Studies and World Perspectives.

The following social studies courses fulfill the Human Resources graduation requirement.

0430 Introduction to Behavioral Sciences 10-12  
 0431 Sociology 11-12  
 0432 Psychology 11-12  
 0433 IB Psychology SL (North) 11-12  
 0453 AP Psychology 11-12

### American Studies and World Perspectives Courses

0423 Ethnic Studies 10-12	0418 IB 20 <sup>th</sup> Century World History Topics SL/HL I 11-12 (North)
0442 Law Studies 11-12	0421 World Affairs 11-12
0450 AP United States History 11-12	0422 World Religions 11-12
0455 IB History of the Americas HL II (North) 12	0420 World History 11-12
	0451 AP European History 11-12
	0456 AP Human Geography 10-12
	0457 AP Comparative Government & Politics 11-12

## SOCIAL STUDIES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>SOCIAL STUDIES</b>										
0410 A/B	American History (Since 1914)	10	9			•	•	•	•	•
0412 A/B	World Geography	10	10			•	•	•	•	•
0414	United States Government & Economics	5	12			•	•	•	•	•
0418 A/B	IB 20 <sup>th</sup> Century World History Topics SL/HL I	10	11-12	WP		•		•		
0420 A/B	World History	10	11-12	WP		•	•	•	•	•
0421	World Affairs	5	11-12	WP		•	•	•	•	•
0422	World Religions	5	11-12	WP		•		•	•	•
0423	Ethnic Studies	5	10-12	AS		•	•	•	•	•
0430	Introduction to Behavioral Sciences	5	10-12	HR		•	•	•	•	•
0431	Sociology	5	11-12	HR		•	•	•	•	•
0432	Psychology	5	11-12	HR		•	•	•	•	•
0433 A/B	IB Psychology SL	10	11-12	HR		•		•		
0442	Law Studies	5	11-12	AS		•		•	•	•
0450 A/B	AP United States History	10	11-12	AS		•		•	•	•
0451 A/B	AP European History	10	11-12	WP		•		•	•	•
0453	AP Psychology	5	11-12	HR	0432	•		•	•	•
0455 A/B	IB History of the Americas HL II	10	12	AS	0418	•		•		
0456 A/B	AP Human Geography	10	10-12	WP	†	•		•	•	•
0457	AP Comparative Government and Politics	5	11-12	WP		•		•	•	•

AS = American Studies

HR = Human Resources

WP = World Perspectives

† = See course descriptions for additional requirements.

## SOCIAL STUDIES

**0410 AMERICAN HISTORY (SINCE 1914)****9**

10 Credits

**Description:** This course continues the concepts started in the eighth grade American History course and begins with the time period of 1914 prior to World War I and continues towards the present.

**Prerequisites:** None

**0412 WORLD GEOGRAPHY****10**

10 Credits

**Description:** Today's world is one which is driven by the interrelationships between nations. To function as a global citizen, one must have an understanding of global interdependence and diversity, the effect of cooperation and conflict resolution between nations, and the impact of culture and history upon contemporary world issues. From this understanding, students will develop a world perspective to view events of the day.

**Prerequisites:** None

**0414 UNITED STATES GOVERNMENT AND ECONOMICS****12**

5 Credits

**Description:** This required course is designed to help seniors acquire the knowledge and skills necessary to function as an informed, concerned and active citizen/consumer in our democratic society and complex world. Classroom learning is strengthened through a required ten-hour community service component.

**Prerequisites:** None

**0418 IB 20<sup>TH</sup> CENTURY WORLD HISTORY TOPICS SL/HL I 11-12 North only 10 Credits**

**Description:** IB Twentieth Century World History Topics will be offered at Millard North High School at the Standard Level for IB students their junior or senior year. This course will be offered as the first year of the two-year curriculum for the History of the Americas, which is offered at the Higher Level. Through a comparative analysis of the topics being applied to the former Soviet Union, the Middle East, Western and Eastern Europe, China, and the Americas, the student will gain an appreciation of the diversity of human nature and its impact on economic, political, and social development of specific countries and issues, including domestic and foreign policy.

**Prerequisites:** None

**0420 WORLD HISTORY 11-12 10 Credits**

**Description:** World History traces humanity's struggle to survive and create civilizations through the study of anthropology and the development in religion, government, science, commerce, philosophy and the arts.

**Prerequisites:** None

**0421 WORLD AFFAIRS 11-12 5 Credits**

**Description:** This is a course in contemporary world events. World Affairs is the study of current events happening in the modern world, including historical information explaining why these events are important.

**Prerequisites:** None

**0422 WORLD RELIGIONS 11-12 5 Credits**

**Description:** This course is an introduction to different religions in the world. It will cover Hinduism, Buddhism, Christianity, Islam and Judaism. The course will help students understand the basic tenets of the major religions of the world, as well as try to develop an appreciation of the complex history of each religion through studying such primary sources as the Vedas, the Sutras, the Torah, the Bible, and the Koran.

**Prerequisites:** None

**0423 ETHNIC STUDIES 10-12 5 Credits**

**Description:** Ethnic Studies is a historical and cultural study of the major ethnic groups that make up our pluralistic society in the United States.

**Prerequisites:** None

**0430 INTRODUCTION TO BEHAVIORAL SCIENCES 10-12 5 Credits**

**Description:** This course is an introduction to behavioral sciences studied through the disciplines of anthropology, sociology, and psychology with an emphasis on the scientific research methods. This course fulfills the Human Resources graduation requirement.

**Prerequisites:** None

**0431 SOCIOLOGY 11-12 5 Credits**

**Description:** This course is an introduction to the study of group behavior and social interaction. The class will analyze the structure, values and function of groups in various levels of our society. The units of study include introduction to sociology, socialization, family, aging, death and dying, education, and poverty. This course fulfills the Human Resources graduation requirement.

**Prerequisites:** None

**0432 PSYCHOLOGY 11-12 5 Credits**

**Description:** This course is an introduction to the discipline of psychology as the scientific study of the individual and his/her behavior. The class will analyze psychology in action. Major topics include methods of psychology, learning, memory, social interaction, personality, and the study of abnormal behavior. This course fulfills the Human Resources graduation requirement.

**Prerequisites:** None

**0433 IB PSYCHOLOGY SL****11-12****North only**

10 Credits

**Description:** This psychology course enables us to promote an awareness of and respect for the psychological diversity of human beings with reference to their biological, social, and cultural influences. Students will develop an appreciation of the broad scope of psychology, as well as an understanding of the different theoretical approaches utilized in understanding behavior. They will be able to describe, compare, and evaluate the key ideas of all four of psychology's major perspectives, as well as the historical and cultural contexts in which each developed. Students will be introduced to scientific methodology used in psychological inquiry, demonstrate their ability to design, conduct, and report a simple experiment, as well as review ethical practices and responsibilities essential to such inquiry. Ultimately, they will explore the practical applications of psychology and demonstrate the relevance of psychology to daily life, from the individual level to the global level representing an international perspective. This course fulfills the Human Resources graduation requirement.

**Prerequisites:** None

**0442 LAW STUDIES****11-12**

5 Credits

**Description:** Law Studies is an academic and community-oriented course designed to give the student an introductory look at the field of law and our criminal justice system. Topics include criminal behavior, the Bill of Rights, police work, prosecution, the courts, our correctional system, and civil and criminal law.

**Prerequisites:** None

**0450 ADVANCED PLACEMENT® UNITED STATES HISTORY 11-12**

10 Credits

**Description:** This course is a chronological study of American History from colonial times to present. This is a rigorous course with college level expectations that allows a student the option of taking a nationally standardized examination for college credit. Strong reading, writing and analytical skills are necessary. The course is intended for qualified students who wish to complete studies in high school equivalent to college introductory courses in the field of American History. Completion of this course will prepare students to take the national Advanced Placement® exam in United States History.

**Prerequisites:** None

**0451 ADVANCED PLACEMENT® EUROPEAN HISTORY****11-12**

10 Credits

**Description:** AP European History is designed to provide the students with the factual knowledge necessary to analyze historical evidence in relation to the principle themes (social, cultural, political and economic) in European History (1450-Present). The course is intended for motivated students who wish to complete studies in high school equivalent to college introductory courses in European History. Completion of this course will prepare students to take the national Advanced Placement® exam in European History.

**Prerequisites:** None

**0453 ADVANCED PLACEMENT® PSYCHOLOGY****11-12**

5 Credits

**Description:** The purpose of the Advanced Placement® course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. Students learn about the methods that psychologists use in their science and practice. All AP Psychology students will have already successfully completed the introductory psychology course, showing mastery in the areas of scientific methods, learning, memory, personality, abnormal and social psychology. Students must have completed Psychology. Completion of this course will prepare students to take the national Advanced Placement® exam in Psychology. This course fulfills the Human Resources graduation requirement.

**Prerequisites:** Psychology

**0455 IB HISTORY OF THE AMERICAS HL II****12****North only**

10 Credits

**Description:** The History of the Americas course uses the Americas as its regional option. It is a one-year curriculum where students will study common experiences in the Americas through a comparative analysis of the histories of the United States, Latin America, and Canada. The course will center on the following themes: history, politics, culture, society, economics, technology diplomacy, and international affairs. This course is offered with 20<sup>th</sup> Century World History Topics as part of a two-year curriculum. It will focus on regional case studies of the Americas, and students will be testing at IB higher level.

**Prerequisites:** IB 20<sup>th</sup> Century World History Topics



**0456 ADVANCED PLACEMENT® HUMAN GEOGRAPHY 10-12**

10 Credits

**Description:** The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools that geographers use in their science and practice. Students will use critical thinking skills to examine geographic problems on the global, national, and local scales. AP® Human Geography is a rigorous course with college level expectations that allows a student the option of taking a nationally standardized examination for college credit. Strong reading, writing, and analytical skills are necessary.

**Prerequisites:** Completion of **or** concurrent enrollment in World Geography

**0457 ADVANCED PLACEMENT® COMPARATIVE GOVERNMENT & POLITICS 11-12 5 Credits**

**Description:** The AP Comparative Government & Politics course is a one-semester college survey course that provides students with a coherent knowledge of global studies by evaluating five world political systems. With this study, students will comprehend the vast diversity of political structures, its practices, and how these societies fit into the global realm. Completion of this course will prepare students to take the national Advanced Placement® exam in Comparative Government.

**Prerequisites:** None

## SPECIAL EDUCATION

All students must be verified with a special education disability to qualify for the following classes. Each course will be modified to fit the needs of the students based on the students' Individual Educational Plan (IEP). These courses are NOT college preparatory; however, they do fulfill the necessary requirements for graduation. All listed courses may not be offered each semester due to insufficient student enrollment or staff availability.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>SPECIAL EDUCATION</b>										
0900 A/B	Fundamental English	10	9-12		†			•	•	•
0903 A/B	Essentials of English 11	10	11		†			•	•	•
0908 A/B	Fundamental Reading	10	9-12		†			•	•	•
0920 A/B	Fundamental Math	10	9-12		†			•	•	•
0915 A/B	Essentials of Alg I: Foundations 1	10	9-12		†			•	•	•
0916 A/B	Essentials of Alg I/Geo: Foundations 2	10	9-12		†			•	•	•
0917 A/B	Essentials of Geo/Alg II: Foundations 3	10	9-12		†			•	•	•
0918 A/B	Essentials of Alg II: Foundations 4	10	9-12		†			•	•	•
0930 A/B	Fundamental Science	10	9-12		†			•	•	•
0931 A/B	Essentials of Physical Science in Action	10	9		†			•	•	•
0932 A/B	Essentials of Biology	10	10		†			•	•	•
0933 A	Essentials of Human Physiology I	5	11-12		†			•		•
0934 A	Essentials of Human Physiology II	5	11-12		†			•		•
0935 A	Essentials of Environmental Science	5	9-12		†				•	•
0940 A/B	Fundamental Social Studies	10	9-12		†			•	•	•
0941 A/B	Essentials of American History (Since 1914)	10	9		†			•	•	•
0942 A/B	Essentials of World Geography	10	10		†			•	•	•
0943 A	Essentials of Ethnic Studies	5	11-12		†			•	•	•
0944 A	Essentials of United States Government & Economics	5	12		†			•	•	•
0950 A	Fundamental Daily Living	5	10-12		†			•	•	•
0951 A	Fundamental Independent Living	5	9-12		†			•	•	•
0970 A	Fundamental Technology	5	9-12		†				•	•
0971 A/B	Fundamental Prevocational Skills	10	9-12		†			•	•	•
0960 A/B	Fundamental Personal Finance	5	9-12		†			•	•	•
0973 A	Work Introduction Network I	5	9-12		†			•	•	•
0974 A	Work Introduction Network II	5	9-12		†			•	•	•

† = See course descriptions for additional requirements.

**SPECIAL EDUCATION**
**0900 FUNDAMENTAL ENGLISH** **9-12** 10 Credits

**Description:** This course is designed for students who require an alternate curriculum in written and oral expression. This course's grading system is pass/fail.

**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team.

**0903 ESSENTIALS OF ENGLISH 11** **11** 10 Credits  
**American Perspectives through Literature**

**Description:** Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing texts from a variety of genres through multi-cultural, multi-racial, women's and men's perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction and visual text. This class will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities. Students may utilize additional/supplemental curriculum materials to meet their individual needs.

**Prerequisites:** Recommended by student's IEP Team

**0908 FUNDAMENTAL READING** **9-12** 10 Credits

**Description:** This course is designed for students who require an alternate curriculum in reading. This course's grading system is pass/fail.

**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team.

**0920 FUNDAMENTAL MATH** **9-12** 10 Credits

**Description:** This course is designed for students who require an alternate curriculum in math. This course's grading system is pass/fail.

**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team.

**0915 ESSENTIALS OF ALG I: FOUNDATIONS 1** **9-12** 10 Credits

**Description:** Essentials of ALG I: Foundations 1 is year one of a two-year sequence designed for students who need reinforcement in basic skills in order to successfully master algebra concepts. Students will develop the ability to solve linear equations and inequalities and analyze solutions. Students who successfully complete both Essentials of Alg I: Foundations 1 and Essentials of Alg I/Geo: Foundations 2, or the equivalent of these courses, will have satisfied the Algebra graduation requirement.

**Prerequisites:** Recommended by Student's IEP Team

**0916 ESSENTIALS OF ALG I/GEO: FOUNDATIONS 2** **9-12** 10 Credits

**Description:** Essentials of Algebra I/Geometry: Foundations 2 is year 2 of a two-year sequence designed for students who need reinforcement in basic skills in order to successfully master algebra concepts. In Essentials of Algebra I/Geometry: Foundations 2, topics will include systems of equations, polynomials, exponential equations, and quadratics. Students who successfully complete both Essentials of Algebra I: Foundations 1 and Essentials of Algebra I/Geometry: Foundations 2, or the equivalent of these courses, will have satisfied the Algebra graduation requirement. Students who plan to attend a four-year institution need to take Geometry in the following year.

**Prerequisites:** Recommended by student's IEP Team

**0917 ESSENTIALS OF GEO/ALG II: FOUNDATIONS 3** **9-12** 10 Credits

**Description:** Essentials of GEO/ALG II: Foundations 3 is a year-long, project-based course designed for the student who has successfully completed Alg I/Geo: Foundations 2 or Essentials of Alg I/Geo: Foundations 2. Students will develop the ability to apply geometric concepts to real-world situations. Geometry concepts will include triangles, quadrilaterals, cubes, spheres, cylinders, and other two- and three-dimensional shapes. Additionally, students will expand their understanding of algebraic concepts from Foundations 1 & 2 by learning many advanced algebraic topics. Because four-year institutions do not accept this course for math credit, it is not recommended for college bound students.

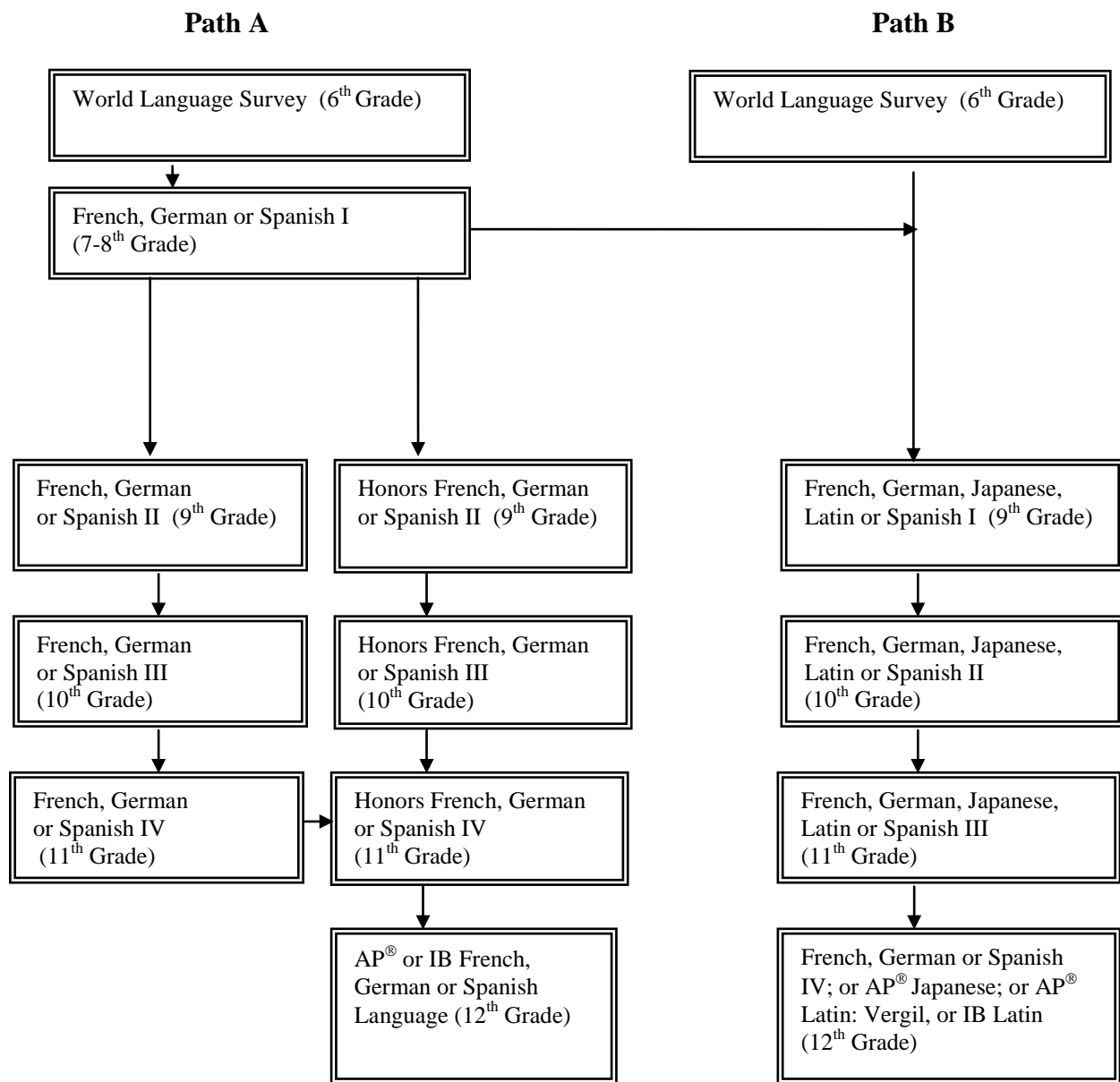
**Prerequisites:** Recommended by student's IEP Team

- 0918 ESSENTIALS OF ALG II: FOUNDATIONS 4** 9-12 10 Credits  
**Description:** Essentials of Algebra II: Foundations 4 is a year-long course designed for the student who has successfully completed Geo/Alg II: Foundations 3 or Essentials of Geo/Alg II: Foundations 3. Students will develop an understanding of a variety of advanced algebraic topics. Because four-year institutions do not accept this course for math credit, it is not recommended for college bound students.  
**Prerequisites:** Recommended by student's IEP Team
- 0930 FUNDAMENTAL SCIENCE** 9-12 10 Credits  
**Description:** This course is designed for students who require an alternate curriculum in science. This course's grading system is pass/fail.  
**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's Individualized IEP Team.
- 0931 ESSENTIALS OF PHYSICAL SCIENCE IN ACTION** 9 10 Credits  
**Description:** This course utilizes a multi-faceted, hands-on approach to science. This course includes elements of Life Science although emphasis is placed on the Physical and Earth Sciences.  
**Prerequisites:** Recommended by student's IEP Team
- 0932 ESSENTIALS OF BIOLOGY** 10 10 Credits  
**Description:** This course offers a simplified presentation of the important concepts of biology. Topics to be covered include the cell classification, animal biology, botany, ecology and evolution by natural selection.  
**Prerequisites:** Recommended by student's IEP Team
- 0933 ESSENTIALS OF HUMAN PHYSIOLOGY I** 11-12 North & West only 5 Credits  
**0934 ESSENTIALS OF HUMAN PHYSIOLOGY II** 11-12 North & West only 5 Credits  
**Description:** These courses are a basic study of the structure and function of human body systems. They are recommended for students interested in learning about the structure and function of the human body, exploring current health topics such as cause and prevention of disease, acquiring health occupational skills and gaining insight into various health and medical careers.  
**Prerequisites:** Recommended by student's IEP Team
- 0935 ESSENTIALS OF ENVIRONMENTAL SCIENCE** 11-12 5 Credits  
**Description:** This course is designed to help students gain a better awareness of how they fit into the delicate balance of their environment. The interactions of living things with other living things as well as their impact on the non-living will be explored. A hands-on instructional approach is used.  
**Prerequisites:** Recommended by student's IEP Team
- 0940 FUNDAMENTAL SOCIAL STUDIES** 9-12 10 Credits  
**Description:** This course is designed for students who require an alternate curriculum in social studies. This course's grading system is pass/fail.  
**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team.
- 0941 ESSENTIALS OF AMERICAN HISTORY (SINCE 1914)** 9 10 Credits  
**Description:** This course continues the strands started in the eighth grade American History course and begins with the time period of 1914 prior to World War I.  
**Prerequisites:** Recommended by student's IEP Team
- 0942 ESSENTIALS OF WORLD GEOGRAPHY** 10 10 Credits  
**Description:** This course focuses on the interrelationships between nations. To function as a global citizen, students will develop an understanding of global interdependence and diversity, cooperation and conflict between nations, and the impact of culture and history upon world issues.  
**Prerequisites:** Recommended by student's IEP Team

- 0943 ESSENTIALS OF ETHNIC STUDIES** 11-12 5 Credits  
**Description:** Ethnic Studies provides students with a means of learning about their own ethnic backgrounds, as well as the ancestry and history of others in their school and community. Ethnicity is an integral, but complex, part of American life. Students learn about differences and focus on those cultural values and components which have become national in character.  
**Prerequisites:** Recommended by student's IEP Team
- 0944 ESSENTIALS OF UNITED STATES GOVERNMENT & ECONOMICS** 12 5 Credits  
**Description:** This course is designed to help seniors acquire the knowledge and skills necessary to function as an informed, concerned and active citizen/consumer in our democratic society and complex world.  
**Prerequisites:** Recommended by student's IEP Team; Senior standing
- 0950 FUNDAMENTAL DAILY LIVING** 9-12 5 Credits  
**Description:** This course is designed for students who require an alternate curriculum in the areas of self-care, health education, wellness, and safety.  
**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team.
- 0960 FUNDAMENTAL PERSONAL FINANCE** 9-12 5 Credits  
**Description:** This course is designed for students who require an alternate curriculum for Personal Finance. This course's grading system is pass/fail.  
**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team.
- 0951 FUNDAMENTAL INDEPENDENT LIVING** 9-12 5 Credits  
**Description:** This course is designed for students who require an alternate curriculum in the areas of cooking, household safety and cleanliness, finances, and leisure skills.  
**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team.
- 0970 FUNDAMENTAL TECHNOLOGY** 9-12 10 Credits  
**Description:** This course is designed for students who require an alternate curriculum to access technology. This course's grading system is pass/fail.  
**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team.
- 0971 FUNDAMENTAL PREVOCATIONAL SKILLS** 9-12 10 Credits  
**Description:** This course is designed for students who require an alternate curriculum to learn pre-vocational work habits and skills in a supported environment. This course's grading system is pass/fail.  
**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team.
- 0973 WORK INTRODUCTION NETWORK I** 9-12 5 Credits  
**Description:** This course provides students with an opportunity to explore occupations in non-paid work experiences at pre-approved school or community sites. These functional experiences will provide students with hands-on training and exploration of actual job duties in various career interest areas in preparation for competitive employment. This course's grading system is pass/fail.  
**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team.
- 0974 WORK INTRODUCTION NETWORK II** 9-12 5 Credits  
**Description:** This course provides students with an opportunity to explore occupations in non-paid work experiences at pre-approved school or community sites. These functional experiences will provide students with hands-on training and exploration of actual job duties in various career interest areas in preparation for competitive employment. This course's grading system is pass/fail.  
**Prerequisites:** Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team.

## WORLD LANGUAGE

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



Students are advised to take consecutive years of the same language. University of Nebraska System admissions requirements include two years of the same language. Students are highly encouraged to take the opportunity to extend their language study throughout their high school years.

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

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

## WORLD LANGUAGE

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>WORLD LANGUAGE</b>										
0112 A/B	German I	10	9-12					•	•	•
0113 A/B	German II	10	9-12					•	•	•
0114 A/B	Honors German II	10	9-12					•	•	•
0115 A/B	German III	10	10-12					•	•	•
0116 A/B	Honors German III	10	10-12					•	•	•
0117 A/B	German IV	10	11-12					•	•	•
0118 A/B	Honors German IV	10	11-12					•	•	•
0119 A/B	Advanced Placement® German Language	10	12		0118			•	•	•
0120 A/B	IB German B SL	10	12		0118			•		
0132 A/B	French I	10	9-12					•	•	•
0133 A/B	French II	10	9-12					•	•	•
0134 A/B	Honors French II	10	9-12					•	•	•
0135 A/B	French III	10	10-12					•	•	•
0136 A/B	Honors French III	10	10-12					•	•	•
0137 A/B	French IV	10	11-12					•	•	•
0138 A/B	Honors French IV	10	11-12					•	•	•
0139 A/B	Advanced Placement® French Language	10	12		0137			•	•	•
0140 A/B	IB French B SL	10	12		0138			•		
0152 A/B	Spanish I	10	9-12					•	•	•
0153 A/B	Spanish II	10	9-12					•	•	•
0154 A/B	Honors Spanish II	10	9-12					•	•	•
0155 A/B	Spanish III	10	10-12					•	•	•
0156 A/B	Honors Spanish III	10	10-12					•	•	•
0157 A/B	Spanish IV	10	11-12					•	•	•
0158 A/B	Honors Spanish IV	10	11-12					•	•	•
0159 A/B	Advanced Placement® Spanish Language	10	12		0158			•	•	•
0160 A/B	IB Spanish B SL	10	12		0158			•		
0171 A/B	IB Spanish A2 HL	10	12					•		
0161 A/B	IB Latin B SL	10	12		0164			•		
0162 A/B	Latin I	10	9-12					•	•	•
0163 A/B	Latin II	10	10-12					•	•	•
0164 A/B	Latin III	10	11-12					•	•	•
0172 A/B	Advanced Placement® Latin: Vergil	10	12		0164			•		
0166 A/B	Japanese I	10	9-12					•		
0167 A/B	Japanese II	10	10-12					•		
0168 A/B	Japanese III	10	11-12					•		
0169 A/B	Japanese IV	10	12					•		
0170 A/B	Advanced Placement® Japanese Lang. & Culture	10	12		0168			•		

**WORLD LANGUAGE**

- 0112 GERMAN I** **9-12** 10 Credits  
**Description:** Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the German heritage within the United States.  
**Prerequisites:** None
- 0113 GERMAN II** **9-12** 10 Credits  
**Description:** Students will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in German.  
**Prerequisites:** German I or the equivalent
- 0114 HONORS GERMAN II** **9-12** 10 Credits  
**Description:** Student will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in German. Additional grammar, readings, writings and enhancement activities differentiate this course from German II. Students will be expected to use higher level thinking skills.  
**Prerequisites:** German I or the equivalent
- 0115 GERMAN III** **10-12** 10 Credits  
**Description:** Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Germany. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences.  
**Prerequisites:** German II or the equivalent
- 0116 HONORS GERMAN III** **10-12** 10 Credits  
**Description:** Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Germany. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences. Additional grammar, readings, writings and enhancement activities differentiate this course from German III. Students will be expected to use higher level thinking skills.  
**Prerequisites:** Honors German II or the equivalent
- 0117 GERMAN IV** **11-12** 10 Credits  
**Description:** Students will continue developing reading, writing, speaking and listening skills. Students will be able to communicate with greater fluency and spontaneity. A variety of cultural themes will be explored.  
**Prerequisites:** German III or the equivalent
- 0118 HONORS GERMAN IV** **11-12** 10 Credits  
**Description:** Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Students will be able to communicate with greater proficiency. A variety of cultural themes will be explored. Additional grammar, readings, writing and enhancement activities differentiate this course from German IV.  
**Prerequisites:** Honors German III or the equivalent
- 0119 ADVANCED PLACEMENT® GERMAN LANGUAGE** **12** 10 Credits  
**Description:** Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in German, and students are expected to speak in German at all times. Completion of this course will prepare students to take the Advanced Placement® German Language exam.  
**Prerequisites:** Honors German IV or the equivalent



- 0120 IB GERMAN B SL** **12** **North only** 10 Credits  
**Description:** IB curriculum will be taught in this course. A student may take this course as a fifth year language course and/or choose to take the AP exam. The student will improve in all skill areas (reading, writing, speaking and understanding). Grammar is reviewed as needed to aid in effective communication. Emphasis will be placed on using authentic material such as video, magazines, and newspapers to study current events and culture in order to provide a thorough understanding of the language so that optimum communication can be achieved. Higher-level communication skills will be attained and assessed through a variety of oral and written activities and assignments. The IB curriculum will be emphasized, but students may also sign up to take the AP exam. The necessary AP review materials will be available.  
**Prerequisites:** Honors German IV
- 0132 FRENCH I** **9-12** 10 Credits  
**Description:** Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the French-speaking countries.  
**Prerequisites:** None
- 0133 FRENCH II** **9-12** 10 Credits  
**Description:** Students will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in French.  
**Prerequisites:** French I or the equivalent
- 0134 HONORS FRENCH II** **9-12** 10 Credits  
**Description:** Student will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in French. Additional grammar, readings, writings and enhancement activities differentiate this course from French II. Students will be expected to use higher level thinking skills.  
**Prerequisites:** French I or the equivalent
- 0135 FRENCH III** **10-12** 10 Credits  
**Description:** Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Francophone countries. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences.  
**Prerequisites:** French II or the equivalent
- 0136 HONORS FRENCH III** **10-12** 10 Credits  
**Description:** Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Francophone countries. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences. Additional grammar, readings, writings and enhancement activities differentiate this course from French III. Students will be expected to use higher level thinking skills.  
**Prerequisites:** Honors French II or the equivalent
- 0137 FRENCH IV** **11-12** 10 Credits  
**Description:** Students will continue developing reading, writing, speaking and listening skills. Students will be able to communicate with greater fluency and spontaneity. A variety of cultural themes will be explored.  
**Prerequisites:** French III or the equivalent
- 0138 HONORS FRENCH IV** **11-12** 10 Credits  
**Description:** Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Students will be able to communicate with greater proficiency. A variety of cultural themes will be explored. Additional grammar, readings, writings and enhancement activities differentiate this course from French IV. Students will be expected to use higher level thinking skills.  
**Prerequisites:** Honors French III or the equivalent

**0139 ADVANCED PLACEMENT® FRENCH LANGUAGE****12**

10 Credits

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

**Prerequisites:** Honors French IV or the equivalent

**0140 IB FRENCH B SL****12 North only**

10 Credits

**Description:** IB curriculum will be taught in this course. A student may take this course as a fifth year language course and/or choose to take the AP exam. The premise of this curriculum is that the student should have a fundamental knowledge of the history, geography, literature, and art/music of the country in order to understand better the modern culture that has evolved and its role in the world. Current events and world affairs will be the core. The continuing study of French civilization and the reading of literary works from more modern periods are the basis of the course. Students work with advanced grammatical materials and use higher level thinking skills in activities that go beyond the functioning level to a more refined level of reading, writing, speaking and listening. The goal of active communication in French is given high priority. Cultural concepts are explored as they relate to literature, civilization, and international studies. Through use of video, magazines and newspapers, the students will deal with current issues in Francophone countries and other countries around the world. The IB curriculum will be emphasized, but students may also sign up to take the AP exam. The necessary AP review materials will be available.

