

SCHOOL DISTRICT NO. 17
a/k/a
Millard Public School District

NOTICE OF MEETING

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at **6:00 p.m. on Monday, April 18, 2022** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska and on the MPS website at www.mpsomaha.org.

Mike Kennedy
Secretary

4/15

ZNEZ

**THE DAILY RECORD
OF OMAHA**

**JASON W. HUFF, Publisher
PROOF OF PUBLICATION**

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

JASON W. HUFF and/or SCOTT STEWART

being duly sworn, deposes and say that they are the

PUBLISHER and/or MANAGING 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
April 15, 2022

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



NICOLE M. PALMER

My Comm. Exp. October 1, 2025

Subscribed in my presence and sworn to before
15th

Publisher's Fee \$ 19.10 me this _____ day of
Additional Copies \$ _____ April 2022
Total \$ 19.10

Nicole M. Palmer
Notary Public in and for Douglas County,
State of Nebraska

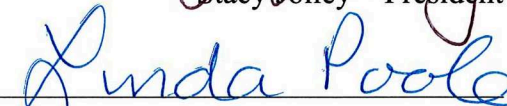
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on April 18, 2022, at the Don Stroh Administration Center, 5606 South 147 Street, Omaha, NE 68137

Dated this 18th day of April, 2022



Stacy Jolley – President




Linda Poole – Vice President



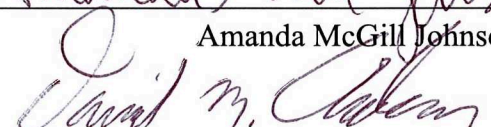
Mike Kennedy – Secretary



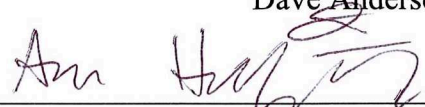
Mike Pate – Treasurer



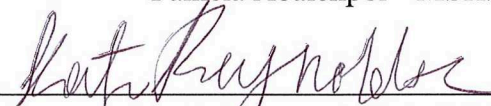
Amanda McGill Johnson



Dave Anderson



Ava Hollingsworth - MNHS

Pamela Abalekpor - MSHS


Katie Reynolds - MWHS



**BOARD OF EDUCATION
MEETING**



April 18, 2022

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
APRIL 18, 2022
6:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET

AGENDA

This meeting can also be attended by videoconference through “ZOOM” with access available to the public and media. The Zoom link is <https://mpsomaha-org.zoom.us/j/98883144804>.

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. Employee of the Month - Jennifer Scott, ELL Teacher at Andersen Middle School and Aaron Egner, Custodian at Montclair.

E. Showcase - Recognition of Students

F. 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.

G. Routine Matters

1. *Approval of Board of Education Minutes – March 21, 2022
2. *Approval of Bills and receive the Treasurer’s Report and Place on File
3. Summary of the Board Committee of the Whole Meeting – April 11, 2022

H. Information Items

1. Superintendent’s Comments
2. Board Comments/Announcements
3. Report from Student Representatives

I. Unfinished Business

1. Second Reading and Approval of Policy 4310: Human Resources - Publications or Creation of Educational Materials

J. New Business

1. First Reading of Policy 6320: Curriculum, Instruction, and Assessment - Students’ Graduation
2. Approval of Teachers Collective Bargaining Agreement with the Millard Education Association
3. Recognize Educational Paraprofessional Association of Millard for the 2022-23 Paraprofessionals Contract
4. Approval of K-12 Social Studies Instructional Materials Proposal and K-12 Social Studies Framework Part II
5. Approval of 9-12 Business Marketing & Management Instructional Materials Proposal and 9-12 Business Marketing & Management Framework Part II
6. Approval of PK-12 English Language Arts Modified Framework

7. Approval of Middle School Electives Instructional Materials
8. Administrator for Hire - Executive Director of Activities, Athletics & External Affairs
9. Approval of Personnel Actions: Recommendation to Hire, Resignation Agenda, Contract Addendum, Leave of Absence
10. Executive Session - Litigation & Negotiations

K. Reports

1. High School Small Class Size Report
2. Committee on American Civics Report
3. Program Evaluation of IB PYP at Black Elk Elementary

L. Future Agenda Items/ Board Calendar

1. Board of Education Meeting on Monday, May 2, 2022 at 6:00 p.m. at Millard North High School
2. Foundation Scholarship Event on May 3, 2022 at 6:30 p.m. at Champions Run
3. Employee Recognition Dinner on Wednesday, May 11, 2022 at UNO Scott's Center – Social at 5:30 p.m. and Dinner at 6:30 p.m.
4. Committee of the Whole Meeting on Monday, May 9, 2022 at 6:00 p.m. at Millard North High School
5. High School Graduation on Saturday, May 28, 2022 at the Baxter Arena
MSHS at 9:00 a.m. / MWHS at 1:00 p.m. / MNHS at 5:00 p.m.
6. Board of Education Meeting on Monday, June 6, 2022 at 6:00 p.m. at Millard North High School
7. Board of Education Meeting on Monday, July 11, 2022 at 6:00 p.m. at Millard North High School

- M. 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.

N. 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
APRIL 18, 2022
6:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET

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. Employee of the Month - Jennifer Scott, ELL Teacher at Andersen Middle School and Aaron Egner, Custodian at Montclair.

E. Showcase - Recognition of Students

F. 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.

G.1* Motion by _____, seconded by _____, to approve the Board of Education Minutes from March 21, 2022.

G.2* Approval of Bills and receive the Treasurer’s Report and Place on File

G.3 Summary of the Board Committee of the Whole Meeting – April 11, 2022

H.1 Superintendent’s Comments

H.2 Board Comments/Announcements

H.3 Report from Student Representatives

I.1 Second reading by _____, Motion by _____, seconded by _____, to approve Policy 14310: Human Resources - Publications or Creation of Educational Articles.

J.1 First Reading of Policy 6320: Curriculum, Instruction, and Assessment - Students’ Graduation.

J.2 Motion by _____, seconded by _____, that the Negotiated Agreement for the Teachers with the Millard Education Association for the 2022-23 and the 2023-24 school years be approved and that the Superintendent or his designee be authorized to execute any and all documents related to such Agreement.

- J.3 Motion by _____, seconded by _____, that the District recognize the Educational Paraprofessional Association of Millard as the collective bargaining agent for paraprofessional employees in the District for the 2022-23 contract and appoint the District's bargaining team as Chad Meisgeier, Kevin Chick, Mitch Mollring, and Jake Curtiss, with Chad Meisgeier as lead negotiator.
- J.4 Motion by _____, seconded by _____, to approve K-12 Social Studies Instructional Materials Proposal and K-12 Social Studies Framework Part II.
- J.5 Motion by _____, seconded by _____, to approve 9-12 Business, Marketing and Management Framework - Part II and Instructional Materials Proposal.
- J.6 Motion by _____, seconded by _____, to approve PK-12 English Language Arts Modified Framework.
- J.7 Motion by _____, seconded by _____, to approve the Middle School Leadership in Bridge to Early College Elective Instructional Materials.
- J.8 Motion by _____, seconded by _____, to approve the hire of Chad Zimmerman as the Executive Director of Activities, Athletics, & External Affairs.
- J.9 Motion by _____, seconded by _____, to approve Recommendation to Hire, Resignation Agenda, Contract Addendum, Leave of Absence.
- I.10 Executive Session - Litigation & Negotiations

K. Reports

1. High School Small Class Size Report
2. Committee on American Civics Report
3. Program Evaluation of IB PYP at Black Elk Elementary

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- M. 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.

N. 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 of the Board of Education of the School District No. 17, in the county of Douglas in the state of Nebraska was convened in open and public session at 6:00 p.m., Monday, March 21, 2022, at the Don Stroh Administration Center, 5606 South 147th Street. This meeting can also be attended by videoconference through “ZOOM” with access available to the public and media. The Zoom link was <https://mpsomaha-org.zoom.us/j/94966129855>, and was posted on the district website.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, March 18, 2022 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 Acknowledgement 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.

President Stacy Jolley announced that the open meeting laws are posted and available for public inspection and asked everyone to join in the Pledge of Allegiance.

Roll call was taken. Mr. Pate, Mrs. Poole, Mrs. Jolley, Mr. Anderson, and Mrs. McGill Johnson were present.

Motion by Linda Poole, seconded by Dave Anderson, to excuse Mike Kennedy from the meeting. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mrs. Jolley, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

The Student Showcase highlighted Diving and Wrestling from Millard West High School and Wrestling from Millard South.

Mrs. Jolley asked one of the scouts in the audience to introduce their troop and the badge they are currently working on.

Mrs. Jolley announced this is the proper time for public questions and comments on agenda items only. There was one request to speak on agenda items.

Christina Brownell of 7120 S. 178th St. spoke regarding Board rule 5900.1 and LB743.

Motion was made by Linda Poole, seconded by Dave Anderson, to approve the Board of Education minutes for March 7, 2022, and approve the bills and receive the treasurer’s report and place on file. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mrs. Jolley, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Superintendent’s Comments: None

Board Comments:

Mike Pate: None

Mrs. Poole:

Mrs. Poole said she attended the Disney Elementary performance of Frozen last Friday and it was amazing. She said the 4th and 5th grade students did a tremendous job.

Mrs. Jolley:

Mrs. Jolley echoed Mrs. Poole’s comments regarding the Frozen performance. Mrs. Jolley also thanked Kings of Kings Church for being such a great community partner.

Mr. Anderson: None

Mrs. McGill Johnson: None

Pamela Abalekpor, student representative from Millard South High School, reported on the academic and athletic happenings at her school.

Unfinished Business:

Second reading by Dave Anderson, Motion by Dave Anderson, seconded by Linda Poole, to approve Policy 1100: Community Relations - Communication with the Public. Voting in favor of said motion was: Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, and Mrs. Jolley. Voting against were: None. Motion carried.

New Business:

Motion by Amanda McGill Johnson, seconded by Dave Anderson, to approve Rule 1100.1: Community Relations - District Program. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, Mrs. Jolley, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve Rule 1100.2: Community Relations - Building Level Program. Voting in favor of said motion was: Mrs. Poole, Mrs. Jolley, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve Rule 1100.3: Community Relations - Communication with Internal Publics. Voting in favor of said motion was: Mrs. Jolley, Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, and Mrs. Poole. Voting against were: None. Motion carried.

Mike Pate gave the First Reading of Policy 4310: Human Resources - Publications or Creation of Educational Materials.

Motion by Linda Poole, seconded by Dave Anderson, to reaffirm Policy 4326: Human Resources - Part-time Certificated Employees, Rule 4326.1: Human Resources - Part-time Certificated Employees, 5900: Student Services - Safety and Security, Rule 5900.1: Student Services - District Safety and Security and Emergency Management Plans, Rule 5900.2: Student Services - Building Safety and Security and Emergency Management Plans, Rule 5900.3: Student Services - Emergencies/Fire Safety in the Schools and Rule 5900.4: Student Services - Emergency Dismissal. Voting in favor of said motion was: Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, and Mrs. Jolley. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, that the contract for the Reagan Elementary School intercom replacement be awarded to Kidwell Incorporated in the amount of \$105,175 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. *Chief Financial Officer Chad Meisgeier said Jeff Hemje from Morrissey Engineering was available to address questions and concerns from the Board.* Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, Mrs. Jolley, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Amanda McGill Johnson, that the District: (1) designate American National Bank and the Nebraska Liquid Asset Fund as the primary depositories for Millard Public Schools funds; (2) designate CIT Bank as a primary depository until all processes are fully transitioned to American National Bank; (3) designate American National Bank, First National Bank, US Bank, and Core Bank for school activity fund deposits; and (4) authorize the District's Chief Financial Officer to execute any and all banking forms to establish and maintain any bank account(s) and bank service(s) necessary to perform the banking functions of Millard Public Schools. *Chief Financial Officer Chad Meisgeier said a representative from American National Bank was available to address questions and concerns from the Board.* Voting in favor of said motion was: Mrs. Poole, Mrs. Jolley, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, to approve Recommendation to Hire: Brooke A. Becher, Breanne A. Cunningham, Kaitlyn F. Barrett, Emma S. Collins, Brooke Christianson, Maria G. Scarpello Yearian, Parker V. Lowe, Catelyn N. Meysenburg, Anthony J. Almeida; Resignation Agenda: Carey S. Starns, Janessa A. Wolf, Kayla J. Choyeske, Ashley L. Meyer, Danielle M. Anderson, Jennifer L. Parker, Laura N. Fisher Semerad, Katelyn R. Palmquist, Amy M.

Blanchard, Catherine M. Campbell, Dominique N. Schafer, Jane E. Elam, Danielle J. Petro, Bobbi J. Singer, Nolan J. Beyer, Tara E. Korshoj, Maggie M. Stewart.

Mrs. Jolley requested to move Executive Session to the end of the agenda. There was no objection.

Reports:

Post Graduate Enrollment (Class of 2020), Degree Completion (Class of 2015), and College Preparatory (Class of 2018) Reports

Director of Secondary Education Dr. Tony Weers provided the board with the Post Graduate Enrollment, Degree Completion, and College Preparatory Report. Dr. Weers said a few highlights from the report were that Millard graduates continue to enroll in two and four programs at rates higher than state and national averages. The completion rates of these programs continue to exceed state completion rates and are similar to national averages.

Dr. Weers said that this is the second year this survey has been conducted by the UNL Bureau of Sociological Research (BOSR) in which members of the Millard graduating class of 2018 were contacted. The survey helps to measure how prepared our students felt, so we can make adjustments to improve our educational program. The baseline information collected in the survey include:

- 73% of graduates attending a 4 year university reported taking four years of high school mathematics.
- 80% of these students reported taking at least one AP course.
- 68% reported feeling prepared for college.

2021 Engagement Results Report

Executive Director of Assessment, Research, and Evaluation Dr. Darin Kelberlau provided the board with the results from the fall engagement survey. Millard seeks to have engaged stakeholders to meet our mission. Strategy 1.2 calls for a survey of these stakeholders. Dr. Kelberlau said the engagement results from Millard staff, parents, and students continue to be strong with 92% of parents giving their buildings an A or B rating.

Legislative Report

Executive Director of Activities, Athletics & External Affairs Nolan Beyer provided the board with a legislative update. Mr. Beyer said tomorrow will be day 45 of the 60 day session. Late nights have also begun.

Mr. Beyer reminded the Board that the budget must be passed before the end of the session. Mr. Beyer said there will be limited days to hear priority bills, which means not all priority bills will be heard this session. Mr. Beyer said one of the strategies being used this year to encourage bills to not be scheduled.

Mr. Beyer provided updated on the following bills:

- LB1013 - Cash reserve bill.
- LB1014 - (Senator Hilgers) - Appropriate Federal Funds allocated to the State of Nebraska pursuant to the federal American Rescue Plan Act of 2021. (ARPA funds)
- LB939 - (Senator Linehan) - Change corporate and individual income tax rates.
- LB1158 (Senator Sanders) - Change provisions relating to parental involvement in and access to learning materials in schools and provide for withholding of funding from school districts.
- LB1112 (Senator McKinney) - Adopt the Computer Science and Technology Act and provide graduation requirements and academic content standards.
- LB730 (Senator Lindstrom) - Adopt the Growing Our Workforce Investment Now Act and provide tax credits.
 - Attempting to add LB 1237 into this bill. LB 1237 is the Opportunity Scholarships Act which has been opposed by many in education.
- LB1218 (Education Committee) - Change provisions relating to certification of school employees and student loan forgiveness. This bill has been put aside for the year. A legislative resolution has been filed and a study will be completed this summer.
- LB743 (Erdman) Change provisions relating to when closed sessions may be held under the Open Meetings Act.

Mrs. Jolley reminded the Board of future agenda items and said this is the proper time for public questions and comments. There were no requests to speak on non-agenda items.

Future Agenda Items/ Board Calendar:

1. NSBA Annual Conference April 2 - 4, 2022
2. Spring Break – No School April 4 - 8, 2022
3. District Office Closed on Friday, April 8, 2022
4. Committee of the Whole Meeting on Monday, April 11, 2022 at 6:00 p.m. at DSAC
5. Board of Education Meeting on Monday, April 18, 2022 at 6:00 p.m. at DSAC
6. Board of Education Meeting on Monday, May 2, 2022 at 6:00 p.m. at **Millard North High School**
7. Foundation Scholarship Event on May 3, 2022 at 6:30 p.m. at Champions Run
8. Employee Recognition Dinner on Wednesday, May 11, 2022 at UNO Scott's Center – Social at 5:30 p.m. and Dinner at 6:30 p.m.
9. Committee of the Whole Meeting on Monday, May 9, 2022 at 6:00 p.m. at **Millard North High School**
10. High School Graduation on Saturday, May 28, 2022 at the Baxter Arena
MSHS at 9:00 a.m. / MWHS at 1:00 p.m. / MNHS at 5:00 p.m.

At 7:01 p.m. Amanda McGill Johnson made a motion to go into Executive Session, seconded by Linda Poole. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mrs. Jolley, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Linda Poole and seconded by Amanda McGill Johnson to come out of Executive Session at 7:40 p.m.. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mrs. Jolley, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.


Secretary, Mike Kennedy

Millard Public Schools

April 18, 2022

Millard Public Schools Check Register Prepared for the Board Meeting for Apr 18, 2022

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	491660	03/17/2022	108436	COX COMMUNICATIONS INC	\$423.76
	491661	03/17/2022	108436	COX COMMUNICATIONS INC	\$22,005.02
	491663	03/17/2022	064800	METRO UTILITIES DISTRICT OF OMAHA	\$69,381.34
	491664	03/17/2022	130091	NORTH MIDDLE SCHOOL	\$297.00
	491665	03/17/2022	107406	NEBRASKA SPEECH COMMUNICATION	\$270.00
	491681	03/24/2022	142683	ERIC BEBA	(\$125.00)
	491685	03/24/2022	064800	METRO UTILITIES DISTRICT OF OMAHA	\$84,352.04
	491686	03/24/2022	136954	NEBRASKA CHILD SUPPORT PAYMENT CTR	\$125.00
	491687	03/24/2022	142160	NEBRASKA SPEECH & DEBATE ASSN	\$140.00
	491688	03/24/2022	142160	NEBRASKA SPEECH & DEBATE ASSN	\$110.00
	491689	03/24/2022	141256	NORTHEAST AREA JAZZ ENSEMBLE	\$300.00
	491694	04/04/2022	143790	360 COMMUNITY SERVICES	\$3,173.94
	491695	04/04/2022	010040	A & D TECHNICAL SUPPLY CO INC	\$275.00
	491697	04/04/2022	143631	JIM ABT	\$228.15
	491698	04/04/2022	139548	KRISTEN S ABUEG	\$372.98
	491699	04/04/2022	109853	ACCESS ELEVATOR INC.	\$150.00
	491700	04/04/2022	010298	ACCUCUT LLC	\$77.00
	491701	04/04/2022	143484	ACUITY, A MUTUAL INSURANCE COMPANY	\$105.00
	491702	04/04/2022	142695	AERCOR WIRELESS INC	\$5,993.82
	491704	04/04/2022	143193	AIRTECH SERVICE INC	\$30,975.00
	491705	04/04/2022	143410	AKRS EQUIPMENT SOLUTIONS INC	\$486.90
	491706	04/04/2022	139362	AMANDA L AKSAMIT	\$97.17
	491707	04/04/2022	137976	HALEY E ALLEN	\$33.79
	491708	04/04/2022	143318	HARTIN INVESTMENTS LLC	\$586.83
	491710	04/04/2022	143758	AMRIT AMMANAMANCHI	\$425.00
	491711	04/04/2022	143147	FINNIAN ANDERSEN	\$200.00
	491712	04/04/2022	142765	JILL R ANDERSON	\$414.00
	491713	04/04/2022	143506	ANZALONE CRUSHR LLC	\$350.00

Millard Public Schools Check Register Prepared for the Board Meeting for Apr 18, 2022

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	491715	04/04/2022	012989	APPLE COMPUTER INC	\$32,458.78
	491716	04/04/2022	131183	ASSOCIATION FOR CAREER/TECHNICAL	\$152.00
	491717	04/04/2022	133001	AUTOMATIC PRINTING COMPANY	\$223.00
	491718	04/04/2022	131981	BAIRD HOLM LLP	\$1,263.96
	491719	04/04/2022	137482	KRISTINA A BAMESBERGER	\$135.31
	491720	04/04/2022	137623	BARDCO INC	\$1,575.00
	491721	04/04/2022	017877	CYNTHIA L BARR-MCNAIR	\$124.37
	491722	04/04/2022	140942	HALEY R BARRY	\$236.93
	491723	04/04/2022	138305	MEAGAN L BASYE	\$66.75
	491724	04/04/2022	131634	MARGUERITE M BAY	\$38.03
	491726	04/04/2022	135223	AARON J BEARINGER	\$44.58
	491727	04/04/2022	141521	ERIKA J BECKLEY	\$36.97
	491728	04/04/2022	107540	BRIAN F BEGLEY	\$267.94
	491729	04/04/2022	139889	DARLA G BELL	\$65.64
	491730	04/04/2022	100301	BELLEVUE EAST HIGH SCHOOL	\$100.00
	491731	04/04/2022	139161	BERKLEY RISK ADMINISTRATORS CO LLC	\$5,000.00
	491732	04/04/2022	142454	LAURA C BESHALER	\$176.91
	491733	04/04/2022	134945	NOLAN J BEYER	\$1,497.64
	491734	04/04/2022	140887	RODNEY JOHNSON	\$256.00
	491735	04/04/2022	135747	DANA L BLAKELY	\$49.98
	491736	04/04/2022	136664	JAMIE L BLYCKER	\$12.05
	491737	04/04/2022	134478	TIFFANY M BOCK SMITH	\$126.55
	491738	04/04/2022	130899	KIMBERLY M BOLAN	\$212.82
	491739	04/04/2022	135539	SHEILA F BOLMEIER	\$176.60
	491740	04/04/2022	139996	BOYS TOWN	\$35,976.54
	491741	04/04/2022	019852	BRACKERS GOOD EARTH CLAYS INC	\$3,576.20
	491742	04/04/2022	139947	YESENIA BRAVO	\$162.75
	491743	04/04/2022	139890	DOUGLAS J BREITER	\$111.15

Millard Public Schools Check Register Prepared for the Board Meeting for Apr 18, 2022

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	491745	04/04/2022	143713	KEYSHON D BROWN	\$222.30
	491746	04/04/2022	141510	CHRISTINE L BUKOWSKI	\$108.05
	491748	04/04/2022	143811	CALIFORNIA ACADEMY OF SCIENCES	\$1,500.00
	491749	04/04/2022	143556	TRENOR J CAMPBELL	\$50.72
	491750	04/04/2022	142667	COMPASS GROUP INC	\$402.44
	491753	04/04/2022	143369	CAPITAL SANITARY SUPPLY CO INC	\$20,787.85
	491754	04/04/2022	023968	JAY B CARLSON	\$54.17
	491756	04/04/2022	139436	MATTHEW JOSEPH CASAS	\$300.00
	491757	04/04/2022	131158	CURTIS R CASE	\$152.69
	491758	04/04/2022	133970	CCS PRESENTATION SYSTEMS	\$15,011.84
	491761	04/04/2022	132271	ERIK P CHAUSSEE	\$110.57
	491762	04/04/2022	106851	CHILDREN'S HOME HEALTHCARE	\$7,108.50
	491763	04/04/2022	139115	ANDREA L CHLOPEK	\$275.20
	491768	04/04/2022	139202	CINTAS CORPORATION	\$2,141.21
	491769	04/04/2022	143654	JEREDITH BRANDS LLC	\$11,313.50
	491771	04/04/2022	143791	AMBER M CLEGG	\$210.52
	491772	04/04/2022	140226	GARY LEE CLEMMER	\$200.00
	491773	04/04/2022	131135	PATRICIA A CLIFTON	\$27.38
	491774	04/04/2022	141732	RHIANNON COBB	\$100.00
	491775	04/04/2022	137013	NANCY S COLE	\$75.64
	491776	04/04/2022	109867	COMMERCIAL AIR MANAGEMENT INC	\$619.00
	491778	04/04/2022	025690	COMPUTER INFORMATION CONCEPTS	\$56,974.00
	491779	04/04/2022	143187	COMPUTER SUPPLY PEOPLE LLC	\$322.55
	491780	04/04/2022	136791	COMPUTYPE INC	\$1,023.20
	491781	04/04/2022	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$162.00
	491782	04/04/2022	136518	JANET L COOK	\$321.46
	491783	04/04/2022	135296	SHANNON M COOLEY-LOVETT	\$22.35
	491784	04/04/2022	143248	RANA R COREY	\$30.71