**Prerequisites:** Honors French IV

**0152 SPANISH I****9-12**

10 Credits

**Description:** In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required.

**Prerequisites:** None

**0153 SPANISH II****9-12**

10 Credits

**Description:** Spanish II is a continuation of the language acquisition process begun in Spanish I. New grammatical concepts and vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through guided oral conversation and in-class activities. Writing skills are improved through written exercises and directed compositions. Cultural topics and reading practice will also be integrated. Additional practice and review will be required.

**Prerequisites:** Spanish I or the equivalent

**0154 HONORS SPANISH II****9-12**

10 Credits

**Description:** Honors Spanish II is a continuation of the language acquisition process begun in Spanish I. New grammatical concepts and active vocabulary are introduced. Listening and speaking skills are developed through oral exercises and group discussion. Writing skills are improved through written exercises and directed composition. Cultural concepts and reading practice are integrated through short literary works. Creative thinking and higher level thinking skill activities are emphasized throughout the course. Additional practice and review will be required.

**Prerequisites:** Spanish I or the equivalent

**0155 SPANISH III****10-12**

10 Credits

**Description:** Spanish III is a continuation of the language acquisition process begun in the proceeding Spanish courses. Conversations will be initiated and/or narrated by the student using appropriate vocabulary and structure. Students will use a variety of tenses to communicate with growing fluency. Cultural concepts and reading practice are integrated through literary works. Listening, speaking and writing activities emphasize real communication. The majority of the class will be taught in Spanish. Additional practice and review will be required.

**Prerequisites:** Spanish II or the equivalent

**0156 HONORS SPANISH III****10-12**

10 Credits

**Description:** Honors Spanish III is a continuation of the language acquisition process begun in the preceding Spanish courses. Students will initiate conversation and/or narrate using appropriate vocabulary and structure. Students will use a variety of tenses to communicate with growing fluency. Listening, speaking and writing activities emphasize real communication. Emphasis is placed on improvement of skills in a variety of higher level learning activities and projects. Students in this course will begin preparation for the Advanced Placement® exam. The majority of the class will be taught in Spanish. Additional practice and review will be required.

**Prerequisites:** Honors Spanish II or the equivalent

**0157 SPANISH IV****11-12**

10 Credits

**Description:** Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented through literary works and short stories. There is a greater emphasis in oral communication through discussions and presentations. Major grammatical concepts are reviewed from prior levels. Classes are conducted in Spanish. Additional practice and review will be required.

**Prerequisites:** Spanish III or the equivalent

**0158 HONORS SPANISH IV****11-12**

10 Credits

**Description:** Honors Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented through literary works and short stories. There is a greater emphasis in oral communication through discussions and presentations. Major grammatical concepts are reviewed from prior levels. Classes are conducted in Spanish. Students in this course will continue preparation for the Advanced Placement® exam. Additional practice and review will be required.

**Prerequisites:** Honors Spanish III or the equivalent

**0159 ADVANCED PLACEMENT® SPANISH LANGUAGE****12**

10 Credits

**Description:** Advanced Placement® Spanish Language emphasizes listening, reading, writing, and speaking skills in preparation for the Advanced Placement® exam. Readings include current periodicals, short stories, and novels. Grammatical concepts are reviewed. Creative and higher level thinking skills and activities are expected. This course will be conducted in Spanish, and students are expected to speak in Spanish at all times. Completion of this course will prepare students to take the Advanced Placement® Spanish Language exam.

**Prerequisites:** Honors Spanish IV or the equivalent

**0160 IB SPANISH B SL****12****North only**

10 Credits

**Description:** The objective of the course is to advance students' reading comprehension, oral and listening skills, and writing proficiency through the study of literature and current events. Themes such as family, health, urban problems and civil rights are analyzed in Spanish and from many cultural perspectives. Special attention is devoted to current events and issues concerning the Hispanic world. Students should have strong grammatical skills at the onset because the class emphasizes building vocabulary and increasing fluency. Few new structures are introduced, and brief grammar review is done as necessary. Spanish is used almost exclusively in class. Students are expected to exercise analytical skills, critical thinking and creativity. An independent study of Hispanic literature is required. Students are encouraged to seek, and are provided, opportunities to participate in Spanish-speaking communities directly and by electronic means. Authentic sources from multiple countries, class standpoints and genres are incorporated. IB curriculum will be taught in this course. A student may take this course as a fifth year language course and/or choose to take the AP exam.

**Prerequisites:** Honors Spanish IV

**0161 IB LATIN SL****12****North only**

10 Credits

**Description:** IB curriculum will be taught in this course. Through the poetry of Ovid, Horace, Vergil, and Catullus, the scholar will demonstrate excellent knowledge and understanding of the influences and perspectives the modern world has of the ancient world. By intensely studying the grammar of Latin, the scholar will be more adept at analyzing the ancient authors' subtle and overt intentions. No study of the ancient world is complete, however, without including, where appropriate, studies of the authors' techniques, styles, and both the literary and non-literary connections to the Roman civilization. Scholars will use the Latin texts, as well as English translations, to support the development of analysis regarding the impact these authors and the Roman world had upon the past and the present cultures. The scholar will enjoy using these timeless pieces of literature as a basis of exploration into our own modern humanity. The Standard Level assessment includes translating unprepared scripts and masterfully analyzing in-depth extracts from within subordinate topics.

**Prerequisites:** Latin III

- 0162 LATIN I** **9-12 North and West only** 10 Credits  
**Description:** Latin I provides an introduction to the Latin language with emphasis on acquiring a vocabulary foundation, strengthening basic grammatical skills and learning Classical Latin reading skills. Students will begin a literature study focusing on Roman and/or Greek epic poetry. Roman history and culture and Roman and Greek mythology will provide an understanding of the historical and contemporary influences of the Ancient Roman world.  
**Prerequisites:** None
- 0163 LATIN II** **10-12 North and West only** 10 Credits  
**Description:** Latin II is a continuation of the language acquisition process begun in the preceding Latin course. New grammar concepts and active and passive vocabulary advance the students' ability to comprehend Latin manuscripts and further communication skills using Latin. Students will continue literature studies emphasizing primary historical sources in translation. Roman historical and cultural studies will focus primarily upon the legacy of Julius Caesar and the Roman Republic.  
**Prerequisites:** Latin I
- 0164 LATIN III** **11-12 North and West only** 10 Credits  
**Description:** Latin III explores the development of both prose and poetry, emphasizing the authors Cicero, Caesar and Catullus, with authentic reading selections chosen for their diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Ancient Greek and Roman art.  
**Prerequisites:** Latin II
- 0166 JAPANESE I** **9-12 North only** 10 Credits  
**Description:** This course will be a thorough introduction to Japanese. Students will be introduced to the polite or formal speech patterns. The students will also learn the basics of reading and writing in hiragana, cursive alphabet, and katakana, printed alphabet. There will be a balanced emphasis on speaking, listening to, and writing Japanese. Topics covered will include daily situations, describing yourself and others, likes and dislikes, weather, time, days of the week and month, things that people do, and making requests. There will be presentations about the unique aspects of Japanese culture, geography, and perspectives on everyday life.  
**Prerequisites:** None
- 0167 JAPANESE II** **10-12 North only** 10 Credits  
**Description:** Japanese II is a continuation of the language skills acquisition process begun in Japanese I. New grammar concepts and active vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through oral exercises and small group practice. Writing skills are improved through written exercises and directed compositions. Students will learn to write using kanji. Several short passages provide reading practice. The study of the unique aspects of the Japanese culture that was begun in Japanese I will be continued.  
**Prerequisites:** Japanese I or the equivalent
- 0168 JAPANESE III** **11-12 North only** 10 Credits  
**Description:** This course will focus on developing the student's proficiency in speaking, reading, and writing Japanese in the context of Japan's culture, history, and people. In order to enhance their understanding of Japanese, students must be able to read and write hiragana and katakana. There will be a balance with speaking and listening. Students will expand their use of kanji.  
**Prerequisites:** Japanese II or the equivalent
- 0169 JAPANESE IV** **12 North only** 10 Credits  
**Description:** This course focuses on proficiency in speaking, reading, listening, and writing Japanese in the context of Japan's culture, history, and people. Students will refine their kanji reading and writing skills. Speaking and listening are emphasized. Readings will include short news articles and simple stories. Students will have an extended opportunity to strengthen individual areas of their language abilities with independent projects.  
**Prerequisites:** Japanese III or the equivalent

**0170 ADVANCED PLACEMENT® JAPANESE LANGUAGE & CULTURE 12 North only 10 Credits**

**Description:** Students will improve in all skill areas. About 300 kanji will be incorporated into students' work, especially the ability to read kanji in context. Authentic materials, especially electronic sources, will be used to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. Completion of this course will prepare students to take the Advanced Placement® Japanese Language and Culture exam.

**Prerequisites:** Japanese III or the equivalent

**0171 IB SPANISH A2 HL 12 North only 10 Credits**

**Description:** This course is for the native Spanish speaker. The objective of the course is to advance students' reading comprehension, oral and listening skills, and writing proficiency through the study of literature and current events. Themes such as family, health, urban problems and civil rights are analyzed in Spanish and from many cultural perspectives. Special attention is devoted to current events and issues concerning the Hispanic world. Students should have strong grammatical skills at the onset because the class emphasizes building vocabulary and increasing fluency. Few new structures are introduced, and brief grammar review is done as necessary. Spanish is used almost exclusively in class. Students are expected to exercise analytical skills, critical thinking and creativity. An independent study of Hispanic literature is required. Students are encouraged to seek, and are provided, opportunities to participate in Spanish-speaking communities directly and by electronic means. Authentic sources from multiple countries, class standpoints and genres are incorporated. IB curriculum will be taught in this course. A student may take this course as a 5<sup>th</sup> year language course and/or choose to take the Advanced Placement® Spanish Language exam.

**Prerequisites:** Honors Spanish IV, native Spanish speaker

**0172 ADVANCED PLACEMENT® LATIN: VERGIL 12 North only 10 Credits**

**Description:** The final level of the Latin sequence involves intense study, analysis and translation of Vergil's *Aenid*, exclusively. A high degree of reading proficiency and vocabulary assimilation at this level allows the scholar to study the cultural, social and political context of this piece of literature, as well as its stylistic and literary techniques. Completion of this course will prepare students to take the national Advanced Placement® Latin: Vergil examination.

**Prerequisites:** Latin III

# **Specialized Programs**



## ACADEMIES AT MILLARD HIGH SCHOOLS

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Dual Enrollment Credit	
<b>ACADEMIES IN MILLARD HIGH SCHOOLS</b>								
<b>Culinary Skills Academy</b>								
					Application			This academy is located at Horizon High. Participation is open to all Millard students.
0007	English 11	10	11-12	•		•	M	
ACS01	Culinary Orientation Seminar	10	11-12				M	
ACS05	Culinary Foundations	5	11-12				M	
ACS10	Vegetable, Starch & Protein Cookery	5	11-12				M	
ACS15	Soup and Sauce Cookery	5	11-12				M	
ACS20	Baking Seminar	20	11-12				M	
ACS25	Cakes	5	11-12				M	
ACS30	Spanish for Culinary Professionals	5	11-12				M	
ACS35	Culinary Internship I	5	11-12					
ACS40	Culinary Internship II	5	11-12					
<b>Distribution and Logistics Management</b>								
					Application			This academy is located at Horizon High. Participation is open to all Millard students.
0007	English 11	10	11-12	•		•	M	
ATD60	College Composition & Research	5	11-12			•	M	
ATD10	Introduction to Business	5	11-12				M	
ATD01	Intro. Transportation, Distribution & Logistics	5	11-12					
ATD05	Industrial Safety and Health	5	11-12				M	
ATD15	Introduction to Distribution	5	11-12				M	
ATD20	Principles of Marketing	5	11-12				M	
ATD25	Principles of Management	5	11-12				M	
ATD30	Mechanical Print Reading	5	11-12				M	
ATD35	Business Logistics	5	11-12				M	
ATD40	Purchasing and Material Management	5	11-12				M	
ATD45	Problem Solving	5	11-12				M	
ATD50	Production & Operations Management	5	11-12				M	
ATD55	Distribution and Logistics Management Internship	10	11-12				M	
<b>Education Academy</b>								
					Application			This academy is located at West High. Participation is open to all Millard students.
0007	English 11	10	11-12	•		•	M	
0527	Child Development	5	11-12	HR			M	
AED01	Child Development Pre-Practicum	5	11-12				M	
AED05	College Composition and Research	5	11-12			•	M	
AED10	Introduction to Professional Education	5	11-12				O	
AED15	Education Seminar I	5	11-12					
0422	World Religions	5	11-12				M	
AED20	Behavior Modifications & Principles of Learning	5	11-12				M	
0453	Advanced Placement <sup>®</sup> Psychology	5	11-12	HR		•	O	
AED25	Introduction to Communication Disorders	5	11-12				O	
AED30	Best Practices in Education	5	11-12					
AED35	Professional Speaking	5	11-12	OC		•	M	
AED40	Education Seminar II	5	11-12					
AED45	Education Seminar III	5	11-12					
AED50	Education Practicum	5	11-12					

FL=Financial Literacy HR=Human Resource OC=Oral Communications M=Metropolitan Community College  
O=University of Nebraska at Omaha



## ACADEMIES AT MILLARD HIGH SCHOOLS

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Dual Enrollment Credit	
<b>ACADEMIES IN MILLARD HIGH SCHOOLS</b>								
<b>Entrepreneurship Academy</b>								
0007	English 11	10	11-12	•	Application	•	M	This academy is located at South High. Participation is open to all Millard students.
AEN01 A/B	College Accounting I	10	11-12				M	
AEN05	Wealth Building and Personal Finance	5	11-12	FL				
AEN10	Introduction to Business	5	11-12				O	
AEN20	Introduction to Entrepreneurship	5	11-12				M	
AEN25	Legal Issues for the Entrepreneur	5	11-12				M	
AEN30	Entrepreneurship Feasibility Study	5	11-12				M	
0541	Advanced Placement <sup>®</sup> Microeconomics	5	11-12					
AEN15	College Accounting II	10	11-12				M	
AEN40	Marketing for the Entrepreneur	5	11-12				M	
AEN45 A/B	Entrepreneurship Seminar and Internship	15	11-12				M	
0540	Advanced Placement <sup>®</sup> Macroeconomics	5	11-12					
<b>Finance Academy</b>								
0007	English 11	10	11-12	•	Application	•	M	This academy is located at North High. Participation is open to all Millard students.
AFN01	College Accounting I	10	11-12				M	
AFN05	Wealth Building and Personal Finance	5	11-12	FL			M	
AFN20	Business Math Financial Calculator Applications	5	11-12				M	
AFN10	Introduction to Business	5	11-12				O	
AFN50	Introduction to the Financial Service Industry	5	11-12				M	
0510	Business Law	5	11-12				M	
AFN15 A/B	College Accounting II	10	11-12				M	
AFN55	Principles of Marketing	5	11-12				M	
AFN35	Principles of Management	5	11-12				M	
AFN40 A/B	Finance Seminar and Internship	15	11-12				M	
0540	Advanced Placement <sup>®</sup> Macroeconomics	5	11-12					
<b>Health Sciences Academy</b>								
0453	Advanced Placement <sup>®</sup> Psychology	5	11-12	HR		•	O	This academy is located at Horizon High. Participation is open to all Millard students.
AHS01	Human Anatomy and Physiology	5	11-12			•	M	
AHS05	Medical Terminology I	5	11-12				M	
AHS10	Medical Terminology II	5	11-12				M	
AHS15	Health Sciences Orientation Seminar	10	11-12				M	
AHS20	Introduction to Medical Law and Ethics	5	11-12				M	
AHS25	Nutrition in the Life Cycle	5	11-12				M	
AHS30	Disease Processes	10	11-12			•	M	
AHS35	Long Term Care/Certified Nursing Assistant	5	11-12				M	
AHS40	Genetics	5	11-12			•	M	
AHS45	Emergency Medical Technician-Basic	5	11-12				M	
AHS50	Health Sciences Internship	10	11-12					

FL=Financial Literacy HR=Human Resource OC=Oral Communications M=Metropolitan Community College  
O=University of Nebraska at Omaha

## CULINARY SKILLS ACADEMY

Earn high school and college credit while participating in the Culinary Skills Academy. Jump-start your career by entering the workforce with specialized training. Culinary professionals are needed in a variety of settings: hotels, restaurants, country clubs, cruise ships, hospitals, and corporations.

<b>Culinary Skills Academy Course Sequence Sample</b>			
<b>Year One</b>		<b>Year Two</b>	
<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)
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

### 0007 ENGLISH 11

11

10 Credits

#### **American Perspectives through Literature**

**Description:** Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing increasingly challenging texts from a variety of genres through cultural, racial, and gender perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction, and visual text. Students will be assessed using a variety of methods including, but not limited to, essays, presentations, and creative critical thinking activities.

**Prerequisites:** English 9 and English 10

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ENGL 1010 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 (3 credits).

### ACS01 CULINARY ORIENTATION SEMINAR

11-12

10 Credits

**Description:** This is a block course to provide the foundation skills for the culinary sequence. Students will complete the following short courses to fulfill Metropolitan Community College requirements.

**Prerequisites:** None

- **ORIENTATION**

**Description:** This course is an introduction to the Culinary, Hospitality, Research and Management Programs (CHRM). Topics included are the professional kitchen, an overview of the tremendous career opportunities available in the industry and portfolio development.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for CHRM 1000 (2 credits) Orientation from Metropolitan Community College.

- **SANITATION**

**Description:** This course includes the study of safe food handling, identification of food-borne illness and establishment of a food safety system. The study of the flow of food through the operation, as well as safe storage, sanitary facilities, and equipment are included. Other topics include establishment of an integrated pest management system, accident prevention, and crisis handling. There will be an extensive discussion of sanitary regulations, agencies, and employee sanitation training. Upon successful completion of the Serv-Safe exam, students will receive the National Restaurant Association's certificate.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for CHRM 1020 (2 credits) Sanitation from Metropolitan Community College.

- **CULINARY MATH**

**Description:** This course will cover all of the basics of Culinary Math. Topics will include cost and profit formulas, recipe conversion, baking formulas, as well as basic math principles. This course does not count for mathematics credit.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for CHRM 0950 (2 credits) Culinary Math from Metropolitan Community College.

- **BUSINESS MATHEMATICS**

**Description:** This course is directed toward the development and application of the mathematical skills needed to solve problems related to business occupations. Topics include percentages, trade and cash discounts, markup and markdown, property and sales taxes, interest and interest rates, installment purchases, loan payment plans and payroll. This course does not count for mathematics credit.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for MATH 1220 (4.5 credits) Business Math from Metropolitan Community College.

**ACS05 CULINARY FOUNDATIONS**

**11-12**

5 Credits

**Description:** The student learns concepts of sanitation and safety as it relates to the food service industry. Areas addressed include tools, equipment, knife skills, food and plate presentation, food evaluation, basic cooking principles, including moist and dry heat methods, seasonings, flavorings and aromatics, fats foams, gels, emulsions, dairy products, eggs and palate development.

**Prerequisites:** Orientation, Sanitation,

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for CHRM 1030 (4.5 credits) Culinary Foundations from Metropolitan Community College.

**ACS10 VEGETABLE, STARCH, AND PROTEIN COOKERY**

**11-12**

5 Credits

**Description:** Students study and apply cooking methods of scratch cookery through small batch assignments. Areas of study include rice and grains, potato products, wheat based products including pastas, dumplings, and breakfast items, beans and soy products, fruits, vegetables, salads and sandwiches. The student practices elementary presentation and garnishing.

**Prerequisites:** Culinary Foundations

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for CHRM 1110 (4.5 credits) Vegetable Starch Protein Cookery from Metropolitan Community College.

**ACS15 SOUP AND SAUCE COOKERY**

**11-12**

10 Credits

**Description:** Students study and apply cooking methods of scratch cookery through small batch assignments. Areas of study include stocks, thickeners, roux-based sauces to include the four mother sauces, hot and cold butter sauces, emulsion sauces, salsas, sambas, vinaigrettes, and reductions, as well as soups including cream, clear and potage soups.

**Prerequisites:** Culinary Foundations

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for CHRM 1120 (4 credits) Soup and Sauce Cookery from Metropolitan Community College.

**ACS20 BAKING SEMINAR**

**11-12**

20 Credits

**Description:** This is a block course to prepare the student for professional baking. Students will complete the following short courses to fulfill Metropolitan Community College requirements.

**Prerequisites:** Culinary Foundations

- **BAKING BASICS**

**Description:** Students learn to apply fundamental baking skills in preparing yeast breads, quick breads, cookies, pies, pastries, cakes, custards, creams and sauces.

**Prerequisites:** Culinary Foundations

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for CHRM 1210 (4 credits) Baking Basics from Metropolitan Community College.

- **PASTRIES**

**Description:** This course provides an in-depth study of baking, emphasizing American and European pastries. Topics include knowledge of different fancy cookies, petit fours, puff pastries, paté a choux, meringues, assorted pastes and tarts, icing fillings and glazes.

**Prerequisites:** Baking Basics

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for CHRM 1220 (4 credits) Pastries from Metropolitan Community College.

- **ARTISAN BREADS**

**Description:** This course is an in-depth study of Artisan bread baking. Old-world techniques are applied with an emphasis on levians, olish, and sponge bread methods.

**Prerequisites:** Sanitation

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for CHRM 1250 (4 credits) Artisan Breads from Metropolitan Community College.

**ACS25 CAKES**

**11-12**

5 Credits

**Description:** This course provides an in-depth study of cake formula and assembly techniques. Topics include knowledge of different cake making methods, ingredients for icings, fillings, coatings, glazes and production of finished cakes. Attention is given to production of layered and component cakes using an assortment of creams including crème patisserie, Bavarians and mousse.

**Prerequisites:** Baking Basics

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for CHRM 1260 (4 credits) Cakes from Metropolitan Community College.

**ACS30 SPANISH FOR THE CULINARY PROFESSIONALS**

**11-12**

5 Credits

**Description:** In this course the student will study the Spanish language as it relates to the food service profession. Students will demonstrate skill with vocabulary associated with the culinary arts, beginning grammatical concepts, and conversational elements of the Spanish language along with an understanding of the Hispanic culture.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for CHRM 1060 (3 credits) Spanish for the Culinary Professional from Metropolitan Community College.

**ACS35 CULINARY INTERNSHIP I**

**11-12**

5 Credits

**ACS40 CULINARY INTERNSHIP II**

**11-12**

5 Credits

**Description:** The internship provides the student with the opportunity to apply his/her knowledge, learn new techniques, and get on-the-job training at an approved work site. Students will work 10-12 hours per week.

**Prerequisites:** Year 1 Culinary Courses

## DISTRIBUTION AND LOGISTICS MANAGEMENT ACADEMY

Earn high school and college credits while participating in the Distribution and Logistics Management Academy. Jump-start your career by entering the workforce with specialized training. Join the fastest growing career field in Nebraska. Nebraska's central location makes it an ideal location to provide services to support manufacturing and to distribute products to the nation.

<b>Distribution and Logistics Management Academy Course Sequence Sample</b>			
<b>Year One</b>		<b>Year Two</b>	
<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	

**0007 ENGLISH 11** **11**                      10 Credits

### **American Perspectives through Literature**

**Description:** Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing increasingly challenging texts from a variety of genres through multi-cultural, multi-racial, women's and men's perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction, and visual text. Students will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities.

**Prerequisites:** English 10 or English 10 Literacy Enrichment

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ENGL 1010 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 (3 credits).

**ATD60 COLLEGE COMPOSITION AND RESEARCH** **11-12**                      5 Credits

**Description:** This course is designed to further develop the skills of English 11 by teaching students how to synthesize and organize primary and secondary sources for the purpose of composing a formal research paper on an educational topic using the Modern Language Association format.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ENGL 1020 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL1160 (3 credits).

**ATD10 INTRODUCTION TO BUSINESS** **11-12**                      5 Credits

**Description:** A survey of the structure and functions of the American business system is provided, together with an overview of business organization, finance, managerial control, production/distribution, personnel, the interdependence of business and government and consumer business relations.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 1000 (4.5 credits) Introduction to Business from Metropolitan Community College.

**ATD01 INTRODUCTION TO TRANSPORTATION, DISTRIBUTION AND LOGISTICS****11-12** 5 Credits

**Description:** This course is an introduction to the transportation, distribution and logistics career field. Students will study planning, management and movement of people, materials and products by road, air, rail, and water.

**Prerequisites:** None

**ATD05 INDUSTRIAL SAFETY AND HEALTH****11-12** 5 Credits

**Description:** This course covers the basics of industrial safety and health. Topics include lock out/tag out, confined space entry, blood-borne pathogens, hot work, ladder safety, and fall protection. Additional safe work practices and procedures are covered. Students who successfully complete this course are eligible to receive the OSHA 30 hour general industry course completion card.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for INCT 1000 (4.5 credits) Industrial Safety and Health from Metropolitan Community College.

**ATD15 INTRODUCTION TO DISTRIBUTION****11-12** 5 Credits

**Description:** Students interested in learning about the importance of distribution in manufacturing need a good overview of distributors and distributorships. Students will examine the role of distributors in bringing goods to market, adding value through distributor services, and tracking products from procurement through final sale and installation. Basic accounting principles and contract law necessary for distribution will also be introduced.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for INCT 1500 (4.5 credits) Introduction to Distribution from Metropolitan Community College.

**ATD20 PRINCIPLES OF MARKETING****11-12** 5 Credits

**Description:** This course features a survey of the distributive fields, their functions and interrelationships. The course covers pricing policies, promotional activities marketing in special fields and market analysis.

**Prerequisites:** Introduction to Business

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 1010 (4.5 credits) Principles of Marketing from Metropolitan Community College and will transfer to University of Nebraska at Omaha as Marketing 3310.

**ATD25 PRINCIPLES OF MANAGEMENT****11-12** 5 Credits

**Description:** This is an introduction to the theory and practice of organizational management. Various management theories are discussed. Special attention is devoted to planning, decision making, organizing, leading, and controlling the organization.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 2100 (4.5 credits) Principles of Management from Metropolitan Community College.

**ATD30 MECHANICAL PRINT READING****11-12** 5 Credits

**Description:** This course is directed toward the development of skills required for visualizing and interpreting industrial prints and freehand technical sketching. Topics include print identification, drafting and print reading procedures, machining specifications, geometric dimensioning and tolerancing, elements of welding symbols, symbols used in fluid power diagrams and applied mathematics.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for INCT1050 (4 credits) Mechanical Print Reading from Metropolitan Community College.

**ATD35 BUSINESS LOGISTICS****11-12** 5 Credits

**Description:** Business Logistics is a study of the acquisition, storage, use, packaging, transportation and distribution of materials and products. Topics covered include management of materials and physical distribution; transportation choices, regulation and rates; traffic management; product storage, warehousing, handling and packaging; inventory management; acquisition and production scheduling; order entry and processing; logistics systems design and operation; and international logistics.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 2400 (4.5 credits) Business Logistics from Metropolitan Community College.

**ATD40 PURCHASING AND MATERIALS MANAGEMENT** **11-12** 5 Credits

**Description:** This course acquaints the student with the theory and applications of purchasing and materials management concepts. The course content includes purchasing organization and administration, quality management, supplier relations, negotiations, legal considerations, logistics, international and governmental procurement, and strategic incentives.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 2410 (4.5 credits) Purchasing and Materials Management from Metropolitan Community College.

**ATD45 PROBLEM SOLVING** **11-12** 5 Credits

**Description:** This course builds troubleshooting expertise for maintenance professionals and decision-makers at all levels. Creative and critical thinking, problem solving and troubleshooting are examined.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for INCT 2050 (3 credits) Problem Solving from Metropolitan Community College.

**ATD50 PRODUCTION & OPERATIONS MANAGEMENT** **11-12** 5 Credits

**Description:** Students will study the fundamentals of production and operations management used in service and manufacturing organizations. The student is introduced to the application of effective production and operations management techniques; the measurement of productivity and customer service; the planning and management of materials, manpower and capacity; and the concepts of quality and project management.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 2420 (4.5 credits) Production and Operations Management from Metropolitan Community College.

**ATD55 DISTRIBUTION AND LOGISTICS MANAGEMENT INTERNSHIP** **11-12** 10 Credits

**Description:** The internship provides the student with the opportunity to apply his/her knowledge, learn new techniques and get on-the-job training at an approved work site. Students will work 10-12 hours per week.

**Prerequisites:** Year 1 Transportation, Distribution & Logistics Courses

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for INCT 2981 (4.5 credits) Internship from Metropolitan Community College.

## EDUCATION ACADEMY

Earn high school and college credit while participating in the Education Academy. Jump-start your career by entering the workforce with specialized training. Teachers are retiring, and schools will need two million teachers nationwide over the next eight years.

<b>Education Academy Course Sequence Sample</b>			
<b>Year One</b>		<b>Year Two</b>	
<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	Professional Speaking	Behavior Modification and Principles of Learning	College Composition and Research
	Introduction to Professional Education	Introduction to Communication Disorders	Education Seminar II
Child Development	World Religions	Advanced Placement® Psychology	Education Seminar III
Child Development Pre-Practicum	Education Seminar I	Best Practices in Education	Education Practicum

### **0453 ADVANCED PLACEMENT® PSYCHOLOGY** **11-12**      5 Credits

**Description:** The purpose of the Advanced Placement® course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. Students will learn about the methods psychologists use in their science and practice. All AP Psychology students will have already successfully completed the introductory psychology course, showing mastery in the areas of scientific methods, learning, memory, personality, abnormal and social psychology. Completion of this course will prepare students to take the Advanced Placement® Psychology exam.

**Prerequisites:** Psychology

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for PSYCH 1010 from University of Nebraska at Omaha (3 credits).

### **AED20 BEHAVIOR MODIFICATION AND PRINCIPLES OF LEARNING** **11-12**      5 Credits

**Description:** This course will expose the student to the history and various theoretical approaches to the study of learning and behavior modification. The student will have opportunities to learn applied behavior modification techniques including observing and recording behavior as well as formulating and writing behavioral objectives. This course will also include an examination of motivation, attitude formation and cognitive intervention approaches.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for PSYCH 2140 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as a College of Education elective.

### **AED30 BEST PRACTICES IN EDUCATION** **11-12**      5 Credits

**Description:** In this course, students will review the most recent research on best practices in education focusing on planning, instruction, assessment and classroom environment. Students will learn the components of creating an effective lessons and will then create and teach their own lesson using these components.

**Prerequisites:** None



**0527 CHILD DEVELOPMENT** 11-12 5 Credits

**Description:** This course will teach students what it takes to create a positive environment for children. The students will explore the impact of childcare and parenting on the first years of development through interaction with babies, toddlers, and preschoolers. The students will examine the current legislation and licensing standards to help prepare for careers in education or childcare.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ECED 1150 (4.5 credits) from Metropolitan Community College. Completion of this course and Child Development Practicum and will transfer to University of Nebraska at Omaha as a College of Education elective course TED 2250 (3 credits).

**AED01 CHILD DEVELOPMENT PRE-PRACTICUM** 11-12 5 Credits

**Description:** The course will provide an orientation to a practicum experience in early childhood education. Students will obtain a current health report and complete a background check, learn CPR, and obtain a First Aid Certification and release forms in order to participate in an internship in an early education classroom. The students will understand the importance of professionalism in the work place.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ECED 1220 (1.5 credits) from Metropolitan Community College. Completion of this course and Child Development 0527 will transfer to University of Nebraska at Omaha as a College of Education elective course TED 2250.

**AED50 EDUCATION PRACTICUM** 11-12 5 Credits

**Description:** Students will participate in a field experience. Students will create and deliver lessons to students in an educational setting. Students will be under the supervision of both a Millard West faculty member and the classroom teacher at the practicum location.

**Prerequisites:** Education Seminar II

**AED15 EDUCATION SEMINAR I** 11-12 5 Credits

**Description:** In this course, students will study and discuss issues that impact education today. Students will also observe and reflect on teaching practices of professionals in the field. They will use the information they gain to begin writing their own educational philosophy and belief statements.

**Prerequisites:** Introduction to Education

**AED40 EDUCATION SEMINAR II** 11-12 5 Credits

**Description:** In this course, students will further study and discuss issues that impact education today. Students will strengthen their own philosophy and belief statements about education. Students will observe and reflect on teaching practices in a variety of educational settings.

**Prerequisites:** Best Practices in Education

**AED45 EDUCATION SEMINAR III** 11-12 5 Credits

**Description:** In this course, students will prepare to actually apply for admissions to a teacher's college. Part of this preparation will include creating a portfolio of their major learnings in the Education Academy. This portfolio will include their finalized teaching philosophy and belief statements. Students will also prepare for a practicum experience in a selected area of focus.

**Prerequisites:** Completion of Education Seminar II

**0007 ENGLISH 11** 11 10 Credits**American Perspectives through Literature**

**Description:** Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing increasingly challenging texts from a variety of genres through multi-cultural, multi-racial, women's and men's perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction and visual text. This class will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities.

**Prerequisites:** English 10 or English 10 Literacy Enrichment

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ENGL 1010 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 (3 credits).

**AED25 INTRODUCTION TO COMMUNICATION DISORDERS** 11-12 5 Credits

**Description:** This course is designed to introduce students to the fields of speech-language pathology, audiology, and education of the deaf/hearing impaired. The course is an overview of normal development of speech, language and hearing and the disorders of human communication in children and adults.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for SPED 1400 (3 credits) from University of Nebraska at Omaha.

**AED10 INTRODUCTION TO PROFESSIONAL EDUCATION** 11-12 5 Credits

**Description:** The course will provide an introduction to the education profession through career exploration and initial exposure to the dynamics of K-12 classroom teaching. The course will provide an overview of ethics, professionalism, pre-service preparation, societal influences, classroom practices and the governance structures which impact teachers and schools. The course has a required field experience.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for TED 1010 from University of Nebraska at Omaha (3 credits).

**AED35 PROFESSIONAL SPEAKING** 11-12 5 Credits

**Description:** This course is designed to instruct students how to speak effectively in public. The students will compare and contrast the characteristics of informative, persuasive and entertainment speeches, and support these speeches with credible research and creative language. Students will practice speaking in front of educational audiences such as parents, students, and colleagues.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for SPCH 1110 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as SPCH 1110.

**AED05 COLLEGE COMPOSITION AND RESEARCH** 11-12 5 Credits

**Description:** This course is designed to further develop the skills of English 11 by teaching students how to synthesize and organize primary and secondary sources for the purpose of composing a formal research paper on an educational topic using the Modern Language Association format.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ENGL 1020 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL1160 (3 credits).

**0422 WORLD RELIGIONS** 11-12 5 Credits

**Description:** This course is an introduction to the great religions of the world. This course will examine and compare beliefs, philosophies of man, and thoughts about certain religions. This course will develop an appreciation of the complex history of these religions and man's place in the universe.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for PHIL 2200 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as RELI 1010(3 credits).

## ENTREPRENEURSHIP ACADEMY

Earn high school and college credit while participating in the Entrepreneurship Academy. Jump-start your career by entering the workforce with specialized training. Explore how to launch a business and be your own boss. Learn how to be a profitable, innovative risk taker.

<b>Entrepreneurship Academy Course Sequence Sample</b>			
<b>Year One</b>		<b>Year Two</b>	
<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)
College Accounting I	College Accounting I	College Accounting II	Legal Issues for the Entrepreneur
Introduction to Business	Wealth Building and Personal Finance	Marketing for the Entrepreneur	Advanced Placement® Macroeconomics
Introduction to Entrepreneurship	Entrepreneurship Feasibility Study	Advanced Placement® Microeconomics	Entrepreneurship Seminar and Internship
English 11	English 11	Entrepreneurship Seminar and Internship	Entrepreneurship Seminar and Internship

### **AEN01 COLLEGE ACCOUNTING I**

**11-12**      10 Credits

**Description:** This course teaches recording of financial transactions through manual and computerized problems. Spreadsheet applications and industry software are included. This course prepares students for college-level accounting.

**Prerequisites:** None

### **AEN15 COLLEGE ACCOUNTING II**

**11-12**      5 credits

**Description:** This course expands student's ability to analyze and interpret financial data. Students will broaden their understanding of assets, liabilities, and stockholders' equity accounts. Accounting II is strongly recommended for students planning college study in business fields.

**Prerequisites:** College Accounting I

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ACCT 1100, 1110, 1120 (12 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as Accounting 2010 and 2020 (6 credits).

### **0540 ADVANCED PLACEMENT® MACROECONOMICS**

**11-12**      5 Credits

**Description:** Advanced Placement® Macroeconomics is a one-semester course detailing the principles and methods of understanding a mixed economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP Macroeconomics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature of the economic problem and marginal thinking, price theory, comparing and contrasting competing economic models to explain issues of price stability, employment, and economic goals in an international and global economy. Completion of this course will prepare students to take the Advanced Placement® exam in Macroeconomics.

**Prerequisites:** None

### **0541 ADVANCED PLACEMENT® MICROECONOMICS**

**11-12**      5 Credits

**Description:** Advanced Placement® Microeconomics is a one-semester course detailing the principles of economics that apply to individual decision makers, both consumers and producers, within the economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP Microeconomics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature and functions of product markets, factor markets and the role of government in promoting greater efficiency and equity in the economy. Completion of this course will prepare students to take the Advanced Placement® exam in Microeconomics.

**Prerequisites:** None

**0007 ENGLISH 11****11**

10 Credits

**American Perspectives through Literature**

**Description:** Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing increasingly challenging texts from a variety of genres through multi-cultural, multi-racial, women's and men's perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction and visual text. Students will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities.

**Prerequisites:** English 10 or English 10 Literacy Enrichment

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ENGL 1010 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 (3 credits).

**AEN30 ENTREPRENEURSHIP FEASIBILITY STUDY****11-12**

5 Credits

**Description:** The student will assess the current economic, social and political climate for the small business. The student will explain how demographic, technological and social changes create business opportunities. Students will assess business ideals based on the student's strengths and skills, personal, professional and financial goals. Students will test and analyze their concept through basic market research.

**Prerequisites:** Introduction to Entrepreneurship

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ENTR 2040 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as College of Business Administration elective (3 credits).

**AEN45 ENTREPRENEURSHIP SEMINAR AND INTERNSHIP****11-12**

15 Credits

**Description:** The student participates in a workplace readiness seminar first semester and will apply entrepreneurship principles in a business setting through an internship second semester.

**Prerequisites:** Completion of Year I Entrepreneurship Academy courses

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 2981 (4.5 credits) from Metropolitan Community College.

**AEN10 INTRODUCTION TO BUSINESS****11-12**

5 Credits

**Description:** This course is for students who are interested in learning the fundamentals of business and entrepreneurship. Students will be taught the basics of many of the core areas that are critical in the business world. The course will cover key areas including economics, entrepreneurship, marketing, ethics and finance through a variety of learning experiences such as a stock market simulation, lectures, quizzes, and writing a business plan.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 1500 (3 credits) from University of Nebraska at Omaha.

**AEN20 INTRODUCTION TO ENTREPRENEURSHIP****11-12**

5 Credits

**Description:** The student will evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The student will understand the role of entrepreneurial businesses in the United States and the impact on our national and global economy.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ENTR 1050 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as AEN20 Introduction to Entrepreneurship.

**AEN25 LEGAL ISSUES FOR THE ENTREPRENEUR****11-12**

5 Credits

**Description:** The student will explore state and local legal issues related to business entities including sole proprietorship, general partnerships, limited partnerships, and corporations. Students will review contract law, articles of incorporation and the filing process, employment law (including FEPA, ADA, FMLA), personnel policies and procedures, the hiring process, job descriptions, and disciplinary actions.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ENTR 2060 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as College of Business Administration elective (3 credits).

**AEN40 MARKETING FOR THE ENTREPRENEUR****11-12**

5 Credits

**Description:** Students will gain insights essential for marketing their entrepreneurial venture utilizing innovative and financially responsible marketing strategies. The student will analyze marketing philosophies implemented by key successful entrepreneurs. The student will prepare a marketing plan to launch the entrepreneurial venture and implement the first two years of business operation.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ENTR 2050 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as College of Business Administration elective (3 credits).

**AEN05 WEALTH BUILDING AND PERSONAL FINANCE****11-12**

5 Credits

**Description:** This course will provide an understanding and practical application of the theories and concepts of how to analyze and direct one's financial affairs and those of his/her family. This course fulfills the Millard Public Schools Financial Literacy graduation requirement.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for FINA 1200 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as FNBK 2280 (3 credits).

## FINANCE ACADEMY

Earn high school and college credit while participating in the Finance Academy. Jump-start your career by entering the workforce with specialized training. In Omaha, one in twelve workers is employed in the financial services industry. Learn the risk of various financial investments, how to analyze financial data and how to invest and manage money.

<b>Finance Academy Course Sequence Sample</b>			
<b>Year One</b>		<b>Year Two</b>	
<u>Semester One</u>	<u>Semester Two</u>	<u>Semester One</u>	<u>Semester Two</u>
College Accounting I	College Accounting I	College Accounting II	Principles of Marketing
English 11	English 11	Principles of Management	Advanced Placement® Macroeconomics
Business Math with Financial Calculator Applications	Introduction to Financial Services	Wealth Building and Personal Finance	Finance Seminar and Internship
Introduction to Business	Business Law	Finance Seminar and Internship	Finance Seminar and Internship

**AFN01 COLLEGE ACCOUNTING I** **11-12**      10 Credits

**Description:** This course teaches recording of financial transactions through manual and computerized problems. Spreadsheet applications and industry software are included. This course prepares students for college level accounting.

**Prerequisites:** None

**AFN15 COLLEGE ACCOUNTING II** **11-12**      5 credits

**Description:** This course expands a student's ability to analyze and interpret financial data. Students will broaden their understanding of assets, liabilities, and stockholders' equity accounts. Accounting II is strongly recommended for students planning college study in business fields.

**Prerequisites:** College Accounting I

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ACCT 1100, 1110, and 1120 (12 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as Accounting 2010 and 2020 (6 credits).

**0540 ADVANCED PLACEMENT® MACROECONOMICS** **11-12**      5 Credits

**Description:** Advanced Placement® Macroeconomics is a one-semester course detailing the principles and methods of understanding a mixed economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP Macroeconomics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature of the economic problem and marginal thinking, price theory, comparing and contrasting competing economic models to explain issues of price stability, employment, and economic goals in an international and global economy. Completion of this course will prepare students to take the Advanced Placement® exam in Macroeconomics.

**Prerequisites:** None

**0510 BUSINESS LAW** **11-12**      5 Credits

**Description:** Explore principles and legal concepts used to make business decisions through the use of case studies, current events, guest speakers, and classroom activities. This course will include a study of the legal system, law for minors, personal injury/torts, discrimination, contracts and other legal topics.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 1100 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as LAWS 3910 (3 credits).

**AFN20 BUSINESS MATHEMATICS WITH FINANCIAL CALCULATOR APPLICATIONS****11-12** 5 Credits

**Description:** This course is directed toward the development and application of the mathematics skills needed to solve problems related to business occupations. This course teaches the skills necessary to utilize a financial calculator.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for FINA 1320 (1 credit) and MATH 1220 (4.5 credits) from Metropolitan Community College.

**0007 ENGLISH 11****11** 10 Credits**American Perspectives through Literature**

**Description:** Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing increasingly challenging texts from a variety of genres through multi-cultural, multi-racial, women's and men's perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction, and visual text. Students will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities.

**Prerequisites:** English 10 or English 10 Literacy Enrichment

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for ENGL 1010 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 (3 credits).

**AFN40 FINANCE SEMINAR AND INTERNSHIP****11-12** 15 Credits

**Description:** The student participates in a workplace readiness seminar first semester and will apply the financial principles, procedures and rules learned in previous classes in a business setting through an internship second semester. The student records the tasks performed in a notebook, which is reviewed periodically by the work supervisor and faculty sponsor to assure that appropriate competencies are developed and/or reinforced.

**Prerequisites:** None

**AFN10 INTRODUCTION TO BUSINESS****11-12** 5 Credits

**Description:** This course is for students who are interested in learning the fundamentals of business and entrepreneurship. Students will be taught the basics of many of the core areas critical in the business world. The course will cover key areas including economics, entrepreneurship, marketing, ethics and finance through a variety of learning experiences such as stock market simulation, lectures, quizzes, and business plan writing.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 1500 (3 credits) from University of Nebraska at Omaha.

**AFN50 INTRODUCTION TO FINANCIAL SERVICES****11-12** 5 Credits

**Description:** This course will provide an understanding of the fundamental functions of financial institutions. Topics will include money, financial markets, financial institutions, deposit and payment functions, the Federal Reserve System and other regulations.

**Prerequisites:** None

**AFN05 WEALTH BUILDING AND PERSONAL FINANCE****11-12** 5 Credits

**Description:** This course will provide an understanding and practical application of the theories and concepts of how to analyze and direct one's financial affairs and those of his/her family. This course fulfills the Millard Public Schools Financial Literacy graduation requirement.

**Prerequisites:** None

**AFN35 PRINCIPLES OF MANAGEMENT****11-12** 5 Credits

**Description:** This is an introduction to the theory and practice of management of the organization. The various schools of management theory are discussed. Special attention is devoted to planning, decision making, organizing, leading and controlling the organization.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 2100 (4.5 credits) from Metropolitan Community College.

**AFN55 PRINCIPLES OF MARKETING****11-12**

5 Credits

**Description:** This course features a survey of the distributive fields, their functions and interrelationships. The course covers pricing policies, promotional activities marketing in special fields and market analysis.

**Prerequisites:** Introduction to Business

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BSAD 1010 (4.5 credits) Principles of Marketing from Metropolitan Community College and will transfer to University of Nebraska at Omaha as Marketing 3310.



## HEALTH SCIENCES ACADEMY

Earn high school and college credit while participating in the Health Sciences Academy. Jump-start your career by entering the workforce with specialized training. Nebraska will need 45% more healthcare practitioners and 49% more healthcare support specialists by 2016. Earn Certified Nursing Assistant and Emergency Medical Technician credentials.

<b>Health Sciences Academy Course Sequence Sample</b>			
<b>Year One</b>		<b>Year Two</b>	
<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	

### **0453 ADVANCED PLACEMENT<sup>®</sup> PSYCHOLOGY** **11-12**      5 Credits

**Description:** The purpose of the Advanced Placement<sup>®</sup> course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. Students will learn about the methods psychologists use in their science and practice. All AP Psychology students will have already successfully completed the introductory psychology course, showing mastery in the areas of scientific methods, learning, memory, personality, abnormal and social psychology. Completion of this course will prepare students to take the Advanced Placement<sup>®</sup> exam in Psychology.

**Prerequisites:** Psychology

**Dual Enrollment Credit:** This course is offered for dual enrollment credit (3 credits) from University of Nebraska at Omaha.

### **AHS01 HUMAN ANATOMY AND PHYSIOLOGY FOR HEALTH SCIENCES** **11-12**      5 Credits

**Description:** This survey course includes all systems of the human body emphasizing the relationship between structure and function. It is intended for certificate-seeking students in MCC programs; transfer elsewhere as anatomy/physiology credit is not assured. This course includes both lecture and lab components.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for HIMS 1310 (5 credits) Survey of Human Anatomy and Physiology from Metropolitan Community College.

**AHS05 MEDICAL TERMINOLOGY I****11-12**

5 Credits

**Description:** This course assists the student in establishing a solid foundation of medical terminology and abbreviations. Prefixes, suffixes, and word roots used in the language of medicine are introduced. Emphasis is placed on understanding the medical vocabulary as it applies to the anatomy, physiology, and pathology of the human body. The functioning of the body systems, clinical/surgical procedures, and therapies are studied. Normal, pathological, clinical and laboratory considerations are examined in order to best prepare the student for entrance into the health care professions. Emphasis is also placed on correct spelling and pronunciation.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for HIMS 1120 (4.5 credits) Medical Terminology I from Metropolitan Community College.

**AHS10 MEDICAL TERMINOLOGY II****11-12**

5 Credits

**Description:** This course is a continuation of Medical Terminology I. Additional body systems, specialty medical areas, clinical procedures, laboratory tests, medical terms, and abbreviations are presented. Practical applications with case reports, operative and diagnostic tests, and laboratory and x-ray reports are studied. Upon completion, students should be able to pronounce, spell, and define a wide array of medical terms related to the human body.

**Prerequisites:** Medical Terminology I

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for HIMS 1130 (4.5 credits) Medical Terminology II from Metropolitan Community College.

**AHS15 HEALTH SCIENCES ORIENTATION SEMINAR****11-12**

10 Credits

**Description:** This is a block course to provide the foundation skills for the health science sequence. Students will complete the following short courses to fulfill Metropolitan Community College requirements.

**Prerequisites:** None

- **CARDIOPULMONARY RESUSCITATION & HEART SAVER FIRST AID/AED**

**Description:** This course will teach the participant how to recognize and respond to life-threatening emergencies such as cardiac arrest, respiratory arrest, and foreign-body airway obstruction (choking). The student will learn to recognize heart attack and stroke symptoms in adults and breathing difficulty in children. This course teaches the skills needed to respond to the emergencies identified. The participant will learn the skills of CPR for victims of all ages (including ventilation with barrier devices and bag-mask devices), use of an automated external defibrillator (AED), and relief of foreign-body airway obstruction.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for HLTH 1000 (1 credit) Cardiopulmonary Resuscitation and HLTH 1010 (1 credit) Heart Saver First Aid/AED from Metropolitan Community College.

- **FOUNDATIONS OF HEALTH CAREERS**

**Description:** This course is an overview of the fields of healthcare systems, career pathways, emergency management, basic concepts of biology, and related fields. Topics addressed will include implications of science and technology in society, appropriate communication styles/behaviors, employability skills, medical law and ethics, OSHA standards, fundamentals of wellness and disease prevention, first aid and understanding the role of self/others and relations within a healthcare team in a diverse society.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for HLTH 1015 (4.5 credits) Foundations of Health Careers from Metropolitan Community College.

**AHS20 INTRODUCTION TO MEDICAL LAW AND ETHICS****11-12**

5 Credits

**Description:** This course gives students a foundation into the federal and state laws of the medical profession and ethical issues associated with working in a healthcare setting. HIPAA (Health Insurance Portability and Accountability Act) regulations are explored in detail. Topics include professional, social and interpersonal health care issues. Coverage also includes identification of measures to promote confidentiality as major changes in electronic health care record technology occur. Investigation of techniques to maintain office safety as well as the safety and confidentiality of patients and medical records is also included.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for HIMS 1150 (4.5 credits) Introduction to Medical Law and Ethics from Metropolitan Community College.

**AHS25 NUTRITION IN THE LIFE CYCLE** 11-12 5 Credits

**Description:** Nutrition represents an important health concern throughout the life cycle. This course includes human nutrition, introduction to therapeutic and modified diets, nutrition in healthcare through the life cycle and drug-nutrient interactions, nutritional assessment and analysis. This course also covers gastrointestinal, cardiovascular, respiratory and endocrine systems as related to medical nutrition therapy.

**Prerequisites:** Biology, Human Anatomy and Physiology

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for HLTH 1050 (4.5 credits) Nutrition in the Life Cycle from Metropolitan Community College.

**AHS30 DISEASE PROCESSES** 11-12 5 Credits

**Description:** This course is an introduction to the fundamentals of human disease processes. The student gains knowledge in the study of the nature and description of disease, of etiology, signs and symptoms, diagnostic evaluation procedures, complications, treatment, management, prognosis, and prevention of disease. The coverage of diseases is organized by major body systems. Bacteriology as related to health, immunology, and infectious diseases is also explored. The student applies the knowledge learned and utilizes critical-thinking and problem-solving skills through the utilization of case studies and team activities.

**Prerequisites:** None

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for HIMS 1180 (4.5 credits) Disease Processes from Metropolitan Community College.

**AHS35 LONG-TERM CARE/CERTIFIED NURSING ASSISTANT (CNA)** 11-12 5 Credits

**Description:** The course is designed to meet the Nebraska Health and Human Services System training requirements for nursing assistant certification and employment in long term care facilities. The course combines classroom lecture, laboratory application and clinical experience for development of basic skills needed to care for the elderly. Course content will focus on teaching the nursing assistant to provide safe, effective, and caring services to the elderly or chronically ill patient of any age, in a long term care facility.

**Prerequisites:** Mantoux PPD Skin Test (Tuberculosis Test) within 12 months; Student Liability Insurance \$14.50

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for HLTH 1200 (6.5 credits) Long Term Care/Certified Nursing Assistant from Metropolitan Community College.

**AHS40 GENETICS** 11-12 5 Credits

**Description:** Many of the advances taking place in biology and medicine require a good understanding of genetics. Both classical and modern genetics are discussed in this course.

**Prerequisites:** Biology

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for BIOS 2050 (4.5 credits) Genetics from Metropolitan Community College and transfers to UNO as BIOL 2140 (3 credits).

**AHS45 EMERGENCY MEDICAL TECHNICIAN (EMT) -- BASIC** 11-12 5 Credits

**Description:** The Emergency Medical Technician course provides an introduction to emergency medical care. Modules of training include medical-legal, roles and responsibilities of the EMT, documentation and communication, human body, medical terminology, lifting and moving, airway management basic and advanced, patient assessment, medical and trauma, medical emergencies, treatment and use of assisted medications and IV maintenance, bleeding control and shock, trauma emergencies, use of immobilization devices, obstetrical emergencies, childbirth, pediatrics and children's emergencies, ambulance operations, hazardous materials, mass casualty and triage.

**Prerequisites:** CPR Certification

**Dual Enrollment Credit:** This course is offered for dual enrollment credit for HLTH 1101 EMT-Basic (7.5 credits) from Metropolitan Community College.

**AHS50 HEALTH SCIENCES INTERNSHIP** 12 10 Credits

**Description:** This internship provides the student the opportunity to apply his/her knowledge in a clinical setting. Students will work 10-12 hours per week.

**Prerequisites:** AHS35 Long-term Care/Certified Nursing Assistant

## ADVANCED PLACEMENT® COURSES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	*Page Number	North High School	South High School	West High School
<b>ADVANCED PLACEMENT®</b>										
0047 A/B	AP English Language & Composition	10	11-12		0004-0007	•	40	•	•	•
0048 A/B	AP English Literature & Composition	10	12		0004-0007	•	40	•	•	•
0119 A/B	AP German Language	10	12		0118		82	•	•	•
0139 A/B	AP French Language	10	12		0137		84	•	•	•
0159 A/B	AP Spanish Language	10	12		0158		85	•	•	•
0170 A/B	AP Japanese Language & Culture	10	12		0168		87	•		
0243 A/B	AP Statistics	10	10-12		0243	•	47	•	•	•
0252 A/B	AP Calculus AB	10	11-12		0231	•	47	•	•	•
0253 A/B	AP Calculus BC	10	11-12		0239	•	48	•	•	•
0257 A/B	AP Computer Science A	10	10-12		0258		22	•	•	•
0370 A/B	AP Chemistry	10	11-12		0231 †	•	68	•	•	•
0377 A/B	AP Biology	10	11-12		0327, 0334	•	68	•	•	•
0379 A/B	AP Physics B	10	11-12		0352	•	69	•	•	•
0450 A/B	AP United States History	10	11-12	AS		•	73	•	•	•
0451 A/B	AP European History	10	11-12	WP		•	73	•	•	•
0453	AP Psychology	5	11-12	HR	0432	•	73	•	•	•
0456 A/B	AP Human Geography	10	10-12	WP	0412 †	•	73	•	•	•
0457	AP Comparative Government and Politics	5	11-12	WP		•	74	•	•	•
0540	AP Macroeconomics	5	11-12				20	•	•	•
0541	AP Microeconomics	5	11-12				20	•	•	•
0799	AP Music Theory	5	11-12	F	0798		52,55	•	•	•
0172 A/B	AP Latin: Vergil	10	11-12		0164		87	•		

AS = American Studies

HR = Human Resources

F = Fine and Performing Arts

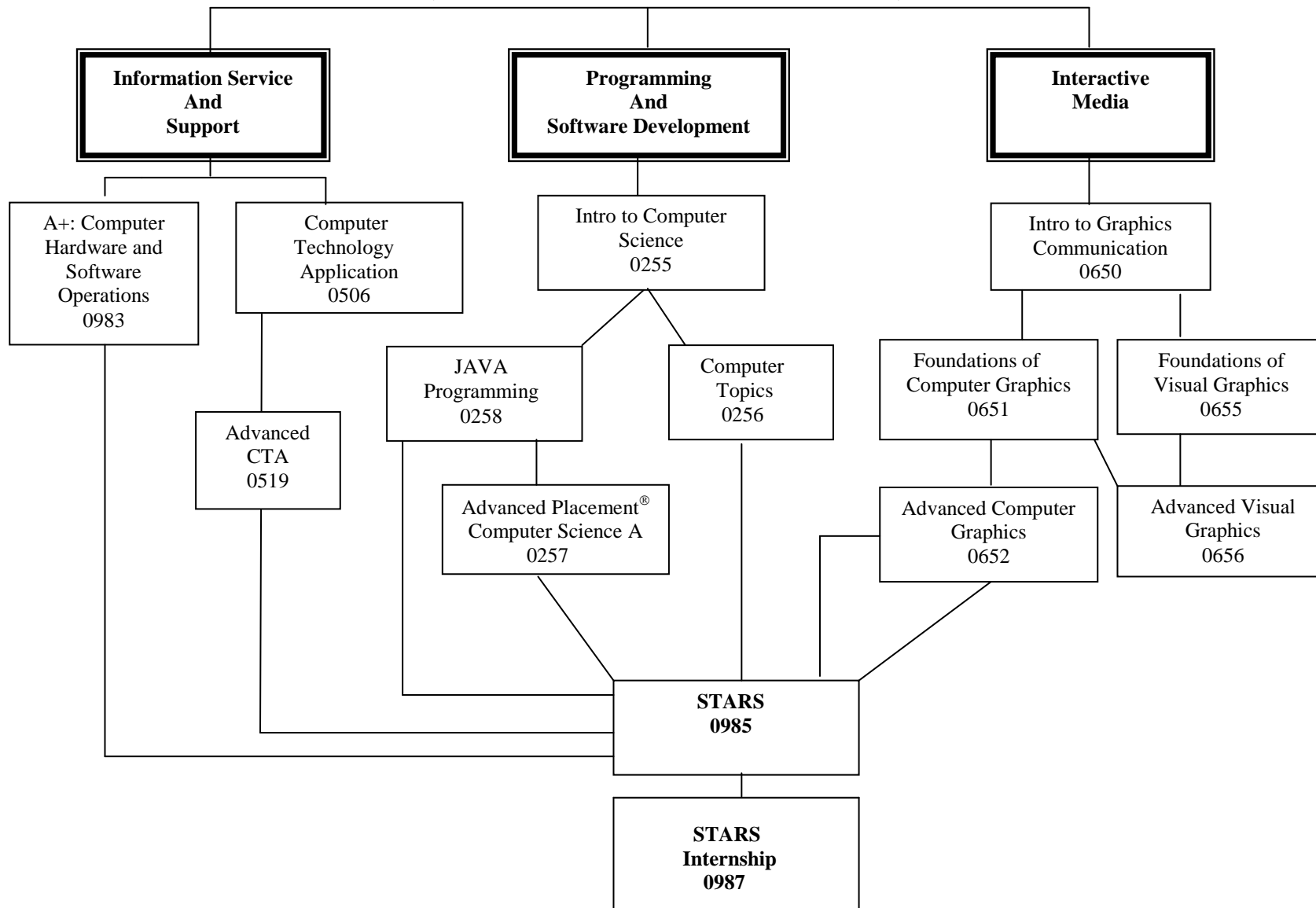
WP = World Perspectives

† = See course descriptions for additional requirements.

The College Board Advanced Placement® Program enables students to pursue college level studies while still in high school. Millard Public School District currently offers twenty-two courses. Based on student performance on rigorous AP exams, students can earn credit, Advanced Placement®, or both for college.

\*Individual course descriptions are included within each department: see page number listed.

**INFORMATION TECHNOLOGY MINI MAGNET  
(OFFERED AT MILLARD SOUTH ONLY)**



## IT MINI-MAGNET PROGRAM

Millard South Only

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>INFORMATION TECHNOLOGY (IT) MINI-MAGNET PROGRAM</b>										
0255 A/B	Introduction to Computer Science	10	9-12						•	
0256 A/B	Computer Topics	10	9-12						•	
0258 A/B	Java Programming	10	9-12						•	
0257 A/B	Advanced Placement® Computer Science A	10	9-12						•	
0506	Computer Technology Applications	5	9-12						•	
0650	Introduction to Graphics Communication	5	9-12	T					•	
0651 A/B	Foundations of Computer Graphics	10	10-12		0650				•	
0652 A/B	Advanced Computer Graphics	10	11-12		0651				•	
0655	Foundations of Visual Graphics	5	10-12		0650				•	
0656	Advanced Visual Graphics	5	10-12		0655				•	
0983	A+: Computer Hardware & Software Operations	5	10-12						•	
0985 A/B	STARS	10	11-12		†				•	
0987 A/B	STARS Internship	10	11-12		0985 †				•	

T = Technology

† = See course descriptions for additional requirements.

### IT MINI-MAGNET PROGRAM

#### **0650 INTRODUCTION TO GRAPHICS COMMUNICATIONS** **9-12** 5 Credits

**Description:** An exploratory-level class designed to introduce the student to the tools and techniques used in Graphic Communications. Activities provide the basis necessary for computer and visual graphic classes, including desktop publishing, computer graphics, and visual arts (digital photography and videography) exercises. Students may be asked to donate money or materials to defray costs of consumable materials or to provide personal equipment. Meets the technology requirement for graduation.

**Prerequisites:** None

#### **0651 FOUNDATIONS OF COMPUTER GRAPHICS** **10-12** 10 Credits

**Description:** An interactive media class designed to enhance the student's use of tools and techniques used in the computer graphics industry. Processes include advanced computer navigation, designing graphic communications products, image generation and assembly, computer desktop publishing and web page design. Students may be asked to donate money or materials to defray costs of consumable materials.

**Prerequisites:** Introduction to Graphics Communication

#### **0652 ADVANCED COMPUTER GRAPHICS** **11-12** 10 Credits

**Description:** An advanced, interactive media class designed to enhance the student's use of tools and techniques used in the computer graphics industry. Processes include advanced computer navigation, designing graphic communication products, image generation and assembly, computer desktop publishing, video production, and advanced web page design. Students may be asked to donate money or materials to defray costs of consumable materials.