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01	491785	04/04/2022	143792	TRAVIS CORNETT	\$100.00
	491786	04/04/2022	026970	CRESCENT ELECTRIC SUPPLY CO	\$410.63
	491787	04/04/2022	143557	DANA M CROWE	\$59.55
	491789	04/04/2022	106893	WICHITA WATER CONDITIONING INC	\$42.90
	491790	04/04/2022	027300	CUMMINS CENTRAL POWER LLC	\$3,849.40
	491791	04/04/2022	130900	CHERYL L CUSTARD	\$71.49
	491792	04/04/2022	131483	JANET L DAHLGAARD	\$24.16
	491793	04/04/2022	132671	JEAN T DAIGLE	\$271.45
	491794	04/04/2022	131003	DAILY RECORD	\$62.10
	491795	04/04/2022	032497	CHERYL R DECKER	\$46.98
	491796	04/04/2022	106713	ANDREW S DEFREECE	\$40.54
	491797	04/04/2022	135865	SABRINA DENNEY BULL	\$40.95
	491798	04/04/2022	032872	DENNIS SUPPLY COMPANY	\$1,078.65
	491799	04/04/2022	137331	BASTIAN DERICHS	\$76.46
	491800	04/04/2022	132674	DEYOS PHOTOGRAPHY	\$513.33
	491801	04/04/2022	143650	DH PACE COMPANY INC	\$2,496.09
	491802	04/04/2022	132669	DIGITAL DOT SYSTEMS INC	\$455.00
	491803	04/04/2022	139349	TERRIN D DORATHY	\$659.96
	491804	04/04/2022	143793	STEVE DOSSKEY	\$100.00
	491805	04/04/2022	135689	SUSAN M DULANY	\$112.80
	491806	04/04/2022	138426	KELLY D EALY	\$88.39
	491807	04/04/2022	052370	ECHO ELECTRIC SUPPLY CO	\$6,389.40
	491808	04/04/2022	143762	EDUCATIONAL SERVICE UNIT 13	\$20.00
	491809	04/04/2022	037525	EDUCATIONAL SERVICE UNIT #3	\$90,730.22
	491810	04/04/2022	133823	REBECCA S EHRHORN	\$287.06
	491811	04/04/2022	038140	ELECTRONIC SOUND INC.	\$13,269.00
	491812	04/04/2022	141577	ELITE PROFESSIONALS HOME CARE LLC	\$13,872.00
	491815	04/04/2022	142407	SAMANTHA L ENGEL	\$26.09

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01	491816	04/04/2022	135360	PAMELA A ERIXON	\$106.83
	491817	04/04/2022	137683	KATHRYN A ETZELMILLER	\$35.16
	491818	04/04/2022	137950	MICHAEL D ETZELMILLER	\$122.27
	491819	04/04/2022	143301	EVANS CUSTOM APPAREL INC	\$515.50
	491820	04/04/2022	137016	ANGELA L FERGUSON	\$45.45
	491821	04/04/2022	132845	JODI L FIDONE	\$282.87
	491822	04/04/2022	130731	FIRST WIRELESS INC	\$2,517.76
	491823	04/04/2022	141511	JENNIFER M FITZKE	\$23.40
	491825	04/04/2022	142215	F-M FORKLIFT SALES & SERVICE INC	\$1,234.80
	491826	04/04/2022	056820	FIRST INSURANCE GROUP LLC	\$12,763.75
	491828	04/04/2022	143691	FOLLETT CONTENT SOLUTIONS LLC	\$15,959.14
	491829	04/04/2022	134223	TERESA J FRIDRICH	\$25.13
	491831	04/04/2022	143625	KELSEY J GANSEBOM	\$11.93
	491832	04/04/2022	131565	GARTNER & ASSOCIATES CO, INC.	\$958.50
	491833	04/04/2022	140494	MATTHEW J GEERTS	\$136.66
	491834	04/04/2022	143794	JEFFREY P GETZSCHMAN	\$63.50
	491835	04/04/2022	139894	TRICIA L GILLETT	\$64.76
	491836	04/04/2022	143795	LAUREN GILLIS	\$200.00
	491837	04/04/2022	143662	BREANNA GRANDSTAFF	\$60.00
	491838	04/04/2022	099888	GRAYBAR ELECTRIC COMPANY INC	\$164.56
	491839	04/04/2022	131686	ANDREW J HAHN	\$23.40
	491840	04/04/2022	138385	FLAMINA M HARRISON	\$700.95
	491841	04/04/2022	140889	DEANNA L HAYES	\$37.56
	491842	04/04/2022	048475	HEARTLAND FOUNDATION	\$8,325.00
	491843	04/04/2022	048517	GREENWOOD PUBLISHING GROUP INC	\$3,194.79
	491844	04/04/2022	102842	HELGET GAS PRODUCTS INC	\$3.57
	491845	04/04/2022	108478	DAVID C HEMPHILL	\$20.42
	491846	04/04/2022	143359	JACI L HENDERSON	\$32.82

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01	491847	04/04/2022	141513	MELISSA M HENNINGS	\$125.66
	491850	04/04/2022	048845	CAMILLE H HINZ	\$21.00
	491851	04/04/2022	142777	HOME DEPOT USA INC	\$128.39
	491852	04/04/2022	142777	HOME DEPOT USA INC	\$675.69
	491853	04/04/2022	143558	TAMARA E HORNER	\$30.89
	491854	04/04/2022	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$20,024.57
	491855	04/04/2022	132531	TERRY P HOULTON	\$195.74
	491856	04/04/2022	101533	DIANE F HOWARD	\$61.54
	491857	04/04/2022	132590	SILVERSTONE GROUP LLC	\$5,489.00
	491858	04/04/2022	137426	HUGHES MULCH PRODUCTS LLC	\$2,000.00
	491859	04/04/2022	142259	PAMELA K HUSS	\$84.36
	491860	04/04/2022	107489	JAY W HUTFLES	\$88.45
	491861	04/04/2022	130283	KARA L HUTTON	\$42.06
	491862	04/04/2022	049844	HYDRONIC ENERGY INC	\$218.50
	491863	04/04/2022	133397	HY-VEE INC	\$1,123.80
	491864	04/04/2022	133397	HY-VEE INC	\$650.61
	491865	04/04/2022	132878	HY-VEE INC	\$561.58
	491866	04/04/2022	049851	HY-VEE INC	\$1,372.88
	491867	04/04/2022	049850	HY-VEE INC	\$2,591.27
	491869	04/04/2022	136349	SCOTT H INGWERSON	\$19.54
	491870	04/04/2022	141293	INNOVATIVE LEARNING SOLUTIONS INC	\$360.00
	491871	04/04/2022	140729	J F AHERN CO	\$2,030.00
	491875	04/04/2022	143609	JACKSON SERVICES INC	\$3,457.57
	491876	04/04/2022	139763	CALVIN L JACOBS	\$5.73
	491877	04/04/2022	136953	DELI MANAGEMENT INC	\$665.69
	491878	04/04/2022	133037	JENSEN TIRE & AUTO #15	\$16.20
	491879	04/04/2022	054500	JOHNSON HARDWARE CO LLC	\$2,075.00
	491881	04/04/2022	135373	LINDA K JOHNSON	\$19.89

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01	491882	04/04/2022	142898	JUST FOR KIDS THERAPY INC	\$871.00
	491884	04/04/2022	132265	CATHERINE A KEISER	\$51.54
	491885	04/04/2022	056276	KELVIN LP	\$320.84
	491886	04/04/2022	134801	JULIE B KEMP	\$28.76
	491887	04/04/2022	141320	MOLLY J KENNEDY	\$52.65
	491888	04/04/2022	140091	KENT J KINGSTON	\$156.48
	491890	04/04/2022	143655	STACEY J KOZISEK	\$32.52
	491891	04/04/2022	136285	MICHELLE L KRAFT	\$30.54
	491892	04/04/2022	141957	MELINDA S KRAUSE	\$57.14
	491893	04/04/2022	135814	KELLI K KRAUSE	\$305.42
	491895	04/04/2022	135103	RON KROENKE	\$80.00
	491896	04/04/2022	140015	MALINDA A KROLL	\$78.00
	491897	04/04/2022	141662	KUBOTA TRACTOR CORPORATION	\$0.00
	491899	04/04/2022	135257	LANGUAGE LINE SERVICES INC	\$1,055.51
	491901	04/04/2022	143729	YOYO LEI	\$325.00
	491902	04/04/2022	143814	STEPHANIE LEONARD	\$348.63
	491903	04/04/2022	143812	LEWIS CENTRAL COMM SCHOOL DISTRICT	\$300.00
	491904	04/04/2022	143703	LIBRARY IDEAS LLC	\$617.55
	491905	04/04/2022	133643	JODY C LINDQUIST	\$4.45
	491907	04/04/2022	137207	LEE ANN M MAASS	\$34.52
	491908	04/04/2022	108106	LEANNA MACDONALD	\$2,512.00
	491909	04/04/2022	143268	DEBORAH A MACKEY	\$17.20
	491910	04/04/2022	099321	MACKIN BOOK CO	\$921.73
	491911	04/04/2022	143796	EMAAN MAJED	\$200.00
	491913	04/04/2022	143730	IAN MATUSZESKI	\$400.00
	491914	04/04/2022	138341	MAXIM HEALTHCARE SERVICES HOLDINGS	\$72,704.00
	491915	04/04/2022	133898	MCGILL RESTORATION INC.	\$14,469.00
	491916	04/04/2022	142889	SHANNON L MCGOWEN	\$9.36

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01	491917	04/04/2022	063349	MCGRAW-HILL COMPANIES	\$0.00
	491918	04/04/2022	141523	KELLI M MCWILLIAMS	\$33.11
	491919	04/04/2022	064260	MECHANICAL SALES INC.	\$5,588.00
	491920	04/04/2022	133403	AMERICAN NATIONAL BANK	\$11,299.38
	491921	04/04/2022	143611	VANESSA K MEYER	\$48.15
	491922	04/04/2022	139339	SPORTS FACILITY MAINTENANCE LLC	\$7,470.00
	491924	04/04/2022	064950	MIDWEST METAL WORKS INC	\$800.00
	491925	04/04/2022	131899	MIDWEST STORAGE SOLUTIONS	\$204.60
	491926	04/04/2022	142409	LAUREN R MILBOURN	\$48.91
	491927	04/04/2022	065438	MILLARD NORTH HIGH SCHOOL	\$10,841.00
	491928	04/04/2022	131328	MILLER ELECTRIC COMPANY	\$754.10
	491929	04/04/2022	143797	JEFFREY MILLER	\$100.00
	491930	04/04/2022	143798	AAMIR MOHSIN	\$200.00
	491931	04/04/2022	143799	NEHA MOOSANI	\$200.00
	491932	04/04/2022	143585	EMILY J MORGAN	\$50.19
	491933	04/04/2022	140990	LAURA M MORRIS	\$252.48
	491936	04/04/2022	143496	JERLENE J MOSLEY	\$3,000.00
	491938	04/04/2022	132854	NATIONAL SAFETY COUNCIL	\$95.00
	491939	04/04/2022	130548	NCS PEARSON INC	\$1,323.00
	491940	04/04/2022	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$120.00
	491941	04/04/2022	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$5,229.74
	491942	04/04/2022	143102	NEBRASKA PRESS WOMEN	\$145.00
	491943	04/04/2022	132832	NEBRASKA SCHOOL ACTIVITIES ASSN	\$700.00
	491944	04/04/2022	132625	NE SPEECH COMMUNICATION & THEATRE	\$540.00
	491945	04/04/2022	134321	NEBRASKA STATE FIRE MARSHAL AGENCY	\$600.00
	491946	04/04/2022	143282	NICOLE B NELSON	\$64.58
	491947	04/04/2022	138136	KIMBERLY S NISSEN	\$16.88
	491948	04/04/2022	142353	ASHLEY B NODGAARD	\$26.79

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01	491949	04/04/2022	107905	MELINDA C NOLLER	\$40.07
	491950	04/04/2022	130091	NORTH MIDDLE SCHOOL	\$270.00
	491952	04/04/2022	100013	OFFICE DEPOT 84133510	\$2,096.88
	491953	04/04/2022	070245	RICHELIEU AMERICA LTD	\$592.64
	491954	04/04/2022	132778	MELANIE L OLSON	\$29.13
	491955	04/04/2022	099658	OMAHA CHILDRENS MUSEUM	\$301.00
	491956	04/04/2022	070800	OMAHA PUBLIC POWER DISTRICT	\$338,109.08
	491957	04/04/2022	070850	OMAHA SLINGS INC	\$106.38
	491958	04/04/2022	071040	OMAHA WINNELSON COMPANY	\$775.62
	491960	04/04/2022	140402	OMNI FINANCIAL GROUP INC	\$957.50
	491961	04/04/2022	133850	ONE SOURCE	\$2,414.50
	491962	04/04/2022	138662	KELLY D OSTRAND	\$81.55
	491963	04/04/2022	107193	OTIS ELEVATOR COMPANY	\$4,223.06
	491964	04/04/2022	133368	KELLY R O'TOOLE	\$18.14
	491965	04/04/2022	132607	BLAIR COMMUNITY SCHOOLS	\$125.00
	491966	04/04/2022	071178	LG PLAYGROUNDS LLC	\$135.64
	491967	04/04/2022	142290	OVERDRIVE INC	\$11,750.00
	491968	04/04/2022	134428	ELIZABETH A PACHTA	\$213.55
	491969	04/04/2022	137027	PANERA BREAD CO	\$612.71
	491971	04/04/2022	137015	GEORGE M PARKER	\$23.11
	491972	04/04/2022	132006	ANDREA L PARSONS	\$160.40
	491973	04/04/2022	143800	CASEY J PAYNE	\$38.39
	491975	04/04/2022	107783	HEIDI T PENKE	\$32.29
	491976	04/04/2022	133150	PENSKE TRUCK LEASING	\$636.36
	491977	04/04/2022	133390	HEATHER C PHIPPS	\$7.49
	491978	04/04/2022	138397	PICKATIME	\$415.50
	491979	04/04/2022	073040	PITNEY BOWES PRESORT SERVICES INC	\$10,000.00
	491980	04/04/2022	139982	KATHRYNE C PLAZA	\$136.78

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01	491982	04/04/2022	132317	SUSAN K PRESLER	\$1,890.00
	491983	04/04/2022	134598	PRIME COMMUNICATIONS INC	\$1,393.04
	491984	04/04/2022	143687	PRIME HOME DDS INC	\$8,723.00
	491985	04/04/2022	143801	SARA A PRINCE	\$78.00
	491986	04/04/2022	143802	TRACY L PROKOP	\$63.50
	491987	04/04/2022	109810	BETHANY B RAY	\$147.85
	491989	04/04/2022	134858	JENNIFER L REID	\$10.71
	491990	04/04/2022	133770	DIANE E REINERS	\$15.68
	491991	04/04/2022	109192	KIMBERLI R RICE	\$46.22
	491992	04/04/2022	143804	ALEX RICKARD	\$200.00
	491993	04/04/2022	099555	RIVERSIDE PUBLISHING CO	\$856.90
	491994	04/04/2022	138312	PAIGE E ROBERTS	\$33.43
	491995	04/04/2022	134882	LINDA A ROHMILLER	\$21.88
	491996	04/04/2022	143241	MICHAEL J RUCKER	\$83.77
	491997	04/04/2022	081725	KIMBERLEY K SAUM-MILLS	\$103.60
	491998	04/04/2022	143432	SCENARIO LEARNING LLC	\$20,947.15
	491999	04/04/2022	138484	CINDY M SCHARFF	\$2,600.12
	492001	04/04/2022	137012	SHELLEY L SCHMITZ	\$52.77
	492002	04/04/2022	137416	NICHOLE E SCHWAB	\$97.99
	492003	04/04/2022	134567	KAYE M SCHWEIGERT	\$165.14
	492004	04/04/2022	109815	JENNIFER L SCOTT	\$36.38
	492006	04/04/2022	082905	KIMBERLY A SECORA	\$22.99
	492007	04/04/2022	143805	KYLE A SHEETS	\$35.50
	492008	04/04/2022	142381	KELSEY O SHERIDAN	\$19.36
	492010	04/04/2022	143787	VIRGINIA A SISNEY	\$10.30
	492011	04/04/2022	143266	NATHAN M SMITH	\$91.67
	492012	04/04/2022	140068	LANCE M SMITH	\$384.70
	492013	04/04/2022	101476	SODEXO INC & AFFILIATES	\$110,371.09

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	492015	04/04/2022	143164	SOUTHWEST PLASTIC BINDING CO	\$11,500.80
	492017	04/04/2022	140701	BENJAMIN PETER STEWART	\$160.00
	492018	04/04/2022	142989	MEGAN E SPOMER	\$49.49
	492019	04/04/2022	109843	SPRINT COMMUNICATIONS CO	\$3,579.48
	492020	04/04/2022	134116	STATE STEEL OF OMAHA	\$839.36
	492021	04/04/2022	143789	DEXTER RENTER	\$448.50
	492022	04/04/2022	143607	STICKTOGETHER PRODUCTS LLC	\$44.35
	492023	04/04/2022	137093	JAMIE R STINSON	\$52.96
	492025	04/04/2022	139843	STUDENT TRANSPORATION NEBRASKA INC	\$313,252.63
	492026	04/04/2022	140521	TONYA S STUTZMAN	\$36.35
	492027	04/04/2022	109822	BRAD D SULLIVAN	\$766.38
	492028	04/04/2022	084959	JAMES V SUTFIN	\$10.00
	492029	04/04/2022	137011	CARRIE A SWANEY	\$300.81
	492030	04/04/2022	143334	JOEL L TAYLOR	\$35.00
	492031	04/04/2022	132452	TERRACON INC	\$1,225.25
	492032	04/04/2022	135006	STEVE D THRONE	\$631.06
	492033	04/04/2022	141524	SONIA E TIPP	\$107.17
	492034	04/04/2022	131729	THEATRICAL MEDIA SERVICES INC.	\$151.40
	492035	04/04/2022	143077	JACK WILLIAM TOMSU	\$75.00
	492036	04/04/2022	143806	GRETCHEN TORRES	\$100.00
	492038	04/04/2022	141772	TRED-MARK FINANCIAL INC	\$3,899.35
	492039	04/04/2022	107719	KIMBERLY P TRISLER	\$67.57
	492040	04/04/2022	106493	TRITZ PLUMBING, INC.	\$9,829.00
	492041	04/04/2022	142309	UNANIMOUS INC	\$3,640.00
	492042	04/04/2022	100923	UNIVERSITY OF NEBRASKA LINCOLN	\$240.00
	492043	04/04/2022	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$9,207.00
	492044	04/04/2022	068839	UNIVERSITY OF NEBRASKA KEARNEY	\$2,000.00
	492045	04/04/2022	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$100.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	492046	04/04/2022	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$1,814.19
	492047	04/04/2022	091040	VAL LTD	\$2,156.28
	492048	04/04/2022	143653	VALIDATE ME! LLC	\$175.00
	492049	04/04/2022	138046	AUTO LUBE INC	\$208.99
	492051	04/04/2022	090678	VERITIV OPERATING CO	\$1,090.43
	492052	04/04/2022	143249	ELIZABETH A WALLACE	\$40.25
	492053	04/04/2022	131112	LINDA M WALTERS	\$41.65
	492054	04/04/2022	136617	ANTHONY R WARD	\$1,520.00
	492055	04/04/2022	143563	JESSICA D WATTS	\$58.97
	492056	04/04/2022	141464	ANTHONY J WEERS	\$48.58
	492059	04/04/2022	137485	WENDY A WIGHT	\$163.57
	492060	04/04/2022	143354	LEO WILSON JR	\$154.14
	492061	04/04/2022	142646	STEVEN WINSTON	\$75.00
	492062	04/04/2022	137180	LAURA P WIRTH	\$10,744.00
	492063	04/04/2022	143807	FELICIA XIONG	\$200.00
	492064	04/04/2022	096200	YOUNG & WHITE	\$20,936.75
	492066	04/04/2022	142269	WHC NE LLC	\$12,886.84
	492067	04/04/2022	142174	SIOUXLAND TURF PRODUCTS INC	\$5,661.00
	492068	04/04/2022	137020	CHAD R ZIMMERMAN	\$410.09
	492069	04/04/2022	136855	PAUL R ZOHLLEN	\$42.12
	492070	04/04/2022	135647	LACHELLE L ZUHLKE	\$82.73
	492071	04/04/2022	102803	GEORGIA HOLDINGS INC	\$228.66
	492072	03/31/2022	011651	AMERICAN EXPRESS	\$2,220.59
	492073	03/31/2022	133636	BELLEVUE WEST HIGH SCHOOL	\$50.00
	492074	03/31/2022	108436	COX COMMUNICATIONS INC	\$7,424.97
	492075	03/31/2022	143459	GREAT PLAINS COMMUNICATIONS HOLDING	\$1,396.24
	492076	03/31/2022	064800	METRO UTILITIES DISTRICT OF OMAHA	\$48,894.27
	492077	03/31/2022	138030	NATIONAL INDIVIDUAL EVENTS	\$425.00

Millard Public Schools Check Register Prepared for the Board Meeting for Apr 18, 2022

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	492078	03/31/2022	131412	NE DEPT OF HEALTH & HUMAN SERVICES	\$0.00
	492079	03/31/2022	131412	NE DEPT OF HEALTH & HUMAN SERVICES	\$240.00
	492080	03/31/2022	142160	NEBRASKA SPEECH & DEBATE ASSN	\$50.00
	492081	03/31/2022	107406	NEBRASKA SPEECH COMMUNICATION	\$270.00
	492082	03/31/2022	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$1,520.87
	492083	03/31/2022	131412	NE DEPT OF HEALTH & HUMAN SERVICES	\$40.00
	492103	04/18/2022	131401	TYLER J BERZINA	\$17.98
	492105	04/18/2022	139202	CINTAS CORPORATION	\$22.49
	492106	04/18/2022	106893	WICHITA WATER CONDITIONING INC	\$32.40
	492108	04/18/2022	135059	LYNN A DIURBA	\$69.96
	492109	04/18/2022	141212	KRISTIN L DOLEZAL	\$460.42
	492110	04/18/2022	140494	MATTHEW J GEERTS	\$1,014.00
	492112	04/18/2022	130283	KARA L HUTTON	\$316.00
	492113	04/18/2022	133397	HY-VEE INC	\$242.26
	492114	04/18/2022	049850	HY-VEE INC	\$207.98
	492115	04/18/2022	102451	INTERNATIONAL BACCALAUREATE	\$1,488.00
	492116	04/18/2022	143609	JACKSON SERVICES INC	\$88.75
	492118	04/18/2022	143655	STACEY J KOZISEK	\$14.34
	492119	04/18/2022	137714	BETHANY L KREAGER	\$223.58
	492121	04/18/2022	130548	NCS PEARSON INC	\$1,593.23
	492122	04/18/2022	139245	NATALIE R PETERSON	\$8.66
	492123	04/18/2022	098765	SECURITY BENEFIT LIFE INS CO	\$10,624.00
	492124	04/18/2022	140513	ANNA M THOMA	\$217.12
	492125	04/18/2022	090242	UNITED PARCEL SERVICE	\$367.01
	492126	04/18/2022	139797	US BANK NATIONAL ASSOCIATION	\$418.00
	492127	04/18/2022	139797	US BANK NATIONAL ASSOCIATION	\$101.00
	492128	04/18/2022	139797	US BANK NATIONAL ASSOCIATION	\$200.00
	492129	04/18/2022	139797	US BANK NATIONAL ASSOCIATION	\$101.00

Millard Public Schools Check Register Prepared for the Board Meeting for Apr 18, 2022

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	492130	04/18/2022	139797	US BANK NATIONAL ASSOCIATION	\$101.00
	492131	04/18/2022	139797	US BANK NATIONAL ASSOCIATION	\$150.00
	492132	04/18/2022	139797	US BANK NATIONAL ASSOCIATION	\$200.00
	492133	04/18/2022	139797	US BANK NATIONAL ASSOCIATION	\$167.00
	492134	04/18/2022	109122	CONNIE L VLCEK	\$7.38
	492136	04/18/2022	141432	WELLS FARGO FINANCIAL LEASNG INC	\$5,388.36
01 - Total					\$1,827,939.00
02	26945	04/04/2022	049850	HY-VEE INC	\$12,930.00
	26946	04/04/2022	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	\$213.94
	26947	04/04/2022	101476	SODEXO INC & AFFILIATES	\$598,709.60
02 - Total					\$611,853.54
04	491662	03/17/2022	135248	CARMEN G HIPPEN	\$100.00
04 - Total					\$100.00
06	491692	03/24/2022	138499	LACO ENTERPRISES LLC	\$25,640.49
	491709	04/04/2022	102430	AMI GROUP INC	\$1,100.00
	491715	04/04/2022	012989	APPLE COMPUTER INC	\$1,321,795.42
	491725	04/04/2022	133480	BERINGER CIACCIO DENNELL MABREY	\$3,356.25
	491802	04/04/2022	132669	DIGITAL DOT SYSTEMS INC	\$245.00
	491912	04/04/2022	143775	MARK VII ENTERPRISES INC	\$26,190.00
	491919	04/04/2022	064260	MECHANICAL SALES INC.	\$3,160.00
	492009	04/04/2022	143104	SHI INTERNATIONAL CORP	\$310.92
	492014	04/04/2022	143720	SOLID SURFACES CARE INC	\$2,530.56
	492016	04/04/2022	130500	SPECPRO INC	\$27,245.48
	492040	04/04/2022	106493	TRITZ PLUMBING, INC.	\$1,666.00
06 - Total					\$1,413,240.12
07	491695	04/04/2022	010040	A & D TECHNICAL SUPPLY CO INC	\$400.07
	491725	04/04/2022	133480	BERINGER CIACCIO DENNELL MABREY	\$11,255.04
	491759	04/04/2022	133589	CDW GOVERNMENT, INC.	\$1,450.99