**Prerequisites:** Foundations of Computer Graphics

**0655 FOUNDATIONS OF VISUAL GRAPHICS****10-12**

5 Credits

**Description:** A class designed to enhance the student's use of the tools and techniques used in visual graphics production. Processes include advanced computer navigation, digital photography, and videography. Projects will include subject photography, photo editing, and video segments. Students may be asked to donate money or materials to defray costs of consumable materials.

**Prerequisites:** Introduction to Graphics Communication

**0656 ADVANCED VISUAL GRAPHICS****10-12**

5 Credits

**Description:** An advanced class designed to enhance the student's use of tools and techniques used in visual graphics. Activities include advanced computer graphics navigation, advanced digital photography and videography. Projects include portraits, high contrast, still life, and video production. Students may be asked to donate money or materials to defray costs of consumable materials.

**Prerequisites:** Foundations of Computer Graphics

**0983 A+: COMPUTER HARDWARE AND SOFTWARE OPERATIONS 10-12**

5 Credits

**Description:** This class is designed for the student who is interested in computer maintenance, diagnostics, repair, and software installation. The curriculum follows rigorous industry guidelines. Instruction is delivered via lab activities and textbook assignments.

**Prerequisites:** None

**0985 STARS****11-12**

10 Credits

**Description:** This class provides students an opportunity to enhance and expand their technology skills through work-based learning activities in a simulated business environment. Students will receive business-related instruction to include the following: communication, technology, and work related skills. Students will also participate in job shadowing opportunities during classroom time and will be able to enroll in STARS Internship concurrently.

**Prerequisites:** Completion of the Technology Mini-Magnet strands and completed application

**0987 STARS INTERNSHIP****11-12**

10 Credits

**Description:** This cooperative work program provides an opportunity for students to prepare for employment through on-the-job training in cooperating local businesses. STARS Internship is designed to provide students with computer-related work experience in conjunction with STARS class. Through part-time positions, students can enhance skills in technology. Students performing satisfactorily receive school credit and are paid an hourly wage by the business. Students may obtain part-time jobs through the teacher or they may seek one on their own subject to approval.

**Prerequisites:** The student must be concurrently enrolled in the STARS class.

**INTERNATIONAL BACCALAUREATE  
MIDDLE YEARS PROGRAMME  
Millard North High School only**



**Middle Years Programme (IB-MYP)**

The International Baccalaureate Organization's Middle Years Programme, offered by the IBO since 1994, provides a framework of academic challenge and life skills for students aged 11-16 years. The Areas of Interaction are the interdisciplinary approach for delivering the IB-MYP to connect the eight subject areas. These themes include: Approaches to Learning, Environment, Human Ingenuity, Health and Social Education, and Community and Service. The program is devised to help students develop the knowledge, attitude and skill to participate actively and responsibly in a changing and increasingly interrelated world. It includes problem solving and analysis which leads to critical thinking. The MYP is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside.

The program aims to enable students to:

- build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
- acquire knowledge and understanding and prepare for further learning
- recognize the extent to which knowledge is interrelated
- learn to communicate effectively in a variety of ways
- develop a sense of personal and cultural identity and a respect for themselves and for others
- acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship.

This program requires enrollment at Millard North High School. It is a two-year program in which students must enter at the 9<sup>th</sup> grade level and continue through the 10<sup>th</sup> grade. It is not necessary for a student to have participated at the middle school level. The MYP is not a prerequisite to the Diploma Programme. This program is one of several paths to the IB Diploma Programme but neither guarantees entrance nor success in the Diploma Programme.

Students must sign up for the IB Middle Years Programme during registration. For further information about the IB Middle Years Programme contact Ms. Amber Ripa, IB-MYP Coordinator at 715-1226.

The requirements for successful completion of the IB-MYP at Millard North High School include:

- Enrollment in and successful completion of at least six out of the eight MYP subject areas during both the ninth and tenth grade.
  - Subject areas include: Language A, Language B, Humanities, Science, Mathematics, Arts, Technology, Physical Education
- Completion of 20 hours of service and reflection during both the ninth and tenth grade.
- Creation and presentation of a Personal Project during the tenth grade.



**INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME**

Offered at Millard North Only

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	*Page Number
<b>INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME</b>							
0001	English 9	10	9			•	41
0002	English 10	10	10			•	41
0003	Honors English 9	10	9			•	41
0004	Honors English 10	10	10		0003	•	41
0112	German I	10	9-12				85
0113	German II	10	9-12		0112		85
0114	Honors German II	10	9-12		0112		85
0115	Honors German III	10	10-12		0113		85
0132 A/B	French I	10	9-12				86
0133 A/B	French II	10	9-12		0132		86
0134 A/B	Honors French II	10	9-12		0132		86
0136 A/B	Honors French III	10	10-12		0134		86
0152 A/B	Spanish I	10	9-12				87
0153 A/B	Spanish II	10	9-12		0152		87
0154 A/B	Honors Spanish II	10	9-12		0152		87
0156 A/B	Honors Spanish III	10	10-12		0154		87
0162 A/B	Latin I	10	9-12				89
0163 A/B	Latin II	10	10-12		0162		89
0211 A/B	Algebra I	10	9-12			•	50
0220 A/B	Geometry	10	9-12		0211	•	50
0221 A/B	Honors Geometry	10	9-12		0211	•	50
0231 A/B	Algebra II	10	9-12		0220	•	50
0233 A/B	Honors Algebra II	10	9-12		0221	•	50
0238 A/B	Precalculus	10	10-12		0231	•	51
0239 A/B	Honors Precalculus	10	10-12		0233	•	51
0506	Computer Technology Applications	5	9-12	T			23
0225	Introduction to Computer Science	5	9-12		0220		23
0320 A/B	Physical Science in Action	10	9			•	71
0321 A/B	Introduction to IB Chemistry & IB Physics	10	10		0327	•	71
0327 A/B	Biology	10	9-12			•	71
0334 A/B	Chemistry	10	10-12		0211	•	71
0352A/B	Physics	10	10-12			•	72
0410 A/B	American History (Since 1914)	10	9			•	75
0412 A/B	World Geography	10	10			•	75
0705	Art Foundations	5	9-12	F			19
0706 A/B	Introduction to IB Visual Arts	10	10-11	F	0705		19
0750	Symphonic/Marching Band	10	9-12	F			54
0754 A/B	Orchestra	10	9-12	F			54
0760	Chorus	5	9-12	F			54
0761 A/B	Junior Varsity Choir	10	9-10	F			55
0763 A/B	Junior Varsity Choir/Forensics	10	9-10	F			55
0800	Sports Skills and Fitness	5	9-10				65
0801	Cross Training I	5	9-12				66
0808	Introduction to Aquatics	5	9-12				67
0810	Fitness Swimming	5	9-12				68

F = Fine and Performing Arts

T = Technology

## IB MIDDLE YEARS PROGRAMME COURSE COMPLETION SEQUENCE

Students must be registered in **at least six** MYP courses each year in order to be eligible for an IB-MYP Certificate.

By the conclusion of the sophomore year, students must have taken one class from each of the eight subject areas. In order to ensure all requirements are met, it is recommended that students follow the suggested sequence below.

<b>9<sup>th</sup> Grade Classes</b>		<b>10<sup>th</sup> Grade Classes</b>	
<b>Subject Area 1: Language A</b>		<b>Subject Area 1: Language A</b>	
English 9 English 9 Literacy Enrichment	Honors English 9	English 10 English 10 Literacy Enrichment	Honors English 10
<b>Subject Area 2: Language B</b>		<b>Subject Area 2: Language B</b>	
Spanish I Spanish II German I German II French I French II Latin I	Honors Spanish II  Honors German II  Honors French II	Spanish I Spanish II German I German II French I French II Latin I	Honors Spanish II Honors Spanish II Honors German II Honors German III Honors French II Honors French III Latin II
<b>Subject Area 3: Mathematics</b>		<b>Subject Area 3: Mathematics</b>	
Alg I: Foundations 1 Algebra I Geometry Algebra II Precalculus	Honors Geometry Honors Algebra II Honors Precalculus	Alg I/Geo: Foundations 2 Algebra I Geometry Algebra II Precalculus	Honors Geometry Honors Algebra II Honors Precalculus
<b>Subject Area 4: Science</b>		<b>Subject Area 4: Science</b>	
Physical Science in Action Chemistry	Biology Physics	Biology Chemistry	Physics Introduction to IB Chemistry & IB Physics
<b>Subject Area 5: Humanities</b>		<b>Subject Area 5: Humanities</b>	
American History		World Geography	
<b>Sub. Area 6: Physical Education</b>	<b>Area 7: Elective</b>	<b>Subject Area 7: Technology</b>	<b>Subject Area 8: Arts</b>
Sports Skills & Fitness Cross Training I Introduction to Aquatics Fitness Swimming		Computer Tech Applications <i>Introduction to Metalworking*</i> <i>Intro to Journalism*</i> <i>Intro to Photojournalism*</i> <i>Introduction to Computer Science</i>  <i>*Italicized Technology courses will meet the IB-MYP requirements for the designated subject area but will not meet the Millard Public Schools graduation requirements for Technology.</i>	Art Foundations Color and Design Drawing Painting Introduction to IB Visual Arts Forensics Orchestra Chorus Choir Concert Choir/Forensics Symphonic/Marching Band
<b>Elective</b>		<b>Elective</b>	
<b>Optional Summer School (Prior to 9<sup>th</sup> Grade)</b>		<b>Optional Summer School (Prior to 10<sup>th</sup> Grade)</b>	
Cross Training	Sports Skills	Art Foundations Computer Tech Applications	World Geography
<i>There is no guarantee courses suggested above will be offered or available during Summer School. Do not build your four year plan contingent upon Summer School courses.</i>			

## INTERNATIONAL BACCALAUREATE PROGRAM

### Diploma Programme (IB-DP)

The International Baccalaureate (IB) Diploma Programme, created in 1968, is a demanding pre-university course of study that leads to examinations and is designed for highly motivated secondary school students aged 16 to 19 in the 11<sup>th</sup> and 12<sup>th</sup> grades. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. The IBO has shown, over the course of 43 years that students are well prepared for university work.

The Diploma Programme's grading system is criterion referenced: each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools.

The program is a comprehensive two-year international curriculum that generally allows students to fulfill the requirements of their national or state education systems. The Diploma Programme incorporates the best elements of national systems without being based on any one. Internationally mobile students are able to transfer from one IB school to another while students who remain closer to home benefit from a highly respected international curriculum.

The program was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view.

Today there are equal numbers of students from international schools and state or national systems. The idealism has remained unchanged, however. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community. The Diploma Programme equips students with the skills and attitudes necessary for success in higher education and employment.

The six academic subjects are studied concurrently; students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of the six groups. At least three but not more than four are taken at higher level (HL), while the others are standard level (SL); HL courses span two years of study, while SL courses represent one year. Students are thus able to explore some subjects in depth and others more broadly. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures. The subjects are continually reviewed and revised collaboratively by IB teachers to meet contemporary needs.

The IB-DP curriculum at Millard North High School consists of six subject groups:

<b>Group 1</b>	<b>Language A1</b>	<b>English HL</b> (best language)
<b>Group 2</b>	<b>Language B</b>	(second language) <b>French B SL, German B SL, Latin SL, Spanish B SL</b>
<b>Group 3</b>	<b>Individuals and Societies</b>	<b>20<sup>th</sup> Century World History Topics SL/HL I, History of the Americas HL II, Psychology SL</b>
<b>Group 4</b>	<b>Experimental Sciences</b>	<b>Biology SL/HL, Chemistry HL, Physics SL/HL</b>
<b>Group 5</b>	<b>Mathematics</b>	<b>Math Studies SL, Mathematics SL/HL</b>
<b>Group 6</b>	<b>Electives</b>	<b>Latin SL, Music SL, Psychology SL, Visual Arts SL/HL, Film SL/HL, or a second science from Group 4</b>

*HL = Higher Level*  
*SL = Standard Level*

\*International Baccalaureate Organization, February 2000: Reprinted by permission from the IBO 2002.

**Theory of Knowledge (TOK):** TOK is an interdisciplinary requirement intended to stimulate critical reflection on knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence. TOK is a key element in encouraging students to appreciate other cultural perspectives. The course is unique to the International Baccalaureate, which recommends at least 100 hours of teaching time spanning the program's two years. Diploma candidates are encouraged to reflect on all aspects of their work throughout the program. They examine the grounds for the moral, political, and aesthetic judgments that individuals must make in their daily lives.

**Creativity, Action, Service (CAS):** The IB's goal is to educate the whole person, to help students become responsible, compassionate citizens. The CAS requirement of 150 hours encourages students to share their energy and special talents with others; students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves and concern for others, and the ability to work cooperatively with other people.

Creativity is interpreted broadly. It includes a wide range of arts activities but can also be defined as the creativity students show in designing and implementing service projects. Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects. Service encompasses a host of community and social service activities, such as helping children with special needs, visiting hospitals, and working with refugees or homeless people.

**Extended Essay (4,000 words):** Each student has the opportunity to investigate a topic of special interest. The research-based essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IB recommends that a student devote a total of about 40 hours of private study and writing time to the essay, which may be written in English, French, or Spanish. The essay permits students to deepen their programs of study, for example by selecting a topic in one of their higher level (HL) courses; they might add breadth to their academic experience by electing to write in a subject not included in their program choices.

**Assessment and Award of Diploma:** Classroom teachers and IB DP examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Responsibility for all academic judgments about the quality of candidates' work rests with some 4,000 IB teachers/examiners around the world, led by chief examiners with international authority in their fields. Over 100,000 students annually are assessed by the IBO. Each year approximately 80% of candidates who attempt the diploma succeed in earning it worldwide.

All IB Diploma candidates are required to test in one subject from each of the six groups. At least three and not more than four of the six subjects are taken at the Higher Level, the others at Standard Level. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the Diploma requires a minimum total of 24 points and the satisfactory completion of three additional core requirements: the **Extended Essay**, the courses entitled **Theory of Knowledge (TOK), and CAS**. Up to 3 additional Diploma Points may be awarded for an Extended Essay or Theory of Knowledge essay above the minimum acceptable passing grade. A final, official IB transcript will be sent by the International Baccalaureate following the grade awarding and upon the request of the student. Results are available in July for May session candidates. Students also must satisfy the Millard School District graduation requirements to receive the Millard North High School diploma.

Students wanting to pursue the IB Diploma Programme are encouraged to begin the study of a world language in seventh grade. It is also preferable to have completed Algebra and/or Geometry by the end of eighth grade. Where there is no comparable AP course, students not in the Diploma Programme may register for unique IB DP courses: IB Film, TOK I and II, 20<sup>th</sup> Century World History Topics, and Visual Arts. External IB examination would not be permitted for such students.

Meetings for interested parents and students are held in January. Applications are due by mid-February of the student's 8<sup>th</sup> grade year. For further information about the IB Diploma Programme, contact Mr. Bill Daughtridge, International Baccalaureate Diploma Coordinator at 715-1363.

\*International Baccalaureate Organization, February 2000: Reprinted by permission from the IBO 2002.

**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

Offered at Millard North only

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	*Page Number
<div style="border: 1px solid black; padding: 5px; display: inline-block;">           HL = Higher Level            SL = Standard Level         </div>							
<b>INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME</b>							
0016 A/B	IB English HL I	10	11		0003, 0004	•	42
0017 A/B	IB English HL II	10	12		0016 †	•	42
0059 A/B	English 9 Literacy Enrichment	10	9				44
0060 A/B	English 10 Literacy Enrichment	10	10				45
0064	Intro to Journalism	5	9-12	F			45
0014	Intro to Photojournalism	5	9-12				42
0120 A/B	IB German B SL	10	12		0118		86
0140 A/B	IB French B SL	10	12		0138		87
0160 A/B	IB Spanish B SL	10	12				88
0161 A/B	IB Latin SL	10	12		0164		88
0245 A/B	IB Mathematics HL I	10	11		0231, 0239	•	51
0246 A/B	IB Mathematics HL II	10	12		0246	•	51
0247 A/B	IB Mathematical Studies SL	10	11-12		0233	•	51
0248 A/B	IB Mathematics SL	10	11-12		0233	•	51
0203 A/B	Alg I: Foundations 1	10	9-10				49
0204 A/B	Alg I/Geo: Foundations 2	10	9-11				50
0500	Personal Finance	5	9-12	FL			22
0371 A/B	IB Chemistry HL I	10	11			•	72
0372 A/B	IB Chemistry HL II	10	12			•	72
0375 A/B	IB Biology SL	10	11-12			•	72
0376 A/B	IB Biology HL I	10	11			•	72
0378 A/B	IB Biology HL II	10	12			•	73
0380 A/B	IB Physics SL	10	11-12		0321 †	•	73
0381 A/B	IB Physics HL I	10	11				73
0382 A/B	IB Physics HL II	10	12				73
0418 A/B	IB 20 <sup>th</sup> Century World History Topics SL/HLI	10	11-12	WP		•	76
0433 A/B	IB Psychology SL	10	11-12			•	77
0455 A/B	IB History of the Americas HL	10	12	AS	0418	•	77
0727 A/B	IB Visual Arts SL	10	11-12		0706		20
0728 A/B	IB Visual Arts HL I	10	11	F	0706		20
0729 A/B	IB Visual Arts HL II	10	12		0729		20
0720	Drawing	5	10-12	F	0705		19
0722	Painting	5	10-12	F	0705		19
0740	Color and Design	5	9-12	F			18
0767 A/B	IB Music SL Band	10	11-12	F			55
0768 A/B	IB Music SL Chorus	10	11-12	F			55
0769 A/B	IB Music SL Orchestra	10	11-12	F			55
0021 A/B	Forensics	10	9-12	OC			42
0772 A/B	Concert Choir/Forensics	10	9-10				44
0850 A	IB Theory of Knowledge I	5	11	HR			123
0851 A	IB Theory of Knowledge II	5	12	HR			123
0073 A/B	IB Film SL	10	11-12				46
0074 A/B	IB Film HL I	10	11				46
0075 A/B	IB Film HL II	10	12		0074		47

AS = American Studies

HR = Human Resources

T = Technology

F = Fine and Performing Arts

WP = World Perspectives

† = See course descriptions for additional requirements.

\*Course descriptions are included within each department description: see page listed above

**0850 IB THEORY OF KNOWLEDGE I****11 North only 5 Credits**

**Description:** The Theory of Knowledge course is a required component of all International Baccalaureate Programme diploma candidates and is an elective course for students not working toward an IB diploma. The course may be seen as a matrix in which the distinct forms of knowledge specific to the various subject areas can be critically evaluated, compared and contrasted, and, to an appropriate degree, integrated. The Theory of Knowledge course is intended to encourage students to develop a critical awareness of what they and others know through analyzing concepts, arguments and the basis of value judgments. The course is taught as a two-year sequence beginning in the junior year. TOK I will satisfy the 5 credit Human Resources requirement in 11<sup>th</sup> grade.

**0851 IB THEORY OF KNOWLEDGE II****12 North only 5 Credits**

**Description:** This course is the second year of a required component of the International Baccalaureate Programme. It is a continuation and expansion of the TOK curriculum taught in the 11<sup>th</sup> grade. The course includes an oral project as the internal IB assessment and culminates with the TOK Essay as the external assessment. TOK II is five credits of electives in 12<sup>th</sup> grade.

**Prerequisites:** IB Theory of Knowledge I

**Millard North High School**  
**IB Exams Offered and Course Completion Sequence**

<b>PROJECTED IB DP EXAM</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Group 1—Language A1</b>				
English HL	Honors English 9	Honors English 10	IB English HL I	IB English HL II
<b>Group 2—Language B</b>				
French B SL	Honors French II	Honors French III	Honors French IV	IB/AP French SL
German B SL	Honors German II	Honors German III	Honors German IV	IB/AP German SL
Latin SL	Latin I	Latin II	Latin III	IB/AP Latin SL
Spanish B SL	Honors Spanish II Hon. Spanish I/II blocked	Honors Spanish III	Honors Spanish IV	IB Spanish SL
<b>Group 3—Individuals and Society</b>				
20 <sup>th</sup> Century World History Topics SL/HL I	American History Since 1914	Possible choices: World Perspectives/American Studies/Everyday Living/PE	IB 20 <sup>th</sup> Century World History Topics SL/HL I (11/12)	Possible choices: World Perspectives/American Studies/Everyday Living/PE
History of the Americas HLII	American History Since 1914	Possible choices: Everyday Living/Fine Arts/PE/Tech	IB 20 <sup>th</sup> Century World History Topics SL/HL I	IB History of Americas HL
Psychology SL	American History Since 1914	World Geography	IB Psychology SL (11/12)	World Perspectives and American Studies/Everyday Living/PE
<b>Group 4—Experimental Sciences</b>				
Biology SL	<b>Chemistry</b> Physical Science in Action	<b>Physics</b> Chemistry/Human Physiology	<b>IB Biology SL</b> IB Biology SL	Elective Elective
Biology HL	<b>Chemistry</b> Physical Science in Action	<b>Physics</b> /Human Physiology Chemistry	<b>IB Biology HL I</b> IB Biology HL I	<b>IB Biology HL II</b> IB Biology HL II
Chemistry HL	<b>Biology</b>	<b>Introduction to IB Chemistry &amp; IB Physics</b>	<b>IB Chemistry HL I</b>	<b>IB Chemistry HL II</b>
Physics SL	<b>Biology</b>	<b>Introduction to IB Chemistry &amp; IB Physics</b>	<b>IB Physics SL</b>	Elective
Physics HL	<b>Biology</b>	<b>Introduction to IB Chemistry &amp; IB Physics</b>	<b>IB Physics HL I</b>	IB Physics HL II

**Millard North High School**  
**IB Exams Offered and Course Completion Sequence**

<b>Group 5—Mathematics</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Math Studies SL	<b>Geometry</b> Algebra I Geometry	<b>Algebra II</b> Geometry Algebra II	<b>IB Math Studies SL</b> Algebra II Precalculus	Elective IB Math Studies SL IB Math Studies SL
Mathematics SL	<b>Honors Algebra II</b> Honors Geometry	<b>Honors Precalculus</b> Precalculus Honors Algebra II	<b>IB Mathematics SL</b> Honors Pre-calculus	Elective  IB Mathematics SL
Mathematics HL	<b>Honors Algebra II</b>	<b>Honors Precalculus</b>	<b>IB Mathematics HL I</b>	<b>IB Mathematics HL II</b>
<b>Group 6—Electives</b>				
Visual Arts SL Visual Arts HL	Art Foundations/Elective Art Foundations/Elective	Intro to IB Visual Arts Intro to IB Visual Arts	IB Visual Arts SL IB Visual Arts HL I	Elective IB Visual Arts HL II
IB Film SL IB Film HL I IB Film HL II			IB Film SL IB Film HL I	IB Film HL II
Music SL	Chorensics/Band/Orchestra/ Concert Choir	Chorensics/Band/Orchestra/ Concert Choir	IB Music SL –11/12 <b>with</b> Band/Orchestra/Concert Choir (one class period)	Band/Orchestra/Concert Choir /Elective
Latin SL Psychology SL A second science from Group 4 (SL or HL)	Latin I	Latin II	Latin III IB Psychology SL IB Biology SL/HL I IB Physics SL, Chem HLI	IB Latin SL Elective IB Biology HL II Elective, IB Chem HL II
<b>Theory of Knowledge</b>			Elective (1 <sup>st</sup> sem.) IB TOK (2 <sup>nd</sup> sem.)	IB TOK (1 <sup>st</sup> sem.) US Govt. & Econ. (2 <sup>nd</sup> sem.)
<b>Extended Essay (no class)</b>			Extended Essay	Cont. Extended Essay
<b>CAS (no class)</b>			Begin 150 hours	Cont. 150 hours

**Preferred Sequences in bold**

\* only with completion of teacher recommendation form



## OTHER OPPORTUNITIES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>OTHER PROGRAMS</b>										
0980	Community Internship	5 or 10	12				•	•	•	•
---	ELO Reteaching Courses	5					•	•	•	•
---	Independent Study Courses	5 or 10						•	•	•
NF	New Frontier	50	9-10						•	

### 0980 COMMUNITY INTERNSHIP

12

5 or 10 Credits

**Description:** This experience enables students to explore possible career options by learning in a work environment. Students must complete a minimum of 80 contact hours to earn 5 credits and 160 contact hours for 10 credits. In addition, students will keep a time log, journal entries, read a minimum of 10 articles about the career, and give a presentation about the experience. The student is responsible for transportation to and from the work site.

**Prerequisites:** An application form must be submitted to the Counseling Office. Course work related to the career area, previous job experience and volunteer experiences will all be considered in making placements.

### NF NEW FRONTIER

9-10

South only

50 Credits

**Description:** This two-year program for 9<sup>th</sup> and 10<sup>th</sup> graders is designed to aid students who were not successful in middle school. Students take courses in science, math, English, and social studies. (Integrated Physical Science in Action, Biology, Alg I: Foundations 1, Alg I/Geo: Foundations 2, Algebra I, Geometry, English 9, English 10, American History Since 1914, and World Geography) Students also take a career course to assist them in pursuing a career path that interests them.

**Prerequisites:** Contact Millard South High School Administration for registration information.

### INDEPENDENT STUDY COURSES

5 or 10 Credits

**Description:** Students will usually be required to meet with a coordinating independent study teacher for a block of time on a daily basis. Students must complete a minimum of 80 hours contact time to earn 5 credits and 160 contact hours for 10 credits. Independent studies can only be taken for course work that exceeds the sequence of course offerings and other elective courses within the discipline and/or Diploma Path. Independent studies count toward elective credit only.

Teachers work with students on independent studies voluntarily as an extra part of their workload. The student and teacher must mutually agree upon the requirements and expectations for granting of credit. The student and teacher must create a contract that they both sign including the meeting times, learning expectations and outcomes. This contract should be presented to and approved by the Assistant Principal of Curriculum and Instruction. Once this contract has been approved, the student should register for the independent study with the Assistant Principal of Pupil Services.

### ESSENTIAL LEARNER OUTCOME (ELO) RETEACHING COURSES

5 Credits

**Description:** Elective review courses are available for students who have not met cut scores in Essential Learner Outcome Assessments in Math, Reading, Writing, Science or Social Studies. Students will acquire knowledge and skills in areas of deficiency as indicated by the Individualized Learning Plan (ILP), develop reading strategies that apply to the respective discipline and apply test-taking strategies to the respective discipline.

**Prerequisites:** Recommendation by ELO assessment administrator and two unsuccessful attempts to meet the cut score.

## ACADEMIES AT METROPOLITAN COMMUNITY COLLEGE

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>ACADEMIES AT METROPOLITAN COMMUNITY COLLEGE</b>										
0835 A/B/C/D	Theatre Technology Apprenticeship-Year 1	20	11-12							
0835 A/B/C/D	Theatre Technology Apprenticeship-Year 2	20	11-12							
0837 A/B/C/D	Auto Collision Technology-Year 1	10	11-12							
0837 A/B/C/D	Auto Collision Technology-Year 2	10	11-12							
0838 A/B/C/D	Automotive Technology-Year 1	10	11-12							
0838 A/B/C/D	Automotive Technology-Year 2	10	11-12							
0842 A/B/C/D	Criminal Justice	10	11-12							
0843 A/B/C/D	Electrical Technology-Year 1	15	11-12							
0843 A/B/C/D	Electrical Technology-Year 2	10	11-12							
0845 A/B/C/D	Diesel Technology	10	11-12							
0845 A/B/C/D	Diesel Technology-Year 2	10	11-12							
0852 A/B/C/D	Welding Technology I-Year 1	10	11-12							
0853 A/B/C/D	Welding Technology-Year 2	10	11-12							
0854 A/B/C/D	Digital Cinema/Filmmaking	10	11-12							

These academies are located at a Metropolitan Community College campus. Participation is open to all Millard students.

These academies are available to all Millard high school students and are located at a Metropolitan Community College campus.

### METROPOLITAN COMMUNITY COLLEGE ACADEMIES

#### **DUAL CREDIT**

Students may earn college credit by completing a Metropolitan Community College Academy. Students who meet the following conditions are eligible to participate in an academy:

- 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

## METROPOLITAN COMMUNITY COLLEGE COURSES

**0835 THEATRE TECHNOLOGY APPRENTICESHIP PROGRAM-Year 1** **11-12** 20 Credits  
**0835 THEATRE TECHNOLOGY APPRENTICESHIP PROGRAM-Year 2** **11-12** 20 Credits

**Description:** This program is provided through a collaborative agreement with the Omaha Community Playhouse and Metropolitan Community College. Student stage technician apprentices learn to perform a variety of tasks required for preparing stages for theatrical, musical and other entertainment events in arenas, stadium, theaters, studios and amusement parks. Training encompasses about 4500 hours of instruction and on-the-job experiences. It exposes the stage-technician candidate to such skills as stage carpentry, stage lighting, stage props, rigging, stage wardrobe, stage setups of audiovisual equipment, special effects, makeup, laser and stage pyrotechnics, and the basics of television and video production. Students will complete Theatre Technology I (THEA 1110), Theatre Technology II (THEA 1120), Theatre Technology III (THEA 1130) and Cooperative Study (THEA 2981, 2982, 2983) during Year I and Script Analysis (THEA 2010), Theatre History (THEA 2110), Principles of Stage Lighting (THEA 2160), Theatre History II (THEA 2120), Stage Rigging (THEA 2150) and Cooperative Study (THEA 29894, 2985, 2986) during Year 2. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

**Prerequisites:** Approved application and interview. Contact your counselor for more information.

**0837 AUTO COLLISION TECHNOLOGY-Year 1** **11-12** 10 Credits  
**0837 AUTO COLLISION TECHNOLOGY-Year 2** **11-12** 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus of Metropolitan Community College and participate in a paid internship program. The student will complete Automotive Welding (AUTB 1000), Non-Structural Repair I (AUTB 1200), Automotive Welding II (AUTB 1010), Automotive Refinishing (AUTB 2300), and Structural Repair I (AUTB 1100) during Year 1. The student will complete Non-Structural Repair II (AUTB 1210), Automotive Refinishing II (AUTB 2310) and Non-structural Repair III (AUTB 1220) during Year 2. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

**Prerequisites:** Approved application and interview. Contact your counselor for more information.

**0838 AUTOMOTIVE TECHNOLOGY-Year 1** **11-12** 10 Credits  
**0838 AUTOMOTIVE TECHNOLOGY-Year 2** **11-12** 10 Credits

**Description:** This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Automotive Fundamentals (AUTT 0900), Introduction to Auto Service & Minor Repair (AUTT 1010), Auto Electricity and Electronics (AUTT 1210), Brake Systems (AUTT 1510), Suspension Systems (AUTT 2310), Technical Academy Internships (AUTT 1981, 1982, 1983). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

**Prerequisites:** Approved application and interview. Contact your counselor for more information.

**0842 CRIMINAL JUSTICE** **11-12** 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Center Campus. Students will complete Introduction to Criminal Justice (CRIM 1010), Police and Society (CRIM 2030), Introduction to Sociology (SOC 1010) and Introduction to Corrections (CRIM 1020). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

**Prerequisites:** Approved application and interview. Contact your counselor for information.

**0843 ELECTRICAL TECHNOLOGY-Year 1** **11-12** 15 Credits  
**0843 ELECTRICAL TECHNOLOGY-Year 2** **11-12** 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Basic Electricity (ELTR 1200), Residential Wiring I (ELTR 1210), and Commercial Wiring (ELTR 1220). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

**Prerequisites:** Approved application and interview. Contact your counselor for information.

**0845 DIESEL TECHNOLOGY-Year 1** **11-12** 10 Credits

**0845 DIESEL TECHNOLOGY-Year 2** **11-12** 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus of Metropolitan Community College and participate in a paid internship program. The student will complete Basics of Diesel Mechanics (DESL 0900), Diesel Preventative Maintenance (DESL 1000), Diesel Engine Fundamentals (DESL 1230), and Heavy Duty Drivetrain (DESL 2100) in Year 1. The student will complete Diesel Internship I (DIESL 2981), Diesel Electricity (DESL 1010), Diesel Electronics (DESL 1210), Steering Suspension and Brakes (DESL 2200) and Climate Control/Heating and A/C (DESL 1620) during Years 2. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

**Prerequisites:** Approved application and interview. Contact your counselor for more information.

**0852 WELDING I Year 1** **11-12** 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Print Reading & Layout for Welders I (WELD 1010), GMAW (MIG) Steel I (WELD 1200), GMAW (MIG) Steel II (WELD 2200), AutoCAD Fundamentals I (DRAF 110a), Flux-cored Arc Welding (WELD 2240), Industrial Cutting Processes (WELD 1100), and Special Topics in Welding-SkillsUSA Training (WELD 1910). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

**Prerequisites:** Approved application and interview. Contact your counselor for information.

**0853 WELDING TECHNOLOGY Year 2** **11-12** 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Flux-cored Arc Welding II (WELD 2241), Print Reading & Layout for Welders II (WELD 1020), GMAW (MIG) Stainless (WELD 2220), GMAW (MIG) Aluminum (WELD 2230), AutoCAD Fundamentals II (DRAF 110b), Introductory Fabrication (WELD 1700) and Special Topics in Welding-SkillsUSA Training (WELD 2910). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

**Prerequisites:** Approved application and interview. Contact your counselor for information.

**0854 DIGITAL CINEMA/FILMMAKING** **11-12** 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Elkhorn Valley Campus. Students will complete Moving Image Lab (PHOT 1500), Intro to Scriptwriting (VACA 1110), Video I (VACA 1130), and Art in Film (VACA 2900). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

**Prerequisites:** Approved application and interview. Contact your counselor for information.



# **Planning Resources**



## POST-SECONDARY PLANNING

### PERSONAL LEARNING PLANS

Personal Learning Plans (PLPs) help students understand themselves, develop and meet goals, and document their accomplishments. Students use the Personal Learning Plan (PLP) as a guide to prepare for graduation, post-secondary education and a career. To be best prepared for college and/or careers, students should challenge themselves in the following ways:

1. Take more than the minimum graduation requirements.
2. Take as many core classes as possible. This is the best preparation for the ACT/SAT test and will also enhance your success in college classes.
3. Take a variety of courses from different subject areas. High school is the time to develop interests and try something new.
4. Take the most challenging classes. Colleges and universities look for students who continue to challenge themselves with higher level courses.
5. Take at least one Advanced Placement<sup>®</sup> course.
6. Enroll in dual credit courses.
7. Pursue a diploma path.