Millard Public Schools Check Register Prepared for the Board Meeting for Apr 18, 2022

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
07	491777	04/04/2022	025689	COMPUTER CABLE CONNECTION INC	\$36,900.00
	491822	04/04/2022	130731	FIRST WIRELESS INC	\$945.00
	491824	04/04/2022	143409	FLUID MECHANICAL LLC	\$25,057.16
	491898	04/04/2022	058775	LAMP RYNEARSON ASSOCIATES INC	\$17,750.00
	491934	04/04/2022	134532	MORRISSEY ENGINEERING INC	\$9,000.00
	491937	04/04/2022	142914	MARATHON REPROGRAPHICS INC	\$2,729.00
	492000	04/04/2022	081880	SCHEMMER ASSOCIATES INC	\$509.53
	492057	04/04/2022	143362	THE WEITZ GROUP LLC	\$160.00
	492058	04/04/2022	143362	THE WEITZ GROUP LLC	\$403,400.00
	492120	04/18/2022	139317	MMC MECHANICAL CONTRACTORS INC	\$8,232.30
	492135	04/18/2022	143362	THE WEITZ GROUP LLC	\$132,365.00
07 - Total					\$650,154.09
11	491680	03/24/2022	143808	AFRICAN CULTURE CONNECTION	\$1,200.00
	491681	03/24/2022	142683	ERIC BEBA	\$250.00
	491682	03/24/2022	139243	DIANE K M COX	\$400.00
	491690	03/24/2022	135642	OSCAR RIOS POHIRIETH	\$300.00
	491691	03/24/2022	136777	MICHAEL PUJADO	\$300.00
	491693	03/24/2022	143717	DANIEL ALBERTO CASTANEDA VAZQUEZ	\$250.00
	491744	04/04/2022	143810	SAMUEL BROESCH	\$60.00
	491747	04/04/2022	142860	ANN C BURMEISTER	\$191.74
	491758	04/04/2022	133970	CCS PRESENTATION SYSTEMS	\$1,004.44
	491759	04/04/2022	133589	CDW GOVERNMENT, INC.	\$166.01
	491760	04/04/2022	051572	CENGAGE LEARNING	\$58.25
	491770	04/04/2022	138843	JILL R CLASSEN	\$422.58
	491788	04/04/2022	140419	JENNIFER M CRUM	\$102.61
	491794	04/04/2022	131003	DAILY RECORD	\$13.10
	491795	04/04/2022	032497	CHERYL R DECKER	\$71.78
	491809	04/04/2022	037525	EDUCATIONAL SERVICE UNIT #3	\$400.00

Millard Public Schools Check Register Prepared for the Board Meeting for Apr 18, 2022

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	491813	04/04/2022	131007	ELMAN & CO INC	\$2,366.00
	491814	04/04/2022	142385	SHANNON KIEBLER	\$8,500.00
	491830	04/04/2022	143700	AMANDA M FRISKOPP	\$21.65
	491848	04/04/2022	134862	GINA L HILL	\$191.95
	491849	04/04/2022	143604	HILLSIDE SOLUTIONS LLC	\$159.00
	491867	04/04/2022	049850	HY-VEE INC	\$61.05
	491889	04/04/2022	132571	JULIA L KOLANDER	\$10.85
	491900	04/04/2022	143782	CYBER OPTICS CORPORATION	\$9,985.00
	491902	04/04/2022	143814	STEPHANIE LEONARD	\$3,021.75
	491906	04/04/2022	142365	MARY C LOFTUS	\$83.24
	491923	04/04/2022	140923	GENEVIEVE M MICEK	\$35.33
	491934	04/04/2022	134532	MORRISSEY ENGINEERING INC	\$77,000.00
	491935	04/04/2022	143813	JESSICA MORROW	\$60.00
	491941	04/04/2022	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$159.00
	491959	04/04/2022	101881	OMAHA ZOOLOGICAL SOCIETY	\$100.00
	491969	04/04/2022	137027	PANERA BREAD CO	\$285.02
	491970	04/04/2022	143701	WASTE CONNECTIONS OF NEBRASKA INC	\$79.00
	491974	04/04/2022	131610	PATRICIA D BUFFUM	\$619.92
	491981	04/04/2022	141451	HEATHER L PREISTER	\$24.16
	491990	04/04/2022	133770	DIANE E REINERS	\$137.92
	492004	04/04/2022	109815	JENNIFER L SCOTT	\$78.89
	492013	04/04/2022	101476	SODEXO INC & AFFILIATES	\$604.12
	492025	04/04/2022	139843	STUDENT TRANSPORATION NEBRASKA INC	\$1,468.59
	492037	04/04/2022	143785	TRANSLATE LIVE LLC	\$1,999.00
	492042	04/04/2022	100923	UNIVERSITY OF NEBRASKA LINCOLN	\$60.00
	492046	04/04/2022	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$9,668.00
	492050	04/04/2022	143618	ALLISON P VANDERWAL	\$224.56
	492082	03/31/2022	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$1,412.20

Millard Public Schools Check Register Prepared for the Board Meeting for Apr 18, 2022

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	492104	04/18/2022	138032	DENISE L CANIGLIA	\$46.28
	492107	04/18/2022	143820	NICOLE G DEGAND	\$22.20
	492111	04/18/2022	136508	ERIC N GRANDGENETT	\$21.07
	492117	04/18/2022	143128	JUDITH T KIRST	\$64.96
11 - Total					\$123,761.22
14	491703	04/04/2022	097000	AETNA LIFE INSURANCE CO	\$236,806.95
	492005	04/04/2022	142167	SCRIP POINT	\$15,223.75
14 - Total					\$252,030.70
17	491758	04/04/2022	133970	CCS PRESENTATION SYSTEMS	\$2,238.88
	491868	04/04/2022	143756	IMPERIAL PRIVACY SYSTEMS LLC	\$343.00
	491883	04/04/2022	136678	K C PETERSEN CONSTRUCTION CO	\$30,000.00
	491983	04/04/2022	134598	PRIME COMMUNICATIONS INC	\$747.64
17 - Total					\$33,329.52
50	491696	04/04/2022	143568	RUDY ABREU	\$170.00
	491755	04/04/2022	143122	CHELSY M CARY	\$26.28
	491758	04/04/2022	133970	CCS PRESENTATION SYSTEMS	\$1,119.44
	491828	04/04/2022	143691	FOLLETT CONTENT SOLUTIONS LLC	\$992.88
	491880	04/04/2022	054492	JIM L JOHNSON	\$600.00
	491894	04/04/2022	137714	BETHANY L KREAGER	\$22.50
	491910	04/04/2022	099321	MACKIN BOOK CO	\$229.60
	491928	04/04/2022	131328	MILLER ELECTRIC COMPANY	\$2,876.00
	491941	04/04/2022	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$940.26
	491988	04/04/2022	143403	MICHAEL RECKER	\$122.00
50 - Total					\$7,098.96
99	492054	04/04/2022	136617	ANTHONY R WARD	(\$60.80)
99 - Total					(\$60.80)
Overall - Total					\$4,919,446.35

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
DSAC	Don Stroh Administration Center							
A	ACTIVITY GENERAL							
		1010	General Admin	134,967.10	7.70	0.00	0.00	134,974.80
		1018	School Pay Fees	1.11	0.00	0.00	0.00	1.11
		1025	Savings	317.49	0.00	0.00	0.00	317.49
		1030	Staff Vending	-330.30	0.00	0.00	0.00	-330.30
		1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00
		1106	Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
		1107	Laptop Insurance-YAP/Project Search	0.00	0.00	0.00	0.00	0.00
		1108	Laptop Loss-Damage YAP/Project Search	0.00	0.00	0.00	0.00	0.00
		A Totals:		134,955.40	7.70	0.00	0.00	134,963.10
E	ADMINISTRATIVE CUSTODIAL							
		5005	Activity Express	184,427.88	1,024.01	850.00	0.00	184,601.89
		5009	Friday Folder Advertising	0.00	0.00	0.00	0.00	0.00
		5011	Creative Cottage Crafts	2,235.04	373.25	163.24	0.00	2,445.05
		5060	Hospitality	0.00	0.00	0.00	0.00	0.00
		5062	Ed Services Hospitality	37.82	0.00	0.00	0.00	37.82
		5080	Media	0.00	0.00	0.00	0.00	0.00
		5081	MPS App	0.00	0.00	0.00	0.00	0.00
		5096	MPS Activities Calendar	0.00	0.00	0.00	0.00	0.00
		5098	NFUSSD	0.00	0.00	0.00	0.00	0.00
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5140	PayBac	0.00	0.00	0.00	0.00	0.00
		5165	Logo Sales	0.00	0.00	0.00	0.00	0.00
		5176	Student Showcase	0.00	0.00	0.00	0.00	0.00
		5177	Staff Development	0.00	0.00	0.00	0.00	0.00
		5178	STOP Hunger	0.00	0.00	0.00	0.00	0.00
		5225	WF Student Donation	5,660.18	0.00	0.00	0.00	5,660.18
		5250	Instrument Rental	-13,619.90	90.00	1,330.42	0.00	-14,860.32
		5255	South Swim Lessons	10,170.00	0.00	0.00	0.00	10,170.00
		5260	North Swim Lessons	0.00	0.00	0.00	0.00	0.00
		5265	West Swim Lessons	4,000.00	0.00	0.00	0.00	4,000.00
		5270	North Open Swim	1,647.00	0.00	0.00	0.00	1,647.00
		5275	West Open Swim	4,100.00	0.00	0.00	0.00	4,100.00
		5280	South Open Swim	4,781.00	0.00	0.00	0.00	4,781.00
		5285	Maintenance Vending	792.16	0.00	0.00	0.00	792.16
		5290	Tech Vending	487.27	8.82	0.00	0.00	496.09
		5295	Facility Use Rental Fee	9,349.08	1,224.00	0.00	0.00	10,573.08
		5300	Facility Use Building Access	1,584.00	31,468.00	0.00	0.00	33,052.00
		5305	Facility Use Staffing	1,507.50	1,581.50	0.00	0.00	3,089.00
		5310	Check Collection	483.15	0.00	0.00	0.00	483.15
		E Totals:		217,642.18	35,769.58	2,343.66	0.00	251,068.10

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q	STUDENT FEE FUND							
	7195		HAL Field Trips	3,235.96	0.00	0.00	0.00	3,235.96
Q Totals:				3,235.96	0.00	0.00	0.00	3,235.96
DSAC Activity Totals:				355,833.54	35,777.28	2,343.66	0.00	389,267.16

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
DSAC Checking:			35,777.28	2,343.66		
DSAC Investment:						
DSAC Bank Balances:	355,833.54		35,777.28	2,343.66	0.00	389,267.16

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Abbott	Abbott Elementary							
A	ACTIVITY GENERAL							
	1010	General Admin		32,412.90	101.62	890.85	0.00	31,623.67
	1018	School Pay Fees		0.00	0.00	0.00	0.00	0.00
	1020	Volunteers-General		135.95	0.00	0.00	0.00	135.95
	1030	Staff Vending		86.32	0.00	0.00	0.00	86.32
	1105	Laptop Insurance		10.00	0.00	0.00	0.00	10.00
	1106	Laptop Loss/Damage		0.00	0.00	0.00	0.00	0.00
	A Totals:			32,645.17	101.62	890.85	0.00	31,855.94
D	CLUBS AND ORGANIZATIONS							
	4040	Art		0.00	0.00	0.00	0.00	0.00
	4230	Environmental Club		0.00	0.00	0.00	0.00	0.00
	4440	Leadership Club		30.00	0.00	0.00	0.00	30.00
	4500	Music		0.00	0.00	0.00	0.00	0.00
	4540	Other Clubs		0.00	0.00	0.00	0.00	0.00
	4580	Reading		0.00	0.00	0.00	0.00	0.00
	4620	Safety Patrol		0.00	0.00	0.00	0.00	0.00
	4660	Spanish Club		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		494.12	0.00	0.00	0.00	494.12
	4760	World Language		102.48	0.00	0.00	0.00	102.48
	D Totals:			626.60	0.00	0.00	0.00	626.60
E	ADMINISTRATIVE CUSTODIAL							
	5040	Fundraising-General		0.00	0.00	0.00	0.00	0.00
	5060	Hospitality		0.00	0.00	0.00	0.00	0.00
	5080	Media		9,023.47	2,191.21	2,045.17	0.00	9,169.51
	5110	Other Student Activities		0.00	0.00	0.00	0.00	0.00
	5121	KG Field Trips-Curriculum Related		121.16	0.00	0.00	0.00	121.16
	5122	1st Grade Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
	5123	2nd Grade Field Trips-Curriculum Related		-121.52	0.00	0.00	0.00	-121.52
	5124	3rd Grade Field Trips-Curriculum Related		113.25	0.00	0.00	0.00	113.25
	5125	4th Grade Field Trips-Curriculum Related		356.92	0.00	320.00	0.00	36.92
	5126	5th Grade Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
	5127	6th Grade Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
	5128	7th Grade Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
	5129	8th Grade Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
	5180	Teacher Fund/Grants		247.17	0.00	0.00	0.00	247.17
	E Totals:			9,740.45	2,191.21	2,365.17	0.00	9,566.49

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q	STUDENT FEE FUND							
		7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00
		7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q Totals:		0.00	0.00	0.00	0.00	0.00
		Abbott Activity Totals:		43,012.22	2,292.83	3,256.02	0.00	42,049.03

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Abbott Checking:			2,292.83	3,256.02		
Abbott Investment:						
Abbott Bank Balances:	43,012.22		2,292.83	3,256.02	0.00	42,049.03

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Ackerm	Ackerman Elementary							
A	ACTIVITY GENERAL							
		1010	General Admin	3,109.97	1,793.68	87.97	0.00	4,815.68
		1018	School Pay Fees	7.17	0.00	0.00	0.00	7.17
		1020	Volunteers-General	112,028.46	0.00	148.31	0.00	111,880.15
		1022	Volunteers - Hospitality	0.00	0.00	0.00	0.00	0.00
		1030	Staff Vending	0.00	0.00	0.00	0.00	0.00
		1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00
		1106	Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
		A Totals:		115,145.60	1,793.68	236.28	0.00	116,703.00
D	CLUBS AND ORGANIZATIONS							
		4040	Art	4,002.48	0.00	0.00	0.00	4,002.48
		4070	Birthday Book Club	0.00	0.00	0.00	0.00	0.00
		4140	Choir	0.00	0.00	0.00	0.00	0.00
		4270	Field Day	1,361.84	0.00	0.00	0.00	1,361.84
		4580	Reading	0.00	0.00	0.00	0.00	0.00
		4710	Student Council	546.31	0.00	0.00	0.00	546.31
		4770	Yearbook	1,019.07	0.00	0.00	0.00	1,019.07
		D Totals:		6,929.70	0.00	0.00	0.00	6,929.70
E	ADMINISTRATIVE CUSTODIAL							
		5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
		5060	Hospitality	0.00	0.00	0.00	0.00	0.00
		5070	Library	7,867.09	0.00	0.00	0.00	7,867.09
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5121	KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5122	1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5123	2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5124	3rd Grade Field Trips-Curriculum Related	255.94	0.00	0.00	0.00	255.94
		5125	4th Grade Field Trips-Curriculum Related	51.00	0.00	0.00	0.00	51.00
		5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5140	PayBac	32.75	0.00	0.00	0.00	32.75
		5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
		E Totals:		8,206.78	0.00	0.00	0.00	8,206.78
Q	STUDENT FEE FUND							
		7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00
		7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q Totals:		0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Ackerman Activity Totals:		130,282.08	1,793.68	236.28	0.00	131,839.48
	Begin Balance					
	Transfers					
	Receipts	1,793.68				
	Disbursements		236.28			
	Adjustments					
	End Balance					
	Ackerman Checking:		1,793.68	236.28		
	Ackerman Investment:					
	Ackerman Bank Balances:	130,282.08	1,793.68	236.28	0.00	131,839.48

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Group ID	Group Name						
Activity ID	Activity Name						
Aldrich	Aldrich Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	14,414.42	2,289.15	0.00	0.00	16,703.57	
1018	School Pay Fees	-1.48	0.00	0.00	0.00	-1.48	
1030	Staff Vending	330.23	0.00	0.00	0.00	330.23	
1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00	
1106	Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00	
A Totals:		14,743.17	2,289.15	0.00	0.00	17,032.32	
D	CLUBS AND ORGANIZATIONS						
4040	Art	0.00	0.00	0.00	0.00	0.00	
4070	Birthday Book Club	6,862.34	160.00	0.00	0.00	7,022.34	
4710	Student Council	0.00	0.00	0.00	0.00	0.00	
D Totals:		6,862.34	160.00	0.00	0.00	7,022.34	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00	
5060	Hospitality	0.00	0.00	0.00	0.00	0.00	
5070	Library	1,052.85	30.00	0.00	0.00	1,082.85	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
5121	KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
5122	1st Grade Field Trips-Curriculum Related	209.42	0.00	0.00	0.00	209.42	
5123	2nd Grade Field Trips-Curriculum Related	70.42	0.00	0.00	0.00	70.42	
5124	3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
E Totals:		1,332.69	30.00	0.00	0.00	1,362.69	
Q	STUDENT FEE FUND						
7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00	
7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
Q Totals:		0.00	0.00	0.00	0.00	0.00	
Aldrich Activity Totals:		22,938.20	2,479.15	0.00	0.00	25,417.35	
		Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Aldrich Checking:				2,479.15	0.00		
Aldrich Investment:							
Aldrich Bank Balances:		22,938.20		2,479.15	0.00	0.00	25,417.35

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
BlackEI	Black Elk Elementary						
A	ACTIVITY GENERAL						
	1010	General Admin	19,249.74	107.44	68.23	0.00	19,288.95
	1018	School Pay Fees	44.82	0.00	0.00	0.00	44.82
	1020	Volunteers-General	53,215.40	45.00	0.00	0.00	53,260.40
	1022	Volunteers - Hospitality	0.00	0.00	0.00	0.00	0.00
	1030	Staff Vending	0.00	0.00	0.00	0.00	0.00
	1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00
	1106	Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
		A Totals:	72,509.96	152.44	68.23	0.00	72,594.17
D	CLUBS AND ORGANIZATIONS						
	4040	Art	5,721.59	0.00	0.00	0.00	5,721.59
	4070	Birthday Book Club	4,350.41	90.00	0.00	0.00	4,440.41
	4140	Choir	293.26	0.00	0.00	0.00	293.26
	4270	Field Day	919.25	1,000.00	0.00	0.00	1,919.25
	4540	Other Clubs	-19.25	0.00	0.00	0.00	-19.25
	4580	Reading	50.65	0.00	0.00	0.00	50.65
	4710	Student Council	2,888.11	611.20	0.00	0.00	3,499.31
		D Totals:	14,204.02	1,701.20	0.00	0.00	15,905.22
E	ADMINISTRATIVE CUSTODIAL						
	5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5065	Hospitality-VIP	1,808.82	0.00	0.00	0.00	1,808.82
	5080	Media	5,705.36	50.72	0.00	0.00	5,756.08
	5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
	5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121	KG Field Trips-Curriculum Related	6.50	0.00	0.00	0.00	6.50
	5122	1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5123	2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5124	3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5140	PayBac	952.62	0.00	0.00	0.00	952.62
		E Totals:	8,473.30	50.72	0.00	0.00	8,524.02
Q	STUDENT FEE FUND						
	7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q Totals:	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
BlackElk Activity Totals:		95,187.28	1,904.36	68.23	0.00	97,023.41
	Begin Balance					
	Transfers					
	Receipts					
	Disbursements					
	Adjustments					
	End Balance					
	BlackElk Checking:		1,904.36	68.23		
	BlackElk Investment:					
	BlackElk Bank Balances:	95,187.28	1,904.36	68.23	0.00	97,023.41

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Bryan	Bryan Elementary School							
A	ACTIVITY GENERAL							
		1010	General Admin	12,722.97	1.28	247.62	0.00	12,476.63
		1018	School Pay Fees	37.26	0.00	0.00	0.00	37.26
		1030	Staff Vending	305.27	0.00	0.00	0.00	305.27
		1040	Donations	199.00	0.00	0.00	0.00	199.00
		1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00
		1106	Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
			A Totals:	13,264.50	1.28	247.62	0.00	13,018.16
D	CLUBS AND ORGANIZATIONS							
		4040	Art	394.60	0.00	0.00	0.00	394.60
		4220	Drama Club	122.07	0.00	0.00	0.00	122.07
		4500	Music	886.51	144.00	250.00	0.00	780.51
		4710	Student Council	1,932.03	0.00	0.00	0.00	1,932.03
			D Totals:	3,335.21	144.00	250.00	0.00	3,229.21
E	ADMINISTRATIVE CUSTODIAL							
		5015	Circle of Friends	0.00	0.00	0.00	0.00	0.00
		5040	Fundraising-General	7,386.03	0.00	451.65	0.00	6,934.38
		5060	Hospitality	0.00	0.00	0.00	0.00	0.00
		5080	Media	7,372.81	1,678.43	0.00	0.00	9,051.24
		5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
		5110	Other Student Activities	840.54	0.00	150.00	0.00	690.54
		5121	KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5122	1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5123	2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5124	3rd Grade Field Trips-Curriculum Related	-313.76	148.76	147.51	0.00	-312.51
		5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5180	Teacher Fund/Grants	1,489.84	0.00	0.00	0.00	1,489.84
			E Totals:	16,775.46	1,827.19	749.16	0.00	17,853.49
Q	STUDENT FEE FUND							
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
			Q Totals:	0.00	0.00	0.00	0.00	0.00
			Bryan Activity Totals:	33,375.17	1,972.47	1,246.78	0.00	34,100.86
			Begin Balance					
			Transfers					
			Receipts	1,972.47				
			Disbursements		1,246.78			
			Adjustments					
			End Balance					
			Bryan Checking:					
			Bryan Investment:					
			Bryan Bank Balances:	33,375.17	1,972.47	1,246.78	0.00	34,100.86

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Cather	Cather Elementary							
A	ACTIVITY GENERAL							
		1010	General Admin	6,102.57	21.70	422.17	0.00	5,702.10
		1018	School Pay Fees	5.22	0.00	0.00	0.00	5.22
		1030	Staff Vending	0.00	0.00	0.00	0.00	0.00
		1040	Donations	400.00	0.00	0.00	0.00	400.00
		1105	Laptop Insurance	1,366.96	0.00	0.00	0.00	1,366.96
		1106	Laptop Loss/Damage	10.00	0.00	0.00	0.00	10.00
		A Totals:		7,884.75	21.70	422.17	0.00	7,484.28
D	CLUBS AND ORGANIZATIONS							
		4038	Archery	-340.20	0.00	0.00	0.00	-340.20
		4040	Art	0.00	0.00	0.00	0.00	0.00
		4090	Bowling Club	0.00	0.00	0.00	0.00	0.00
		4231	Ecology Club	80.00	0.00	80.00	0.00	0.00
		4500	Music	7.00	0.00	0.00	0.00	7.00
		4540	Other Clubs	5,131.50	0.00	0.00	0.00	5,131.50
		4600	Robotics & Engineering Club	2,307.21	0.00	0.00	0.00	2,307.21
		4610	SAFE/DARE/Drug Free	77.23	0.00	0.00	0.00	77.23
		4710	Student Council	1,525.37	97.89	0.00	0.00	1,623.26
		D Totals:		8,788.11	97.89	80.00	0.00	8,806.00
E	ADMINISTRATIVE CUSTODIAL							
		5040	Fundraising-General	-7.96	0.00	0.00	0.00	-7.96
		5060	Hospitality	-2.54	0.00	0.00	0.00	-2.54
		5070	Library	3,828.03	1,403.52	1,171.53	0.00	4,060.02
		5110	Other Student Activities	-2,839.50	0.00	0.00	0.00	-2,839.50
		5121	KG Field Trips-Curriculum Related	73.93	0.00	0.00	0.00	73.93
		5122	1st Grade Field Trips-Curriculum Related	106.60	0.00	0.00	0.00	106.60
		5123	2nd Grade Field Trips-Curriculum Related	648.93	0.00	0.00	0.00	648.93
		5124	3rd Grade Field Trips-Curriculum Related	223.19	0.00	0.00	0.00	223.19
		5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5126	5th Grade Field Trips-Curriculum Related	949.45	0.00	0.00	0.00	949.45
		5140	PayBac	1,707.03	0.00	0.00	0.00	1,707.03
		5181	Grants	397.51	0.00	0.00	0.00	397.51
		E Totals:		5,084.67	1,403.52	1,171.53	0.00	5,316.66

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q	STUDENT FEE FUND							
		7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00
		7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q Totals:		0.00	0.00	0.00	0.00	0.00
		Cather Activity Totals:		21,757.53	1,523.11	1,673.70	0.00	21,606.94

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Cather Checking:			1,523.11	1,673.70		
Cather Investment:						
Cather Bank Balances:	21,757.53		1,523.11	1,673.70	0.00	21,606.94