To challenge yourself, take the ACT core, Advanced Placement<sup>®</sup>, and Dual Enrollment courses while also preparing for a career. Many courses enable students to accomplish all of the above. Details about each of these opportunities are identified below.

### ACT SCORES AND CORE CURRICULUM

ACT scores are one of the best predictors of college success. To be well prepared for the ACT, take classes ACT considers core curriculum. The ACT core curriculum consists of the following:

English	4 years or more
Math	3 years or more including Algebra I, Geometry, and Algebra II
Social Studies	3 years or more
Natural Sciences	3 years or more including Physical Science, Biology, and Chemistry

### ADVANCED PLACEMENT<sup>®</sup>

The Advanced Placement<sup>®</sup> is an endeavor among secondary schools and colleges and universities. AP courses provide students with the opportunity to take college-level courses in a high school setting. Based on performance on AP examinations, students may earn college credit, advanced placement, or both. This provides students the opportunity to reduce college tuition and graduate from college early.

Research indicates that students who take an AP course and exam but earn only a 1 or 2 (5 being the highest score) perform better in college than students who have not taken an AP course.

Scholarships through the Millard Public Schools Foundation are available to reduce or cover the cost of AP exams. Applications are available at each high school.



## PERSONAL LEARNING PLAN RUBRIC

As part of the Millard Public Schools Graduation Requirements, each student must complete the following parts of his/her Personal Learning Plan (PLP). The PLP will be completed using the *Naviance Succeed* website. Student progress will be monitored and recorded in Naviance by a school representative, such as an advisor, counselor, assistant principal or principal.

Students and parents may access *Naviance Succeed* from the link on each high school web page. The following table identifies tasks to be accomplished at each grade level.

PLP Tasks	Description	9th Grade	10th Grade	11th Grade	12th Grade
SMART Goals	Specific, Measurable, Attainable, Results Oriented, Timely	X	X	X	X
Resume	Record of accomplishments and activities, updated when changes occur and at least annually	X	X	X	X
My Game Plan	Post-secondary and/or college goals	X	X	X	X
Career Interest Profiler	Inventory to identify personal career preferences	X			
Learning Styles Inventory	Inventory to identify personal learning style preferences	X			
Developmental Asset Profile®	Inventory to identify 40 Developmental Assets®	X		X	
Life Skills Self-Assessment	Assessment to measure Millard Life Skills		X		
Personality Inventory ("Do What You Are")	Inventory to identify personality traits		X		
PLAN (Academic Results and World of Work)	Academic assessment to identify areas of academic need and serves as a predictor of performance on the ACT. World of Work portion of the assessment provides individual career preferences.		X		
Counselor Interview	Individual interview to confirm post secondary plans				X
Annual Reflection	Prompts the student to reflect on activities that prepare for post-secondary plans	X	X	X	X

Each Personal Learning Plan must meet the following minimum quality guidelines:

Task	Quality
SMART Goals	Each goal reflects all five aspects of a SMART Goal; Specific, Measurable, Attainable, Results Oriented, Timely.
Resume	Answers for each aspect of the personal resume are in complete sentences or detailed phrases. All information is included. If a student did not participate in an activity, he/she indicates "Did not Participate."
Reflections	Answers are in complete sentences or detailed phrases. All questions are answered. "None" is not an acceptable answer. Details are encouraged.

- At least one month prior to graduation, the Senior PLP must be completed on *Naviance Succeed*.
- Transfer students are expected to complete a Personal Learning Plan, with the understanding that the principal (or designee) may waive unreasonable requirements, based on student entrance into Millard.

## MPS DIPLOMA PATHS OVERVIEW

A world-class school district facilitates student goal-setting. High school students in the Millard Public Schools will choose a diploma path to pursue during their high school years. In addition to the Regular Diploma, students may choose from two other diploma paths.

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, focuses on the needs of students who plan to specialize in a particular career field. In the Specialty areas students must complete an approved sequence of study in a career field. Both paths include incentive categories by which students can achieve a more rigorous diploma by taking more classes and achieving a higher GPA. These incentive categories are labeled "Commended" and "Distinguished." The minimum requirements for the diploma paths and categories are outlined below.

Criteria	Regular		Liberal Arts Commended		Liberal Arts Distinguished		Specialty Commended		Specialty Distinguished	
	2012	2013 & beyond	2012	2013 & beyond	2012	2013 & beyond	2012	2013 & beyond	2012	2013 & beyond
English	40	40	45	45	45*	45*	40	40	40	40
Math	25	30	40	40	40*	45*	25	30	25	30
Social Studies	30	30	30	30	30*	30*	30	30	30	30
Science	25	30	30	35	30*	35*	25	30	25	30
World Language			20	20	20*	20*				
Additional Core Credits					40 from any asterisked areas	40 from any asterisked areas				
Physical Education	15	15	15	15	15	15	15	15	15	15
Everyday Living	5	5	5	5	5	5	5	5	5	5
Technology	5	5	5	5	5	5	5	5	5	5
Arts	5	5	5	5	5	5	5	5	5	5
Human Resources	5	5	5	5	5	5	5	5	5	5
Financial Literacy	0	5	0	5	0	5	0	5	0	5
Required Electives	70	60	35	30			50	40	35	30
Specialty Area							30	30	50	50
AP/IB DP Credits (included in total credits)			(20) from any area	(20) from any area	(40) from any area	(40) from any area				
Total Credits	225	230	235	240	240	250	235	240	240	250
GPA			3.0 Overall		3.5 Overall		3.0 in Spec. Area; 2.0 Overall		3.5 in Spec. Area; 2.5 Overall	

Specialty Areas for 2011-2012 include Industrial Technology, Family and Consumer Science, Fine and Performing Arts, Business, Technology and Health Occupations, and Journalism. Students may choose to change diploma paths and/or incentive categories during their high school years. These diploma paths function as one tool to help students set goals challenging themselves to reach their full potential. It supports the philosophy that the path to graduation begins much earlier than senior year. Determining one's diploma path will begin through completion of the Personal Learning Plan.

To learn which diploma paths are offered at each high school, refer to each school's web site.

## SPECIALTY DIPLOMA PATH

The Specialty Diploma Path is for students who plan to specialize in the following career fields:

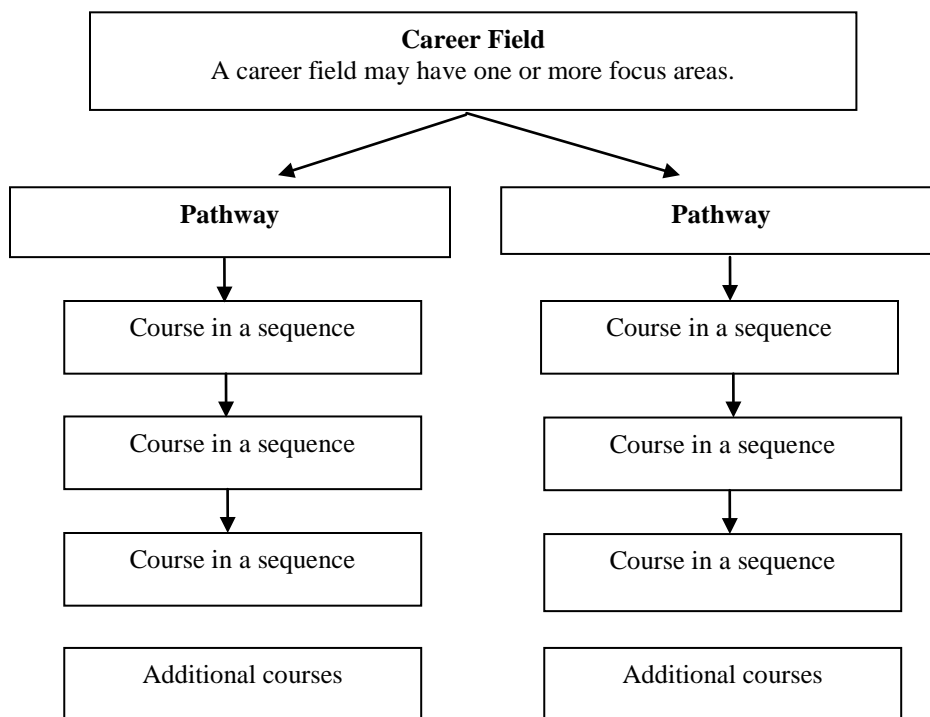
Business, Marketing, and Management  
 Communication and Information Systems: Arts, AV Technology, and Communication  
 Health Sciences  
 Human Services and Resources  
 Industrial, Manufacturing, and Engineering Systems

All students must meet the requirements for a regular diploma. The Specialty Diploma recognizes accomplishments over and above the minimum requirements for a regular diploma.

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the focus areas in the career field. A Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the focus areas in the career field. A Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

The diagram below illustrates the organizational structure of a career field. Each career field is represented in this way on the tables on the following pages. Please refer to the curriculum handbook for course descriptions and an explanation of Metropolitan Community College academies.



Refer to Diploma Path Overview, page 135

## BUSINESS, MARKETING AND MANAGEMENT SPECIALTY DIPLOMA

In order to graduate, all students must take a technology course.  
The following courses exceed this requirement.

### Specialty Commended Diploma

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). If Computer Technology Applications is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 30 credits.

### Specialty Distinguished Diploma

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). If Computer Technology Applications is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 50 credits.

- Millard Public Schools Entrepreneurship, Finance, and Culinary Skills Career Academies fulfill the sequence requirement.
- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

FINANCE	BUSINESS MANAGEMENT AND ADMINISTRATION		MARKETING	HOSPITALITY AND TOURISM
	Management	Administrative Services		
Personal Finance (5) Accounting I (10) Accounting II (10) AP Macroeconomics (5) AP Microeconomics (5)  <b>Or</b> *Millard Public Schools Finance Career Academy	International Business (5) Business Law (5) Business Communications (5)  <b>Or</b> *MCC Legal Assistant Academy  <b>Or</b> *Millard Public Schools Entrepreneurship Career Academy	Keyboarding & Input Technology (5) Computer Technology Applications (5) Advanced Computer Technology Applications (5)  <b>Or</b> Keyboarding & Input Technology (5) Business Procedures & Technology (10) Business Procedures & Technology Internship (10)  <b>Or</b> Keyboarding & Input Technology (5) Computer Technology Applications (5) Business Procedures & Technology (10)  <b>Or</b> Computer Technology Applications (5) Adv. Computer Technology Applications (5) STARS (10)  <b>Or</b> *MCC Microcomputer Information Technology Academy	Marketing I (10) Marketing II (10) Marketing Internship (10) AP Macroeconomics (5)  <b>Or</b> Fashion Marketing (10) Marketing II (10) Marketing Internship (10) AP Macroeconomics (5)	*Millard Public Schools Culinary Skills Academy

Refer to Diploma Path Overview, page 135

## COMMUNICATION AND INFORMATION SYSTEMS

In order to graduate, all students must take a fine and performing arts course.

The following courses exceed this requirement.

### Specialty Commended Diploma

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the fine arts graduation requirement may be part of the sequence of courses, but is not included in the 30 credits.

### Specialty Distinguished Diploma

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the fine arts graduation requirement may be part of the sequence of courses, but is not included in the 50 credits.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

ARTS, A/V TECHNOLOGY, AND COMMUNICATION				
JOURNALISM	VISUAL ARTS	PERFORMING ARTS		
		Vocal Music	Instrumental Music	Drama
<p><b><u>North &amp; South High</u></b> Intro to Journalism (5) Yearbook (10) Introduction to Photojournalism (5)</p> <p><b><u>West High</u></b> Intro to Journalism (5) Yearbook (20)</p>	<p>Art Foundations (5) Drawing (5) Advanced Drawing (5) <b>Or</b> Art Foundations (5) Drawing (5) Painting (5) <b>Or</b> Art Foundations (5) Pottery and Sculpture (5) Advanced Pottery and Sculpture (5) <b>Or</b> Introduction to IB Visual Arts (10) IB Visual Arts SL(10) IB Visual Arts HL I (10)</p>	<p>J.V. Choir (10) Varsity Choir – 4 semesters (20)</p> <p><b>Distinguished Diploma:</b> Music Theory (5) AP Music Theory (5), Music Consumer (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits</p> <p><b>Or</b> AP Music Theory (5) IB Music SL (10) and Music Consumer (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits</p>	<p>Orchestra-6 semesters (30) <b>Or</b> Band-6 semesters (30)</p> <p><b>Distinguished Diploma:</b> Music Theory (5) AP Music Theory (5), Music Consumer (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits</p> <p><b>Or</b> AP Music Theory (5) IB Music SL (10) and Music Consumer (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits</p>	<p>Drama I (5) Drama II (5) Theatre Technology (5) <b>Or</b> IB Film (10) <b>Or</b> *MCC Theatre Technology Year I Academy</p> <p><b>To complete the requirement for 30 or 50 credits students may take any of the courses above or the following:</b></p> <p>Theatre Appreciation (5) *MCC Theatre Technology Year II Academy</p>
<b>AUDIO/VIDEO TECHNOLOGY &amp; FILM</b>	<p><b>To complete the requirement for 30 or 50 credits students may take any of the courses above not already taken or any of the following:</b> Color and Design (5) Art History: Art Through the Ages (5)  Commercial Graphic Design (5) Advanced Studio Art (10) IB Visual Arts HL II (10)</p>			
*MCC Video Media Arts Academy				

Refer to Diploma Path Overview, page 135

**COMMUNICATION AND INFORMATION SYSTEMS  
INFORMATION TECHNOLOGY  
Millard North and Millard West**

In order to graduate, each student must take a technology course.  
The following courses exceed this requirement.

**Specialty Commended Diploma**

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). If Introduction to Computer Science or Introduction to IB Computer Science is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses but is not included in the 30 credits. The Specialty Distinguished diploma is not available for the Programming & Software Development Sequence.

**Specialty Distinguished Diploma**

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete the MCC Academy. If one of these courses is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 50 credits.

<b>INFORMATION TECHNOLOGY</b>	
<b>MILLARD NORTH</b>	<b>MILLARD WEST</b>
<b>PROGRAMMING &amp; SOFTWARE DEVELOPMENT</b>	<b>PROGRAMMING &amp; SOFTWARE DEVELOPMENT</b>
Introduction to Computer Science (5) JAVA Programming (5) Computer Topics (5)	Introduction to Computer Science (5) JAVA Programming (5) Computer Topics (5)
<b>Or</b>	<b>Or</b>
Introduction to Computer Science (5) JAVA Programming (5) Advanced Placement <sup>®</sup> Computer Science A (10)	Introduction to Computer Science (5) JAVA Programming (5) Advanced Placement <sup>®</sup> Computer Science A (10)
<b>Or</b>	<b>Or</b>
<i>(Completed before 2010-2011)</i> Introduction to IB Computer Science I (5) Introduction to IB Computer Science II (5) IB Computer Science SL (10)	To complete 30 credits students may take any of the courses not already taken from the Technology pathway or any the following:
<b>Or</b>	<b>Or</b>
Introduction to IB Computer Science I (5) Introduction to IB Computer Science II (5) IB Computer Science HL I (10)	Computer Technology Applications (5)
To complete 30 credits, students may take any of the courses not already taken from the Technology pathway or any of the following:	
Advanced Placement <sup>®</sup> Computer Science A (10) IB Computer Science HL II (10) Computer Technology Applications (5)	

Refer to Diploma Path Overview, page 135

**COMMUNICATION AND INFORMATION SYSTEMS  
INFORMATION TECHNOLOGY**

**Millard South**

In order to graduate, each student must take a technology course.

The following courses exceed this requirement.

**Specialty Commended Diploma**

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). If one of these courses is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 30 credits.

**Specialty Distinguished Diploma**

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). If one of these courses is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 50 credits.

<b>INFORMATION TECHNOLOGY</b>			
<b>MILLARD SOUTH</b>			
<b>PROGRAMMING &amp; SOFTWARE DEVELOPMENT</b>	<b>WEB AND DIGITAL COMMUNICATIONS</b>		<b>INFORMATION SERVICE &amp; SUPPORT</b>
	<b>Computer Graphics</b>	<b>Visual Graphics</b>	
Introduction to Computer Science (5)	Introduction to Graphic Communication (5)	Introduction to Graphic Communication (5)	Computer Technology Applications (5)
JAVA Programming (5)	Foundation of Computer Graphics (5)	Foundations of Visual Graphics (5)	A+ Computer Hardware & Software Operations (5)
Computer Topics (5)	Advanced Computer Graphics (10)	Advanced Visual Graphics (5)	STARS (10)
Advanced Placement <sup>®</sup> Computer Science A (10)			
To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following:	To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following:	To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following:	To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following:
STARS (10)	STARS (10)	STARS (10)	Keyboarding & Input Technology (5)
STARS Internship (10)	STARS Internship (10)	STARS Internship (10)	STARS Internship (10)

Refer to Diploma Path Overview, page 135

## HEALTH SCIENCES SPECIALTY DIPLOMA

This diploma path is unique because it includes courses from multiple departments.

### Specialty Commended Diploma

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses the pathway. (see chart below). The Distinguished Diploma path is available for the Therapeutic Services Pathway.

### Specialty Distinguished Diploma

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete the Millard Public Schools Health Sciences Academy.

- The Millard Public Schools Health Sciences Career Academy fulfills the sequence requirement.

<b>THERAPEUTIC SERVICES</b>	<b>DIAGNOSTIC SERVICES</b>
Human Physiology (10) Sports Injury & Training (5)* Sports Injury & Training Internship (10)*  To complete the requirement for 30 credits, students may take any of the courses below if not already taken:  Advanced Performance (5) Cross Training I (5) Cross Training II (5) Lifetime Fitness (5) Lifeguard Training (5)	Millard Public Schools Health Sciences Career Academy

\*MSHS & MWHS only

Refer to Diploma Path Overview, page 135



## HUMAN SERVICES AND RESOURCES SPECIALTY DIPLOMA

In order to graduate, all students must take a human resource course.

The following courses exceed this requirement.

### Specialty Commended Diploma

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

### Specialty Distinguished Diploma

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

- The Millard Public Schools Education Career Academy fulfills the sequence requirement.
- The Metropolitan Community College (MCC) Criminal Justice Academy fulfills the sequence requirement.

HUMAN SERVICES		EDUCATION AND TRAINING	LAW, PUBLIC SAFETY & SECURITY
Textiles, Clothing & Design	Foods & Nutrition		
Interior Design (5) Clothing, Textiles & Design (5) Creative Textiles (5) Textiles Independent Study (5)	Foods for Today (5) International Foods (5) Culinary Skills (5) Foods and Nutrition Independent Study (5)	Millard Public Schools Education Career Academy	MCC Criminal Justice Academy
To complete the requirement for 30 or 50 credits, students may take any of the courses above not already taken.			

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

Child Development (5)  
 Adult Living (5)

To earn a distinguished diploma, the student will need to complete all courses listed above.

Refer to Diploma Path Overview, page 135

## INDUSTRIAL, MANUFACTURING, AND ENGINEERING SYSTEMS SPECIALTY DIPLOMA

In order to graduate, each student must take a technology course.  
The following courses exceed this requirement.

### Specialty Commended Diploma

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the technology graduation requirement may not be included in the 30 credits.

### Specialty Distinguished Diploma

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the technology graduation requirement may not be included in the 30 credits.

- The Millard Public Schools Distribution and Logistics Management Career Academy fulfills the sequence requirement.

CONSTRUCTION PATHWAY	ENGINEERING PATHWAY	MANUFACTURING PATHWAY		POWER, ENERGY AND MECHANIZED SYSTEMS PATHWAY
		Welding	Metals	
Introduction to Carpentry (5) Carpentry (5) Advanced Finish Carpentry (5) Construction and Management (5)	Introduction to Engineering Design I (5) Introduction to Engineering Design II (5) Principles of Engineering I (5) Principles of Engineering II (5) Digital Electronics I (5) Digital Electronics II (5) Civil Engineering and Architecture I (5) Civil Engineering and Architecture II (5) Engineering Design and Development I (5) Engineering Design and Development II (5)	Introduction to Metalworking (5) Welding I (5) Welding II: Welding Applications (5) <b>Or</b> MCC Welding Technology Year I Academy <b>Or</b> MCC Welding Technology Year II Academy	Introduction to Metalworking (5) Machining Processes (5) Automated Manufacturing Technology I (10) Automated Manufacturing Technology II (10)	Introduction to Power, Energy and Mechanized Systems (5) Mechanical Systems Operations (5) Power Systems Design and Fabrication I (5) Power Systems Design and Fabrication II (5)
		<b>DISTRIBUTION &amp; LOGISTICS MANAGEMENT</b>		
		Millard Public School Distribution and Logistics Management Career Academy		

To complete 30 or 50 credits, students may take any of the above courses not already taken or any of the following:

- Consumer Maintenance (5)
- Computer-Aided Drafting (5)

Refer to Diploma Path Overview, page 135

## INDUSTRIAL, MANUFACTURING, AND ENGINEERING SYSTEMS SPECIALTY DIPLOMA *(continued)*

These Metropolitan Community College (MCC) Academies fulfill the sequence requirement for the Distinguished Diploma Paths:

<b>Electrical</b>	<b>Diesel</b>	<b>Automotive</b>
MCC Electrical Technology Academy	MCC Diesel Service Technology Academy	MCC Automotive Technology Year I Academy MCC Automotive Technology Year II Academy MCC Auto Collision Technology Year I Academy

Refer to Diploma Path Overview, page 135

## DUAL ENROLLMENT OPPORTUNITIES

### University of Nebraska-Omaha

Students have the option to enroll for college credit while taking high school courses. The number of college credits is determined by the corresponding college course. The grade earned appears on both the high school and UNO transcripts. This credit may be transferable to other colleges and universities. Students are urged to check with the college they plan to attend regarding their transfer policies. Selected AP courses, Academy courses and Athletic Training & Sports Injury Internship are available for dual credit. Please contact an administrator at the building for more information.

Students are required to take the AP exam if earning dual enrollment in an AP course. Tuition costs for 2010-2011 are \$225.00 per UNO course (2011-2012 costs to be determined).

### Metropolitan Community College

Students have the option to earn dual enrollment credit while taking specific high school or Metropolitan Community College (MCC) courses. The number of credits is determined by the corresponding college course and the grade earned appears on both the high school and MCC transcript. This credit may transfer to other colleges and universities. Students are urged to check with the college they plan to attend regarding transfer policies.

Tuition costs for 2010-2011 are \$24.00 per MCC credit (2011-2012 costs to be determined).

### **METROPOLITAN COMMUNITY COLLEGE**

Millard Public Schools and Metropolitan Community College (MCC) maintain an articulation agreement that may give students advanced standing in approved courses when they attend Metropolitan Community College. Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

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

### **METROPOLITAN COMMUNITY COLLEGE ARTICULATED COURSES**

Students interested in these courses should discuss these opportunities with their counselor.			
<b>Millard Courses</b>		<b>Metropolitan Community College</b>	
0504	Keyboarding and Input Technology	INFO 1005	Keyboarding
0506	Computer Technology Applications	INFO 1001	Microcomputer Fundamentals
0983	A+ Hardware, Software Troubleshooting	ELEC 1001	PC Troubleshooting
0502	Accounting I	ACCT 1050	Bookkeeping
0503	Accounting II	ACCT 1050 ACCT 1100	Bookkeeping <b>and/or</b> Accounting I
0512	Marketing I/0513 Marketing II	BSAD 1100	Principals of Marketing
0527	Child Development	ECED 1150	Introduction to Early Childhood Education
0525	Culinary Skills	CHRM 1000 CHRM 1110	CHRM Orientation Vegetables & Starch Basics
XXX	Introduction to Carpentry	CNST 1050	Introduction to Carpentry
XXX	Welding I, XXXX Welding II: Welding Applications	WELD 1300	Oxyacetylene Welding (OAW)
0640	Engineering Drafting & Design	ARCH 1100	Beginning AutoCAD
0641	Residential Architecture Drafting & Design	ARCH 1110 ARCH 1200	Intermediate AutoCAD or Woodframe Architecture
0651	Foundations of Computer Graphics (Millard South only)	GCAD 1010	Creativity: Concept Development
0655	Foundations of Visual Graphics (Millard South only)	PHOT 1110	Basic Photography
0656	Advanced Visual Graphics (Millard South only)		

## COLLEGE ATHLETICS ELIGIBILITY

Students who wish to compete as freshmen on college athletic teams after completion of high school must meet established eligibility guidelines from the National Collegiate Athletic Association (NCAA), the National Association of Intercollegiate Athletics (NAIA), or the National Junior College Athletic Association (NJCAA). Information concerning eligibility for each of these organizations can be found on the following websites:

- NCAA: [http://eligibilitycenter.org/ECWR2/NCAA\\_EMS/NCAA.html](http://eligibilitycenter.org/ECWR2/NCAA_EMS/NCAA.html) (clearinghouse registration)  
 NAIA: [www.naia.org](http://www.naia.org)  
 NJCAA: [www.njcaa.org](http://www.njcaa.org)

### NCAA

Student athletes who wish to participate in NCAA Division I or Division II sports **MUST BE CERTIFIED** by the NCAA Eligibility Clearinghouse which will analyze individual academic information to determine if a student meets NCAA eligibility requirements. **DON'T DELAY THIS PROCESS** – if a student is uncertain about participation in Division I or II it is best to complete this process anyway. This process does **NOT** bind a student to participate; however, it is a necessary procedure should a student elect to participate. Failure to be certified may affect visitations to colleges regarding athletics, and college coaches may be reluctant to make commitments to athletes who have not completed the NCAA initial-eligibility certification.

Students are encouraged to visit with a counselor to review the policies which will affect them. Athletes or their parents are encouraged to obtain additional references pertaining to student athletes. The best single reference is *2010-2011 NCAA Guide for the College Bound Student Athlete* published by the NCAA Eligibility Center, PO Box 7136, Indianapolis, Indiana, 46207-7136. The toll-free phone number is (877) 262-1492; Monday through Friday from 8 a.m. to 6 p.m. Eastern time. This document is also available on-line at [www.ncaa.org](http://www.ncaa.org).

### NCAA Freshman-Eligibility Standards Quick Reference Information

#### Core Courses

- NCAA Division I requires **16 core courses** as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart on the next page for the breakdown of this 16 core-course requirement.
- NCAA Division II requires **14 core courses**. See the breakdown of core-course requirements below. Please note that Division II will require 16 core courses beginning August 1, 2013.

#### Test Scores

- **Division I** has a sliding scale for test score and grade-point average.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency.** Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

#### Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's web site to make certain that courses being taken have been approved as core courses. The Web site is [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
- **Division I** grade-point-average requirements are based on an index that matches the combined SAT or ACT sum score to the grade point average. The index scale is available through the Counseling or Activities Office or the NCAA web site.
- The **Division II** grade-point-average requirement is a minimum of 2.00.

<b>Division I</b>	
<b>16 Core-Course Rule</b>	
<b><u>16 Core Courses:</u></b>	
4	years of English
3	years of mathematics (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered by high school)
2	year of additional English, mathematics or natural/physical science
3	years of social science
4	years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

<b>Division II</b>	
<b>14 Core-Course Rule - (Classes 2011 &amp; 2012)</b>	
<b><u>14 Core Courses:</u></b>	
3	years of English
2	years of mathematics (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered by high school)
1	year of additional English, mathematics or natural/physical science
2	years of social science
3	years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

<b>Division II</b>	
<b>16 Core-Course Rule - Effective August 1, 2013 (Classes 2013 and Beyond)</b>	
<b><u>16 Core Courses:</u></b>	
3	years of English
2	years of mathematics (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered by high school)
3	years of additional English, mathematics or natural/physical science
2	years of social science
4	years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

### **Amateurism Certification**

Students who enroll at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center web site. Students need to request final amateurism certification prior to enrollment.

### **Division III**

Student athletes who wish to participate in NCAA Division III are not currently certified by the NCAA Initial-Eligibility Clearinghouse. Those wanting to participate in Division III athletics should contact the Division III institutions of interest regarding their policies on admission, financial aid, practice and competition. In Division III, certification of an individual's amateurism status is completed by each college or university, not the Eligibility Center.

### **NAIA**

The National Association of Intercollegiate Athletics requires a participant in athletics during the first year in school to meet two of three basic education requirements.

1. Achieve a minimum of 18 on the Enhanced ACT or 860 on the SAT. The ACT/SAT test must be taken on a national testing date. The SAT score of 860 must be achieved on the Critical Reading and Math sections of the SAT and must be achieved on a single test.
2. Achieve a minimum overall high school grade point average of 2.000 on a 4.000 scale.
3. Graduate in the top half of his/her high school graduating class.

### **NJCAA**

The National Junior College Athletic Association requires a participant in athletics to meet the following criteria.