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Cody	Cody Elementary School							
A	ACTIVITY GENERAL							
	1010	General Admin		1,947.12	716.77	491.82	0.00	2,172.07
	1018	School Pay Fees		1.62	2.53	0.00	0.00	4.15
	1030	Staff Vending		135.58	0.00	0.00	0.00	135.58
	1043	Playground		1,987.22	0.00	0.00	0.00	1,987.22
	1050	Projects/Support		265.26	0.00	0.00	0.00	265.26
	1105	Laptop Insurance		30.00	0.00	0.00	0.00	30.00
	1106	Laptop Loss/Damage		0.00	70.00	0.00	0.00	70.00
		A Totals:		4,366.80	789.30	491.82	0.00	4,664.28
D	CLUBS AND ORGANIZATIONS							
	4040	Art		0.00	0.00	0.00	0.00	0.00
	4100	Builders Club		136.00	0.00	0.00	0.00	136.00
	4140	Choir		237.71	0.00	0.00	0.00	237.71
	4540	Other Clubs		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		2,018.49	620.00	0.00	0.00	2,638.49
		D Totals:		2,392.20	620.00	0.00	0.00	3,012.20
E	ADMINISTRATIVE CUSTODIAL							
	5040	Fundraising-General		0.00	0.00	0.00	0.00	0.00
	5060	Hospitality		0.00	0.00	0.00	0.00	0.00
	5080	Media		4,546.66	5.00	0.00	0.00	4,551.66
	5110	Other Student Activities		740.32	0.00	0.00	0.00	740.32
	5121	KG Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
	5122	1st Grade Field Trips-Curriculum Related		576.25	0.00	0.00	0.00	576.25
	5123	2nd Grade Field Trips-Curriculum Related		713.70	0.00	0.00	0.00	713.70
	5124	3rd Grade Field Trips-Curriculum Related		227.12	0.00	0.00	0.00	227.12
	5125	4th Grade Field Trips-Curriculum Related		220.61	0.00	0.00	0.00	220.61
	5126	5th Grade Field Trips-Curriculum Related		72.00	0.00	0.00	0.00	72.00
	5165	Logo Sales		210.82	0.00	0.00	0.00	210.82
	5170	Student Notebooks		0.00	0.00	0.00	0.00	0.00
		E Totals:		7,307.48	5.00	0.00	0.00	7,312.48
Q	STUDENT FEE FUND							
	7000	KG Field Trips		0.00	0.00	0.00	0.00	0.00
	7010	1st Grade Field Trips		0.00	0.00	0.00	0.00	0.00
	7020	2nd Grade Field Trips		0.00	0.00	0.00	0.00	0.00
	7030	3rd Grade Field Trips		0.00	0.00	0.00	0.00	0.00
	7040	4th Grade Field Trips		0.00	0.00	0.00	0.00	0.00
	7050	5th Grade Field Trips		0.00	0.00	0.00	0.00	0.00
	7900	Field Trips-Other		0.00	0.00	0.00	0.00	0.00
		Q Totals:		0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Cody Activity Totals:		14,066.48	1,414.30	491.82	0.00	14,988.96

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Cody Checking:			1,414.30	491.82		
Cody Investment:						
Cody Bank Balances:	14,066.48		1,414.30	491.82	0.00	14,988.96

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Cottonw Cottonwood Elementary School						
A	ACTIVITY GENERAL					
1010	General Admin	15,201.00	1.52	596.88	-1,008.00	13,597.64
1018	School Pay Fees	11.37	0.00	0.00	0.00	11.37
1030	Staff Vending	66.76	0.00	0.00	0.00	66.76
1105	Laptop Insurance	15.00	0.00	0.00	0.00	15.00
1106	Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
A Totals:		15,294.13	1.52	596.88	-1,008.00	13,690.77
D	CLUBS AND ORGANIZATIONS					
4040	Art	11.76	0.00	0.00	0.00	11.76
4580	Reading	-99.00	0.00	0.00	0.00	-99.00
4610	SAFE/DARE/Drug Free	0.00	0.00	0.00	0.00	0.00
4710	Student Council	2,623.62	0.00	0.00	0.00	2,623.62
4750	Volunteer Club	19,123.19	1,339.84	1,892.98	0.00	18,570.05
D Totals:		21,659.57	1,339.84	1,892.98	0.00	21,106.43
E	ADMINISTRATIVE CUSTODIAL					
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
5060	Hospitality	0.00	0.00	0.00	0.00	0.00
5070	Library	199.42	0.00	0.00	1,008.00	1,207.42
5110	Other Student Activities	34.32	0.00	0.00	0.00	34.32
5121	KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5122	1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5123	2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5124	3rd Grade Field Trips-Curriculum Related	497.96	0.00	0.00	0.00	497.96
5125	4th Grade Field Trips-Curriculum Related	305.70	0.00	0.00	0.00	305.70
5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	162.74	0.00	-162.74
5142	Preschool	0.00	0.00	0.00	0.00	0.00
5180	Teacher Fund/Grants	203.23	0.00	0.00	0.00	203.23
E Totals:		1,240.63	0.00	162.74	1,008.00	2,085.89
Q	STUDENT FEE FUND					
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
Q Totals:		0.00	0.00	0.00	0.00	0.00
S	ATHLETIC					
9055	Athletics - Projects	0.00	0.00	0.00	0.00	0.00
S Totals:		0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Cottonwood Activity Totals:		38,194.33	1,341.36	2,652.60	0.00	36,883.09

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Cottonwood Checking:			1,341.36	2,652.60		
Cottonwood Investment:						
Cottonwood Bank Balances:	38,194.33		1,341.36	2,652.60	0.00	36,883.09

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Disney	Disney Elementary							
A	ACTIVITY GENERAL							
		1010	General Admin	5,580.74	1.35	322.35	0.00	5,259.74
		1015	Counseling	32.13	0.00	0.00	0.00	32.13
		1018	School Pay Fees	-0.20	0.00	0.00	0.00	-0.20
		1030	Staff Vending	264.03	25.72	0.00	0.00	289.75
		1040	Donations	11,879.11	0.00	355.14	0.00	11,523.97
		1043	Playground	3,000.00	0.00	0.00	0.00	3,000.00
		1046	Birthday Board	617.88	10.00	0.00	0.00	627.88
		1105	Laptop Insurance	960.00	0.00	0.00	0.00	960.00
		1106	Laptop Loss/Damage	42.00	0.00	0.00	0.00	42.00
			A Totals:	22,375.69	37.07	677.49	0.00	21,735.27
D	CLUBS AND ORGANIZATIONS							
		4570	Play Production	2,306.71	0.00	879.59	0.00	1,427.12
		4710	Student Council	701.65	0.00	0.00	0.00	701.65
		4726	Unified Sports	3,787.40	0.00	0.00	0.00	3,787.40
			D Totals:	6,795.76	0.00	879.59	0.00	5,916.17
E	ADMINISTRATIVE CUSTODIAL							
		5040	Fundraising-General	1,379.80	0.00	0.00	0.00	1,379.80
		5070	Library	-12.96	578.00	584.69	0.00	-19.65
		5120	P.E.	2,340.55	1,898.00	621.75	0.00	3,616.80
		5121	KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5122	1st Grade Field Trips-Curriculum Related	-7.00	0.00	0.00	0.00	-7.00
		5123	2nd Grade Field Trips-Curriculum Related	21.00	0.00	0.00	0.00	21.00
		5124	3rd Grade Field Trips-Curriculum Related	37.50	0.00	0.00	0.00	37.50
		5125	4th Grade Field Trips-Curriculum Related	82.50	0.00	0.00	0.00	82.50
		5126	5th Grade Field Trips-Curriculum Related	13.45	0.00	0.00	0.00	13.45
		5181	Grants	1,000.00	0.00	0.00	0.00	1,000.00
			E Totals:	4,854.84	2,476.00	1,206.44	0.00	6,124.40
Q	STUDENT FEE FUND							
		7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
			Q Totals:	0.00	0.00	0.00	0.00	0.00
			Disney Activity Totals:	34,026.29	2,513.07	2,763.52	0.00	33,775.84
			Begin Balance					
			Transfers					
			Receipts					
			Disbursements					
			Adjustments					
			End Balance					
			Disney Checking:					
			Disney Investment:					
			Disney Bank Balances:	34,026.29	2,513.07	2,763.52	0.00	33,775.84

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
HarveyO Harvey Oaks Elementary								
A	ACTIVITY GENERAL							
	1010		General Admin	37,580.12	1,252.46	733.79	0.00	38,098.79
	1018		School Pay Fees	1.43	0.00	0.00	0.00	1.43
	1030		Staff Vending	0.00	0.00	0.00	0.00	0.00
	1105		Laptop Insurance	15.00	0.00	0.00	0.00	15.00
	1106		Laptop Loss/Damage	59.00	14.00	0.00	0.00	73.00
	1170		Wellness	287.73	0.00	0.00	0.00	287.73
	A Totals:			37,943.28	1,266.46	733.79	0.00	38,475.95
D	CLUBS AND ORGANIZATIONS							
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4140		Choir	0.00	0.00	0.00	0.00	0.00
	4620		Safety Patrol	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	329.68	0.00	0.00	0.00	329.68
	4728		Unified Club	1,000.00	0.00	0.00	0.00	1,000.00
	D Totals:			1,329.68	0.00	0.00	0.00	1,329.68
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5050		HAL	0.00	0.00	0.00	0.00	0.00
	5070		Library	828.01	0.00	77.04	0.00	750.97
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5122		1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5123		2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5124		3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5125		4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126		5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5142		Preschool	112.00	0.00	0.00	0.00	112.00
	5180		Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
	E Totals:			940.01	0.00	77.04	0.00	862.97
	HarveyOaks Activity Totals:			40,212.97	1,266.46	810.83	0.00	40,668.60

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
HarveyOaks Checking:			1,266.46	810.83		
HarveyOaks Investment:						
HarveyOaks Bank Balances:	40,212.97		1,266.46	810.83	0.00	40,668.60

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Hitchco	Hitchcock Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	15,727.38	166.27	529.59	0.00	15,364.06
	1018		School Pay Fees	-0.35	0.54	0.00	0.00	0.19
	1030		Staff Vending	496.83	0.00	0.00	0.00	496.83
	1105		Laptop Insurance	37.90	15.00	37.90	0.00	15.00
	1106		Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
			A Totals:	16,261.76	181.81	567.49	0.00	15,876.08
D	CLUBS AND ORGANIZATIONS							
	4040		Art	884.94	0.00	0.00	0.00	884.94
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4580		Reading	863.45	0.00	0.00	0.00	863.45
	4710		Student Council	368.32	0.00	0.00	0.00	368.32
			D Totals:	2,116.71	0.00	0.00	0.00	2,116.71
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	0.00	0.00	0.00	0.00	0.00
	5070		Library	6,779.75	87.81	556.40	0.00	6,311.16
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	24.99	0.00	0.00	0.00	24.99
	5122		1st Grade Field Trips-Curriculum Related	-90.88	0.00	0.00	0.00	-90.88
	5123		2nd Grade Field Trips-Curriculum Related	388.82	0.00	0.00	0.00	388.82
	5124		3rd Grade Field Trips-Curriculum Related	158.18	0.00	0.00	0.00	158.18
	5125		4th Grade Field Trips-Curriculum Related	28.77	0.00	0.00	0.00	28.77
	5126		5th Grade Field Trips-Curriculum Related	72.18	0.00	0.00	0.00	72.18
	5165		Logo Sales	0.00	0.00	0.00	0.00	0.00
			E Totals:	7,361.81	87.81	556.40	0.00	6,893.22
Q	STUDENT FEE FUND							
	7090		ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7140		Mini-Classes	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
			Q Totals:	0.00	0.00	0.00	0.00	0.00
			Hitchcock Activity Totals:	25,740.28	269.62	1,123.89	0.00	24,886.01
			Begin Balance					
			Transfers					
			Receipts					
			Disbursements					
			Adjustments					
			End Balance					
			Hitchcock Checking:		269.62	1,123.89		
			Hitchcock Investment:					
			Hitchcock Bank Balances:	25,740.28	269.62	1,123.89	0.00	24,886.01

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
HollingH Holling Heights Elementary								
A	ACTIVITY GENERAL							
	1010		General Admin	25,329.29	1.83	137.92	0.00	25,193.20
	1018		School Pay Fees	-0.08	0.00	0.00	0.00	-0.08
	1030		Staff Vending	66.98	0.00	0.00	0.00	66.98
	1040		Donations	2,665.00	0.00	1,873.44	0.00	791.56
	1049		Food Pantry	132.31	0.00	0.00	0.00	132.31
	1105		Laptop Insurance	0.00	15.00	0.00	0.00	15.00
	1106		Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
	A Totals:			28,193.50	16.83	2,011.36	0.00	26,198.97
D	CLUBS AND ORGANIZATIONS							
	4710		Student Council	838.95	0.00	0.00	0.00	838.95
	4728		Unified Club	0.00	0.00	0.00	0.00	0.00
	D Totals:			838.95	0.00	0.00	0.00	838.95
E	ADMINISTRATIVE CUSTODIAL							
	5016		Family Events	-485.40	0.00	0.00	485.40	0.00
	5040		Fundraising-General	6,717.78	0.00	0.00	0.00	6,717.78
	5070		Library	6,325.80	52.05	460.00	0.00	5,917.85
	5113		SBS Field Trips	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	-224.74	0.00	0.00	0.00	-224.74
	5122		1st Grade Field Trips-Curriculum Related	-177.74	0.00	0.00	0.00	-177.74
	5123		2nd Grade Field Trips-Curriculum Related	250.00	0.00	0.00	0.00	250.00
	5124		3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5125		4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126		5th Grade Field Trips-Curriculum Related	-180.24	0.00	0.00	0.00	-180.24
	5140		PayBac	6,656.66	443.48	0.00	-485.40	6,614.74
	5180		Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
	5182		Behavior Skills Grant	500.00	0.00	0.00	0.00	500.00
	E Totals:			19,382.12	495.53	460.00	0.00	19,417.65
Q	STUDENT FEE FUND							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:			0.00	0.00	0.00	0.00	0.00
HollingHts Activity Totals:				48,414.57	512.36	2,471.36	0.00	46,455.57

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
HollingHts Checking:			512.36	2,471.36		
HollingHts Investment:						
HollingHts Bank Balances:	48,414.57		512.36	2,471.36	0.00	46,455.57

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Montclai Montclair Elementary								
A	ACTIVITY GENERAL							
	1010		General Admin	10,787.30	1.56	416.55	0.00	10,372.31
	1018		School Pay Fees	5.59	0.00	0.00	0.00	5.59
	1030		Staff Vending	418.53	0.00	0.00	0.00	418.53
	1105		Laptop Insurance	2,900.00	15.00	0.00	0.00	2,915.00
	1106		Laptop Loss/Damage	84.00	0.00	0.00	0.00	84.00
	A Totals:			14,195.42	16.56	416.55	0.00	13,795.43
D	CLUBS AND ORGANIZATIONS							
	4040		Art	2,537.68	0.00	0.00	0.00	2,537.68
	4500		Music	700.00	0.00	0.00	0.00	700.00
	4570		Play Production	5,740.91	0.00	0.00	0.00	5,740.91
	4610		SAFE/DARE/Drug Free	1.84	0.00	0.00	0.00	1.84
	4645		Show Choir	509.66	0.00	0.00	0.00	509.66
	4710		Student Council	1,201.65	166.00	356.53	0.00	1,011.12
	D Totals:			10,691.74	166.00	356.53	0.00	10,501.21
E	ADMINISTRATIVE CUSTODIAL							
	5012		Creative Cafe	233.83	0.00	0.00	0.00	233.83
	5040		Fundraising-General	250.00	0.00	0.00	0.00	250.00
	5060		Hospitality	4.82	0.00	0.00	0.00	4.82
	5070		Library	9,178.24	959.26	40.00	0.00	10,097.50
	5110		Other Student Activities	101.00	0.00	0.00	0.00	101.00
	5116		Montessori KG	227.50	0.00	0.00	0.00	227.50
	5117		Montessori 1-3	1,170.46	0.00	0.00	0.00	1,170.46
	5118		Montessori 4-5	713.53	17.00	140.00	0.00	590.53
	5120		P.E.	842.89	160.50	0.00	0.00	1,003.39
	5121		KG Field Trips-Curriculum Related	86.00	0.00	0.00	0.00	86.00
	5122		1st Grade Field Trips-Curriculum Related	279.53	0.00	0.00	0.00	279.53
	5123		2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5124		3rd Grade Field Trips-Curriculum Related	2.00	0.00	0.00	0.00	2.00
	5125		4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126		5th Grade Field Trips-Curriculum Related	39.76	0.00	0.00	0.00	39.76
	E Totals:			13,129.56	1,136.76	180.00	0.00	14,086.32
Q	STUDENT FEE FUND							
	7020		2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7030		3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7040		4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7050		5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7110		Montessori PreK	146.03	0.00	0.00	0.00	146.03
	7140		Mini-Classes	1,921.24	0.00	0.00	0.00	1,921.24
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:			2,067.27	0.00	0.00	0.00	2,067.27

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Montclair Activity Totals:		40,083.99	1,319.32	953.08	0.00	40,450.23
	Begin Balance					
	Transfers					
	Receipts					
	Disbursements					
	Adjustments					
	End Balance					
	Montclair Checking:		1,319.32	953.08		
	Montclair Investment:					
	Montclair Bank Balances:	40,083.99	1,319.32	953.08	0.00	40,450.23

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Morton	Morton Elementary					
A	ACTIVITY GENERAL					
1010	General Admin	87.69	0.64	0.00	0.00	88.33
1018	School Pay Fees	-1.20	0.00	0.00	0.00	-1.20
1030	Staff Vending	0.00	0.00	0.00	0.00	0.00
1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00
1106	Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
A Totals:		86.49	0.64	0.00	0.00	87.13
D	CLUBS AND ORGANIZATIONS					
4230	Environmental Club	927.16	0.00	0.00	0.00	927.16
4580	Reading	82.96	0.00	0.00	0.00	82.96
4610	SAFE/DARE/Drug Free	0.00	0.00	0.00	0.00	0.00
4620	Safety Patrol	0.00	0.00	0.00	0.00	0.00
4710	Student Council	2,651.80	0.00	0.00	0.00	2,651.80
4726	Unified Sports	500.00	0.00	0.00	0.00	500.00
D Totals:		4,161.92	0.00	0.00	0.00	4,161.92
E	ADMINISTRATIVE CUSTODIAL					
5015	Circle of Friends	37.59	0.00	0.00	0.00	37.59
5040	Fundraising-General	1,000.00	0.00	2,088.99	0.00	-1,088.99
5060	Hospitality	392.78	0.00	0.00	0.00	392.78
5070	Library	8,316.79	0.00	0.00	0.00	8,316.79
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
5121	KG Field Trips-Curriculum Related	106.40	0.00	0.00	0.00	106.40
5122	1st Grade Field Trips-Curriculum Related	165.12	0.00	0.00	0.00	165.12
5123	2nd Grade Field Trips-Curriculum Related	28.00	0.00	0.00	0.00	28.00
5124	3rd Grade Field Trips-Curriculum Related	307.16	0.00	0.00	0.00	307.16
5125	4th Grade Field Trips-Curriculum Related	19.81	0.00	0.00	0.00	19.81
5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5140	PayBac	1,776.94	175.00	0.00	0.00	1,951.94
E Totals:		12,150.59	175.00	2,088.99	0.00	10,236.60
Q	STUDENT FEE FUND					
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
Q Totals:		0.00	0.00	0.00	0.00	0.00
Morton Activity Totals:		16,399.00	175.64	2,088.99	0.00	14,485.65

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Morton Checking:			175.64	2,088.99		
Morton Investment:						
Morton Bank Balances:	16,399.00		175.64	2,088.99	0.00	14,485.65

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Neihardt Neihardt Elementary School						
A	ACTIVITY GENERAL					
1010	General Admin	15,972.83	340.37	51.00	0.00	16,262.20
1018	School Pay Fees	-0.25	0.00	0.00	0.00	-0.25
1030	Staff Vending	101.00	0.00	0.00	0.00	101.00
1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00
1106	Laptop Loss/Damage	14.00	0.00	0.00	0.00	14.00
A Totals:		16,087.58	340.37	51.00	0.00	16,376.95
D	CLUBS AND ORGANIZATIONS					
4140	Choir	686.20	10.00	0.00	0.00	696.20
4620	Safety Patrol	0.00	0.00	0.00	0.00	0.00
4710	Student Council	842.15	21.30	0.00	0.00	863.45
4770	Yearbook	2,842.57	0.00	0.00	0.00	2,842.57
D Totals:		4,370.92	31.30	0.00	0.00	4,402.22
E	ADMINISTRATIVE CUSTODIAL					
5015	Circle of Friends	0.00	0.00	0.00	0.00	0.00
5035	Fuel Up to Play 60	285.85	0.00	29.40	0.00	256.45
5040	Fundraising-General	7,195.76	0.00	0.00	0.00	7,195.76
5070	Library	4,102.31	611.76	4.82	0.00	4,709.25
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
5121	KG Field Trips-Curriculum Related	-143.13	0.00	0.00	0.00	-143.13
5122	1st Grade Field Trips-Curriculum Related	-536.98	0.00	0.00	0.00	-536.98
5123	2nd Grade Field Trips-Curriculum Related	377.09	300.00	200.00	0.00	477.09
5124	3rd Grade Field Trips-Curriculum Related	676.21	0.00	405.00	0.00	271.21
5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5140	PayBac	2,985.62	478.20	681.93	0.00	2,781.89
E Totals:		14,942.73	1,389.96	1,321.15	0.00	15,011.54
Q	STUDENT FEE FUND					
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
Q Totals:		0.00	0.00	0.00	0.00	0.00
Neihardt Activity Totals:		35,401.23	1,761.63	1,372.15	0.00	35,790.71

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Neihardt Checking:			1,761.63	1,372.15		
Neihardt Investment:						
Neihardt Bank Balances:	35,401.23		1,761.63	1,372.15	0.00	35,790.71

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Norris	Norris Elementary School					
A	ACTIVITY GENERAL					
1010	General Admin	3,112.88	2.02	275.77	0.00	2,839.13
1018	School Pay Fees	5.73	0.00	0.00	0.00	5.73
1030	Staff Vending	0.00	0.00	0.00	0.00	0.00
1043	Playground	36,406.86	0.00	0.00	0.00	36,406.86
1045	Gym Teachers Activity Account	568.92	0.00	0.00	0.00	568.92
1050	Projects/Support	0.00	0.00	0.00	0.00	0.00
1055	After School Tutoring Programs	0.00	0.00	0.00	0.00	0.00
1105	Laptop Insurance	165.00	15.00	0.00	0.00	180.00
1106	Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
	A Totals:	40,259.39	17.02	275.77	0.00	40,000.64
D	CLUBS AND ORGANIZATIONS					
4010	40 Assets	605.80	0.00	0.00	0.00	605.80
4040	Art	0.00	0.00	0.00	0.00	0.00
4500	Music	181.26	0.00	0.00	0.00	181.26
4580	Reading	96.19	0.00	0.00	0.00	96.19
4620	Safety Patrol	0.00	0.00	0.00	0.00	0.00
4710	Student Council	769.55	697.50	358.96	0.00	1,108.09
4770	Yearbook	1,165.00	0.00	0.00	0.00	1,165.00
	D Totals:	2,817.80	697.50	358.96	0.00	3,156.34
E	ADMINISTRATIVE CUSTODIAL					
5060	Hospitality	1,708.28	0.00	50.00	0.00	1,658.28
5080	Media	1,832.65	71.99	0.00	0.00	1,904.64
5090	Montessori	499.10	0.00	0.00	0.00	499.10
5116	Montessori KG	0.00	0.00	0.00	0.00	0.00
5117	Montessori 1-3	0.00	0.00	0.00	0.00	0.00
5118	Montessori 4-5	0.00	0.00	0.00	0.00	0.00
5121	KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5122	1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5123	2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5124	3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5141	Field Trips-paybac	3,595.93	134.50	0.00	0.00	3,730.43
5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
	E Totals:	7,635.96	206.49	50.00	0.00	7,792.45

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q	STUDENT FEE FUND							
	7000		KG Field Trips	0.00	0.00	0.00	0.00	0.00
	7010		1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7020		2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7090		ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7110		Montessori PreK	498.23	124.00	0.00	0.00	622.23
	7120		Montessori 1-3	0.00	0.00	0.00	0.00	0.00
	7130		Montessori 4th & 5th	0.00	0.00	0.00	0.00	0.00
	7150		Jumpstart	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
			Q Totals:	498.23	124.00	0.00	0.00	622.23
			Norris Activity Totals:	51,211.38	1,045.01	684.73	0.00	51,571.66

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Norris Checking:			1,045.01	684.73		
Norris Investment:						
Norris Bank Balances:	51,211.38		1,045.01	684.73	0.00	51,571.66