1. A student-athlete must be a graduate of a high school with an academic diploma or a General Education diploma. The high school must not be a high school affected by the NCAA Initial Eligibility process at the time of the student-athlete's enrollment. See the list on the NCAA website of high schools affected by the Initial Eligibility process.
2. Student-athletes who are completing high school and are simultaneously enrolled in 12 or more credits at a college are eligible for athletic participation with the completion of the NJCAA High School Waiver Form (Form 3.E). This form must be signed by the student-athlete's high school Principal and the College President. This provision is applicable to only those student-athletes whose high school class has not graduated at the time of college enrollment. Once the NJCAA High School Waiver Form has been signed by the student-athlete's high school Principal and the College President, that student-athlete is no longer eligible to participate in interscholastic athletics.
3. Please note that current high school athletes may not try out at a NJCAA member college prior to graduating from high school unless existing State High School Activities Association regulations in the student-athlete's home state permit such tryouts to occur.

## QUICK REFERENCE TABLE OF ALL MILLARD COURSES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>ART</b>										
0701	Art History: Art Through the Ages	5	9-12	F			•	•	•	•
0704	Color and Design	5	9-12	F			•	•	•	•
0705	Art Foundations	5	9-12	F			•	•	•	•
0710	Pottery and Sculpture	5	10-12	F	0705		•	•	•	•
0711	Advanced Pottery and Sculpture	5	10-12	F	0710		•	•	•	•
0720	Drawing	5	10-12	F	0705			•	•	•
0721	Advanced Drawing	5	10-12	F	0720			•	•	•
0722	Painting	5	10-12	F	0705			•	•	•
0709	Commercial Graphic Design	5	11-12	F	0720			•	•	•
0730 A/B	Advanced Studio Art	10	12	F	0721 †			•	•	•
0706 A/B	Introduction to IB Visual Arts	10	10-11	F	0705			•		
0727 A/B	IB Visual Arts SL	10	11-12	F	0706					
0728 A/B	IB Visual Arts HL I	10	11	F	0706			•		
0729 A/B	IB Visual Arts HL II	10	12	F	0728			•		
<b>BUSINESS</b>										
0500	Personal Finance	5	9-12	FL			•	•	•	•
0501	International Business	5	10-12				•	•	•	•
0502 A/B	Accounting I	10	10-12					•	•	•
0503 A/B	Accounting II	10	11-12		0502			•	•	•
0504	Keyboarding and Input Technology	5	9-12					•	•	•
0506	Computer Technology Applications	5	9-12	T			•	•	•	•
0507	Business Communications	5	11-12					•	•	•
0508 A/B	Business Procedures and Technology	10	10-12		0504†			•	•	•
0509 A/B	Business Procedures and Tech. Internship	10	11-12		0508†			•	•	•
0510	Business Law	5	11-12				•	•	•	•
0511 A/B	Fashion Marketing	10	11-12				•	•	•	•
0512 A/B	Marketing I	10	11-12					•	•	•
0513 A/B	Marketing II	10	11-12		0511 or 0512			•	•	•
0514 A/B	Marketing Internship	10	11-12		0513†			•	•	•
0519	Advanced Computer Technology Applications	5	9-12		0506			•	•	•
0540	Advanced Placement® Macroeconomics	5	11-12					•	•	•
0541	Advanced Placement® Microeconomics	5	11-12					•	•	•
<b>COMPUTER SCIENCE</b>										
0255	Introduction to Computer Science	5	9-12	T	0220			•	•	•
0256	Computer Topics	5	9-12		0255			•	•	•
0258	Java Programming	5	9-12		0255			•	•	•
0257 A/B	Advanced Placement® Computer Science A	10	10-12		0258			•	•	•

AS = American Studies

HR = Human Resources

T = Technology

F = Fine and Performing Arts

OC = Oral Communications

WP = World Perspectives

FL = Financial Literacy

† = See course descriptions for additional requirements.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>ENGLISH LANGUAGE LEARNERS (ELL)</b>										
0989	ELL Basic Beginner	15	9-12		†				•	
0990	ELL Beginner	15	9-12		†				•	
0991 A/B	ELL Low Intermediate	10	9-12		†				•	
0992	ELL High Intermediate	5	9-12		†				•	
0993	ELL Advanced	5	9-12		†				•	
<b>FAMILY AND CONSUMER SCIENCE</b>										
0520	Interior Design	5	9-12				•	•	•	•
0533	Clothing, Textiles & Design	5	9-12					•	•	•
0522	Creative Textiles	5	9-12					•	•	•
0523	Foods for Today	5	9-12				•	•	•	•
0532	International Foods	5	9-12					•	•	•
0525	Culinary Skills	5	10-12					•	•	•
0526	Everyday Living	5	10-11	H			•	•	•	•
0527	Child Development	5	11-12	HR			•	•	•	•
0528	Adult Living	5	11-12	HR			•	•	•	•
<b>INDUSTRIAL TECHNOLOGY</b>										
<b>Construction Pathway</b>										
0654	Introduction to Carpentry	5	9-12					•	•	•
0657	Carpentry	5	9-12		0654			•	•	•
0658	Advanced Finish Carpentry	5	9-12		0657			•	•	•
0659	Construction and Management	5	9-12		0657			•	•	•
<b>Engineering Pathway</b>										
0662	Introduction to Engineering Design I	5	9-12	T				•	•	•
0663	Introduction to Engineering Design II	5	9-12		0662			•	•	•
0664	Principles of Engineering I	5	9-12		0663			•	•	•
0666	Principles of Engineering II	5	9-12		0664			•	•	•
0667	Digital Electronics I	5	10-12		0666			•	•	•
0668	Digital Electronics II	5	10-12		0667			•	•	•
0675	Civil Engineering and Architecture I	5	10-12		0663			•	•	•
0676	Civil Engineering and Architecture II	5	10-12		0675			•	•	•
0677	Engineering Design and Development I	5	11-12		0676			•	•	•
0678	Engineering Design and Development II	5	11-12		0677			•	•	•
<b>Manufacturing Pathway</b>										
0680	Introduction to Metalworking	5	9-12					•	•	•
0681	Machining Processes	5	9-12		0680			•	•	•
0682	Automated Manufacturing Technology I	10	9-12		0681			•	•	•
0683	Automated Manufacturing Technology II	10	9-12		0682			•	•	•
0684	Welding I	5	9-12		0680			•	•	•
0685	Welding II: Welding Applications	5	9-12		0684			•	•	•
<b>Power, Energy and Mechanized Systems Pathway</b>										
0690	Introduction to Power, Energy, and Mechanized Systems	5	9-12					•	•	•
0691	Mechanical Systems Operations	5	9-12		0690			•	•	•
0692	Power Systems Design and Fabrication I	5	10-12		0691			•	•	•
0693	Power Systems Design and Fabrication II	5	10-12		0692			•	•	•
<b>Stand-Alone Courses</b>										
0613	Consumer Maintenance	5	9-12					•	•	•
0614	Computer-Aided Drafting	5	9-12					•	•	•

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>LANGUAGE ARTS</b>										
0001 A/B	English 9	10	9			•	•	•	•	•
0059 A/B	English 9 Literacy Enrichment	10/10	9		†	•	•	•	•	•
0003 A/B	Honors English 9	10	9			•	•	•	•	•
0002 A/B	English 10	10	10		0001 or 0059	•	•	•	•	•
0060 A/B	English 10 Literacy Enrichment	10/10	10		†	•	•	•	•	•
0004 A/B	Honors English 10	10	10		0003	•	•	•	•	•
0007 A/B	English 11	10	11		0002 or 0060	•	•	•	•	•
0061 A/B	Literacy Enrichment	10	11		†	•	•	•	•	•
0047 A/B	AP English Language & Composition	10	11-12		0004 or 0007	•	•	•	•	•
0048 A/B	AP English Literature & Composition	10	12		0004 or 0007	•	•	•	•	•
0016 A/B	IB English HL I	10	11		0004	•	•	•	•	•
0017 A/B	IB English HL II	10	12		0016	•	•	•	•	•
<b>English Electives</b>										
0067	Global Perspective Through Literature	5	12		0004 or 0007	•	•	•	•	•
0062	Literacy for Life I	5	12			•	•	•	•	•
0063	Literacy for Life II	5	12			•	•	•	•	•
0068	Contemporary Literature	5	11-12		0004 or 0007	•	•	•	•	•
0033	Creative Writing	5	11-12		0004 or 0007	•	•	•	•	•
0065	Literature and Film	5	11-12		0004 or 0007	•	•	•	•	•
0035	Research Methods	5	11-12		0004 or 0007	•	•	•	•	•
0069	21st Century Media Literacy	5	11-12		0004 or 0007	•	•	•	•	•
0073 A/B	IB Film SL	10	11-12			•	•	•	•	•
0074 A/B	IB Film HL I	10	11			•	•	•	•	•
0075 A/B	IB Film HL II	10	12		0074	•	•	•	•	•
<b>Oral Communications</b>										
0020	Speech	5	9-12	OC		•	•	•	•	•
0021 A/B	Forensics	10	9-12	OC	†	•	•	•	•	•
0022	Debate I	5	9-12	OC		•	•	•	•	•
0023 A/B	Advanced Debate	10	10-12		0020, 0021 or 0002	•	•	•	•	•
0772	Concert Choir/Forensics	10	9-10			•	•	•	•	•
<b>Drama</b>										
0024	Drama I	5	9-12	F		•	•	•	•	•
0025	Drama II	5	9-12		0024	•	•	•	•	•
0026	Theatre Technology	5	9-12		0024 or 0039	•	•	•	•	•
0039	Theatre Appreciation	5	9-12	F		•	•	•	•	•
<b>Journalism</b>										
0064	Intro to Journalism	5	9-12			•	•	•	•	•
0066 A/B	Advanced Journalism (20 credits at WHS)	10	10-12		0064 or 0014†	•	•	•	•	•
0013 A/B	Yearbook (20 credits at WHS)	10	10-12		0064 or 0014†	•	•	•	•	•
0014	Intro to Photojournalism	5	9-12			•	•	•	•	•

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<b>MATHEMATICS</b>										
0203 A/B	Alg I: Foundations 1	10	9-10		†		•	•	•	•
0204 A/B	Alg I/Geo: Foundations 2	10	9-11		0203†		•	•	•	•
0211 A/B	Algebra I	10	9-12			•	•	•	•	•
0220 A/B	Geometry	10	9-12		0211	•	•	•	•	•
0221 A/B	Honors Geometry	10	9-12		0211	•		•	•	•
0234 A/B	Geo/Alg II: Foundations 3	10	10-12		0204†		•	•	•	•
0237 A/B	Alg II: Foundations 4	10	11-12		0234†		•	•	•	•
0231 A/B	Algebra II	10	9-12		0220	•	•	•	•	•
0233 A/B	Honors Algebra II	10	9-12		0221	•		•	•	•
0236 A/B	College Prep Mathematics	10	11-12		0231	•	•	•	•	•
0238 A/B	Precalculus	10	10-12		0231	•		•	•	•
0239 A/B	Honors Precalculus	10	10-12		0233	•		•	•	•
0243 A/B	Advanced Placement® Statistics	10	10-12		0243	•		•	•	•
0245 A/B	IB Mathematics HL I	10	11		0231, 0239	•		•		
0246 A/B	IB Mathematics HL II	10	12		0246	•		•		
0247 A/B	IB Mathematical Studies SL	10	11-12		0233	•		•		
0248 A/B	IB Mathematics SL	10	11-12		0233	•		•		
0252 A/B	Advanced Placement® Calculus AB	10	11-12		0231	•		•	•	•
0253 A/B	Advanced Placement® Calculus BC	10	11-12		0239	•		•	•	•
0254 A/B	Calculus III/Differential Equations	10	11-12		0253	•			•	
<b>MUSIC – NORTH HIGH</b>										
0750 A/B	Symphonic/Marching Band	10	9-12	F	†			•		
0754 A/B	Orchestra	10	9-12	F	†			•		
0760	Chorus	5	9-12	F				•		
0761 A/B	Junior Varsity Choir	10	9-10	F	†			•		
0762 A/B	Varsity Choir	10	11-12	F	†			•		
0763 A/B	Junior Varsity Choir/Forensics (Pre-IB)	10	9-10	F	†			•		
0764 A/B	Varsity Choir/Forensics	10	11-12	F	†			•		
0767 A/B	IB Music SL-Band	10	11-12	F	†			•		
0768 A/B	IB Music SL-Chorus	10	11-12	F	†			•		
0769 A/B	IB Music SL-Orchestra	10	11-12	F	†			•		
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>MUSIC – SOUTH HIGH</b>										
0732	Marching Band	5	9-12	F	†				•	
0733	Concert Band	5	9-12	F	†				•	
0734	Symphonic Band	5	9-12	F	†				•	
0735	Wind Ensemble	5	9-12	F	†				•	
0738 A/B	Orchestra	10	9-12	F	†				•	
0741	Chorus	5	9-12	F					•	
0742 A/B	Chorus	10	9-12	F	†				•	
0743 A/B	Freshman Choir	10	9	F	†				•	
0744 A/B	Junior Varsity Choir	10	10	F	†				•	
0745 A/B	Varsity Choir	10	11-12	F	†				•	
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•
<b>MUSIC – WEST HIGH</b>										
0778 A/B/C/D	Symphonic Band/Marching Band	20	10-12	F						•
0782 A/B	Wind Ensemble	10	10-12	F	†					•
0783 A/B/C/D	Orchestra	20	9-12	F	†					•
0786 A/B	Concert Band/Marching Band	10	9	F						•
0788 A/B/C/D	Varsity Choir	20	10-12	F	†					•
0791 A/B/C/D	Junior Varsity Choir	20	10-12	F						•
0792 A/B/C/D	Freshman Choir	20	9	F						•
0793 A/B/C/D	Freshman Choir with Band	20	9	F						•
0794 A/B	Freshman Choir (1st & 2nd Semester)	10	9	F						•
0795 C/D	Freshman Choir (3rd & 4th Semester)	10	9	F						•
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•
<b>PHYSICAL EDUCATION</b>										
0800	Sports Skills and Fitness	5	9-10	PE			•	•	•	•
0801	Cross Training I	5	9-12	PE			•	•	•	•
0802	Cross Training II	5	9-12	PE	0801			•	•	•
0803	Lifetime Fitness	5	11-12	PE			•	•	•	•
0805	Weight Training I	5	10-12	PE			•	•	•	•
0806	Weight Training II	5	11-12	PE	0805		•	•	•	•
0808	Introduction to Aquatics	5	9-12	PE	†			•	•	•
0809	Lifeguard Training	5	10-12	PE	†			•	•	•
0810	Fitness Swimming	5	9-12	PE	†			•	•	•
0814	Athletic Training & Sports Injury	5	9-12		†				•	•
0815 A/B	Athletic Training & Sports Injuries Internship <i>Dual Enrollment Credit</i>	10	11-12		†				•	•
0816	Advanced Performance	5	11-12	PE	†			•	•	•
0817	Sport Officiating	5	10-12	PE				•	•	•

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>SCIENCE</b>										
0319 A/B	Basic Physical Science in Action	10	9							
0320 A/B	Physical Science in Action	10	9			•	•	•	•	•
0321 A/B	Introduction to IB Chemistry & IB Physics	10	10		0327	•		•		
0326 A/B	Basic Biology	10	10						•	
0327 A/B	Biology	10	9-10			•	•	•	•	•
0333	Zoology	5	10-12		0327	•	•	•	•	•
0334 A/B	Chemistry	10	10-12		0211	•		•	•	•
0335	Astronomy	5	10-12			•	•	•	•	•
0346	Environmental Science	5	10-12		0327	•	•	•	•	•
0352 A/B	Physics	10	10-12			•		•	•	•
0362 A/B	Human Physiology	10	10-12		0327	•	•	•	•	•
0370 A/B	Advanced Placement® Chemistry	10	11-12		0231 †	•		•	•	•
0371 A/B	IB Chemistry HL I	10	11		0321 †	•		•		
0372 A/B	IB Chemistry HL II	10	12		0371	•		•		
0375 A/B	IB Biology SL	10	11-12		0334	•		•		
0376 A/B	IB Biology HL I	10	11		0334	•		•		
0377 A/B	Advanced Placement® Biology	10	11-12		0327, 0334	•		•	•	•
0378 A/B	IB Biology HL II	10	12		0377	•		•		
0379 A/B	Advanced Placement® Physics B	10	11-12		0352	•		•	•	•
0380 A/B	IB Physics SL	10	11-12		0321 †	•		•		
0381 A/B	IB Physics HL I	10	11			•		•		
0382 A/B	IB Physics HL II	10	12			•		•		
<b>SOCIAL STUDIES</b>										
0410 A/B	American History (Since 1914)	10	9			•	•	•	•	•
0412 A/B	World Geography	10	10			•	•	•	•	•
0414	United States Government & Economics	5	12			•	•	•	•	•
0418 A/B	IB 20 <sup>th</sup> Century World History Topics SL/HL I	10	11-12	WP		•		•		
0420 A/B	World History	10	11-12	WP		•	•	•	•	•
0421	World Affairs	5	11-12	WP		•	•	•	•	•
0422	World Religions	5	11-12	WP		•		•	•	•
0423	Ethnic Studies	5	10-12	AS		•	•	•	•	•
0430	Introduction to Behavioral Sciences	5	10-12	HR		•	•	•	•	•
0431	Sociology	5	11-12	HR		•	•	•	•	•
0432	Psychology	5	11-12	HR		•	•	•	•	•
0433 A/B	IB Psychology SL	10	11-12	HR		•		•		
0442	Law Studies	5	11-12	AS		•		•	•	•
0450 A/B	AP United States History	10	11-12	AS		•		•	•	•
0451 A/B	AP European History	10	11-12	WP		•		•	•	•
0453	AP Psychology	5	11-12	HR	0432	•		•	•	•
0455 A/B	IB History of the Americas HL II	10	12	AS	0418	•		•		
0456 A/B	AP Human Geography	10	10-12	WP	†			•	•	•
0457	AP Comparative Government and Politics	5	11-12	WP				•	•	•

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<b>SPECIAL EDUCATION</b>										
0900 A/B	Fundamental English	10	9-12		†			•	•	•
0903 A/B	Essentials of English 11	10	11		†			•	•	•
0908 A/B	Fundamental Reading	10	9-12		†			•	•	•
0920 A/B	Fundamental Math	10	9-12		†			•	•	•
0915 A/B	Essentials of Alg I: Foundations 1	10	9-12		†			•	•	•
0916 A/B	Essentials of Alg I/Geo: Foundations 2	10	9-12		†			•	•	•
0917 A/B	Essentials of Geo/Alg II: Foundations 3	10	9-12		†			•	•	•
0918 A/B	Essentials of Alg II: Foundations 4	10	9-12		†			•	•	•
0930 A/B	Fundamental Science	10	9-12		†			•	•	•
0931 A/B	Essentials of Physical Science in Action	10	9		†			•	•	•
0932 A/B	Essentials of Biology	10	10		†			•	•	•
0933 A	Essentials of Human Physiology I	5	11-12		†			•		•
0934 A	Essentials of Human Physiology II	5	11-12		†			•		•
0935 A	Essentials of Environmental Science	5	9-12		†				•	•
0940 A/B	Fundamental Social Studies	10	9-12		†			•	•	•
0941 A/B	Essentials of American History (Since 1914)	10	9		†			•	•	•
0942 A/B	Essentials of World Geography	10	10		†			•	•	•
0943 A	Essentials of Ethnic Studies	5	11-12		†			•	•	•
0944 A	Essentials of United States Government & Economics	5	12		†			•	•	•
0950 A	Fundamental Daily Living	5	10-12		†			•	•	•
0951 A	Fundamental Independent Living	5	9-12		†			•	•	•
0970 A	Fundamental Technology	5	9-12		†				•	•
0971 A/B	Fundamental Prevocational Skills	10	9-12		†			•	•	•
0960 A/B	Fundamental Personal Finance	5	9-12		†			•	•	•
0973 A	Work Introduction Network I	5	9-12		†			•	•	•
0974 A	Work Introduction Network II	5	9-12		†			•	•	•

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<b>WORLD LANGUAGE</b>										
0112 A/B	German I	10	9-12					•	•	•
0113 A/B	German II	10	9-12					•	•	•
0114 A/B	Honors German II	10	9-12					•	•	•
0115 A/B	German III	10	10-12					•	•	•
0116 A/B	Honors German III	10	10-12					•	•	•
0117 A/B	German IV	10	11-12					•	•	•
0118 A/B	Honors German IV	10	11-12					•	•	•
0119 A/B	Advanced Placement® German Language	10	12		0118			•	•	•
0120 A/B	IB German B SL	10	12		0118			•		
0132 A/B	French I	10	9-12					•	•	•
0133 A/B	French II	10	9-12					•	•	•
0134 A/B	Honors French II	10	9-12					•	•	•
0135 A/B	French III	10	10-12					•	•	•
0136 A/B	Honors French III	10	10-12					•	•	•
0137 A/B	French IV	10	11-12						•	•
0138 A/B	Honors French IV	10	11-12					•	•	•
0139 A/B	Advanced Placement® French Language	10	12		0137			•	•	•
0140 A/B	IB French B SL	10	12		0138			•		
0152 A/B	Spanish I	10	9-12					•	•	•
0153 A/B	Spanish II	10	9-12					•	•	•
0154 A/B	Honors Spanish II	10	9-12					•	•	•
0155 A/B	Spanish III	10	10-12					•	•	•
0156 A/B	Honors Spanish III	10	10-12					•	•	•
0157 A/B	Spanish IV	10	11-12					•	•	•
0158 A/B	Honors Spanish IV	10	11-12					•	•	•
0159 A/B	Advanced Placement® Spanish Language	10	12		0158			•	•	•
0160 A/B	IB Spanish B SL	10	12		0158			•		
0171 A/B	IB Spanish A2 HL	10	12					•		
0161 A/B	IB Latin B SL	10	12		0164			•		
0162 A/B	Latin I	10	9-12					•		•
0163 A/B	Latin II	10	10-12					•		•
0164 A/B	Latin III	10	11-12					•		•
0172 A/B	Advanced Placement® Latin: Vergil	10	12		0164			•		
0166 A/B	Japanese I	10	9-12					•		
0167 A/B	Japanese II	10	10-12					•		
0168 A/B	Japanese III	10	11-12					•		
0169 A/B	Japanese IV	10	12					•		
0170 A/B	Advanced Placement® Japanese Lang. & Culture	10	12		0168			•		

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<b>ACADEMIES IN MILLARD HIGH SCHOOLS</b>								
<b>Culinary Skills Academy</b>								
0007	English 11	10	11-12	•	Application	•	M	This academy is located at Horizon High. Participation is open to all Millard students.
ACS01	Culinary Orientation Seminar	10	11-12				M	
ACS05	Culinary Foundations	5	11-12				M	
ACS10	Vegetable, Starch & Protein Cookery	5	11-12				M	
ACS15	Soup and Sauce Cookery	5	11-12				M	
ACS20	Baking Seminar	20	11-12				M	
ACS25	Cakes	5	11-12				M	
ACS30	Spanish for Culinary Professionals	5	11-12				M	
ACS35	Culinary Internship I	5	11-12					
ACS40	Culinary Internship II	5	11-12					
<b>Distribution and Logistics Management</b>								
0007	English 11	10	11-12	•	Application	•	M	This academy is located at Horizon High. Participation is open to all Millard students.
ATD60	College Composition & Research	5	11-12			•	M	
ATD10	Introduction to Business	5	11-12				M	
ATD01	Intro. Transportation, Distribution & Logistics	5	11-12					
ATD05	Industrial Safety and Health	5	11-12				M	
ATD15	Introduction to Distribution	5	11-12				M	
ATD20	Principles of Marketing	5	11-12				M	
ATD25	Principles of Management	5	11-12				M	
ATD30	Mechanical Print Reading	5	11-12				M	
ATD35	Business Logistics	5	11-12				M	
ATD40	Purchasing and Material Management	5	11-12				M	
ATD45	Problem Solving	5	11-12				M	
ATD50	Production & Operations Management	5	11-12				M	
ATD55	Distribution and Logistics Management Internship	10	11-12				M	
<b>Education Academy</b>								
0007	English 11	10	11-12	•	Application	•	M	This academy is located at West High. Participation is open to all Millard students.
0527	Child Development	5	11-12	HR			M	
AED01	Child Development Pre-Practicum	5	11-12				M	
AED05	College Composition and Research	5	11-12			•	M	
AED10	Introduction to Professional Education	5	11-12				O	
AED15	Education Seminar I	5	11-12					
0422	World Religions	5	11-12				M	
AED20	Behavior Modifications & Principles of Learning	5	11-12				M	
0453	Advanced Placement <sup>®</sup> Psychology	5	11-12	HR		•	O	
AED25	Introduction to Communication Disorders	5	11-12				O	
AED30	Best Practices in Education	5	11-12					
AED35	Professional Speaking	5	11-12	OC		•	M	
AED40	Education Seminar II	5	11-12					
AED45	Education Seminar III	5	11-12					
AED50	Education Practicum	5	11-12					

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Dual Enrollment Credit	
<b>ACADEMIES IN MILLARD HIGH SCHOOLS</b>								
<b>Entrepreneurship Academy</b>								
0007	English 11	10	11-12	•	Application	•	M	This academy is located at South High. Participation is open to all Millard students.
AEN01 A/B	College Accounting I	10	11-12				M	
AEN05	Wealth Building and Personal Finance	5	11-12	FL				
AEN10	Introduction to Business	5	11-12				O	
AEN20	Introduction to Entrepreneurship	5	11-12				M	
AEN25	Legal Issues for the Entrepreneur	5	11-12				M	
AEN30	Entrepreneurship Feasibility Study	5	11-12				M	
0541	Advanced Placement <sup>®</sup> Microeconomics	5	11-12					
AEN15	College Accounting II	10	11-12				M	
AEN40	Marketing for the Entrepreneur	5	11-12				M	
AEN45 A/B	Entrepreneurship Seminar and Internship	15	11-12				M	
0540	Advanced Placement <sup>®</sup> Macroeconomics	5	11-12					
<b>Finance Academy</b>								
0007	English 11	10	11-12	•	Application	•	M	This academy is located at North High. Participation is open to all Millard students.
AFN01	College Accounting I	10	11-12				M	
AFN05	Wealth Building and Personal Finance	5	11-12	FL				
AFN20	Business Math Financial Calculator Applications	5	11-12				M	
AFN10	Introduction to Business	5	11-12				O	
AFN50	Introduction to the Financial Service Industry	5	11-12				M	
0510	Business Law	5	11-12				M	
AFN15 A/B	College Accounting II	10	11-12				M	
AFN55	Principles of Marketing	5	11-12				M	
AFN35	Principles of Management	5	11-12				M	
AFN40 A/B	Finance Seminar and Internship	15	11-12				M	
0540	Advanced Placement <sup>®</sup> Macroeconomics	5	11-12					
<b>Health Sciences Academy</b>								
0453	Advanced Placement <sup>®</sup> Psychology	5	11-12	HR		•	O	This academy is located at Horizon High. Participation is open to all Millard students.
AHS01	Human Anatomy and Physiology	5	11-12			•	M	
AHS05	Medical Terminology I	5	11-12				M	
AHS10	Medical Terminology II	5	11-12				M	
AHS15	Health Sciences Orientation Seminar	10	11-12				M	
AHS20	Introduction to Medical Law and Ethics	5	11-12				M	
AHS25	Nutrition in the Life Cycle	5	11-12				M	
AHS30	Disease Processes	10	11-12			•	M	
AHS35	Long Term Care/Certified Nursing Assistant	5	11-12				M	
AHS40	Genetics	5	11-12			•	M	
AHS45	Emergency Medical Technician-Basic	5	11-12				M	
AHS50	Health Sciences Internship	10	11-12					

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>ADVANCED PLACEMENT®</b>										
0047 A/B	AP English Language & Composition	10	11-12		0004-0007	•		•	•	•
0048 A/B	AP English Literature & Composition	10	12		0004-0007	•		•	•	•
0119 A/B	AP German Language	10	12		0118			•	•	•
0139 A/B	AP French Language	10	12		0137			•	•	•
0159 A/B	AP Spanish Language	10	12		0158			•	•	•
0170 A/B	AP Japanese Language & Culture	10	12		0168			•		
0243 A/B	AP Statistics	10	10-12		0243	•		•	•	•
0252 A/B	AP Calculus AB	10	11-12		0231	•		•	•	•
0253 A/B	AP Calculus BC	10	11-12		0239	•		•	•	•
0257 A/B	AP Computer Science A	10	10-12		0258			•	•	•
0370 A/B	AP Chemistry	10	11-12		0231 †	•		•	•	•
0377 A/B	AP Biology	10	11-12		0327, 0334	•		•	•	•
0379 A/B	AP Physics B	10	11-12		0352	•		•	•	•
0450 A/B	AP United States History	10	11-12	AS		•		•	•	•
0451 A/B	AP European History	10	11-12	WP		•		•	•	•
0453	AP Psychology	5	11-12	HR	0432	•		•	•	•
0456 A/B	AP Human Geography	10	10-12	WP	0412 †			•	•	•
0457	AP Comparative Government and Politics	5	11-12	WP				•	•	•
0540	AP Macroeconomics	5	11-12					•	•	•
0541	AP Microeconomics	5	11-12					•	•	•
0799	AP Music Theory	5	11-12	F	0798			•	•	•
0172 A/B	AP Latin: Vergil	10	11-12		0164			•		
<b>INFORMATION TECHNOLOGY (IT) MINI-MAGNET PROGRAM</b>										
0255 A/B	Introduction to Computer Science	10	9-12						•	
0256 A/B	Computer Topics	10	9-12						•	
0258 A/B	Java Programming	10	9-12						•	
0257 A/B	Advanced Placement® Computer Science A	10	9-12						•	
0506	Computer Technology Applications	5	9-12						•	
0650	Introduction to Graphics Communication	5	9-12	T					•	
0651 A/B	Foundations of Computer Graphics	10	10-12		0650				•	
0652 A/B	Advanced Computer Graphics	10	11-12		0651				•	
0655	Foundations of Visual Graphics	5	10-12		0650				•	
0656	Advanced Visual Graphics	5	10-12		0655				•	
0983	A+: Computer Hardware & Software Operations	5	10-12						•	
0985 A/B	STARS	10	11-12		†				•	
0987 A/B	STARS Internship	10	11-12		0985 †				•	

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† = See course descriptions for additional requirements.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	*Page Number
<b>INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME</b>							
0001	English 9	10	9			•	41
0002	English 10	10	10			•	41
0003	Honors English 9	10	9			•	41
0004	Honors English 10	10	10		0003	•	41
0112	German I	10	9-12				85
0113	German II	10	9-12		0112		85
0114	Honors German II	10	9-12		0112		85
0115	Honors German III	10	10-12		0113		85
0132 A/B	French I	10	9-12				86
0133 A/B	French II	10	9-12		0132		86
0134 A/B	Honors French II	10	9-12		0132		86
0136 A/B	Honors French III	10	10-12		0134		86
0152 A/B	Spanish I	10	9-12				87
0153 A/B	Spanish II	10	9-12		0152		87
0154 A/B	Honors Spanish II	10	9-12		0152		87
0156 A/B	Honors Spanish III	10	10-12		0154		87
0162 A/B	Latin I	10	9-12				89
0163 A/B	Latin II	10	10-12		0162		89
0211 A/B	Algebra I	10	9-12			•	50
0220 A/B	Geometry	10	9-12		0211	•	50
0221 A/B	Honors Geometry	10	9-12		0211	•	50
0231 A/B	Algebra II	10	9-12		0220	•	50
0233 A/B	Honors Algebra II	10	9-12		0221	•	50
0238 A/B	Precalculus	10	10-12		0231	•	51
0239 A/B	Honors Precalculus	10	10-12		0233	•	51
0506	Computer Technology Applications	5	9-12	T			23
0225	Introduction to Computer Science	5	9-12		0220		23
0320 A/B	Physical Science in Action	10	9			•	71
0321 A/B	Introduction to IB Chemistry & IB Physics	10	10		0327	•	71
0327 A/B	Biology	10	9-12			•	71
0334 A/B	Chemistry	10	10-12		0211	•	71
0352A/B	Physics	10	10-12			•	72
0410 A/B	American History (Since 1914)	10	9			•	75
0412 A/B	World Geography	10	10			•	75
0705	Art Foundations	5	9-12	F			19
0706 A/B	Introduction to IB Visual Arts	10	10-11	F	0705		19
0750	Symphonic/Marching Band	10	9-12	F			54
0754 A/B	Orchestra	10	9-12	F			54
0760	Chorus	5	9-12	F			54
0761 A/B	Junior Varsity Choir	10	9-10	F			55
0763 A/B	Junior Varsity Choir/Forensics	10	9-10	F			55
0800	Sports Skills and Fitness	5	9-10				65
0801	Cross Training I	5	9-12				66
0808	Introduction to Aquatics	5	9-12				67
0810	Fitness Swimming	5	9-12				68