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Reagan	Reagan Elementary					
A	ACTIVITY GENERAL					
1010	General Admin	23,457.69	25.40	154.65	0.00	23,328.44
1018	School Pay Fees	-0.64	0.00	0.00	0.00	-0.64
1020	Volunteers-General	107,415.18	335.29	14,271.01	0.00	93,479.46
1022	Volunteers - Hospitality	0.00	0.00	0.00	0.00	0.00
1030	Staff Vending	594.01	0.00	0.00	0.00	594.01
1045	Gym Teachers Activity Account	0.00	0.00	0.00	0.00	0.00
1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00
1106	Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
	A Totals:	131,466.24	360.69	14,425.66	0.00	117,401.27
D	CLUBS AND ORGANIZATIONS					
4540	Other Clubs	671.23	0.00	0.00	0.00	671.23
4710	Student Council	1,749.84	589.32	0.00	0.00	2,339.16
	D Totals:	2,421.07	589.32	0.00	0.00	3,010.39
E	ADMINISTRATIVE CUSTODIAL					
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
5060	Hospitality	0.00	0.00	0.00	0.00	0.00
5070	Library	5,794.91	51.00	270.00	0.00	5,575.91
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
5115	Field Trips-Curriculum Related	-1,089.69	0.00	0.00	0.00	-1,089.69
5121	KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5122	1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5123	2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5124	3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5140	PayBac	0.00	0.00	0.00	0.00	0.00
	E Totals:	4,705.22	51.00	270.00	0.00	4,486.22
Q	STUDENT FEE FUND					
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:	0.00	0.00	0.00	0.00	0.00
	Reagan Activity Totals:	138,592.53	1,001.01	14,695.66	0.00	124,897.88

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Reagan Checking:			1,001.01	14,695.66		
Reagan Investment:						
Reagan Bank Balances:	138,592.53		1,001.01	14,695.66	0.00	124,897.88

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Reeder	Reeder Elementary							
A	ACTIVITY GENERAL							
		1010	General Admin	16,449.16	389.64	4,149.08	0.00	12,689.72
		1018	School Pay Fees	0.17	0.00	0.00	0.00	0.17
		1030	Staff Vending	617.40	11.47	0.00	0.00	628.87
		1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00
		1106	Laptop Loss/Damage	14.00	0.00	0.00	0.00	14.00
		A Totals:		17,080.73	401.11	4,149.08	0.00	13,332.76
D	CLUBS AND ORGANIZATIONS							
		4500	Music	837.46	0.00	0.00	0.00	837.46
		4580	Reading	0.00	0.00	0.00	0.00	0.00
		4710	Student Council	318.38	0.00	0.00	0.00	318.38
		D Totals:		1,155.84	0.00	0.00	0.00	1,155.84
E	ADMINISTRATIVE CUSTODIAL							
		5040	Fundraising-General	56.91	0.00	0.00	0.00	56.91
		5060	Hospitality	0.00	0.00	0.00	0.00	0.00
		5070	Library	8,893.30	1,832.00	0.00	0.00	10,725.30
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5120	P.E.	1,364.38	0.00	0.00	0.00	1,364.38
		5121	KG Field Trips-Curriculum Related	254.52	0.00	0.00	0.00	254.52
		5122	1st Grade Field Trips-Curriculum Related	631.26	0.00	0.00	0.00	631.26
		5123	2nd Grade Field Trips-Curriculum Related	70.91	0.00	0.00	0.00	70.91
		5124	3rd Grade Field Trips-Curriculum Related	227.97	0.00	0.00	0.00	227.97
		5125	4th Grade Field Trips-Curriculum Related	206.04	0.00	0.00	0.00	206.04
		5126	5th Grade Field Trips-Curriculum Related	-207.49	236.00	0.00	0.00	28.51
		5140	PayBac	3,448.41	0.00	135.53	0.00	3,312.88
		5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
		E Totals:		14,946.21	2,068.00	135.53	0.00	16,878.68
Q	STUDENT FEE FUND							
		7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q Totals:		0.00	0.00	0.00	0.00	0.00
Reeder Activity Totals:				33,182.78	2,469.11	4,284.61	0.00	31,367.28

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Reeder Checking:			2,469.11	4,284.61		
Reeder Investment:						
Reeder Bank Balances:	33,182.78		2,469.11	4,284.61	0.00	31,367.28

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Rockwell Rockwell Elementary								
A	ACTIVITY GENERAL							
	1010		General Admin	7,207.66	1.37	97.77	0.00	7,111.26
	1018		School Pay Fees	-0.09	0.00	0.00	0.00	-0.09
	1030		Staff Vending	468.27	0.00	0.00	0.00	468.27
	1040		Donations	6,942.80	127.67	353.83	0.00	6,716.64
	1048		Parent Involvement Activities	895.80	0.00	0.00	0.00	895.80
	1105		Laptop Insurance	0.00	0.00	0.00	0.00	0.00
	1106		Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
	A Totals:			15,514.44	129.04	451.60	0.00	15,191.88
D	CLUBS AND ORGANIZATIONS							
	4230		Environmental Club	0.00	0.00	0.00	0.00	0.00
	4540		Other Clubs	82.34	0.00	0.00	0.00	82.34
	4610		SAFE/DARE/Drug Free	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	1,974.32	173.00	69.18	0.00	2,078.14
	4728		Unified Club	1,033.81	0.00	0.00	0.00	1,033.81
	4770		Yearbook	528.00	0.00	0.00	0.00	528.00
	D Totals:			3,618.47	173.00	69.18	0.00	3,722.29
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	3,390.40	487.22	0.00	0.00	3,877.62
	5070		Library	8,085.20	0.00	906.81	0.00	7,178.39
	5110		Other Student Activities	771.69	0.00	0.00	0.00	771.69
	5121		KG Field Trips-Curriculum Related	212.77	0.00	0.00	0.00	212.77
	5122		1st Grade Field Trips-Curriculum Related	24.00	0.00	0.00	0.00	24.00
	5123		2nd Grade Field Trips-Curriculum Related	88.75	0.00	0.00	0.00	88.75
	5124		3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5125		4th Grade Field Trips-Curriculum Related	48.50	0.00	0.00	0.00	48.50
	5126		5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5140		PayBac	2,947.57	360.00	151.09	0.00	3,156.48
	E Totals:			15,568.88	847.22	1,057.90	0.00	15,358.20
Q	STUDENT FEE FUND							
	7020		2nd Grade Field Trips	36.50	0.00	0.00	0.00	36.50
	7030		3rd Grade Field Trips	3.00	0.00	0.00	0.00	3.00
	7040		4th Grade Field Trips	6.50	0.00	0.00	0.00	6.50
	7050		5th Grade Field Trips	95.55	0.00	0.00	0.00	95.55
	7900		Field Trips-Other	176.22	0.00	0.00	0.00	176.22
	Q Totals:			317.77	0.00	0.00	0.00	317.77

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Rockwell Activity Totals:		35,019.56	1,149.26	1,578.68	0.00	34,590.14
	Begin Balance					End Balance
	Transfers					
	Receipts					
	Disbursements					
	Adjustments					
	Rockwell Checking:		1,149.26	1,578.68		
	Rockwell Investment:					
	Rockwell Bank Balances:	35,019.56	1,149.26	1,578.68	0.00	34,590.14

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Rohwer Rohwer Elementary								
A ACTIVITY GENERAL								
	1010		General Admin	13,740.30	1.45	0.00	0.00	13,741.75
	1018		School Pay Fees	-0.67	0.00	0.00	0.00	-0.67
	1030		Staff Vending	283.03	18.20	0.00	0.00	301.23
	1040		Donations	16.75	0.00	0.00	0.00	16.75
	1105		Laptop Insurance	2,550.00	0.00	0.00	0.00	2,550.00
	1106		Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
A Totals:				16,589.41	19.65	0.00	0.00	16,609.06
D CLUBS AND ORGANIZATIONS								
	4070		Birthday Book Club	6,507.98	0.00	0.00	0.00	6,507.98
	4140		Choir	0.00	0.00	0.00	0.00	0.00
	4620		Safety Patrol	25.00	0.00	0.00	0.00	25.00
	4710		Student Council	66.77	0.00	0.00	0.00	66.77
D Totals:				6,599.75	0.00	0.00	0.00	6,599.75
E ADMINISTRATIVE CUSTODIAL								
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	2,963.04	0.00	0.00	0.00	2,963.04
	5080		Media	1,414.88	0.00	0.00	0.00	1,414.88
	5100		Other Adm Custodial	-34.81	0.00	0.00	0.00	-34.81
	5110		Other Student Activities	1,706.51	0.00	0.00	0.00	1,706.51
	5121		KG Field Trips-Curriculum Related	-1.73	0.00	0.00	0.00	-1.73
	5122		1st Grade Field Trips-Curriculum Related	613.89	0.00	0.00	0.00	613.89
	5123		2nd Grade Field Trips-Curriculum Related	353.23	0.00	0.00	0.00	353.23
	5124		3rd Grade Field Trips-Curriculum Related	25.96	0.00	0.00	0.00	25.96
	5125		4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126		5th Grade Field Trips-Curriculum Related	-88.21	0.00	0.00	0.00	-88.21
	5140		PayBac	5,297.81	718.52	0.00	0.00	6,016.33
	5180		Teacher Fund/Grants	1,675.70	0.00	0.00	0.00	1,675.70
E Totals:				13,926.27	718.52	0.00	0.00	14,644.79
Q STUDENT FEE FUND								
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
Q Totals:				0.00	0.00	0.00	0.00	0.00
Rohwer Activity Totals:				37,115.43	738.17	0.00	0.00	37,853.60
<hr/>								
			Begin Balance					
			Transfers					
			Receipts	738.17				
			Disbursements		0.00			
			Adjustments					
			End Balance					
			Rohwer Checking:					
			Rohwer Investment:					
			Rohwer Bank Balances:	37,115.43	738.17	0.00	0.00	37,853.60

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Sandoz	Sandoz Elementary								
A	ACTIVITY GENERAL								
		1010	General Admin	18,407.26	0.73	1,580.87	0.00	16,827.12	
		1018	School Pay Fees	8.10	0.00	0.00	0.00	8.10	
		1030	Staff Vending	611.00	0.00	0.00	0.00	611.00	
		1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00	
		1106	Laptop Loss/Damage	129.00	0.00	70.00	0.00	59.00	
		A Totals:		19,155.36	0.73	1,650.87	0.00	17,505.22	
D	CLUBS AND ORGANIZATIONS								
		4040	Art	0.00	1,000.00	1,000.00	0.00	0.00	
		4710	Student Council	0.97	0.00	0.00	0.00	0.97	
		D Totals:		0.97	1,000.00	1,000.00	0.00	0.97	
E	ADMINISTRATIVE CUSTODIAL								
		5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00	
		5070	Library	1,431.04	0.00	0.00	0.00	1,431.04	
		5110	Other Student Activities	-276.00	140.45	140.45	0.00	-276.00	
		5115	Field Trips-Curriculum Related	-613.34	0.00	0.00	0.00	-613.34	
		5121	KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
		5122	1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
		5123	2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
		5124	3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
		5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
		5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
		E Totals:		541.70	140.45	140.45	0.00	541.70	
Q	STUDENT FEE FUND								
		7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00	
		7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
		7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
		7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
		7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
		7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
		7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00	
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
		Q Totals:		0.00	0.00	0.00	0.00	0.00	
Sandoz Activity Totals:				19,698.03	1,141.18	2,791.32	0.00	18,047.89	
				Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Sandoz Checking:						1,141.18	2,791.32		
Sandoz Investment:									
Sandoz Bank Balances:				19,698.03		1,141.18	2,791.32	0.00	18,047.89

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Upchurch Elementary									
A	ACTIVITY GENERAL								
	1010		General Admin	16,311.05	1.56	617.27	0.00	15,695.34	
	1018		School Pay Fees	-0.31	0.00	0.00	0.00	-0.31	
	1030		Staff Vending	450.34	0.00	0.00	0.00	450.34	
	1040		Donations	0.00	0.00	0.00	0.00	0.00	
	1047		Box Tops Program	2,388.12	282.30	0.00	0.00	2,670.42	
	1105		Laptop Insurance	0.00	0.00	0.00	0.00	0.00	
	1106		Laptop Loss/Damage	84.00	0.00	0.00	0.00	84.00	
	A Totals:			19,233.20	283.86	617.27	0.00	18,899.79	
D	CLUBS AND ORGANIZATIONS								
	4040		Art	0.00	0.00	0.00	0.00	0.00	
	4130		Chess Club	-26.19	0.00	0.00	0.00	-26.19	
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00	
	4710		Student Council	1,029.22	0.00	362.80	0.00	666.42	
	D Totals:			1,003.03	0.00	362.80	0.00	640.23	
E	ADMINISTRATIVE CUSTODIAL								
	5040		Fundraising-General	12,464.34	0.00	0.00	0.00	12,464.34	
	5070		Library	8,410.99	85.00	284.70	0.00	8,211.29	
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00	
	5121		KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
	5122		1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
	5123		2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
	5124		3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
	5125		4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
	5126		5th Grade Field Trips-Curriculum Related	-31.00	0.00	0.00	0.00	-31.00	
	E Totals:			20,844.33	85.00	284.70	0.00	20,644.63	
Q	STUDENT FEE FUND								
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:			0.00	0.00	0.00	0.00	0.00	
S	ATHLETIC								
	9020		Cash Reserve	0.00	0.00	0.00	0.00	0.00	
	9130		Booster Contributions-Boys	0.00	0.00	0.00	0.00	0.00	
	S Totals:			0.00	0.00	0.00	0.00	0.00	
	Upchurch Activity Totals:			41,080.56	368.86	1,264.77	0.00	40,184.65	
				Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Upchurch Checking:						368.86	1,264.77		
Upchurch Investment:									
Upchurch Bank Balances:				41,080.56		368.86	1,264.77	0.00	40,184.65

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Wheeler Wheeler Elementary						
A ACTIVITY GENERAL						
1010	General Admin	14,281.74	127.22	0.00	0.00	14,408.96
1018	School Pay Fees	-0.94	0.00	0.00	0.00	-0.94
1030	Staff Vending	228.44	0.00	0.00	0.00	228.44
1040	Donations	155.60	0.00	0.00	0.00	155.60
1051	Building Projects-PTA	190.05	0.00	0.00	0.00	190.05
1053	Book Fair Scholarship	75.00	0.00	0.00	0.00	75.00
1105	Laptop Insurance	15.00	0.00	0.00	0.00	15.00
1106	Laptop Loss/Damage	0.00	70.00	0.00	0.00	70.00
A Totals:		14,944.89	197.22	0.00	0.00	15,142.11
D CLUBS AND ORGANIZATIONS						
4040	Art	0.00	0.00	0.00	0.00	0.00
4070	Birthday Book Club	1,211.76	0.00	0.00	0.00	1,211.76
4500	Music	580.62	0.00	0.00	0.00	580.62
4710	Student Council	-21.25	0.00	0.00	0.00	-21.25
D Totals:		1,771.13	0.00	0.00	0.00	1,771.13
E ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	24,177.95	0.00	443.85	0.00	23,734.10
5050	HAL	-32.53	0.00	0.00	0.00	-32.53
5060	Hospitality	30.00	0.00	0.00	0.00	30.00
5080	Media	3,190.92	16.12	0.00	0.00	3,207.04
5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
5101	Destination Imagination	1,980.00	0.00	0.00	0.00	1,980.00
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
5121	KG Field Trips-Curriculum Related	196.96	0.00	0.00	0.00	196.96
5122	1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5123	2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5124	3rd Grade Field Trips-Curriculum Related	1,218.82	0.00	0.00	0.00	1,218.82
5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5181	Grants	1,630.81	458.22	0.00	0.00	2,089.03
E Totals:		32,392.93	474.34	443.85	0.00	32,423.42
Q STUDENT FEE FUND						
7195	HAL Field Trips	9.54	0.00	0.00	0.00	9.54
7600	Garden Club	0.00	0.00	0.00	0.00	0.00
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
Q Totals:		9.54	0.00	0.00	0.00	9.54

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Wheeler Activity Totals:		49,118.49	671.56	443.85	0.00	49,346.20

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Wheeler Checking:			671.56	443.85		
Wheeler Investment:						
Wheeler Bank Balances:	49,118.49		671.56	443.85	0.00	49,346.20

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Willowd	Willowdale Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	11,651.35	1.14	940.37	0.00	10,712.12
	1018		School Pay Fees	26.46	0.00	0.00	0.00	26.46
	1030		Staff Vending	133.64	0.00	0.00	0.00	133.64
	1040		Donations	378.04	0.00	0.00	0.00	378.04
	1043		Playground	0.00	0.00	0.00	0.00	0.00
	1105		Laptop Insurance	3.35	0.00	0.00	0.00	3.35
	1106		Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
			A Totals:	12,192.84	1.14	940.37	0.00	11,253.61
D	CLUBS AND ORGANIZATIONS							
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4140		Choir	90.78	0.00	0.00	0.00	90.78
	4230		Environmental Club	0.00	0.00	0.00	0.00	0.00
	4500		Music	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	2,433.76	0.00	20.97	0.00	2,412.79
			D Totals:	2,524.54	0.00	20.97	0.00	2,503.57
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	245.35	0.00	0.00	0.00	245.35
	5050		HAL	0.00	0.00	0.00	0.00	0.00
	5080		Media	8,541.60	0.00	151.73	0.00	8,389.87
	5100		Other Adm Custodial	240.33	0.00	0.00	0.00	240.33
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5120		P.E.	1,620.26	0.00	0.00	0.00	1,620.26
	5121		KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5122		1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5123		2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5124		3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5125		4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126		5th Grade Field Trips-Curriculum Related	426.78	0.00	0.00	0.00	426.78
	5180		Teacher Fund/Grants	212.37	0.00	0.00	0.00	212.37
	5200		Outdoor Learning Environment	31.89	0.00	0.00	0.00	31.89
			E Totals:	11,318.58	0.00	151.73	0.00	11,166.85
Q	STUDENT FEE FUND							
	7900		Field Trips-Other	688.74	0.00	0.00	0.00	688.74
			Q Totals:	688.74	0.00	0.00	0.00	688.74
S	ATHLETIC							
	9055		Athletics - Projects	0.00	0.00	0.00	0.00	0.00
			S Totals:	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Willowdale Activity Totals:		26,724.70	1.14	1,113.07	0.00	25,612.77

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Willowdale Checking:			1.14	1,113.07		
Willowdale Investment:						
Willowdale Bank Balances:	26,724.70		1.14	1,113.07	0.00	25,612.77

Report Activity Totals:	4,400,932.78	387,641.43	522,225.21	0.00	4,266,349.00
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Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
AMS	Andersen Middle School						
A	ACTIVITY GENERAL						
	1010	General Admin	2,544.19	310.31	324.90	0.00	2,529.60
	1016	Rev Trak Fees	0.00	0.00	0.00	0.00	0.00
	1018	School Pay Fees	-141.90	66.82	83.95	0.00	-159.03
	1025	Savings	0.00	0.00	0.00	0.00	0.00
	1030	Staff Vending	445.65	0.00	0.00	0.00	445.65
	1035	Student Vending	2,118.02	0.00	0.00	0.00	2,118.02
	1056	Wolverine Den	346.54	0.00	0.00	0.00	346.54
	1105	Laptop Insurance	80.00	40.00	0.00	0.00	120.00
	1106	Laptop Loss/Damage	394.00	837.00	0.00	0.00	1,231.00
	1170	Wellness	1,183.12	0.00	46.48	0.00	1,136.64
		A Totals:	6,969.62	1,254.13	455.33	0.00	7,768.42
B	Athletics-Girls						
	2013	Misc. Expenditures - Girls	6,542.61	258.00	1,509.16	640.00	5,931.45
		B Totals:	6,542.61	258.00	1,509.16	640.00	5,931.45
C	Athletics-Boys						
	3003	Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013	Misc. Expenditures - Boys	-2,938.67	270.00	0.00	0.00	-2,668.67
		C Totals:	-2,938.67	270.00	0.00	0.00	-2,668.67

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
	4040	Art		945.42	0.00	0.00	0.00	945.42
	4060	Band		5,988.69	0.00	0.00	0.00	5,988.69
	4080	Book Club		213.17	0.00	0.00	0.00	213.17
	4100	Builders Club		178.32	0.00	0.00	0.00	178.32
	4170	Cross Country Club		2,493.36	15.00	0.00	0.00	2,508.36
	4215	Diversity		55.30	0.00	0.00	0.00	55.30
	4220	Drama Club		49.75	0.00	0.00	0.00	49.75
	4260	FCS Club		1,878.95	0.00	0.00	0.00	1,878.95
	4370	Industrial Arts		13,545.58	209.00	7.00	0.00	13,747.58
	4440	Leadership Club		534.16	0.00	0.00	0.00	534.16
	4500	Music		3,390.65	140.00	543.42	0.00	2,987.23
	4540	Other Clubs		0.00	0.00	0.00	0.00	0.00
	4560	Photography Club		79.58	0.00	0.00	0.00	79.58
	4600	Robotics & Engineering Club		1,016.73	0.00	131.87	0.00	884.86
	4647	Show Choir Camp		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		1,244.27	911.25	150.00	0.00	2,005.52
	4726	Unified Sports		50.00	0.00	0.00	0.00	50.00
	4727	Unplugged Club		1,127.69	0.00	0.00	0.00	1,127.69
	4729	Unified Classroom		0.00	0.00	0.00	0.00	0.00
	4761	Wolverine Wilds		-11.13	0.00	0.00	0.00	-11.13
	4770	Yearbook		12,385.11	235.00	7,041.88	0.00	5,578.23
	4780	Youth to Youth		-597.84	696.30	157.74	0.00	-59.28
		D Totals:		44,567.76	2,206.55	8,031.91	0.00	38,742.40
E	ADMINISTRATIVE CUSTODIAL							
	5020	Fines		6,302.92	0.00	0.00	0.00	6,302.92
	5030	Counseling Center		442.46	0.00	655.00	0.00	-212.54
	5040	Fundraising-General		456.64	354.66	767.14	0.00	44.16
	5050	HAL		377.03	0.00	0.00	0.00	377.03
	5060	Hospitality		3.15	0.00	0.00	0.00	3.15
	5070	Library		1,430.35	0.00	0.00	0.00	1,430.35
	5100	Other Adm Custodial		0.00	0.00	0.00	0.00	0.00
	5110	Other Student Activities		897.03	0.00	0.00	0.00	897.03
	5115	Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
	5120	P.E.		711.61	0.00	0.00	0.00	711.61
	5127	6th Grade Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
	5128	7th Grade Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
	5129	8th Grade Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
	5165	Logo Sales		2,174.89	0.00	0.00	0.00	2,174.89
	5181	Grants		10.24	0.00	0.00	0.00	10.24
	5215	Special Events		0.00	0.00	0.00	0.00	0.00
		E Totals:		12,806.32	354.66	1,422.14	0.00	11,738.84

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q	STUDENT FEE FUND							
	7150		Jumpstart	2,571.20	0.00	0.00	0.00	2,571.20
	7160		Participation Fees - Athletics	960.00	705.00	0.00	-1,240.00	425.00
	7170		Participation Fees - Clubs & Orgs	140.00	75.00	0.00	0.00	215.00
	7190		Field Trips	0.00	0.00	0.00	0.00	0.00
	7195		HAL Field Trips	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	7901		Student Transportation	1,710.00	1,560.00	0.00	0.00	3,270.00
			Q Totals:	5,381.20	2,340.00	0.00	-1,240.00	6,481.20
S	ATHLETIC							
	9050		Athletic-General	9,904.84	0.00	1,635.00	600.00	8,869.84
	9070		Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
			S Totals:	9,904.84	0.00	1,635.00	600.00	8,869.84
			AMS Activity Totals:	83,233.68	6,683.34	13,053.54	0.00	76,863.48

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
AMS Checking:			6,683.34	13,053.54		
AMS Investment:						
AMS Bank Balances:	83,233.68		6,683.34	13,053.54	0.00	76,863.48

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
BMS	Beadle Middle School							
A	ACTIVITY GENERAL							
		1010	General Admin	9,180.29	302.05	684.80	0.00	8,797.54
		1016	Rev Trak Fees	0.00	0.00	0.00	0.00	0.00
		1017	Returned Checks	0.00	0.00	0.00	0.00	0.00
		1018	School Pay Fees	45.87	101.66	239.92	0.00	-92.39
		1025	Savings	0.00	0.00	0.00	0.00	0.00
		1030	Staff Vending	124.33	0.00	73.95	0.00	50.38
		1035	Student Vending	100.22	0.00	0.00	0.00	100.22
		1040	Donations	4,976.20	0.00	650.00	0.00	4,326.20
		1049	Food Pantry	291.59	0.00	0.00	0.00	291.59
		1052	Service Learning	132.55	0.00	0.00	0.00	132.55
		1070	Start Up Cash	0.00	0.00	0.00	0.00	0.00
		1080	Next Year Monies	345.07	0.00	0.00	0.00	345.07
		1105	Laptop Insurance	80.00	0.00	0.00	0.00	80.00
		1106	Laptop Loss/Damage	1,296.05	732.00	0.00	0.00	2,028.05
		1170	Wellness	306.94	304.31	76.36	0.00	534.89
		A Totals:		16,879.11	1,440.02	1,725.03	0.00	16,594.10
B	Athletics-Girls							
		2013	Misc. Expenditures - Girls	-919.27	55.00	1,147.98	0.00	-2,012.25
		B Totals:		-919.27	55.00	1,147.98	0.00	-2,012.25
C	Athletics-Boys							
		3004	Equipment - Boys	0.00	0.00	0.00	0.00	0.00
		3013	Misc. Expenditures - Boys	149.18	20.00	2,069.65	0.00	-1,900.47
		C Totals:		149.18	20.00	2,069.65	0.00	-1,900.47

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
4040	Art			10.81	362.84	362.84	0.00	10.81
4060	Band			0.00	0.00	0.00	0.00	0.00
4170	Cross Country Club			-103.35	10.00	0.00	0.00	-93.35
4181	Coffee Cart			2,513.55	0.00	254.75	0.00	2,258.80
4190	Dance			3.71	0.00	0.00	0.00	3.71
4200	Debate Team			0.00	0.00	0.00	0.00	0.00
4214	Unified Activities			1,243.32	0.00	0.00	0.00	1,243.32
4220	Drama Club			0.00	0.00	0.00	0.00	0.00
4230	Environmental Club			290.12	0.00	0.00	0.00	290.12
4260	FCS Club			432.84	0.00	0.00	0.00	432.84
4320	Educators Rising			0.00	0.00	0.00	0.00	0.00
4345	Craft Club			428.93	0.00	156.58	0.00	272.35
4370	Industrial Arts			4,859.02	42.00	2,176.49	0.00	2,724.53
4500	Music			-245.90	0.00	0.00	0.00	-245.90
4540	Other Clubs			0.00	0.00	0.00	0.00	0.00
4570	Play Production			4,173.81	360.00	1,606.00	0.00	2,927.81
4630	Science Club			0.00	0.00	0.00	0.00	0.00
4631	Science Olympiad			0.00	0.00	0.00	0.00	0.00
4645	Show Choir			879.32	5.00	0.00	0.00	884.32
4647	Show Choir Camp			8,683.90	0.00	0.00	0.00	8,683.90
4690	Spirit Shop			303.64	0.00	0.00	0.00	303.64
4710	Student Council			739.41	0.00	0.00	0.00	739.41
4770	Yearbook			21,467.71	132.00	0.00	0.00	21,599.71
4780	Youth to Youth			372.23	0.00	0.00	0.00	372.23
D Totals:				46,053.07	911.84	4,556.66	0.00	42,408.25

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E	ADMINISTRATIVE CUSTODIAL							
		5020	Fines	850.25	0.00	0.00	0.00	850.25
		5025	Fines - Library Book	2,958.72	0.00	0.00	0.00	2,958.72
		5027	Fines-Textbooks	360.92	0.00	0.00	0.00	360.92
		5030	Counseling Center	33.85	0.00	0.00	0.00	33.85
		5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
		5050	HAL	427.73	0.00	24.59	0.00	403.14
		5060	Hospitality	602.20	0.00	40.00	0.00	562.20
		5070	Library	924.89	0.00	0.00	0.00	924.89
		5115	Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5120	P.E.	2,380.82	0.00	0.00	0.00	2,380.82
		5127	6th Grade Field Trips-Curriculum Related	20.70	0.00	0.00	0.00	20.70
		5128	7th Grade Field Trips-Curriculum Related	107.16	0.00	0.00	0.00	107.16
		5129	8th Grade Field Trips-Curriculum Related	150.15	0.00	0.00	0.00	150.15
		5166	SpEd	755.81	0.00	0.00	0.00	755.81
		5180	Teacher Fund/Grants	103.20	0.00	0.00	0.00	103.20
		5215	Special Events	315.25	0.00	0.00	0.00	315.25
		5220	Site Improvements	475.83	0.00	0.00	0.00	475.83
		E Totals:		10,467.48	0.00	64.59	0.00	10,402.89
Q	STUDENT FEE FUND							
		7060	6th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7100	After School Program	0.00	0.00	0.00	0.00	0.00
		7150	Jumpstart	0.00	0.00	0.00	0.00	0.00
		7160	Participation Fees - Athletics	210.00	160.00	0.00	0.00	370.00
		7170	Participation Fees - Clubs & Orgs	0.00	0.00	0.00	0.00	0.00
		7190	Field Trips	0.00	0.00	0.00	0.00	0.00
		7195	HAL Field Trips	0.00	0.00	0.00	0.00	0.00
		7901	Student Transportation	4,676.00	2,776.50	4,676.00	0.00	2,776.50
		Q Totals:		4,886.00	2,936.50	4,676.00	0.00	3,146.50
S	ATHLETIC							
		9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
		S Totals:		0.00	0.00	0.00	0.00	0.00
		BMS Activity Totals:		77,515.57	5,363.36	14,239.91	0.00	68,639.02

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
BMS Checking:			5,363.36	14,239.91		
BMS Investment:						
BMS Bank Balances:	77,515.57		5,363.36	14,239.91	0.00	68,639.02

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
CMS	Central Middle School					
A	ACTIVITY GENERAL					
1010	General Admin	7,692.06	646.80	22.00	0.00	8,316.86
1016	Rev Trak Fees	9.26	0.00	0.00	0.00	9.26
1018	School Pay Fees	25.59	17.56	0.00	0.00	43.15
1025	Savings	0.00	0.00	0.00	0.00	0.00
1030	Staff Vending	2,060.48	0.00	0.00	0.00	2,060.48
1035	Student Vending	279.91	38.66	0.00	0.00	318.57
1040	Donations	451.69	0.00	0.00	0.00	451.69
1049	Food Pantry	0.00	0.00	0.00	0.00	0.00
1050	Projects/Support	0.00	0.00	0.00	0.00	0.00
1080	Next Year Monies	0.00	0.00	0.00	0.00	0.00
1105	Laptop Insurance	40.00	120.00	40.00	137.00	257.00
1106	Laptop Loss/Damage	517.00	656.00	517.00	0.00	656.00
1107	Laptop Insurance-YAP/Project Search	0.00	0.00	0.00	0.00	0.00
1108	Laptop Loss-Damage YAP/Project Search	8.29	0.00	0.00	0.00	8.29
	A Totals:	11,084.28	1,479.02	579.00	137.00	12,121.30
B	Athletics-Girls					
2013	Misc. Expenditures - Girls	2,492.84	20.00	1,204.46	800.00	2,108.38
	B Totals:	2,492.84	20.00	1,204.46	800.00	2,108.38
C	Athletics-Boys					
3003	Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
3013	Misc. Expenditures - Boys	2,532.46	0.00	350.28	690.00	2,872.18
	C Totals:	2,532.46	0.00	350.28	690.00	2,872.18

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
	4010	40	Assets	-96.95	0.00	0.00	0.00	-96.95
	4040		Art	314.21	0.00	0.00	0.00	314.21
	4059		Band Camp	0.00	0.00	0.00	0.00	0.00
	4060		Band	0.00	0.00	0.00	0.00	0.00
	4062		Band Trip	0.00	0.00	0.00	0.00	0.00
	4090		Bowling Club	150.94	0.00	0.00	0.00	150.94
	4140		Choir	1,171.27	0.00	0.00	200.00	1,371.27
	4170		Cross Country Club	602.56	0.00	0.00	0.00	602.56
	4220		Drama Club	2,284.09	0.00	0.00	500.00	2,784.09
	4260		FCS Club	122.14	147.51	24.66	0.00	244.99
	4370		Industrial Arts	1,292.36	0.00	0.00	0.00	1,292.36
	4500		Music	430.11	0.00	115.81	0.00	314.30
	4530		Orchestra	0.00	210.00	192.60	0.00	17.40
	4540		Other Clubs	269.56	0.00	0.00	0.00	269.56
	4670		SPARKS	139.33	0.00	0.00	0.00	139.33
	4710		Student Council	1,740.76	0.00	0.00	0.00	1,740.76
	4760		World Language	0.00	0.00	0.00	0.00	0.00
	4770		Yearbook	-2,279.24	300.00	0.00	0.00	-1,979.24
	D Totals:			6,141.14	657.51	333.07	700.00	7,165.58

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E	ADMINISTRATIVE CUSTODIAL					
5015	Circle of Friends	307.47	0.00	0.00	0.00	307.47
5020	Fines	329.56	0.00	0.00	0.00	329.56
5027	Fines-Textbooks	165.68	0.00	0.00	0.00	165.68
5040	Fundraising-General	10,516.95	0.00	0.00	-137.00	10,379.95
5050	HAL	0.00	0.00	0.00	0.00	0.00
5060	Hospitality	0.00	0.00	0.00	0.00	0.00
5070	Library	2,182.73	43.30	0.00	0.00	2,226.03
5075	Mentoring	85.88	0.00	0.00	0.00	85.88
5085	MSAP	0.00	0.00	0.00	0.00	0.00
5090	Montessori	0.00	0.00	0.00	0.00	0.00
5093	Montessori 7/8 Sales	0.00	0.00	0.00	0.00	0.00
5095	Montessori Fundraising	0.00	0.00	0.00	0.00	0.00
5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
5110	Other Student Activities	1,161.96	0.00	0.00	0.00	1,161.96
5115	Field Trips-Curriculum Related	150.70	0.00	0.00	0.00	150.70
5119	Montessori 6-8	0.00	0.00	0.00	0.00	0.00
5120	P.E.	0.00	0.00	0.00	0.00	0.00
5127	6th Grade Field Trips-Curriculum Related	140.96	0.00	0.00	0.00	140.96
5128	7th Grade Field Trips-Curriculum Related	140.97	0.00	0.00	0.00	140.97
5129	8th Grade Field Trips-Curriculum Related	1,245.27	0.00	0.00	0.00	1,245.27
5140	PayBac	16.48	0.00	0.00	0.00	16.48
5170	Student Notebooks	0.00	0.00	0.00	0.00	0.00
5180	Teacher Fund/Grants	2,277.63	500.00	0.00	0.00	2,777.63
5185	Technology	0.00	0.00	0.00	0.00	0.00
5210	Zone	532.11	0.00	0.00	0.00	532.11
	E Totals:	19,254.35	543.30	0.00	-137.00	19,660.65
Q	STUDENT FEE FUND					
7060	6th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
7070	7th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
7080	8th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
7135	Montessori 6-8	0.00	0.00	0.00	0.00	0.00
7150	Jumpstart	313.69	0.00	0.00	0.00	313.69
7160	Participation Fees - Athletics	330.00	1,490.00	0.00	-1,490.00	330.00
7170	Participation Fees - Clubs & Orgs	-12.00	700.00	0.00	-700.00	-12.00
7195	HAL Field Trips	0.00	0.00	0.00	0.00	0.00
7200	Outdoor Ed	0.00	0.00	0.00	0.00	0.00
7900	Field Trips-Other	9.00	0.00	0.00	0.00	9.00
7901	Student Transportation	2,932.02	2,910.00	3,240.00	0.00	2,602.02
	Q Totals:	3,572.71	5,100.00	3,240.00	-2,190.00	3,242.71

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
S	ATHLETIC					
9030	Concessions	0.00	0.00	0.00	0.00	0.00
9050	Athletic-General	2,283.11	0.00	0.00	0.00	2,283.11
9070	Miscellaneous Receipts	1,105.92	0.00	0.00	0.00	1,105.92
9080	Fundraising-Athletic	2,531.82	0.00	0.00	0.00	2,531.82
S Totals:		5,920.85	0.00	0.00	0.00	5,920.85
CMS Activity Totals:		50,998.63	7,799.83	5,706.81	0.00	53,091.65

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
CMS Checking:			7,799.83	5,706.81		
CMS Investment:						
CMS Bank Balances:	50,998.63		7,799.83	5,706.81	0.00	53,091.65

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name						
Activity ID	Activity Name						
KMS	Kiewit Middle School						
A	ACTIVITY GENERAL						
1010	General Admin		2,687.31	0.00	0.00	0.00	2,687.31
1016	Rev Trak Fees		2.16	0.00	0.00	0.00	2.16
1018	School Pay Fees		17.50	205.26	317.46	0.00	-94.70
1025	Savings		41,057.86	0.00	0.00	0.00	41,057.86
1030	Staff Vending		598.71	0.00	0.00	0.00	598.71
1035	Student Vending		98.00	0.00	0.00	0.00	98.00
1049	Food Pantry		190.00	0.00	0.00	0.00	190.00
1050	Projects/Support		17,930.81	0.00	0.00	0.00	17,930.81
1105	Laptop Insurance		80.00	0.00	80.00	0.00	0.00
1106	Laptop Loss/Damage		343.00	123.00	466.00	0.00	0.00
	A Totals:		63,005.35	328.26	863.46	0.00	62,470.15
B	Athletics-Girls						
2013	Misc. Expenditures - Girls		-140.00	0.00	1,345.72	0.00	-1,485.72
	B Totals:		-140.00	0.00	1,345.72	0.00	-1,485.72
C	Athletics-Boys						
3003	Entry Fees - Boys		0.00	0.00	0.00	0.00	0.00
3013	Misc. Expenditures - Boys		-1,447.72	566.60	1,000.60	0.00	-1,881.72
3052	Camps - Boys Basketball		0.00	0.00	0.00	0.00	0.00
	C Totals:		-1,447.72	566.60	1,000.60	0.00	-1,881.72
D	CLUBS AND ORGANIZATIONS						
4040	Art		239.68	0.00	0.00	0.00	239.68
4060	Band		759.11	0.00	0.00	0.00	759.11
4130	Chess Club		0.00	0.00	0.00	0.00	0.00
4220	Drama Club		2,976.62	0.00	0.00	0.00	2,976.62
4260	FCS Club		1,095.23	0.00	0.00	0.00	1,095.23
4370	Industrial Arts		9,996.90	0.00	0.00	0.00	9,996.90
4380	International Club		0.00	0.00	0.00	0.00	0.00
4500	Music		6,222.81	350.00	4,129.20	0.00	2,443.61
4540	Other Clubs		1.80	0.00	0.00	0.00	1.80
4630	Science Club		373.29	0.00	0.00	0.00	373.29
4680	Speech Club		420.00	0.00	0.00	0.00	420.00
4710	Student Council		2,666.34	607.00	0.00	0.00	3,273.34
4750	Volunteer Club		1,951.40	0.00	0.00	0.00	1,951.40
4770	Yearbook		9,456.07	0.00	0.00	0.00	9,456.07
4780	Youth to Youth		0.00	0.00	0.00	0.00	0.00
	D Totals:		36,159.25	957.00	4,129.20	0.00	32,987.05

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E	ADMINISTRATIVE CUSTODIAL							
		5027	Fines-Textbooks	0.00	0.00	0.00	0.00	0.00
		5040	Fundraising-General	2,527.82	0.00	50.29	0.00	2,477.53
		5050	HAL	395.91	0.00	0.00	0.00	395.91
		5060	Hospitality	1,646.42	40.00	0.00	0.00	1,686.42
		5070	Library	8,174.69	2,098.40	2,069.88	0.00	8,203.21
		5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
		5115	Field Trips-Curriculum Related	5,687.66	0.00	0.00	0.00	5,687.66
		5120	P.E.	928.80	0.00	0.00	0.00	928.80
		5127	6th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5128	7th Grade Field Trips-Curriculum Related	30.00	0.00	0.00	0.00	30.00
		5129	8th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5140	PayBac	3,374.79	0.00	0.00	0.00	3,374.79
		5165	Logo Sales	13,685.42	0.00	200.00	0.00	13,485.42
		5175	Student Scholarships	1,536.06	0.00	0.00	0.00	1,536.06
		5180	Teacher Fund/Grants	363.01	0.00	0.00	0.00	363.01
		5185	Technology	0.00	0.00	0.00	0.00	0.00
		5191	6th Grade	0.00	0.00	0.00	0.00	0.00
		5192	7th Grade	0.00	0.00	0.00	0.00	0.00
		5193	8th Grade	0.00	0.00	0.00	0.00	0.00
		E Totals:		38,350.58	2,138.40	2,320.17	0.00	38,168.81
Q	STUDENT FEE FUND							
		7060	6th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7070	7th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7080	8th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7100	After School Program	40,966.24	3,904.00	1,856.01	0.00	43,014.23
		7140	Mini-Classes	0.00	0.00	0.00	0.00	0.00
		7150	Jumpstart	0.00	0.00	0.00	0.00	0.00
		7160	Participation Fees - Athletics	2,809.50	80.00	0.00	0.00	2,889.50
		7170	Participation Fees - Clubs & Orgs	40.00	0.00	0.00	0.00	40.00
		7195	HAL Field Trips	0.00	0.00	0.00	0.00	0.00
		7901	Student Transportation	3,720.00	3,510.01	7,230.01	0.00	0.00
		Q Totals:		47,535.74	7,494.01	9,086.02	0.00	45,943.73
S	ATHLETIC							
		9050	Athletic-General	2,639.82	0.00	868.70	0.00	1,771.12
		9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
		S Totals:		2,639.82	0.00	868.70	0.00	1,771.12

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					

KMS Activity Totals:	186,103.02	11,484.27	19,613.87	0.00	177,973.42
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	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
KMS Checking:			11,484.27	19,613.87		
KMS Investment:						
KMS Bank Balances:	186,103.02		11,484.27	19,613.87	0.00	177,973.42

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
NMS	North Middle School							
A	ACTIVITY GENERAL							
		1010	General Admin	21,804.58	17.94	144.00	0.00	21,678.52
		1016	Rev Trak Fees	0.00	0.00	0.00	0.00	0.00
		1018	School Pay Fees	63.95	187.19	239.32	0.00	11.82
		1030	Staff Vending	-1.25	0.00	0.00	0.00	-1.25
		1035	Student Vending	0.00	0.00	0.00	0.00	0.00
		1036	NMS Spiritwear	4,757.38	0.00	0.00	0.00	4,757.38
		1037	Mustang Express-O	1,172.62	0.00	0.00	0.00	1,172.62
		1040	Donations	42,435.58	850.00	985.90	0.00	42,299.68
		1052	Service Learning	32.00	0.00	0.00	0.00	32.00
		1105	Laptop Insurance	40.00	20.00	60.00	0.00	0.00
		1106	Laptop Loss/Damage	775.00	853.00	1,206.00	0.00	422.00
		1170	Wellness	0.00	0.00	0.00	0.00	0.00
			A Totals:	71,079.86	1,928.13	2,635.22	0.00	70,372.77
B	Athletics-Girls							
		2003	Entry Fees - Girls	0.00	0.00	0.00	0.00	0.00
		2013	Misc. Expenditures - Girls	-2,005.10	0.00	1,180.14	0.00	-3,185.24
		2063	Misc. Expenditures - Girls Basketball	0.00	0.00	0.00	0.00	0.00
			B Totals:	-2,005.10	0.00	1,180.14	0.00	-3,185.24
C	Athletics-Boys							
		3003	Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
		3013	Misc. Expenditures - Boys	-3,942.62	0.00	682.86	0.00	-4,625.48
		3515	Misc. Expenditures - Boys Football	0.00	0.00	0.00	0.00	0.00
			C Totals:	-3,942.62	0.00	682.86	0.00	-4,625.48

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
	4040		Art	435.65	0.00	0.00	0.00	435.65
	4045		Art Projects	362.69	0.00	0.00	0.00	362.69
	4059		Band Camp	8.00	0.00	0.00	0.00	8.00
	4060		Band	160.03	50.00	0.00	0.00	210.03
	4130		Chess Club	0.00	0.00	0.00	0.00	0.00
	4140		Choir	-212.74	0.00	0.00	0.00	-212.74
	4170		Cross Country Club	168.71	0.00	0.00	0.00	168.71
	4220		Drama Club	10,597.20	50.00	383.81	0.00	10,263.39
	4260		FCS Club	0.00	0.00	0.00	0.00	0.00
	4265		FCS Projects	0.00	0.00	0.00	0.00	0.00
	4290		Forensics	101.00	0.00	0.00	0.00	101.00
	4370		Industrial Arts	1,066.64	0.00	0.00	0.00	1,066.64
	4380		International Club	307.10	0.00	0.00	0.00	307.10
	4530		Orchestra	1,057.95	0.00	334.43	0.00	723.52
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4600		Robotics & Engineering Club	321.49	0.00	0.00	0.00	321.49
	4645		Show Choir	5,807.74	4,723.00	1,779.10	0.00	8,751.64
	4710		Student Council	15,030.96	0.00	324.04	0.00	14,706.92
	4726		Unified Sports	605.52	0.00	0.00	0.00	605.52
	4729		Unified Classroom	114.09	0.00	0.00	0.00	114.09
	4750		Volunteer Club	0.00	0.00	0.00	0.00	0.00
	4770		Yearbook	890.78	1,095.00	0.00	0.00	1,985.78
	4780		Youth to Youth	141.06	0.00	0.00	0.00	141.06
	D Totals:			36,963.87	5,918.00	2,821.38	0.00	40,060.49
E	ADMINISTRATIVE CUSTODIAL							
	5020		Fines	361.22	0.00	0.00	0.00	361.22
	5027		Fines-Textbooks	82.90	0.00	0.00	0.00	82.90
	5040		Fundraising-General	21,466.16	0.00	0.00	0.00	21,466.16
	5050		HAL	246.25	0.00	0.00	0.00	246.25
	5060		Hospitality	1,111.18	0.00	37.84	0.00	1,073.34
	5070		Library	4,029.12	0.00	0.00	0.00	4,029.12
	5100		Other Adm Custodial	3,992.42	0.00	0.00	0.00	3,992.42
	5115		Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5120		P.E.	0.00	0.00	0.00	0.00	0.00
	5127		6th Grade Field Trips-Curriculum Related	325.80	0.00	0.00	0.00	325.80
	5128		7th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5129		8th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5175		Student Scholarships	0.00	0.00	0.00	0.00	0.00
	5200		Outdoor Learning Environment	1,280.00	0.00	0.00	0.00	1,280.00
	5215		Special Events	2,596.59	0.00	0.00	0.00	2,596.59
	5220		Site Improvements	15,153.13	0.00	0.00	0.00	15,153.13
	E Totals:			50,644.77	0.00	37.84	0.00	50,606.93

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q	STUDENT FEE FUND							
	7060		6th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7070		7th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7080		8th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7100		After School Program	63,780.43	8,700.00	9,488.90	0.00	62,991.53
	7150		Jumpstart	610.49	0.00	0.00	0.00	610.49
	7160		Participation Fees - Athletics	7,585.00	375.00	0.00	0.00	7,960.00
	7170		Participation Fees - Clubs & Orgs	420.00	25.00	0.00	0.00	445.00
	7195		HAL Field Trips	0.00	0.00	0.00	0.00	0.00
	7200		Outdoor Ed	-672.47	0.00	0.00	0.00	-672.47
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	7901		Student Transportation	1,140.00	1,500.00	2,700.00	0.00	-60.00
			Q Totals:	72,863.45	10,600.00	12,188.90	0.00	71,274.55
S	ATHLETIC							
	9030		Concessions	0.00	0.00	0.00	0.00	0.00
	9050		Athletic-General	1,002.51	712.00	523.00	0.00	1,191.51
	9070		Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
	9110		Activities	0.00	0.00	0.00	0.00	0.00
			S Totals:	1,002.51	712.00	523.00	0.00	1,191.51
			NMS Activity Totals:	226,606.74	19,158.13	20,069.34	0.00	225,695.53

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
NMS Checking:			19,158.13	20,069.34		
NMS Investment:						
NMS Bank Balances:	226,606.74		19,158.13	20,069.34	0.00	225,695.53

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
RMS	Russell Middle School							
A	ACTIVITY GENERAL							
		1010	General Admin	679.45	60.90	137.02	0.00	603.33
		1018	School Pay Fees	-9.29	424.81	0.00	0.00	415.52
		1030	Staff Vending	7.91	0.00	0.00	0.00	7.91
		1035	Student Vending	186.92	0.00	0.00	0.00	186.92
		1039	Donations-Special Projects	0.00	0.00	0.00	0.00	0.00
		1040	Donations	910.91	0.00	0.00	0.00	910.91
		1041	Donations Students	308.29	43.00	0.00	0.00	351.29
		1048	Parent Involvement Activities	0.00	0.00	0.00	0.00	0.00
		1049	Food Pantry	0.00	0.00	0.00	0.00	0.00
		1070	Start Up Cash	0.00	0.00	0.00	0.00	0.00
		1105	Laptop Insurance	20.00	0.00	0.00	0.00	20.00
		1106	Laptop Loss/Damage	1,167.00	553.00	0.00	0.00	1,720.00
		A Totals:		3,271.19	1,081.71	137.02	0.00	4,215.88
B	Athletics-Girls							
		2013	Misc. Expenditures - Girls	-15.21	0.00	1,297.30	0.00	-1,312.51
		B Totals:		-15.21	0.00	1,297.30	0.00	-1,312.51
C	Athletics-Boys							
		3013	Misc. Expenditures - Boys	2,229.96	0.00	715.70	0.00	1,514.26
		C Totals:		2,229.96	0.00	715.70	0.00	1,514.26