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\*IB only

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	*Page Number
<b>INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME</b>							
0016 A/B	IB English HL I	10	11		0003, 0004	•	42
0017 A/B	IB English HL II	10	12		0016 †	•	42
0059 A/B	English 9 Literacy Enrichment	10	9				44
0060 A/B	English 10 Literacy Enrichment	10	10				45
0064	Intro to Journalism	5	9-12	F			45
0014	Intro to Photojournalism	5	9-12				42
0120 A/B	IB German B SL	10	12		0118		86
0140 A/B	IB French B SL	10	12		0138		87
0160 A/B	IB Spanish B SL	10	12				88
0161 A/B	IB Latin SL	10	12		0164		88
0245 A/B	IB Mathematics HL I	10	11		0231, 0239	•	51
0246 A/B	IB Mathematics HL II	10	12		0246	•	51
0247 A/B	IB Mathematical Studies SL	10	11-12		0233	•	51
0248 A/B	IB Mathematics SL	10	11-12		0233	•	51
0203 A/B	Alg I: Foundations 1	10	9-10				49
0204 A/B	Alg I/Geo: Foundations 2	10	9-11				50
0500	Personal Finance	5	9-12	FL			22
0371 A/B	IB Chemistry HL I	10	11			•	72
0372 A/B	IB Chemistry HL II	10	12			•	72
0375 A/B	IB Biology SL	10	11-12			•	72
0376 A/B	IB Biology HL I	10	11			•	72
0378 A/B	IB Biology HL II	10	12			•	73
0380 A/B	IB Physics SL	10	11-12		0321 †	•	73
0381 A/B	IB Physics HL I	10	11				73
0382 A/B	IB Physics HL II	10	12				73
0418 A/B	IB 20 <sup>th</sup> Century World History Topics SL/HLI	10	11-12	WP		•	76
0433 A/B	IB Psychology SL	10	11-12			•	77
0455 A/B	IB History of the Americas HL	10	12	AS	0418	•	77
0727 A/B	IB Visual Arts SL	10	11-12		0706		20
0728 A/B	IB Visual Arts HL I	10	11	F	0706		20
0729 A/B	IB Visual Arts HL II	10	12		0729		20
0720	Drawing	5	10-12	F	0705		19
0722	Painting	5	10-12	F	0705		19
0740	Color and Design	5	9-12	F			18
0767 A/B	IB Music SL Band	10	11-12	F			55
0768 A/B	IB Music SL Chorus	10	11-12	F			55
0769 A/B	IB Music SL Orchestra	10	11-12	F			55
0021 A/B	Forensics	10	9-12	OC			42
0772 A/B	Concert Choir/Forensics	10	9-10				44
0850 A	IB Theory of Knowledge I	5	11	HR			123
0851 A	IB Theory of Knowledge II	5	12	HR			123
0073 A/B	IB Film SL	10	11-12				46
0074 A/B	IB Film HL I	10	11				46
0075 A/B	IB Film HL II	10	12		0074		47

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† = See course descriptions for additional requirements.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
<b>ACADEMIES AT METROPOLITAN COMMUNITY COLLEGE</b>										
0835 A/B/C/D	Theatre Technology Apprenticeship-Year 1	20	11-12				These academies are located at a Metropolitan Community College campus. Participation is open to all Millard students.			
0835 A/B/C/D	Theatre Technology Apprenticeship-Year 2	20	11-12							
0837 A/B/C/D	Auto Collision Technology-Year 1	10	11-12							
0837 A/B/C/D	Auto Collision Technology-Year 2	10	11-12							
0838 A/B/C/D	Automotive Technology-Year 1	10	11-12							
0838 A/B/C/D	Automotive Technology-Year 2	10	11-12							
0842 A/B/C/D	Criminal Justice	10	11-12							
0843 A/B/C/D	Electrical Technology-Year 1	15	11-12							
0843 A/B/C/D	Electrical Technology-Year 2	10	11-12							
0845 A/B/C/D	Diesel Technology	10	11-12							
0845 A/B/C/D	Diesel Technology-Year 2	10	11-12							
0852 A/B/C/D	Welding Technology I-Year 1	10	11-12							
0853 A/B/C/D	Welding Technology-Year 2	10	11-12							
0854 A/B/C/D	Digital Cinema/Filmmaking	10	11-12							
<b>OTHER PROGRAMS</b>										
0980	Community Internship	5 or 10	12				•	•	•	•
---	ELO Reteaching Courses	5					•	•	•	•
---	Independent Study Courses	5 or 10						•	•	•
NF	New Frontier	50	9-10						•	

MILLARD HIGH SCHOOL CREDIT COUNT CLASS OF 2012

<b>Language Arts: English</b>	40 Cr										Oral C Speech Debate Forensics
		9-A	9-B	10-A	10-B	11-A	11-B	Elective			
<b>Math</b>	25 Cr			220+	220+	Additional Math	University Requirement	University Requirement	University Requirement		
<b>Science</b>	25 Cr					332+	University Requirement				
<b>Social Studies</b>	30 Cr	Am. Hist. 9-A	Am. Hist. 9-B	World Geo 10-A <b>Or IB Students Only: 20<sup>th</sup> Cen.</b>	World Geo 10-B <b>20<sup>th</sup> Cen.</b>	World Perspectives <b>Or American Studies</b>	US Gov't & Economics <b>Seniors Only</b>				
<b>Human Resource</b>	5 Cr	Psychology Sociology IBS IB TOK (IB Students Only)		Child Dev Adult Living AP Psychology IB Psychology							
<b>Health Phys. Ed.</b>	5 Cr 15 Cr	PE-9	PE-10	PE 11/12	Everyday Living						
<b>Tech Ed</b>	5 Cr	Computer Tech. Applications Foundations of Technology (before 2011) Introduction to Computer Science Introduction to Engineering Design I Information Tech. Magnet Courses Introduction to IB Computer Science I (before 2011)									
<b>Fine &amp; Performing Arts</b>	5 Cr	Any Art course Any Music course Drama I Theater Appreciation									

Electives – 70 Credits	
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- ◆ Students are responsible for determining courses that will satisfy specific university/college admission requirements.
- ◆ Students may need 20 credits of the same World Language to gain entrance into most universities.
- ◆ Students must earn 225 credits, meet District ELO Assessment cutscores, and successfully complete a Personal Learning Plan (PLP) to graduate.
- ❖ Dotted boxes count as elective credits.

Completed

In Progress

Remaining

Total Credits Earned (Cumulative)

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

(need 225)

<u>ELO's</u>	<u>Cutscore Met</u>
Reading 9	<input type="checkbox"/>
Writing 10	<input type="checkbox"/>
Math 10	<input type="checkbox"/>
Science 11	<input type="checkbox"/>
Social Studies 11	<input type="checkbox"/>

PLP Completed

Rev. 10/10





**AGENDA SUMMARY SHEET**

**Meeting Date:** November 15, 2010

**Department:** Human Resources

**Action Desired:** Approval

**Background:** Personnel item: (1) RNI – Resignation Notification Incentive;  
(2) VSP – Voluntary Separation Plan

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

**Recommendations:** Approval

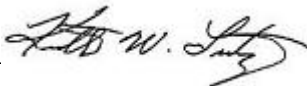
**Strategic Plan Reference:** N/A

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

**Timeline:** N/A

**Responsible Persons:** Dr. Jim Sutfin

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





November 15, 2010

### **Voluntary Separation Program**

**Recommend:** The following qualified candidates be approved to participate in the District's Voluntary Separation Program:

1. Susan K. Fees – Media Specialist at Ezra Elementary School. 12 years of service.
2. Cynthia A. Gibbs – Grade 5 teacher at Walt Disney Elementary School. 32 years of service.
3. Marianne M. Magruder – Grade 1 teacher at Grace Abbott Elementary School. 23 years of service.
4. Mary M. Marquardt – ELI Teacher at Walt Disney Elementary School. 31 years of service.
5. Susan M. Pierson – Art Teacher at Kiewit Middle School. 23 years of service.

November 15, 2010

**Resignation Notification Incentive**

**Recommend:** The following resignations be approved to participate in the District's Resignation Notification Incentive Program:

1. Anita B. Corbitt – FCS Teacher at Peter Kiewit Middle School. She is retiring at the end of the 2010/11 school year.
2. Susan K. Fees – Media Specialist at Ezra Millard Elementary School. She is retiring at the end of the 2010/2011 school year.
3. Cynthia A. Gibbs – Grade 5 teacher at Walt Disney Elementary School. She is retiring at the end of the 2010/11 school year.
4. Terry D. Gordon – Industrial Tech Teacher at Millard South High School. He is retiring at the end of the 2010/2011 school year.
5. Cynthia L. Hamm – Grade 5 teacher at Norman Rockwell Elementary School. She is retiring at the end of the 2010/11 school year.
6. Ilene Kelly – English Teacher at Millard North High School. She is retiring at the end of the 2010/11 school year.
7. Cory Koerselman – Special Education Resource Teacher at William Cody Elementary School. She is resigning at the end of the 2010/11 school year because of family relocation.
8. Mary M. Marquardt –ELI Teacher at Walt Disney Elementary School. She is retiring at the end of the 2010/11 school year.
9. Marianne M. Magruder – Grade 1 teacher at Grace Abbott Elementary School. She is retiring at the end of the 2010/11 school year.
10. Susan M. Pierson – Art Teacher at Kiewit Middle School. She is retiring at the end of the 2010/11 school year.
11. Eileen C. Sorensen – Grade 2 teacher at Grace Abbott Elementary School. She is retiring at the end of the 2010/11 school year.
12. Douglas R. Thomas – Math Teacher at Millard North High School. He is retiring at the end of the 2010/11 school year.
13. Charlotte A. VanSkike – FCS Teacher at Millard North High School. She is resigning at the end of the 2010/2011 school year because of family relocation.

AGENDA SUMMARY SHEET

**AGENDA ITEM:** United Way Campaign Summary - 2010

**MEETING DATE:** November 15, 2010

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:** This is a report on the district United Way Campaign

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

**BACKGROUND:**

Each year the district supports two charitable fund drives as stated in Community Policy 1425 - Cooperation with Non-Profit Agencies. The two campaigns are the United Way of the Midlands Campaign and the Millard Public Schools Foundation Campaign.

We conducted another successful United Way Campaign and increased our giving by nearly 9% this year.

I have attached a summary of giving since 1988.

**OPTIONS AND ALTERNATIVES CONSIDERED:**

**RECOMMENDATION:**

**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:**

**TIMELINE:**

**RESPONSIBLE PERSON:**

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

**BOARD ACTION:**



November 3, 2010

YEAR	STAFF	STUDENTS	TOTAL	% GROWTH
1988	\$35,517	\$1,494	\$37,011	N/A
1989	\$36,279	\$3,161	\$39,440	6.6%
1990	\$36,279	\$4,690	\$40,969	3.9%
1991	\$35,002	\$8,582	\$43,584	6.4%
1992	\$37,260	\$4,634	\$41,894	-13.8%
1993	\$40,294	\$4,804	\$45,098	7.6%
1994	\$42,514	\$3,318	\$45,832	1.6%
1995	\$35,405	\$15,591	\$50,996	11.3%
1996	\$41,708	\$6,882	\$48,590	-4.7%
1997	\$42,563	\$8,355	\$50,918	4.8%
1998	\$42,324	\$9,364	\$51,688	1.5%
1999	\$42,236	\$12,945	\$55,181	6.8%
2000	\$45,863	\$10,953	\$56,816	3.0%
2001	\$52,370	\$17,654	\$70,024	23.2%
2002	\$51,550	\$18,439	\$69,989	-0.2%
2003	\$52,361	\$17,503	\$69,864	0.1%
2004	\$50,088	\$24,320	\$74,408	6.6%
2005	\$55,704	\$25,865	\$81,569	9.6%
2006	\$50,004	\$21,684	\$71,688	-12.1%
2007	\$56,928	\$26,148	\$83,076	15.9%
2008	\$50,722	\$21,071	\$71,793	-13.6%
2009	\$55,486	\$19,300	\$74,786	4.2%
2010	\$56,534	\$22,914	\$79,448	8.7%

**AGENDA SUMMARY SHEET**

AGENDA ITEM: Millard Public Schools Foundation 2010 Staff Campaign

MEETING DATE: Monday, November 15, 2010

DEPARTMENT: Superintendent's Office

TITLE AND BRIEF DESCRIPTION: Report on 2010 Staff Campaign

ACTION DESIRED: Information Only

BACKGROUND: Per Policy 3150, the only fund-raising campaigns conducted district-wide are for United Way and the Millard Public Schools Foundation. The MPS Foundation Staff Campaign shows steady growth. Staff raised \$49,270 in 2010 compared to \$44,348 in 2009 and \$42,187 in 2008.

OPTIONS AND ALTERNATIVES: N/A.

RECOMMENDATION: N/A

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION/REJECTION: N/A

TIMELINE: N/A

PERSON RESPONSIBLE: Amy Friedman

SUPERINTENDENT APPROVAL:

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

**AGENDA SUMMARY SHEET**

**Agenda Item:** Post Graduate College Enrollment and Completion

**Meeting Date:** November 15, 2010

**Department:** Educational Services

**Title and Brief Description:** Post Graduate Status for Classes of 2004-2009

**Action Desired:** Information Only

**Background:** Nebraska Department of Education, Rule 10 requires a follow-up study of district graduates every three years. The Carl T. Perkins Career and Technical Education Act also require us to collect, analyze and report information relating to graduates' post-graduate educational goals.

In the past, the Millard Public School District has commissioned a survey of a random sample of graduates every year. Surveys alternated between graduating classes one year after graduation and five years after graduation. We now have the ability to monitor participation and completion of post-secondary education for all graduates by using the Student Tracker feature of the National Student Clearinghouse. The Clearinghouse provides degree, diploma and enrollment verification for 95% of the nation's two- and four-year post-secondary institutions.

**Recommendations:** Not applicable

**Strategic Plan Reference:** Not applicable

**Timeline:** An annual report for the Board of Education

**Responsible Persons:** Dr. Mark Feldhausen, Nancy Johnston, Barb Waller

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

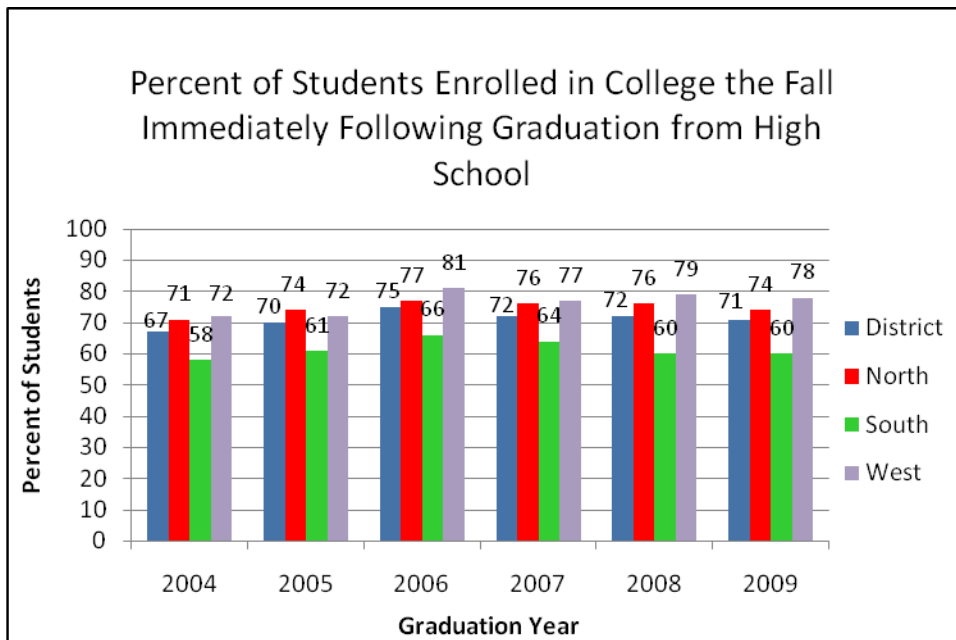
## Highlights

- The National Student Clearinghouse provides enrollment and degree completion information for 95% of the Nation's post-secondary institutions.
- Post-secondary activity of graduates who went directly to work or enrolled in the military or in one of the 5% of the institutions not represented by the Clearinghouse are not included in this report. Examples of institutions not included are Vatterott College, Kaplan College, University of Phoenix, and Private Career Schools such as schools of cosmetology, massage therapy schools, real estate schools, etc.
- Enrollment in post-secondary education immediately following graduation increased from 67% of 2004 graduates to 71% of 2009 graduates.
- Enrollment in post-secondary education within the first year after graduation increased from 73% in 2004 to 77% in 2009. Approximately 4% of graduates delay enrollment in post-secondary institutions until second semester following high school graduation.
- Ninety percent of Millard students who are enrolled in college the first year after graduation returned for the second year. This is greater than the University of Nebraska-Lincoln retention rate of 84%.
- Forty-two percent of the graduates in the Class of 2004 have completed a degree. Forty-six percent of the graduates in the Class of 2004 from Millard West High School and Millard North High School completed a degree. Thirty-three percent of the graduates in the Class of 2004 from Millard South High School completed a degree. This information includes Associate, Bachelor's and Master's degrees.
- Forty-three percent of the graduates in the class of 2004 who earned a degree were white, 44% were Asian or Pacific Islander, 21% were Hispanic and 9% were Black (Not Hispanic).
- Students who qualify for free and/or reduced lunch were underrepresented in all measures of post-secondary enrollment. Fewer enrolled in college, fewer returned the second year and fewer students who qualified for free and/or reduced lunch of the Class of 2004 earned a degree.
- Thirty-four percent of the graduates in the classes of 2004-2009 identified Business related majors, 27% Human Resources and Services related majors, 19% Industrial Manufacturing and Engineering related majors, 9% Communication and Information Systems related majors, 9% Health Science related majors, and 2% Environmental and Agricultural Systems majors.
- The post-secondary institutions most frequently attended by the classes of 2004-2009 included the University of Nebraska at Omaha, Metropolitan Community College, University of Nebraska-Lincoln, Creighton University, and Iowa Western Community College.

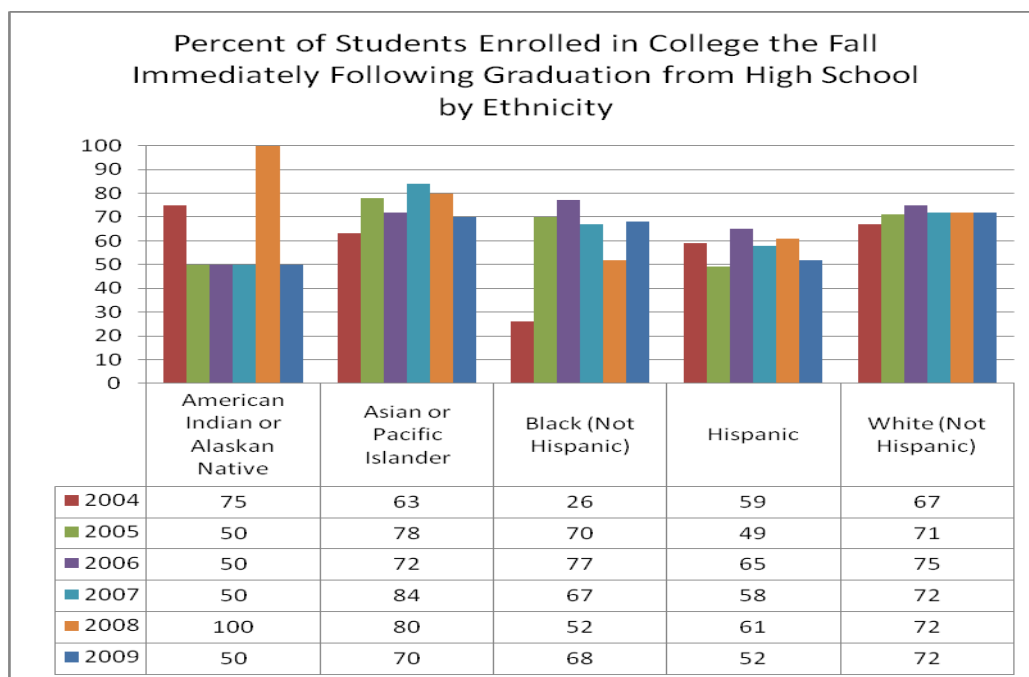
**Post-secondary Enrollment the Fall after High School Graduation**

The following charts represent Millard graduates enrolled full-time, half-time or less than half time in the fall semester immediately following graduation.

With the exception of 2005, Millard West has had a slightly higher percentage of students enroll in college for the fall semester immediately following graduation than Millard North or Millard South.



Fewer American Indian/Alaskan Native and Hispanic students attend college the fall immediately after graduation. In 2005, 2007 and 2008 a greater percent of Asian/Pacific Islander students attended college the fall after graduation than other populations.

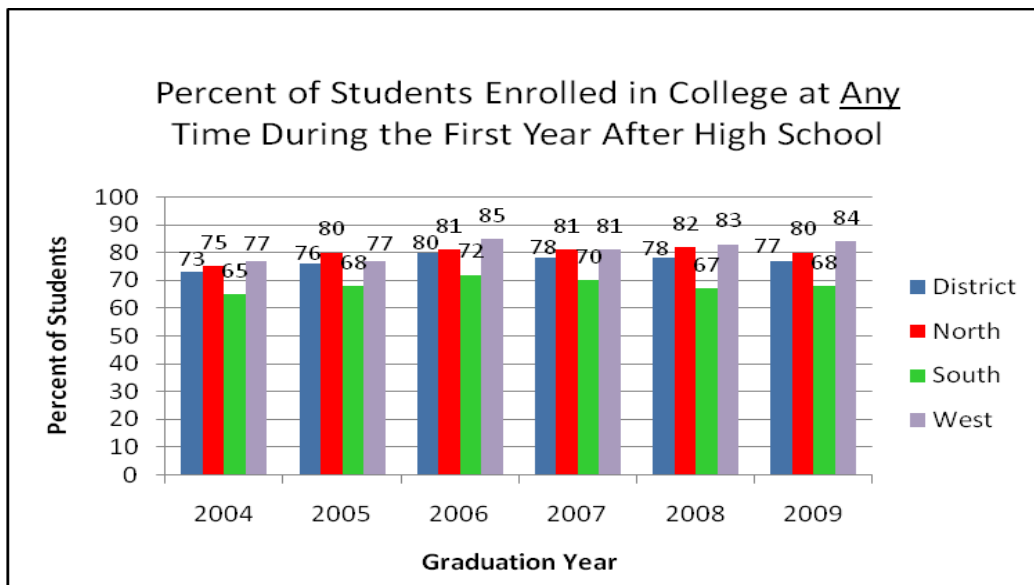




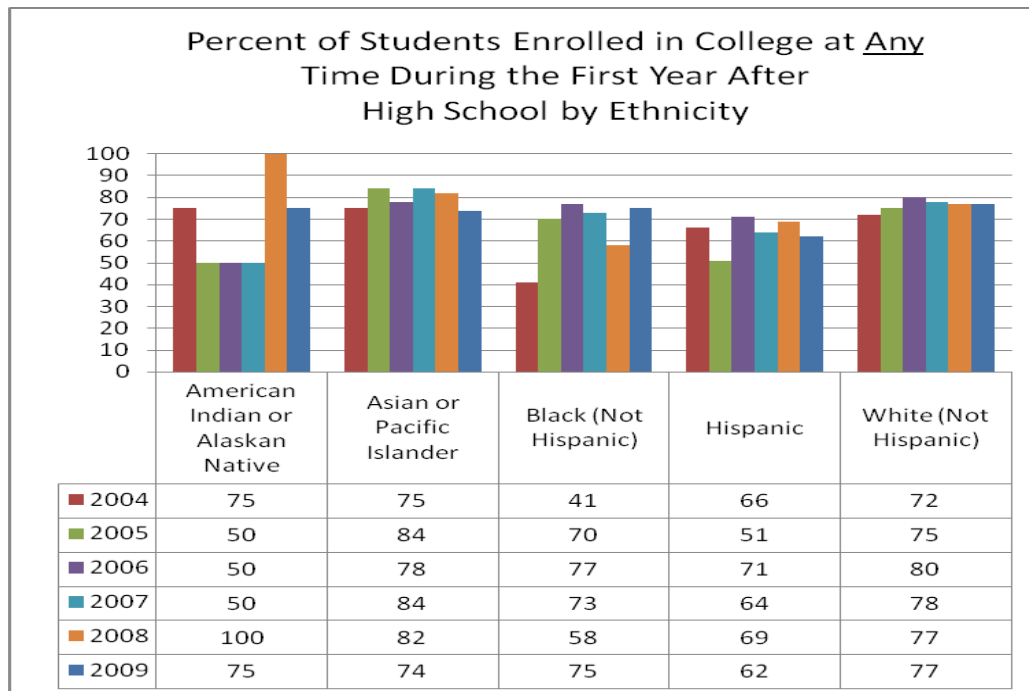
**Post-secondary Enrollment at Any Time during the First Year after High School**

The following charts represent Millard graduates enrolled full-time, half-time or less than half time at any time during the first year after graduation.

Overall, between four and eight percent of the Millard graduates delayed post-secondary enrollment until second semester after graduation. A slightly higher percentage of graduates from Millard South delayed enrollment until second semester (8% as compared to 6% at Millard North and Millard West) in 2009.



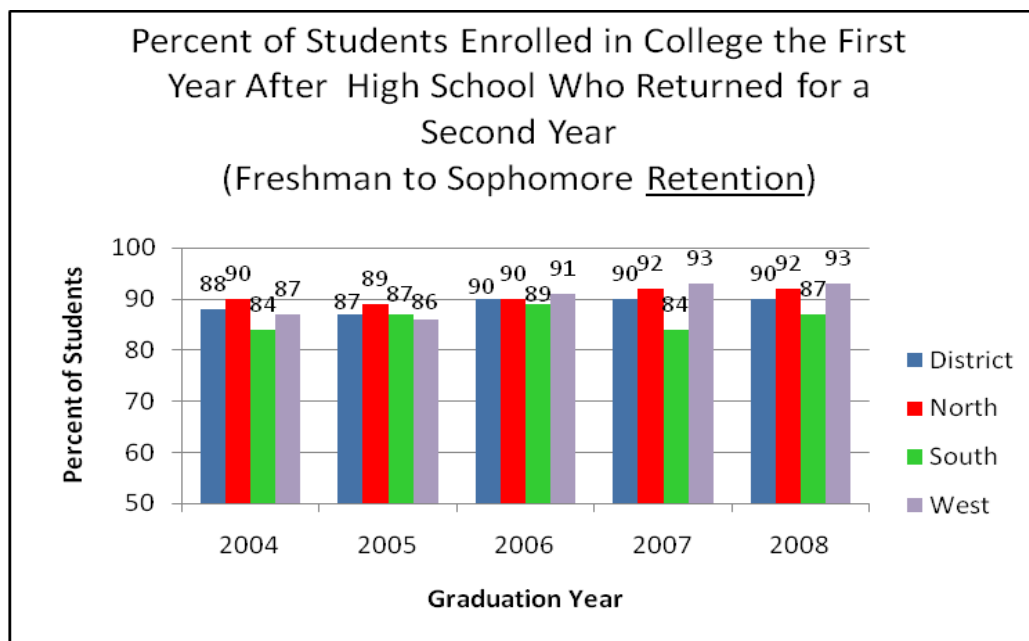
Of those students who delayed enrollment in college beyond the fall after graduation, a greater percent of Hispanic students enrolled in the first year than other populations.



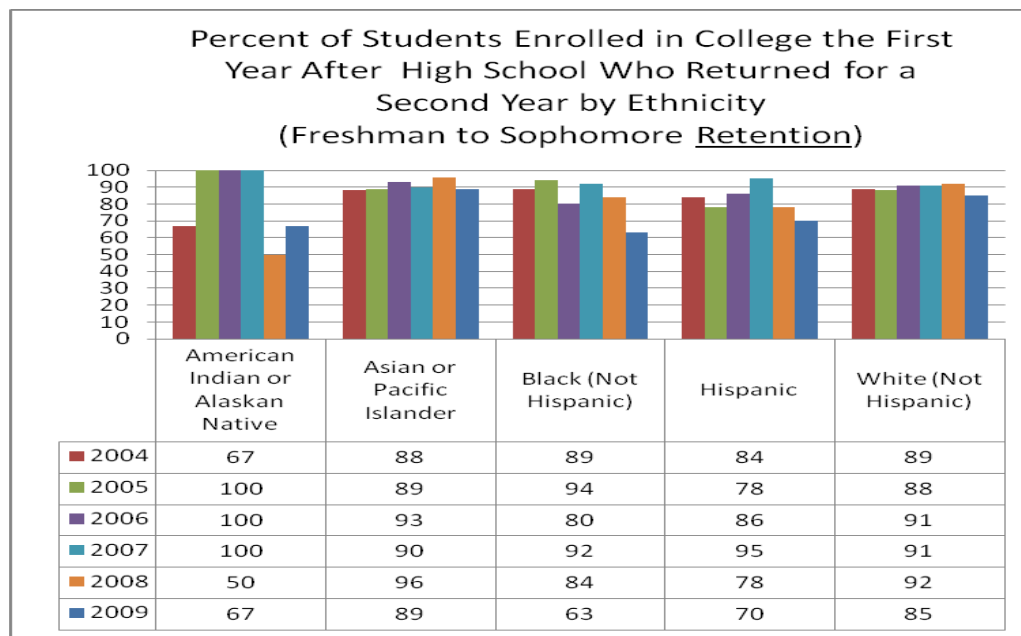
### Post-secondary Retention from First Year to Second Year after High School

The following charts document the percent of students who remained enrolled at any post-secondary institution, not retention at the same institution for the second year of college.

More graduates from Millard North and Millard West returned for a second year of college than those from Millard South with the exception of 2005 when more Millard South students returned for a second year than Millard West students. The retention of Millard students is slightly higher than the year to year retention rate of 84% at the University of Nebraska at Lincoln.



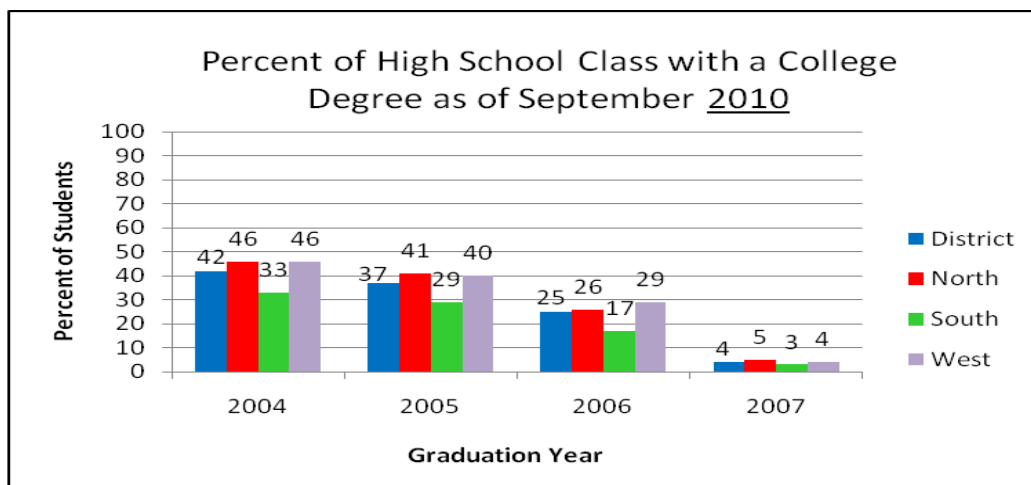
The percentage of Black (Not Hispanic) and Hispanic students who returned for the second year of college declined in 2008 and 2009.