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
4040	Art			463.82	0.00	262.50	0.00	201.32
4046	Crafts			142.63	0.00	0.00	0.00	142.63
4059	Band Camp			0.00	1,870.00	0.00	0.00	1,870.00
4060	Band			1,594.74	164.00	0.00	0.00	1,758.74
4170	Cross Country Club			1,890.60	0.00	0.00	0.00	1,890.60
4180	Culinary			2,115.62	0.00	706.61	0.00	1,409.01
4260	FCS Club			0.00	0.00	0.00	0.00	0.00
4261	FCS Camp			0.00	3,150.00	1,004.52	0.00	2,145.48
4324	Esports			2,750.96	0.00	668.14	37.92	2,120.74
4370	Industrial Arts			4,323.42	110.50	0.00	0.00	4,433.92
4500	Music			18,082.69	1,933.74	3,921.77	0.00	16,094.66
4503	Music-Musicals			5,097.28	0.00	0.00	0.00	5,097.28
4530	Orchestra			1,872.42	0.00	0.00	0.00	1,872.42
4532	Summer Camps			0.00	0.00	0.00	0.00	0.00
4533	Orchestra Camp			0.00	0.00	0.00	0.00	0.00
4540	Other Clubs			0.00	0.00	0.00	0.00	0.00
4600	Robotics & Engineering Club			0.00	0.00	0.00	0.00	0.00
4641	School Spirit Leaders Club			0.00	0.00	0.00	0.00	0.00
4647	Show Choir Camp			0.00	7,980.00	0.00	0.00	7,980.00
4710	Student Council			3,115.59	40.00	365.00	0.00	2,790.59
4750	Volunteer Club			0.00	0.00	0.00	0.00	0.00
4770	Yearbook			2,614.51	0.00	0.00	0.00	2,614.51
D Totals:				44,064.28	15,248.24	6,928.54	37.92	52,421.90

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
E	ADMINISTRATIVE CUSTODIAL								
	5008		Surplus Sales	4,182.81	0.00	543.74	0.00	3,639.07	
	5013		Carnival	0.00	0.00	0.00	0.00	0.00	
	5025		Fines - Library Book	0.00	0.00	0.00	0.00	0.00	
	5027		Fines-Textbooks	0.00	0.00	0.00	0.00	0.00	
	5030		Counseling Center	192.61	0.00	0.00	0.00	192.61	
	5040		Fundraising-General	633.86	135.10	82.43	0.00	686.53	
	5060		Hospitality	124.67	0.00	55.62	0.00	69.05	
	5070		Library	1,127.41	0.00	0.00	0.00	1,127.41	
	5095		Montessori Fundraising	813.74	662.78	445.70	-813.74	217.08	
	5100		Other Adm Custodial	100.00	0.00	0.00	0.00	100.00	
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00	
	5112		Montessori Field Trips	7,881.99	1,016.90	0.00	-7,881.99	1,016.90	
	5114		Montessori 6th	0.00	0.00	0.00	0.00	0.00	
	5115		Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
	5119		Montessori 6-8	3,792.05	0.00	3,633.00	8,695.73	8,854.78	
	5120		P.E.	0.00	0.00	0.00	0.00	0.00	
	5127		6th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
	5128		7th Grade Field Trips-Curriculum Related	651.00	0.00	0.00	0.00	651.00	
	5129		8th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00	
	5165		Logo Sales	966.11	41.68	50.29	0.00	957.50	
	E Totals:			20,466.25	1,856.46	4,810.78	0.00	17,511.93	
Q	STUDENT FEE FUND								
	7100		After School Program	16,407.58	880.00	1,525.78	0.00	15,761.80	
	7150		Jumpstart	2,650.70	0.00	952.50	0.00	1,698.20	
	7160		Participation Fees - Athletics	1,400.00	90.00	0.00	0.00	1,490.00	
	7170		Participation Fees - Clubs & Orgs	130.00	688.00	0.00	0.00	818.00	
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	7901		Student Transportation	660.00	930.00	660.00	0.00	930.00	
	Q Totals:			21,248.28	2,588.00	3,138.28	0.00	20,698.00	
S	ATHLETIC								
	9030		Concessions	0.00	461.50	0.00	-37.92	423.58	
	9050		Athletic-General	2,556.52	2,220.00	4,141.50	0.00	635.02	
	S Totals:			2,556.52	2,681.50	4,141.50	-37.92	1,058.60	
RMS Activity Totals:				93,821.27	23,455.91	21,169.12	0.00	96,108.06	
				Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
RMS Checking:						23,455.91	21,169.12		
RMS Investment:									
RMS Bank Balances:				93,821.27		23,455.91	21,169.12	0.00	96,108.06

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Horizon Keith Lutz Horizon High School								
A ACTIVITY GENERAL								
	1010		General Admin	5,401.92	0.32	41.57	0.00	5,360.67
	1016		Rev Trak Fees	0.00	0.00	0.00	0.00	0.00
	1018		School Pay Fees	-51.03	0.36	0.00	0.00	-50.67
	1030		Staff Vending	214.01	25.81	0.00	0.00	239.82
	1105		Laptop Insurance	0.00	0.00	0.00	0.00	0.00
	1106		Laptop Loss/Damage	75.00	10.00	75.00	0.00	10.00
A Totals:				5,639.90	36.49	116.57	0.00	5,559.82
D CLUBS AND ORGANIZATIONS								
	4365		HOSA	1,499.57	0.00	0.00	0.00	1,499.57
	4650		Skills USA	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	588.04	0.00	67.51	0.00	520.53
	4770		Yearbook	0.00	0.00	0.00	0.00	0.00
	4790		BLM Academy	0.00	0.00	0.00	0.00	0.00
D Totals:				2,087.61	0.00	67.51	0.00	2,020.10
E ADMINISTRATIVE CUSTODIAL								
	5025		Fines - Library Book	180.63	0.00	0.00	0.00	180.63
	5027		Fines-Textbooks	3.45	0.00	0.00	0.00	3.45
	5040		Fundraising-General	430.96	0.00	0.00	0.00	430.96
	5115		Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
E Totals:				615.04	0.00	0.00	0.00	615.04
S ATHLETIC								
	9070		Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
S Totals:				0.00	0.00	0.00	0.00	0.00
Horizon Activity Totals:				8,342.55	36.49	184.08	0.00	8,194.96

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Horizon Checking:			36.49	184.08		
Horizon Investment:						
Horizon Bank Balances:	8,342.55		36.49	184.08	0.00	8,194.96

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
NHS	Millard North High School							
A	ACTIVITY GENERAL							
	1010		General Admin	8,843.27	0.00	0.00	0.00	8,843.27
	1016		Rev Trak Fees	-1,402.73	0.00	0.00	0.00	-1,402.73
	1017		Returned Checks	0.00	0.00	0.00	0.00	0.00
	1018		School Pay Fees	-1,514.49	103.29	0.00	0.00	-1,411.20
	1025		Savings	-302,698.73	0.00	0.00	0.00	-302,698.73
	1030		Staff Vending	-3,301.71	310.26	4,431.19	0.00	-7,422.64
	1035		Student Vending	47,115.00	0.00	113.89	0.00	47,001.11
	1040		Donations	2,452.48	100.00	0.00	0.00	2,552.48
	1050		Projects/Support	628.18	0.00	0.00	0.00	628.18
	1070		Start Up Cash	-5,000.00	0.00	1,100.00	0.00	-6,100.00
	1090		Other Revenue	1,561.71	0.00	0.00	0.00	1,561.71
	1105		Laptop Insurance	140.00	20.00	0.00	0.00	160.00
	1106		Laptop Loss/Damage	500.00	228.00	0.00	0.00	728.00
	1110		Extracurr Transportation	-31,534.57	0.00	6,708.94	-1,302.55	-39,546.06
			A Totals:	-284,211.59	761.55	12,354.02	-1,302.55	-297,106.61

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
B	Athletics-Girls							
		2001	Awards - Girls	0.00	0.00	0.00	0.00	0.00
		2002	Camps - Girls	4,220.82	51.81	0.00	0.00	4,272.63
		2003	Entry Fees - Girls	2,825.92	360.00	0.00	0.00	3,185.92
		2004	Equipment - Girls	0.00	0.00	0.00	0.00	0.00
		2005	Lodging - Girls	0.00	0.00	0.00	0.00	0.00
		2006	Meals - Girls	0.00	0.00	0.00	0.00	0.00
		2007	Officials - Girls	0.00	0.00	0.00	0.00	0.00
		2008	Prof Devel - Girls	0.00	0.00	0.00	0.00	0.00
		2009	Scouting - Girls	0.00	0.00	0.00	0.00	0.00
		2010	Security - Girls	-90.00	0.00	0.00	0.00	-90.00
		2011	Transportation - Girls	0.00	0.00	0.00	0.00	0.00
		2012	Uniforms/Apparel - Girls	0.00	0.00	0.00	0.00	0.00
		2013	Misc. Expenditures - Girls	0.00	0.00	0.00	0.00	0.00
		2051	Awards - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2052	Camps - Girls Basketball	3,962.84	750.00	698.28	0.00	4,014.56
		2053	Entry Fees - Girls Basketball	-185.00	0.00	0.00	0.00	-185.00
		2054	Equipment - Girls Basketball	-1,015.14	0.00	0.00	0.00	-1,015.14
		2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2056	Meals - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2057	Officials - Girls Basketball	-5,285.00	0.00	1,272.00	0.00	-6,557.00
		2058	Prof. Development - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2059	Scouting - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2060	Security - Girls Basketball	-690.00	0.00	0.00	0.00	-690.00
		2061	Transportation - Girls Basketball	-3,423.67	0.00	844.52	0.00	-4,268.19
		2062	Uniforms/Apparel - Girls Basketball	-3,957.47	0.00	642.42	0.00	-4,599.89
		2063	Misc. Expenditures - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2101	Awards - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2102	Camps - Girls Cross Country	1,430.86	0.00	0.00	0.00	1,430.86
		2103	Entry Fees - Girls Cross Country	-340.00	0.00	0.00	0.00	-340.00
		2104	Equipment - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2105	Lodging - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2106	Meals - Girls Cross Country	-76.00	0.00	0.00	0.00	-76.00
		2107	Officials - Girls Cross Country	-85.00	0.00	0.00	0.00	-85.00
		2108	Prof. Development - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2109	Scouting - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2110	Security - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2111	Transportation - Girls Cross Country	-1,595.41	0.00	0.00	0.00	-1,595.41
		2112	Uniforms/Apparel - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2113	Misc. Expenditures - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2151	Awards - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2152	Camps - Girls Golf	-3,077.44	0.00	0.00	0.00	-3,077.44
		2153	Entry Fees - Girls Golf	-1,605.00	0.00	0.00	0.00	-1,605.00
		2154	Equipment - Girls Golf	-1,121.35	0.00	0.00	0.00	-1,121.35
		2155	Lodging - Girls Golf	-1,199.50	0.00	0.00	0.00	-1,199.50

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2156			Meals - Girls Golf	-230.00	0.00	0.00	0.00	-230.00
2157			Officials - Girls Golf	0.00	0.00	0.00	0.00	0.00
2158			Prof. Development - Girls Golf	0.00	0.00	0.00	0.00	0.00
2159			Scouting - Girls Golf	0.00	0.00	0.00	0.00	0.00
2160			Security - Girls Golf	0.00	0.00	0.00	0.00	0.00
2161			Transportation - Girls Golf	0.00	0.00	0.00	0.00	0.00
2162			Uniforms/Apparel - Girls Golf	0.00	0.00	0.00	0.00	0.00
2163			Misc. Expenditures - Girls Golf	-1,294.00	0.00	0.00	0.00	-1,294.00
2201			Awards - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2202			Camps - Girls Soccer	9,541.77	100.00	576.67	0.00	9,065.10
2203			Entry Fees - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2204			Equipment - Girls Soccer	-1,416.09	0.00	0.00	0.00	-1,416.09
2205			Lodging - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2206			Meals - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2207			Officials - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2208			Prof. Development - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2209			Scouting - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2210			Security - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2211			Transportation - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2212			Uniforms/Apparel - Girls Soccer	0.00	0.00	4,479.62	0.00	-4,479.62
2213			Misc. Expenditures - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2251			Awards - Girls Swimming	-326.50	0.00	0.00	0.00	-326.50
2252			Camps - Girls Swimming	2,604.72	557.00	771.68	0.00	2,390.04
2253			Entry Fees - Girls Swimming	-250.00	0.00	0.00	0.00	-250.00
2254			Equipment - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2255			Lodging - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2256			Meals - Girls Swimming	-316.61	0.00	268.64	0.00	-585.25
2257			Officials - Girls Swimming	-617.50	0.00	0.00	0.00	-617.50
2258			Prof. Development - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2259			Scouting - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2260			Security - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2261			Transportation - Girls Swimming	-325.45	0.00	0.00	0.00	-325.45
2262			Uniforms/Apparel - Girls Swimming	-18.04	0.00	0.00	0.00	-18.04
2263			Misc. Expenditures - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2301			Awards - Girls Tennis	-43.00	0.00	0.00	0.00	-43.00
2302			Camps - Girls Tennis	1,451.20	210.00	0.00	0.00	1,661.20
2303			Entry Fees - Girls Tennis	-669.00	0.00	0.00	0.00	-669.00
2304			Equipment - Girls Tennis	-148.37	0.00	0.00	0.00	-148.37
2305			Lodging - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2306			Meals - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2307			Officials - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2308			Prof. Development - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2309			Scouting - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2310			Security - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2311			Transportation - Girls Tennis	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2312			Uniforms/Apparel - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2313			Misc. Expenditures - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2351			Awards - Girls Track	-773.87	0.00	0.00	0.00	-773.87
2352			Camps - Girls Track	5,663.11	60.00	240.40	0.00	5,482.71
2353			Entry Fees - Girls Track	0.00	0.00	0.00	0.00	0.00
2354			Equipment - Girls Track	0.00	0.00	0.00	0.00	0.00
2355			Lodging - Girls Track	0.00	0.00	0.00	0.00	0.00
2356			Meals - Girls Track	0.00	0.00	0.00	0.00	0.00
2357			Officials - Girls Track	0.00	0.00	0.00	0.00	0.00
2358			Prof. Development - Girls Track	0.00	0.00	0.00	0.00	0.00
2359			Scouting - Girls Track	0.00	0.00	0.00	0.00	0.00
2360			Security - Girls Track	0.00	0.00	0.00	0.00	0.00
2361			Transportation - Girls Track	0.00	0.00	0.00	0.00	0.00
2362			Uniforms/Apparel - Girls Track	0.00	0.00	0.00	0.00	0.00
2363			Misc. Expenditures - Girls Track	0.00	0.00	0.00	0.00	0.00
2401			Awards - Girls Volleyball	-172.26	0.00	0.00	0.00	-172.26
2402			Camps - Girls Volleyball	3,673.22	155.43	0.00	0.00	3,828.65
2403			Entry Fees - Girls Volleyball	-1,085.00	0.00	0.00	0.00	-1,085.00
2404			Equipment - Girls Volleyball	-1,775.90	0.00	0.00	0.00	-1,775.90
2405			Lodging - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2406			Meals - Girls Volleyball	-300.92	0.00	0.00	0.00	-300.92
2407			Officials - Girls Volleyball	-5,260.00	0.00	0.00	0.00	-5,260.00
2408			Prof. Development - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2409			Scouting - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2410			Security - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2411			Transportation - Girls Volleyball	-2,219.01	0.00	0.00	0.00	-2,219.01
2412			Uniforms/Apparel - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2413			Misc. Expenditures - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2451			Awards - Girls Softball	-257.50	0.00	0.00	0.00	-257.50
2452			Camps - Girls Softball	13,191.60	350.00	0.00	0.00	13,541.60
2453			Entry Fees - Girls Softball	-705.00	0.00	0.00	0.00	-705.00
2454			Equipment - Girls Softball	-298.62	0.00	0.00	0.00	-298.62
2455			Lodging - Girls Softball	-5,351.11	0.00	0.00	0.00	-5,351.11
2456			Meals - Girls Softball	-792.00	0.00	0.00	0.00	-792.00
2457			Officials - Girls Softball	-4,524.00	0.00	0.00	0.00	-4,524.00
2458			Prof. Development - Girls Softball	0.00	0.00	0.00	0.00	0.00
2459			Scouting - Girls Softball	0.00	0.00	0.00	0.00	0.00
2460			Security - Girls Softball	0.00	0.00	0.00	0.00	0.00
2461			Transportation - Girls Softball	-4,315.64	0.00	0.00	0.00	-4,315.64
2462			Uniforms/Apparel - Girls Softball	-592.20	0.00	0.00	0.00	-592.20
2463			Misc. Expenditures - Girls Softball	0.00	0.00	0.00	0.00	0.00
2501			Awards-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2502			Camps-Girls Bowling	-1,142.82	325.00	742.00	597.77	-962.05
2503			Entry Fees-Girls Bowling	-125.00	125.00	102.12	0.00	-102.12
2504			Equipment-Girls Bowling	0.00	0.00	5,540.83	0.00	-5,540.83

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2505			Lodging-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2506			Meals-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2507			Officials-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2508			Professional Development-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2509			Scouting-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2510			Security-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2511			Transportation-Girls Bowling	-39.43	0.00	38.18	0.00	-77.61
2512			Uniforms/Apparel-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2513			Misc. Expenditures-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2551			Awards-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2552			Camps-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2553			Entry Fees-Girls Wrestling	-425.00	0.00	0.00	0.00	-425.00
2554			Equipment-Girls Wrestling	-454.73	0.00	391.20	0.00	-845.93
2555			Lodging-Girls Wrestling	0.00	0.00	195.00	0.00	-195.00
2556			Meals-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2557			Officials-Girls Wrestling	-87.50	0.00	0.00	0.00	-87.50
2558			Prof. Development-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2559			Scouting-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2560			Security-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2561			Transportation-Girls Wrestling	-1,325.67	0.00	796.66	0.00	-2,122.33
2562			Uniforms/Apparel-Girls Wrestling	-6,056.38	0.00	435.60	0.00	-6,491.98
2563			Misc Expenditures-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2601			Awards-Girls Unified Sports	-50.50	0.00	0.00	0.00	-50.50
2602			Camps-Girls Unified Sports	472.77	0.00	0.00	-472.77	0.00
2603			Entry Fees-Girls Unified Sports	-375.00	0.00	0.00	0.00	-375.00
2604			Equipment-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2605			Lodging-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2606			Meals-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2607			Officials-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2608			Prof. Development-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2609			Scouting-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2610			Security-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2611			Transportation-Girls Unified Sports	-524.65	0.00	0.00	0.00	-524.65
2612			Uniforms/Apparel-Girls Unified Sports	288.00	0.00	0.00	0.00	288.00
2613			Misc. Expenditures-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
B Totals:				-19,103.42	3,044.24	18,035.82	125.00	-33,970.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
C	Athletics-Boys						
3001	Awards - Boys		0.00	0.00	0.00	0.00	0.00
3002	Camps - Boys		0.00	0.00	0.00	0.00	0.00
3003	Entry Fees - Boys		1,640.00	360.00	0.00	0.00	2,000.00
3004	Equipment - Boys		0.00	0.00	0.00	0.00	0.00
3005	Lodging - Boys		0.00	0.00	0.00	0.00	0.00
3006	Meals - Boys		0.00	0.00	0.00	0.00	0.00
3007	Officials - Boys		0.00	0.00	0.00	0.00	0.00
3008	Prof. Development - Boys		0.00	0.00	0.00	0.00	0.00
3009	Scouting - Boys		0.00	0.00	0.00	0.00	0.00
3010	Security - Boys		-90.00	0.00	0.00	0.00	-90.00
3012	Uniforms/Apparel - Boys		0.00	0.00	0.00	0.00	0.00
3013	Misc. Expenditures - Boys		0.00	0.00	0.00	0.00	0.00
3051	Awards - Boys Basketball		0.00	0.00	0.00	0.00	0.00
3052	Camps - Boys Basketball		875.50	1,250.00	721.25	0.00	1,404.25
3053	Entry Fees - Boys Basketball		-370.00	0.00	120.00	0.00	-490.00
3054	Equipment - Boys Basketball		-941.70	0.00	0.00	0.00	-941.70
3055	Lodging - Boys Basketball		0.00	0.00	0.00	0.00	0.00
3056	Meals - Boys Basketball		-408.31	0.00	0.00	0.00	-408.31
3057	Officials - Boys Basketball		-5,030.00	0.00	2,725.00	0.00	-7,755.00
3058	Prof. Development - Boys Basketball		-45.00	0.00	0.00	0.00	-45.00
3059	Scouting - Boys Basketball		0.00	0.00	0.00	0.00	0.00
3060	Security - Boys Basketball		-695.00	0.00	0.00	0.00	-695.00
3061	Transportation - Boys Basketball		-2,859.57	0.00	2,133.36	0.00	-4,992.93
3062	Uniforms/Apparel - Boys Basketball		-2,238.08	0.00	0.00	0.00	-2,238.08
3063	Misc. Expenditures - Boys Basketball		0.00	0.00	0.00	0.00	0.00
3101	Awards - Boys Cross Country		0.00	0.00	0.00	0.00	0.00
3102	Camps - Boys Cross Country		684.73	0.00	0.00	0.00	684.73
3103	Entry Fees - Boys Cross Country		-340.00	0.00	0.00	0.00	-340.00
3104	Equipment - Boys Cross Country		0.00	0.00	0.00	0.00	0.00
3105	Lodging - Boys Cross Country		0.00	0.00	0.00	0.00	0.00
3106	Meals - Boys Cross Country		-76.00	0.00	0.00	0.00	-76.00
3107	Officials - Boys Cross Country		0.00	0.00	0.00	0.00	0.00
3108	Prof. Development - Boys Cross Country		0.00	0.00	0.00	0.00	0.00
3109	Scouting - Boys Cross Country		0.00	0.00	0.00	0.00	0.00
3110	Security - Boys Cross Country		0.00	0.00	0.00	0.00	0.00
3111	Transportation - Boys Cross Country		-1,595.42	0.00	0.00	0.00	-1,595.42
3112	Uniforms/Apparel - Boys Cross Country		0.00	0.00	0.00	0.00	0.00
3113	Misc. Expenditures - Boys Cross Country		0.00	0.00	0.00	0.00	0.00
3151	Awards - Boys Golf		0.00	0.00	0.00	0.00	0.00
3152	Camps - Boys Golf		2,378.64	0.00	0.00	0.00	2,378.64
3153	Entry Fees - Boys Golf		0.00	0.00	1,750.00	0.00	-1,750.00
3154	Equipment - Boys Golf		0.00	0.00	0.00	0.00	0.00
3155	Lodging - Boys Golf		0.00	0.00	0.00	0.00	0.00
3156	Meals - Boys Golf		0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3157			Officials - Boys Golf	0.00	0.00	0.00	0.00	0.00
3158			Prof. Development - Boys Golf	0.00	0.00	0.00	0.00	0.00
3159			Scouting - Boys Golf	0.00	0.00	0.00	0.00	0.00
3160			Security - Boys Golf	0.00	0.00	0.00	0.00	0.00
3161			Transportation - Boys Golf	0.00	0.00	0.00	0.00	0.00
3162			Uniforms/Apparel - Boys Golf	0.00	0.00	0.00	0.00	0.00
3163			Misc. Expenditures - Boys Golf	0.00	0.00	0.00	0.00	0.00
3201			Awards - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3202			Camps - Boys Soccer	2,787.08	170.00	520.54	0.00	2,436.54
3203			Entry Fees - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3204			Equipment - Boys Soccer	-791.70	0.00	0.00	0.00	-791.70
3205			Lodging - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3206			Meals - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3207			Officials - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3208			Prof. Development - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3209			Scouting - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3210			Security - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3211			Transportation - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3212			Uniforms/Apparel - Boys Soccer	-146.91	0.00	4,075.00	0.00	-4,221.91
3213			Misc. Expenditures - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3251			Awards - Boys Swimming	-326.51	0.00	0.00	0.00	-326.51
3252			Camps - Boys Swimming	3,659.93	557.00	1,042.54	0.00	3,174.39
3253			Entry Fees - Boys Swimming	-250.00	0.00	0.00	0.00	-250.00
3254			Equipment - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3255			Lodging - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3256			Meals - Boys Swimming	-316.62	0.00	281.64	0.00	-598.26
3257			Officials - Boys Swimming	-617.50	0.00	0.00	0.00	-617.50
3258			Prof. Development - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3259			Scouting - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3260			Security - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3261			Transportation - Boys Swimming	-325.45	0.00	0.00	0.00	-325.45
3262			Uniforms/Apparels - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3263			Misc. Expenditures - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3301			Awards - Boys Tennis	-52.50	0.00	0.00	0.00	-52.50
3302			Camps - Boys Tennis	737.40	30.00	0.00	0.00	767.40
3303			Entry Fees - Boys Tennis	435.00	0.00	0.00	0.00	435.00
3304			Equipment - Boys Tennis	-741.37	0.00	0.00	0.00	-741.37
3305			Lodging - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3306			Meals - Boys Tennis	-92.00	0.00	0.00	0.00	-92.00
3307			Officials - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3308			Prof. Development - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3309			Scouting - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3310			Security - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3311			Transportation - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3312			Uniforms/Apparel - Boys Tennis	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3313			Misc. Expenditures - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3351			Awards - Boys Track	-773.87	0.00	0.00	0.00	-773.87
3352			Camps - Boys Track	2,110.09	100.00	472.26	0.00	1,737.83
3353			Entry Fees - Boys Track	0.00	0.00	0.00	0.00	0.00
3354			Equipment - Boys Track	0.00	0.00	0.00	0.00	0.00
3355			Lodging - Boys Track	0.00	0.00	0.00	0.00	0.00
3356			Meals - Boys Track	0.00	0.00	0.00	0.00	0.00
3357			Officials - Boys Track	0.00	0.00	0.00	0.00	0.00
3358			Prof. Development - Boys Track	0.00	0.00	0.00	0.00	0.00
3359			Scouting - Boys Track	0.00	0.00	0.00	0.00	0.00
3360			Security - Boys Track	0.00	0.00	0.00	0.00	0.00
3361			Transportation - Boys Track	0.00	0.00	0.00	0.00	0.00
3362			Uniforms/Apparel - Boys Track	-130.46	0.00	0.00	0.00	-130.46
3363			Misc. Expenditures - Boys Track	0.00	0.00	0.00	0.00	0.00
3401			Awards-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3402			Camps-Boys Bowling	0.00	185.00	0.00	1,335.63	1,520.63
3403			Entry Fees-Boys Bowling	-125.00	0.00	0.00	0.00	-125.00
3404			Equipment-Boys Bowling	0.00	0.00	1,800.00	0.00	-1,800.00
3405			Lodging-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3406			Meals-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3407			Officials-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3408			Prof. Development-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3409			Scouting-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3410			Security-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3411			Transportation-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3412			Uniforms-Apparel-Bowls Bowling	0.00	0.00	0.00	0.00	0.00
3413			Misc. Expenditures-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3451			Awards - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3452			Camps - Boys Baseball	1,485.37	1,300.00	5,448.28	0.00	-2,662.91
3453			Entry Fees - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3454			Equipment - Boys Baseball	0.00	0.00	1,066.56	0.00	-1,066.56
3455			Lodging - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3456			Meals - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3457			Officials - Boys Baseball	-55.00	0.00	0.00	0.00	-55.00
3458			Prof. Development - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3459			Scouting - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3460			Security - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3461			Transportation - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3462			Uniforms/Apparel - Boys Baseball	-2,240.72	0.00	0.00	0.00	-2,240.72
3463			Misc. Expenditures - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3501			Awards - Boys Football	0.00	0.00	0.00	0.00	0.00
3502			Camps - Boys Football	-993.45	0.00	0.00	0.00	-993.45
3503			Entry Fees - Boys Football	0.00	0.00	102.13	0.00	-102.13
3504			Equipment - Boys Football	-8,397.49	0.00	3,006.59	0.00	-11,404.08
3505			Lodging - Boys Football	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3506			Meals - Boys Football	0.00	0.00	0.00	0.00	0.00
3507			Officials - Boys Football	-6,540.00	0.00	0.00	0.00	-6,540.00
3508			Prof. Development - Boys Football	0.00	0.00	100.00	0.00	-100.00
3509			Scouting - Boys Football	0.00	0.00	0.00	0.00	0.00
3510			Security - Boys Football	-1,980.00	0.00	0.00	0.00	-1,980.00
3511			Transportation - Boys Football	-6,714.95	0.00	38.19	0.00	-6,753.14
3512			Uniforms/Apparel - Boys Football	0.00	0.00	0.00	0.00	0.00
3513			Misc Expenditures-Boys Football	0.00	0.00	0.00	0.00	0.00
3515			Misc. Expenditures - Boys Football	0.00	0.00	0.00	0.00	0.00
3551			Awards - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3552			Camps - Boys Wrestling	3,204.44	500.00	515.00	0.00	3,189.44
3553			Entry Fees - Boys Wrestling	-2,130.00	0.00	-10.00	0.00	-2,120.00
3554			Equipment - Boys Wrestling	-454.73	0.00	0.00	0.00	-454.73
3555			Lodging - Boys Wrestling	0.00	0.00	590.88	0.00	-590.88
3556			Meals - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3557			Officials - Boys Wrestling	-262.50	0.00	175.00	0.00	-437.50
3558			Prof. Development - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3559			Scouting - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3560			Security - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3561			Transportation - Boys Wrestling	-5,147.27	0.00	1,688.13	0.00	-6,835.40
3562			Uniforms/Apparel - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3563			Misc. Expenditures - Boys Wrestling	-100.91	0.00	0.00	0.00	-100.91
3601			Awards-Boys Unified Sports	-81.94	0.00	0.00	0.00	-81.94
3602			Camps-Boys Unified Sports	1,586.63	0.00	126.00	-1,460.63	0.00
3603			Entry Fees-Boys Unified Sports	-300.00	0.00	0.00	0.00	-300.00
3604			Equipment-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3605			Lodging-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3606			Meals-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3607			Officials-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3608			Prof. Development-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3609			Scouting-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3610			Security-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3611			Transportation-Boys Unified Sports	-523.66	0.00	0.00	0.00	-523.66
3612			Uniforms/Apparel-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3613			Misc. Expenditures-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
C Totals:				-33,716.78	4,452.00	28,488.35	-125.00	-57,878.13