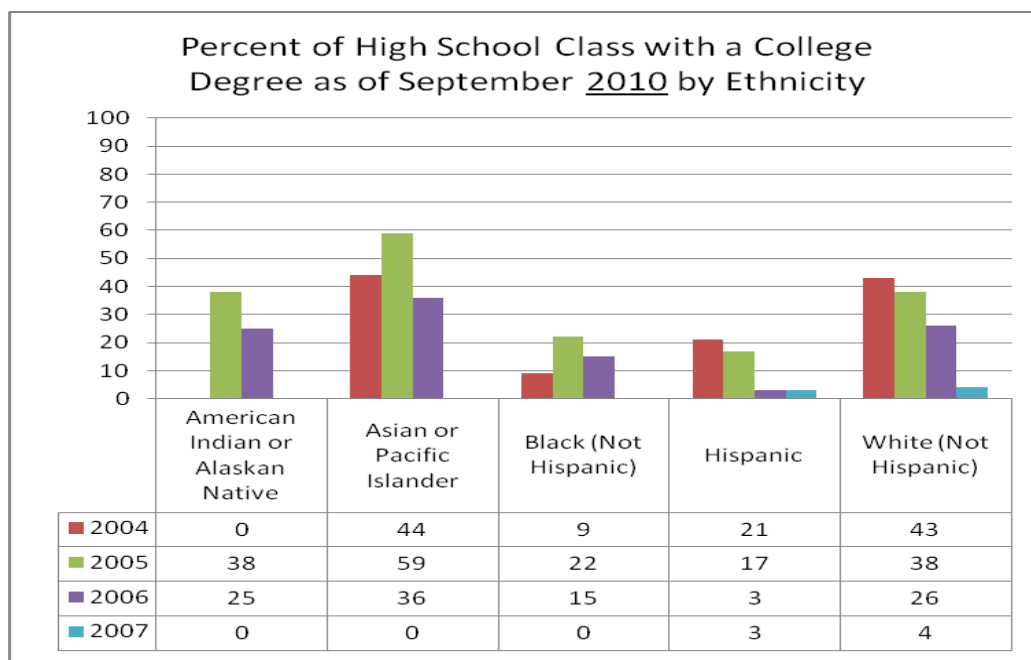
**Post-secondary Degree Completion**

The following charts document the number of Millard students who have completed an Associate, Bachelor or Master’s degree.

Degree completion for the class of 2004 is reported six years after high school graduation. This is the maximum time reporting data is recognized and available. Data for each class will be reported annually for six years after graduation to monitor the percent of degree completion and the length of time it takes Millard graduates to earn a degree. Millard North had 46% of the class of 2004 earn a degree; Millard South had 33% and Millard West 46%.



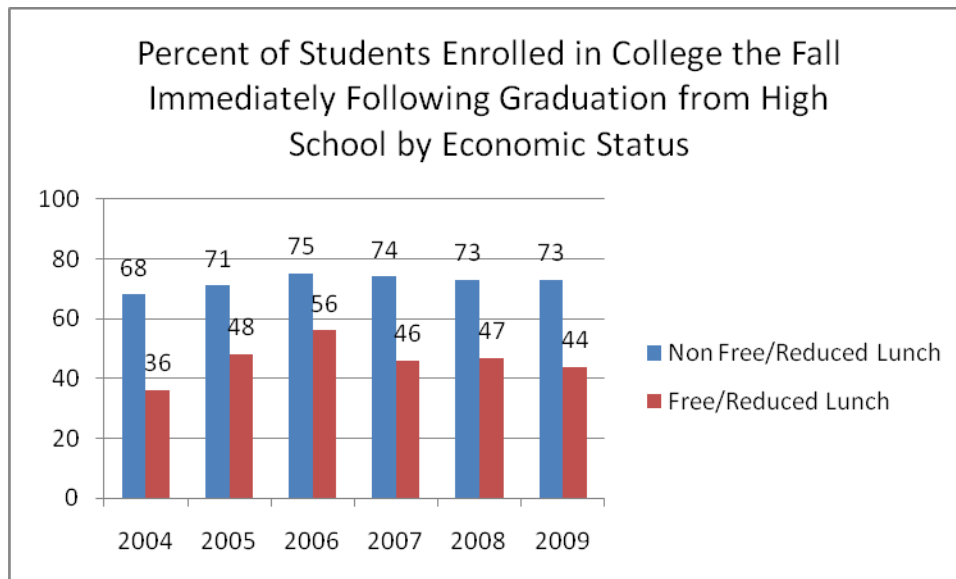
Of the class of 2004, 44% of Asian/Pacific Islander students, 43% of white students, 21% of Hispanic students, 9% of Black (Not Hispanic) students and no American Indian/Alaskan Native students earned a degree. Of the class of 2005, 59% of Asian/Pacific Islander students, 38% of American Indian/Alaskan Native and white students, 22% of Black (Not Hispanic) students and 17% of Hispanic students earned a degree.



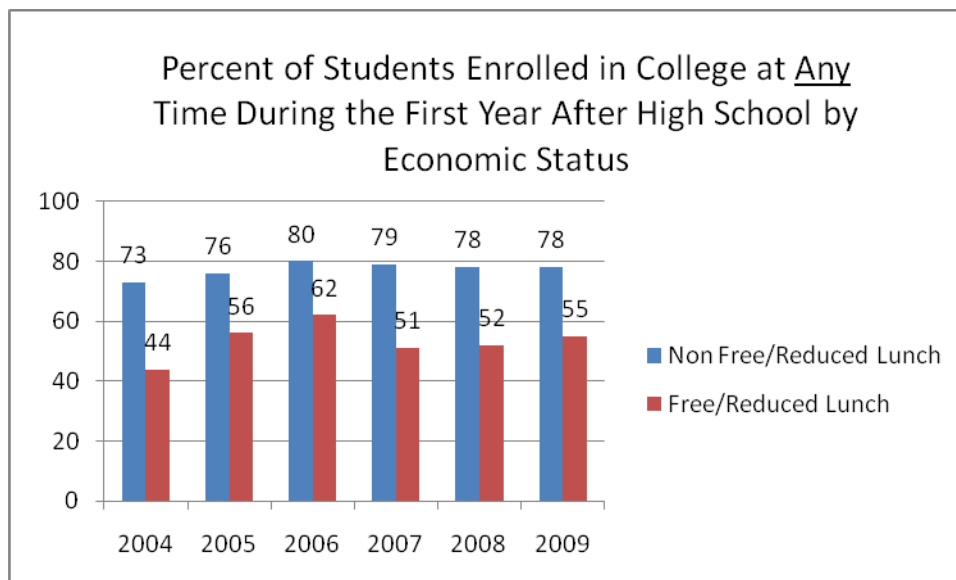
### Post-secondary Enrollment by Economic Status

The following charts document the post-secondary enrollment of students by economic status.

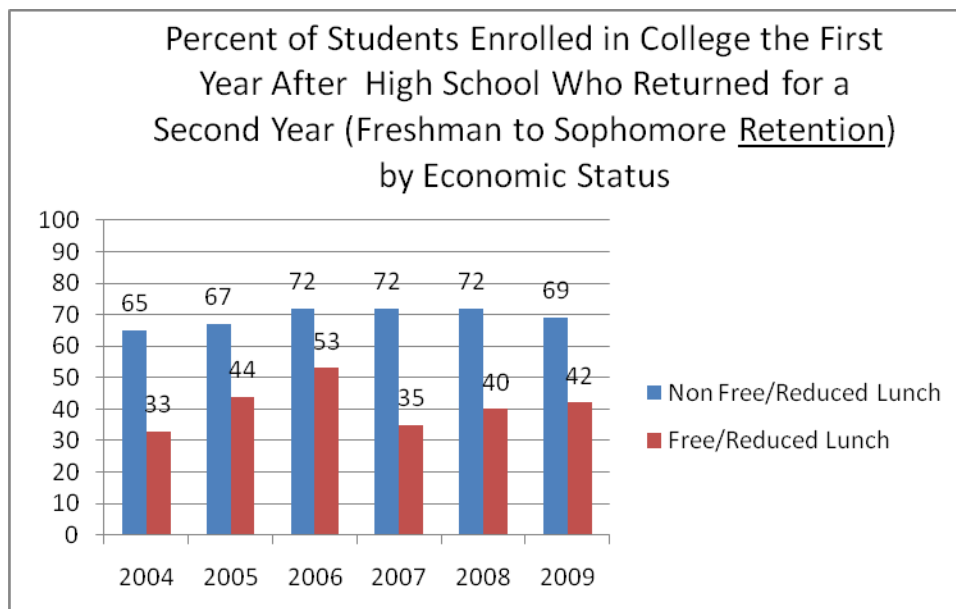
Of the class of 2009, 44% of those who qualified for free/reduced lunch and 73% of those who did not qualify enrolled in college the fall immediately following graduation. The difference in college enrollment between those who qualify for free/reduced lunch and those who do not has fluctuated from 19% in 2006, to 28% in 2007, to 26% in 2008, to 29% in 2009.



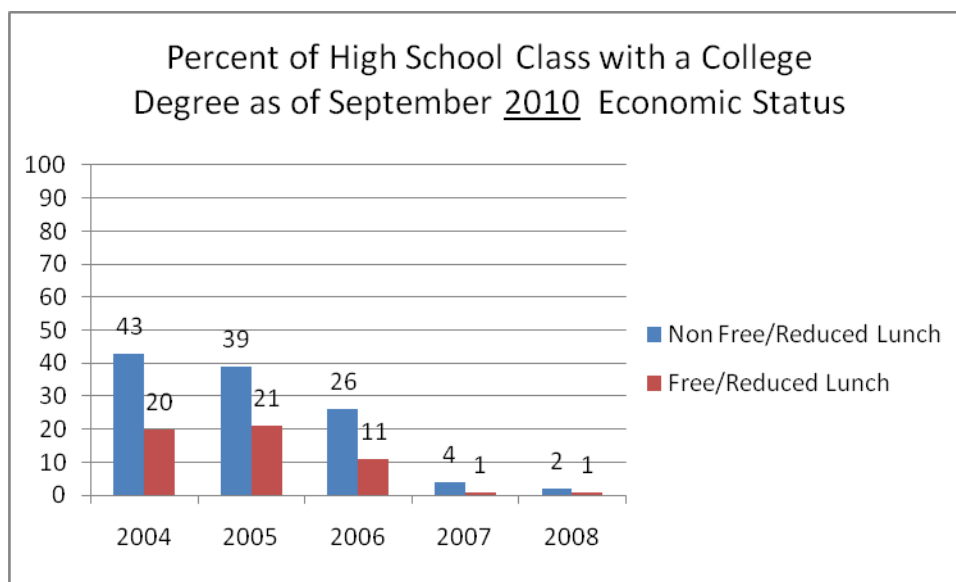
Of the class of 2009, 55% of those who qualified for free/reduced lunch and 78% of those who did not qualify enrolled in college any time during the first year after high school graduation. A greater percent of students who qualify for free and reduced lunch than those who do not qualify delayed enrollment to winter after graduation. The difference in college enrollment any time the first year after graduation between those who qualify for free/reduced lunch and those who do not has fluctuated from 18% in 2006, to 28% in 2007, to 26% in 2008, to 23% in 2009.



The difference in college retention from the first year after high school to the second year after high school between those who qualify for free/reduced lunch and those who do not fluctuated from 19% in 2006, to 37% in 2007, to 32% in 2008, to 27% in 2009.

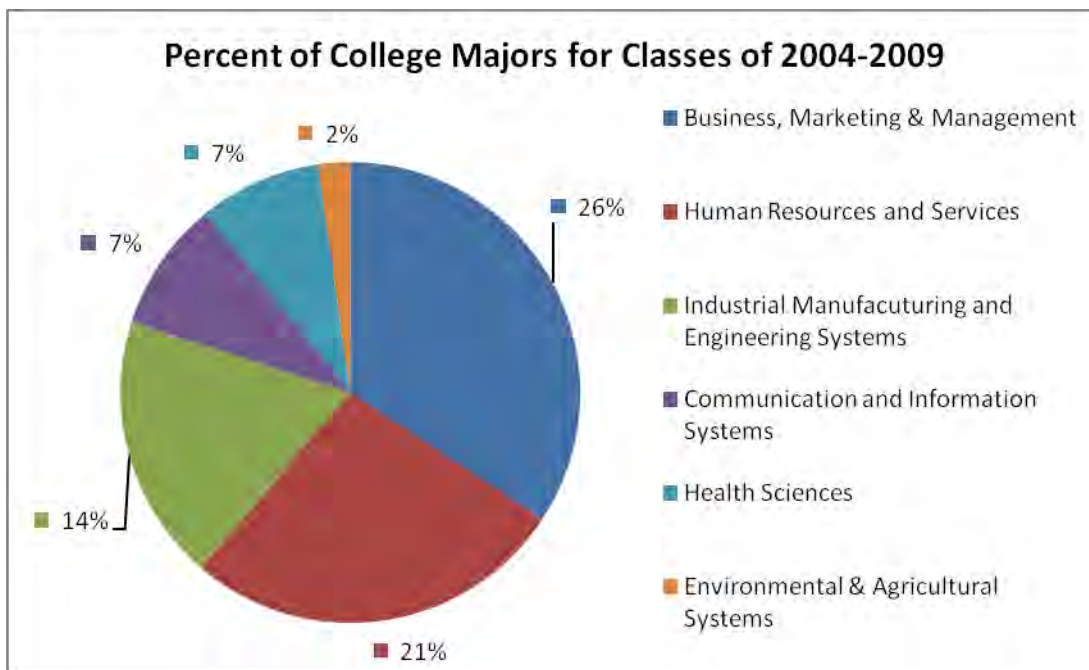


Of the class of 2004, 20% of the graduates who qualified for free/reduced lunch earned a degree and 43% of those who did not qualify for free/reduced lunch earned a degree.



Students who qualified for free/reduced lunch were less likely to enroll in college, stay in college or earn a degree than students who did not qualify for free/reduced lunch.

## College Majors of Classes of 2004-2009



### **Career Fields Represented by Majors in Above Chart**

#### **Business, Marketing & Management**

Marketing, Sales & Services  
 Business Management and Administration  
 Finance (accounting, bank tellers, insurance underwriters)  
 Hospitality & Tourism

#### **Communication & Information Systems**

Arts, A/V Technology & Communication (Journalism, Broadcasting, Performing Arts)  
 Information Technology (Information Support, Interactive Media, Network Systems, Programming)

#### **Industrial, Manufacturing & Engineering Systems**

Architecture and Construction  
 Manufacturing  
 Science, Technology, Engineering and Math  
 Transportation, Distribution & Logistics

#### **Health Sciences**

Biotechnology Research and Development  
 Diagnostic Services  
 Health Information  
 Support Services  
 Therapeutic Services

#### **Human Resources and Services**

Law, Public Safety & Security  
 Government & Public Administration  
 Human Services (Consumer Services, Counseling & Mental Health, Early Childhood Services)  
 Education and Training

**Environmental and Agricultural Systems**

Environmental and Agricultural Systems  
 Agribusiness Systems  
 Animal Systems  
 Environmental Service Systems  
 Food Products and Processing Systems  
 Natural Resource Systems  
 Plant Systems  
 Power  
 Structural and Technical Systems

**Most Common Institution of Initial Enrollment for Classes of 2004-2009**

<b>Institution</b>	<b>Number of Students Enrolled 2004-2009</b>
University of Nebraska at Omaha	2338
Metropolitan Community College	2005
University of Nebraska-Lincoln	974
Creighton University	133
Iowa Western Community College	116
Wayne State College	105
Northwest Missouri State University	101
University of Nebraska at Kearney	92
Southeast Community College-Lincoln	85
Iowa State University	76
University of Kansas	61
Nebraska Wesleyan University	57
Dana College	54
Kansas State University	45
Hastings College	44
Bellevue University	35
Midland Lutheran College	26
University of South Dakota	25
Morningside College	24
Nebraska Methodist College	24
University of Minnesota-Twin Cities	24
College of Saint Mary	23
Concordia University	21
Doane College-Crete	21
Peru State College	21

### **Post-secondary Activity of Students Not Reported**

The percent of students not reported by the National Student Clearinghouse (NSC) increased from 16% in 2004 to 23% in 2009.

<b>Year of Graduation</b>	<b>Percent of Graduates not in National Student Clearinghouse Database</b>
2004	16%
2005	15%
2006	13%
2007	16%
2008	18%
2009	23%

The National Student Clearinghouse (NSC) includes enrollment records for 95% of the Nation's post-secondary institutions. Graduates not represented may have gone directly to work, enrolled in the military, or enrolled in one of the 5% of the institutions not represented by the Clearinghouse.

Examples of institutions not included are Vatterott College, Kaplan College, University of Phoenix, and Private Career Schools such as schools of cosmetology, massage therapy schools, real estate schools, etc.



**AGENDA SUMMARY SHEET****AGENDA ITEM:** Site Plan Reports**MEETING DATE:** November 15, 2010**DEPARTMENT:** Office of the Superintendent**TITLE AND BRIEF DESCRIPTION:** Site Plan Reports – Information on projects initiated through the site planning process.**ACTION DESIRED:** APPROVAL \_\_\_\_\_ DISCUSSION \_\_\_\_\_ INFORMATION ONLY XXX**BACKGROUND:**

Attached are the end-of-the-year reports for Willowdale, Andersen, Beadle and Central Middle School. The principals will be on hand to give you a brief summary of their plan and answer any questions you may have.

All schools are on a cycle for site planning. This cycle allows us to allocate resources to help facilitate their school site planning process. This cycle is planned in conjunction with the North Central Accreditation (NCA) school improvement cycle. The NCA has accepted our strategic and site planning process as our school improvement process so we no longer have to run two systems. The attached site plan reports are descriptions of the individual site plans and a summary of school improvement meetings.

Schools follow the same basic schedule that the district follows in strategic planning. They meet to write a plan, form action teams, work for 3-4 months to develop action plans, and then meet again to approve those action plans. Schools implement plans over 4 years. Schools write a plan, implement the plan the next year then update the plan the following year. This is one way we align all site plans with district plans. You will notice that mission statements and objectives are all aligned with the district mission and objectives.

The attached reports identify the school improvement team members from each school. The report also lists the mission, objectives and strategies for the building. Each report also highlights action plans for each strategy. The last section of the report lists consensus items on major decisions for the school including things like schedule, calendar decisions, parent/teacher conferences and the allocation of building resources. Our system of support for sites includes training CADRE Associates Jane Pille and Chris Wilcoxon to facilitate planning and updates as needed. This process is outlined in policy 10,000 and rule 10,000.1. The policy and rule are reviewed every other year.

**OPTIONS AND ALTERNATIVES CONSIDERED:** None**RECOMMENDATION:** For information only**STRATEGIC PLAN REFERENCE:** Mission, Objectives and Policy 10,000**IMPLICATIONS OF ADOPTION OR REJECTION:** None**TIMELINE:** As listed**RESPONSIBLE PERSON:** Angelo Passarelli**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_  \_\_\_\_\_**BOARD ACTION:**

**School Improvement Team Report  
Due by June 1, 2010**

**School:** Willowdale Elementary

**SCHOOL IMPROVEMENT TEAM MEMBERS**

Veronika Pinkerton, Parent	Susan Kelley, Principal
Janice Kolomaya, Parent	Cathy Greenwald, Technology Specialist
Shellie Gomes, Parent	Missy Everts, Grade 5 Teacher
Michelle Marcuzzo, Parent	Barb Hove, Grade 2 Teacher
Julia Reddel, Parent	Lisa Jensen, Grade 1 Teacher
	Cindy Wallace, ELL Teacher
	Charlotte Townsend, Support Staff (Library Para)

**BUILDING MISSION**

The mission of Willowdale Elementary School, a leader in education technology, is to ensure that all students develop character traits and academic skills for personal success as responsible citizens and life-long learners. In collaboration with families and the community, we provide diverse and innovative opportunities that engage and challenge each student.

**BUILDING OBJECTIVES**

1. All students will meet or exceed district and state standards; the achievement gap between subgroups will decrease annually; and overall performance on district and state assessments will increase annually.
2. Each student will set and achieve challenging educational goals tailored to his/her abilities, interests and aspirations.
3. The percentage of students participating in and performing at high levels on measures of national educational excellence will increase annually.
4. All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship.
5. All students will develop and consistently demonstrate 21<sup>st</sup> Century skills.

**BUILDING STRATEGIES AND SPECIFIC RESULTS**

1. We will develop and implement plans to implement a school-wide discipline plan.
2. We will develop and implement plans to integrate and manage 21<sup>st</sup> Century skills.
3. We will develop and implement plans to actively engage community and staff to improve student achievement and attain personal excellence.
4. We will develop and implement plans to effectively respond to needed interventions.

**CONSENSUS ON MAJOR DECISIONS**

- CCMII Allocations
- Building Budget
- Reteaching Plan
- Media Specialist Position Point Allocation & Job Focus
- MPS Foundation Grant Planning for *Strengthening the Whole Child*
- Additional Study Center Grant for Summer Jump Start Reading Program

**SCHOOL IMPROVEMENT TEAM MEETING DATES**

September 14, October 19, November 16, January 11, March 1, April 19

\_\_\_\_\_  
*Susan Kelley*

Building Principal

Date 6/10/10

\_\_\_\_\_  
*Anthony D. Pennell*

Building Supervisor

Date 6-10-2010

*School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.*

**School Improvement Team Report  
Due by June 1, 2010**

**School: Andersen Middle School**

**SCHOOL IMPROVEMENT TEAM MEMBERS**

Jeff Alfrey (Principal)  
Melissa Byington (Asst. Principal)  
Mark Shields (Asst. Principal)  
Cindy Barron (Secretary)  
Lynette Dergan (Info. Spec.)  
Katy Dickerson (8<sup>th</sup> SPED)  
Paul Fayman (Counselor)  
Ellie Majkowski (7<sup>th</sup>-English)  
Erin Shirmang-Ward (6<sup>th</sup> Reading)  
Lindsey Schulz (German)  
Jason Weber (8<sup>th</sup> Math)  
Lori Wees (7<sup>th</sup> SPED)  
Nancy Wilson (Family Cons. Sci.)  
Toni Henry (Parent)  
Lori Mersch (Parent)  
Kyrie Nehls (Parent)  
Lorie Thomas (Parent)  
Angie Swaney (Parent)

**BUILDING MISSION**

Andersen Middle School, in collaboration with community, staff, parents, and students, guarantees each student will master the academic skills and model the positive character traits necessary for personal excellence and continued growth through effective practices designed to engage and challenge all students in a caring, student-centered environment.

**BUILDING OBJECTIVES**

- All students will meet or exceed district and state standards; the achievement gap between subgroups will decrease annually; and overall performance on district and state assessments will increase annually.
- Each student will set and achieve challenging educational and career goals tailored to his/her abilities, interests and aspirations.

- The percentage of students participating in and performing at high levels on measures of national educational excellence will increase annually.
- All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship.

### **BUILDING STRATEGIES AND SPECIFIC RESULTS**

1. We will develop and implement plans to address math instruction and assessment.
2. We will develop and implement plans to strengthen and promote a positive Andersen culture.
3. We will develop and implement plans to utilize 21<sup>st</sup> Century learning skills.
4. We will develop and implement plans to seek resources that sustain and develop programs that increase student achievement.

### **CONSENSUS ON MAJOR DECISIONS**

The Andersen Middle School Improvement Team met on Tuesday, November 17, 2009 and completed a site plan update. The full day meeting was very productive as we made changes to the Andersen Middle School Mission Statement, updated the objectives and created four new building strategies.

The four Andersen Action Teams developed some outstanding specific results for each strategy and we have created an initial implementation schedule (see attachment).

**SCHOOL IMPROVEMENT TEAM MEETING DATES**

Wed., Oct. 7	3:00-4:00	AMS Conf. Room
Tues., Nov. 17	8:00-4:00	CSMI
	(Andersen Site Update)	
Fri., Dec. 4	Grade Level Meetings and	
	3:00-4:00	AMS Conf. Room
	(AMS Site Plan Kick-Off)	
Wed., Feb. 3	3:00-4:00	AMS Conf. Room
Tues., March 30	12:00-4:00	AMS Info. Center
Tues., April 27	3:00-4:00	AMS Conf. Room

*Jill Ay* \_\_\_\_\_  
 Building principal      5/26/10  
 date

*Nancy Johnston* \_\_\_\_\_  
 Building supervisor      6-8-2010  
 date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.

**School: Beadle Middle School**

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### **SCHOOL IMPROVEMENT TEAM MEMBERS**

Barb Douglas, parent	Ann Grill, 7 <sup>th</sup> grade SPED teacher
Micki Zoucha, parent	Emily Johnson, 7 <sup>th</sup> grade teacher
LaVon Wells, parent	Melissa Zeches, 8 <sup>th</sup> grade science teacher
Melissa Gilbert, parent	Ken Sukraw, World Language 6-8
Christine Ingram, parent	Lisa Wittgren, 8 <sup>th</sup> grade teacher
Linda Patterson, parent / para	Jody Lindquist, band 6-8
Rhonda Hildebrand, secretary	Jerry Olson, 7 <sup>th</sup> grade teacher
Jenny Powers, counselor	Jamie Seeman, 6 <sup>th</sup> grade teacher
Scott Butler, Assistant Principal / SIT Facilitator	
John Southworth, Principal	

### **BUILDING MISSION**

Beadle Middle School guarantees that each student achieves academic excellence and grows emotionally, socially, and physically as a responsible citizen in a global society by developing a world-class school characterized by collaboration and the use of effective, innovative strategies designed to engage and challenge all students.

### **BUILDING OBJECTIVES**

- All students will meet or exceed district and state standards; the achievement gap between subgroups will decrease annually; and overall performance on district and state assessments will increase annually.
- Each student will set and achieve challenging educational and career goals tailored to his/her abilities, interests and aspirations.
- The percentage of students participating in and performing at high levels on measures of national educational excellence will increase annually.
- All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship.

### **BUILDING STRATEGIES AND SPECIFIC RESULTS**

1. We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.
  - Improved active and consistent participation of parents and those who assume the role as parents at Beadle Middle School.
  - Promote personal development for staff by integrating positive experiences into their work day.
2. We will develop and implement plans to identify and effectively utilize resources to increase student achievement.
  - Optimize use of existing technology.
  - Utilize time in the workday for staff collaboration.

**School Improvement Team Report  
Due by June 1, 2010**

3. We will develop and implement plans to reflect upon and refine effective innovative instructional strategies.
- Create advisory opportunities that ensure asset rich student / staff relationships.
  - Increase extension opportunities for high-ability and gifted learners that effectively promote student growth.
  - Provide differentiated staff development opportunities to ensure the needs of all staff are being met effectively.
4. We will develop and implement plans to move all students to higher proficiency levels.
- Increase or maintain scores of high achieving students.
  - Increase parent knowledge of and involvement in education opportunities to ensure parents/adults learn the developmental and educational skills needed for student success.
  - Increase scores of students at risk of not achieving in the areas of language arts and math.
  - Increase scores of students receiving special education services.

**CONSENSUS ON MAJOR DECISIONS**

- Created, implemented, and evaluated new format for student led conferences.
- Completed BMS site plan rewriting / action team process
- Consulted with John Southworth, building principal regarding staffing and budgets.
- Data retreat Fall 2009.
- Implemented Digital Donuts technology training sessions.
- Approved and submitted Millard Public Schools Foundation site planning grant applications.
- Purchased an additional set of instructional clickers.
- Provided collaboration and support for ongoing BMS intervention and progress monitoring processes.

**SCHOOL IMPROVEMENT TEAM MEETING DATES**

September 23, 2009

October 7, 2009

November 4, 2009

January 27, 2010

February 3, 2010

March 3, 2010

March 26, 2010



Building Principal



Building Supervisor

Date

6/7/10

Date

6/10/10

*School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.*

**School Improvement Team Report  
Due by June 1, 2010**



**School: Central Middle School**

**SCHOOL IMPROVEMENT TEAM MEMBERS**

Alice Roberts (Teacher)	Ashli Florang (Teacher)	Jenny Albertson (Teacher)
John Spehn (Teacher)	Kathie Garabrandt (Teacher)	Sabine Fleshner (Teacher)
Susie Chadwick (School Psych.)	Lori Umstead (Teacher)	Melissa Buchanan (Para/Parent)
Dina Newsom (Parent)	Mandi Christensen (Parent)	Marshall Smith (Admin.)
Beth Fink (Admin.)	Heather Phipps (Admin.)	

**BUILDING MISSION**

The mission of Central Middle School is to guarantee that each student develops the character traits and academic skills necessary for personal excellence and responsible citizenship by engaging students in a diverse community that focuses on nurturing the whole child through intentionally building relationships and Developmental Assets.

**BUILDING OBJECTIVES**

1. All students will meet or excel district and state standards; the achievement gap between subgroups will decrease annually; and overall performance on district and state assessments will increase annually.
2. Each student will set and achieve challenging educational and career goals tailored to his/her abilities, interests and aspirations.
3. The percentage of students participating in and performing at high levels on measures of national and/or international educational excellence will increase annually.
4. All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship.

**BUILDING STRATEGIES AND SPECIFIC RESULTS**

1. We will develop and implement plans to address the academic needs of all students.
  - Utilizing 21<sup>st</sup> Century Learning Skills, create a curriculum based enrichment program to develop higher-level thinking.
  - Expand CMS summer programming to support students in the areas of math, reading, and writing in order to maintain and improve academic proficiency.
  - Implement plans to increase ELL achievement in the areas of reading, writing and math.
  - Utilize multiple measures of data to determine appropriate placement of all students at all levels of learning.
2. We will develop and implement plans to engage and utilize staff, parents and the community.
  - Implement Block Scheduling to increase student and staff engagement.
  - Create a collaborative teaching/learning team with the University of Nebraska Omaha students.
  - Implement the Three 4 Me Volunteer Parent Program.
  - Provide more opportunities for families and community members to be present at CMS.
  - Engage the Millard Businesses and our current Payback Partners in support of school goals and initiatives.
  - Establish an after school study center at Timbercreek Apartments.



**School Improvement Team Report  
Due by June 1, 2010**


3. We will develop and implement plans to address declining enrollment at Central Middle School.
- Create focus groups to identify potential magnet or program focus for Central Middle School.
  - Create surveys to identify potential magnet or program focus for Central Middle School.
  - Identify the concept for a CMS mini magnet.

**CONSENSUS ON MAJOR DECISIONS**

Group reached consensus on all major issues including approving of new site plan.

**SCHOOL IMPROVEMENT TEAM MEETING DATES**

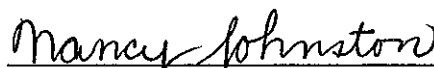
9/21/09  
10/20/09  
11/16/09  
1/25/10  
3/15/10  
4/23/10  
5/17/10

\_\_\_\_\_

Building Principal

Date

5-26-10

\_\_\_\_\_

Building Supervisor

Date

6-8-2010

*School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.*