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
	4010		40 Assets	0.00	0.00	0.00	0.00	0.00
	4030		Interact Club	805.35	0.00	0.00	0.00	805.35
	4040		Art	434.92	0.00	0.00	0.00	434.92
	4050		Astronomy Club	0.00	0.00	0.00	0.00	0.00
	4059		Band Camp	-3,496.00	0.00	0.00	0.00	-3,496.00
	4060		Band	8,206.79	207.50	2,325.39	0.00	6,088.90
	4062		Band Trip	740.00	0.00	0.00	0.00	740.00
	4063		Drums	121.62	0.00	0.00	0.00	121.62
	4091		Broadcasting Club	380.25	0.00	0.00	0.00	380.25
	4109		Cheer Uniforms	1,512.65	0.00	382.81	-216.00	913.84
	4110		Cheerleading	6,685.66	485.00	515.17	0.00	6,655.49
	4115		Uniforms-Cheer/Dance	2,415.93	1,605.27	0.00	0.00	4,021.20
	4120		Chemistry Club	0.00	0.00	0.00	0.00	0.00
	4130		Chess Club	76.08	0.00	0.00	0.00	76.08
	4140		Choir	62.51	0.00	0.00	0.00	62.51
	4141		Choir Trip	236.50	0.00	0.00	0.00	236.50
	4181		Coffee Cart	795.27	125.00	65.77	0.00	854.50
	4185		Cycling	135.00	0.00	0.00	0.00	135.00
	4190		Dance	27.11	0.00	0.00	0.00	27.11
	4200		Debate Team	10,692.46	1,415.00	0.00	0.00	12,107.46
	4210		DECA	14,056.38	4,325.00	14,530.70	0.00	3,850.68
	4215		Diversity	283.53	0.00	76.84	0.00	206.69
	4220		Drama Club	24,414.98	5,183.66	4,229.42	0.00	25,369.22
	4224		Computer Club	0.00	0.00	0.00	0.00	0.00
	4230		Environmental Club	1,017.30	0.00	0.00	0.00	1,017.30
	4232		Ethics Bowl	0.00	0.00	0.00	0.00	0.00
	4250		FCCLA	2,259.40	100.00	0.00	0.00	2,359.40
	4260		FCS Club	2,695.43	0.00	0.00	0.00	2,695.43
	4271		Film Club	-125.84	0.00	0.00	0.00	-125.84
	4280		Flag Group	6,481.44	2,650.00	3,560.53	-800.00	4,770.91
	4290		Forensics	15,933.66	2,194.00	4,255.00	1,102.03	14,974.69
	4310		French Club	739.86	0.00	0.00	0.00	739.86
	4320		Educators Rising	-680.28	450.00	240.00	0.00	-470.28
	4324		Esports	448.00	580.00	65.00	0.00	963.00
	4330		Garden Club	0.00	0.00	0.00	0.00	0.00
	4340		German Club	709.19	0.00	0.00	0.00	709.19
	4355		Habitat for Humanity	0.00	0.00	0.00	0.00	0.00
	4360		History Club	7,992.34	0.00	0.00	0.00	7,992.34
	4365		HOSA	7,645.19	300.00	370.00	0.00	7,575.19
	4370		Industrial Arts	22,808.95	990.00	19.06	0.00	23,779.89
	4390		Intramurals	25.00	0.00	0.00	0.00	25.00
	4400		Japanese Club	0.00	0.00	0.00	0.00	0.00
	4410		Junior Class	17,390.55	0.00	1,795.00	0.00	15,595.55
	4420		Key Club	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4430			Latin Club	317.04	0.00	0.00	0.00	317.04
4460			Literary Magazine	349.10	0.00	0.00	0.00	349.10
4480			Mascot Team	201.00	0.00	0.00	0.00	201.00
4485			Math Club	790.84	250.00	0.00	0.00	1,040.84
4490			M-Club	1,908.34	0.00	0.00	0.00	1,908.34
4500			Music	200.00	0.00	0.00	0.00	200.00
4503			Music-Musicals	0.00	0.00	0.00	0.00	0.00
4510			National Honor Society	8,344.46	500.00	0.00	0.00	8,844.46
4520			Newspaper	490.93	0.00	0.00	0.00	490.93
4530			Orchestra	-4,007.58	75.00	325.00	20.00	-4,237.58
4531			Orchestra Trip	0.00	0.00	0.00	0.00	0.00
4540			Other Clubs	750.55	0.00	0.00	0.00	750.55
4560			Photography Club	0.00	0.00	0.00	0.00	0.00
4570			Play Production	4,644.89	0.00	0.00	0.00	4,644.89
4600			Robotics & Engineering Club	597.04	1,400.00	864.03	0.00	1,133.01
4630			Science Club	0.00	0.00	0.00	0.00	0.00
4631			Science Olympiad	484.86	0.00	112.00	0.00	372.86
4640			Senior Class	1,778.90	0.00	0.00	0.00	1,778.90
4645			Show Choir	-29,229.38	550.00	23,153.55	0.00	-51,832.93
4646			Show Choir Competition	5,703.49	1,900.00	1,773.37	0.00	5,830.12
4647			Show Choir Camp	0.00	2,400.00	0.00	0.00	2,400.00
4650			Skills USA	7,628.83	135.00	953.97	0.00	6,809.86
4660			Spanish Club	500.00	0.00	0.00	-500.00	0.00
4661			Spanish Honor Society	-1,095.10	0.00	18.38	500.00	-613.48
4680			Speech Club	0.00	0.00	0.00	0.00	0.00
4690			Spirit Shop	715.57	2,056.56	1,706.28	1,192.00	2,257.85
4710			Student Council	12,043.62	322.05	595.68	0.00	11,769.99
4725			Theater Workshop	137.00	0.00	0.00	0.00	137.00
4728			Unified Club	586.40	0.00	0.00	0.00	586.40
4730			VIA	532.52	0.00	0.00	0.00	532.52
4770			Yearbook	88,800.71	150.00	0.00	0.00	88,950.71
4790			BLM Academy	1,104.16	550.00	685.74	0.00	968.42
D Totals:				258,205.37	30,899.04	62,618.69	1,298.03	227,783.75

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E	ADMINISTRATIVE CUSTODIAL							
	5010		After Prom	1,241.82	0.00	0.00	0.00	1,241.82
	5020		Fines	932.99	0.00	0.00	0.00	932.99
	5025		Fines - Library Book	2,280.66	0.00	0.00	0.00	2,280.66
	5027		Fines-Textbooks	3,761.93	0.00	0.00	0.00	3,761.93
	5055		Hall of Fame	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	311.93	0.00	0.00	0.00	311.93
	5070		Library	-579.68	0.00	0.00	0.00	-579.68
	5100		Other Adm Custodial	46.75	0.00	0.00	0.00	46.75
	5115		Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5120		P.E.	4,005.10	7.00	564.85	0.00	3,447.25
	5130		Parking	42,040.48	670.00	2,563.14	4.52	40,151.86
	5140		PayBac	286.35	0.00	0.00	0.00	286.35
	5150		Pool Maintenance	864.67	0.00	0.00	0.00	864.67
	5160		PSAT Exam	11,227.74	0.00	0.00	0.00	11,227.74
	5175		Student Scholarships	176.31	0.00	0.00	0.00	176.31
	5180		Teacher Fund/Grants	863.68	0.00	0.00	0.00	863.68
	5190		Transcripts	7,622.81	10.00	0.00	0.00	7,632.81
	5220		Site Improvements	0.00	0.00	0.00	0.00	0.00
	E Totals:			75,083.54	687.00	3,127.99	4.52	72,647.07
Q	STUDENT FEE FUND							
	7160		Participation Fees - Athletics	1,625.00	485.00	0.00	0.00	2,110.00
	7161		Activity-Athletic Pass	80,380.00	325.00	0.00	0.00	80,705.00
	7170		Participation Fees - Clubs & Orgs	0.00	0.00	0.00	0.00	0.00
	7190		Field Trips	-212.74	0.00	0.00	0.00	-212.74
	Q Totals:			81,792.26	810.00	0.00	0.00	82,602.26
R	AP/IB EXAMS							
	8010		AP Exams	150,204.82	1,536.00	1,936.00	0.00	149,804.82
	8020		IB Exams	41,631.05	1,179.09	33,505.00	0.00	9,305.14
	R Totals:			191,835.87	2,715.09	35,441.00	0.00	159,109.96

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S	ATHLETIC							
		9010	Gate Receipts	91,970.04	11,389.00	0.00	0.00	103,359.04
		9020	Cash Reserve	357,593.98	0.00	1,050.00	0.00	356,543.98
		9030	Concessions	35,090.77	6,134.81	5,424.79	0.00	35,800.79
		9040	Tickets	19,727.48	40.00	0.00	0.00	19,767.48
		9050	Athletic-General	-21,165.91	0.00	396.46	0.00	-21,562.37
		9055	Athletics - Projects	5,465.94	0.00	0.00	0.00	5,465.94
		9060	Athletic Director	0.00	0.00	0.00	0.00	0.00
		9070	Miscellaneous Receipts	10,749.98	30.00	0.00	0.00	10,779.98
		9080	Fundraising-Athletic	0.00	0.00	0.00	0.00	0.00
		9090	Strength & Conditioning	2,535.70	0.00	26.07	0.00	2,509.63
		9100	Athletic Training	-890.46	0.00	0.00	0.00	-890.46
		9110	Activities	-12,067.81	0.00	0.00	0.00	-12,067.81
		9120	Booster Contributions-Girls	8.21	0.00	0.00	0.00	8.21
		9130	Booster Contributions-Boys	8.21	0.00	0.00	0.00	8.21
S Totals:				489,026.13	17,593.81	6,897.32	0.00	499,722.62
NHS Activity Totals:				758,911.38	60,962.73	166,963.19	0.00	652,910.92

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
NHS Checking:			60,962.73	166,963.19		
NHS Investment:						
NHS Bank Balances:	758,911.38		60,962.73	166,963.19	0.00	652,910.92

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
SHS	Millard South High School					
A	ACTIVITY GENERAL					
1010	General Admin	-6,830.41	0.00	502.23	0.00	-7,332.64
1016	Rev Trak Fees	0.00	0.00	0.00	0.00	0.00
1017	Returned Checks	0.00	0.00	0.00	0.00	0.00
1018	School Pay Fees	-740.32	668.86	645.64	0.00	-717.10
1025	Savings	0.00	0.00	0.00	0.00	0.00
1030	Staff Vending	6,619.68	0.00	0.00	0.00	6,619.68
1035	Student Vending	47,500.00	0.00	0.00	0.00	47,500.00
1040	Donations	5,244.34	3,500.00	0.00	0.00	8,744.34
1041	Donations Students	770.41	0.00	0.00	0.00	770.41
1042	Patriots Care Pantry	2,364.18	0.00	0.00	-155.00	2,209.18
1050	Projects/Support	-2,366.91	0.00	24.60	0.00	-2,391.51
1060	Public Relations	0.00	0.00	0.00	0.00	0.00
1070	Start Up Cash	-10,894.00	0.00	0.00	0.00	-10,894.00
1090	Other Revenue	3,914.48	22.63	0.00	0.00	3,937.11
1100	Damage & Loss Property	-100.00	25.00	72.00	47.00	-100.00
1105	Laptop Insurance	0.00	100.00	120.00	20.00	0.00
1106	Laptop Loss/Damage	0.00	980.00	1,115.00	135.00	0.00
1110	Extracurr Transportation	-23,796.41	0.00	4,684.45	0.00	-28,480.86
1120	Equipment Replacement/Repair	0.00	0.00	0.00	0.00	0.00
1130	Building Maintenance	-330.00	0.00	55.00	0.00	-385.00
1140	Student Recognition Incentive	0.00	0.00	0.00	0.00	0.00
1150	Capital Outlay	0.00	0.00	0.00	0.00	0.00
1160	Personnel Support	0.00	0.00	2,688.64	0.00	-2,688.64
1170	Wellness	1,246.96	0.00	0.00	0.00	1,246.96
A Totals:		22,602.00	5,296.49	9,907.56	47.00	18,037.93

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
B	Athletics-Girls							
		2051	Awards - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2052	Camps - Girls Basketball	3,147.09	120.00	280.84	0.00	2,986.25
		2053	Entry Fees - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2054	Equipment - Girls Basketball	-1,030.97	0.00	0.00	0.00	-1,030.97
		2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2056	Meals - Girls Basketball	0.00	0.00	217.03	0.00	-217.03
		2057	Officials - Girls Basketball	-3,285.00	0.00	1,860.00	0.00	-5,145.00
		2058	Prof. Development - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2059	Scouting - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2060	Security - Girls Basketball	-600.00	0.00	350.00	0.00	-950.00
		2061	Transportation - Girls Basketball	-3,356.50	0.00	1,492.45	0.00	-4,848.95
		2062	Uniforms/Apparel - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2063	Misc. Expenditures - Girls Basketball	344.42	0.00	0.00	0.00	344.42
		2101	Awards - Girls Cross Country	-141.85	0.00	0.00	0.00	-141.85
		2102	Camps - Girls Cross Country	217.48	0.00	0.00	0.00	217.48
		2103	Entry Fees - Girls Cross Country	150.00	0.00	0.00	0.00	150.00
		2104	Equipment - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2105	Lodging - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2106	Meals - Girls Cross Country	-25.52	0.00	0.00	0.00	-25.52
		2107	Officials - Girls Cross Country	-553.83	0.00	0.00	0.00	-553.83
		2108	Prof. Development - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2109	Scouting - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2110	Security - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2111	Transportation - Girls Cross Country	-989.70	0.00	0.00	0.00	-989.70
		2112	Uniforms/Apparel - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2113	Misc. Expenditures - Girls Cross Country	-148.63	0.00	0.00	0.00	-148.63
		2151	Awards - Girls Golf	-83.25	0.00	0.00	0.00	-83.25
		2152	Camps - Girls Golf	228.12	0.00	0.00	0.00	228.12
		2153	Entry Fees - Girls Golf	-452.00	0.00	0.00	0.00	-452.00
		2154	Equipment - Girls Golf	-242.99	0.00	0.00	0.00	-242.99
		2155	Lodging - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2156	Meals - Girls Golf	-40.99	0.00	0.00	0.00	-40.99
		2157	Officials - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2158	Prof. Development - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2159	Scouting - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2160	Security - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2161	Transportation - Girls Golf	-120.74	0.00	0.00	0.00	-120.74
		2162	Uniforms/Apparel - Girls Golf	-1,113.00	0.00	0.00	0.00	-1,113.00
		2163	Misc. Expenditures - Girls Golf	-737.25	0.00	0.00	0.00	-737.25
		2201	Awards - Girls Soccer	0.00	0.00	50.00	0.00	-50.00
		2202	Camps - Girls Soccer	2,658.86	250.00	57.85	0.00	2,851.01
		2203	Entry Fees - Girls Soccer	0.00	0.00	0.00	0.00	0.00
		2204	Equipment - Girls Soccer	-2,294.21	0.00	0.00	0.00	-2,294.21
		2205	Lodging - Girls Soccer	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2206			Meals - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2207			Officials - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2208			Prof. Development - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2209			Scouting - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2210			Security - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2211			Transportation - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2212			Uniforms/Apparel - Girls Soccer	-1,090.71	0.00	0.00	0.00	-1,090.71
2213			Misc. Expenditures - Girls Soccer	36.99	0.00	0.00	0.00	36.99
2251			Awards - Girls Swimming	0.00	0.00	281.50	0.00	-281.50
2252			Camps - Girls Swimming	76.09	0.00	0.00	0.00	76.09
2253			Entry Fees - Girls Swimming	500.00	0.00	0.00	0.00	500.00
2254			Equipment - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2255			Lodging - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2256			Meals - Girls Swimming	0.00	253.24	115.00	0.00	138.24
2257			Officials - Girls Swimming	-1,079.00	0.00	0.00	0.00	-1,079.00
2258			Prof. Development - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2259			Scouting - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2260			Security - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2261			Transportation - Girls Swimming	-350.04	0.00	0.00	0.00	-350.04
2262			Uniforms/Apparel - Girls Swimming	-371.25	0.00	0.00	0.00	-371.25
2263			Misc. Expenditures - Girls Swimming	-26.43	0.00	495.28	0.00	-521.71
2301			Awards - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2302			Camps - Girls Tennis	-495.00	0.00	0.00	0.00	-495.00
2303			Entry Fees - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2304			Equipment - Girls Tennis	-567.50	0.00	0.00	0.00	-567.50
2305			Lodging - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2306			Meals - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2307			Officials - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2308			Prof. Development - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2309			Scouting - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2310			Security - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2311			Transportation - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2312			Uniforms/Apparel - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2313			Misc. Expenditures - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2351			Awards - Girls Track	-30.71	0.00	847.60	0.00	-878.31
2352			Camps - Girls Track	0.00	0.00	0.00	0.00	0.00
2353			Entry Fees - Girls Track	0.00	0.00	0.00	0.00	0.00
2354			Equipment - Girls Track	-1,855.99	0.00	0.00	0.00	-1,855.99
2355			Lodging - Girls Track	0.00	0.00	0.00	0.00	0.00
2356			Meals - Girls Track	0.00	0.00	0.00	0.00	0.00
2357			Officials - Girls Track	0.00	0.00	0.00	0.00	0.00
2358			Prof. Development - Girls Track	0.00	0.00	0.00	0.00	0.00
2359			Scouting - Girls Track	0.00	0.00	0.00	0.00	0.00
2360			Security - Girls Track	0.00	0.00	0.00	0.00	0.00
2361			Transportation - Girls Track	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2362			Uniforms/Apparel - Girls Track	0.00	0.00	0.00	0.00	0.00
2363			Misc. Expenditures - Girls Track	0.00	0.00	0.00	0.00	0.00
2401			Awards - Girls Volleyball	-455.42	0.00	0.00	0.00	-455.42
2402			Camps - Girls Volleyball	749.82	50.00	110.00	0.00	689.82
2403			Entry Fees - Girls Volleyball	805.00	0.00	0.00	0.00	805.00
2404			Equipment - Girls Volleyball	-5,749.03	0.00	0.00	0.00	-5,749.03
2405			Lodging - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2406			Meals - Girls Volleyball	-138.50	0.00	36.00	0.00	-174.50
2407			Officials - Girls Volleyball	-4,723.82	0.00	0.00	0.00	-4,723.82
2408			Prof. Development - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2409			Scouting - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2410			Security - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2411			Transportation - Girls Volleyball	-1,577.82	0.00	0.00	0.00	-1,577.82
2412			Uniforms/Apparel - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2413			Misc. Expenditures - Girls Volleyball	-1,101.98	0.00	0.00	0.00	-1,101.98
2451			Awards - Girls Softball	-45.00	0.00	0.00	0.00	-45.00
2452			Camps - Girls Softball	11,213.63	330.00	322.04	0.00	11,221.59
2453			Entry Fees - Girls Softball	-150.00	0.00	0.00	0.00	-150.00
2454			Equipment - Girls Softball	-2,962.39	0.00	373.38	0.00	-3,335.77
2455			Lodging - Girls Softball	-3,598.80	0.00	0.00	0.00	-3,598.80
2456			Meals - Girls Softball	-885.69	0.00	0.00	0.00	-885.69
2457			Officials - Girls Softball	-2,460.00	0.00	0.00	0.00	-2,460.00
2458			Prof. Development - Girls Softball	0.00	0.00	0.00	0.00	0.00
2459			Scouting - Girls Softball	0.00	0.00	0.00	0.00	0.00
2460			Security - Girls Softball	0.00	0.00	0.00	0.00	0.00
2461			Transportation - Girls Softball	-2,996.56	0.00	0.00	0.00	-2,996.56
2462			Uniforms/Apparel - Girls Softball	0.00	0.00	0.00	0.00	0.00
2463			Misc. Expenditures - Girls Softball	-746.85	0.00	0.00	0.00	-746.85
2464			Softball Advertising	0.00	0.00	0.00	0.00	0.00
2501			Awards-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2502			Camps-Girls Bowling	2.50	0.00	0.00	0.00	2.50
2503			Entry Fees-Girls Bowling	-165.00	0.00	0.00	0.00	-165.00
2504			Equipment-Girls Bowling	-70.34	0.00	0.00	0.00	-70.34
2505			Lodging-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2506			Meals-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2507			Officials-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2508			Professional Development-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2551			Awards-Girls Wrestling	-176.15	0.00	0.00	0.00	-176.15
2552			Camps-Girls Wrestling	480.00	0.00	0.00	0.00	480.00
2553			Entry Fees-Girls Wrestling	-870.00	0.00	0.00	0.00	-870.00
2554			Equipment-Girls Wrestling	-982.10	0.00	0.00	0.00	-982.10
2555			Lodging-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2556			Meals-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2557			Officials-Girls Wrestling	-809.17	0.00	0.00	0.00	-809.17
2558			Prof. Development-Girls Wrestling	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2559	Scouting-Girls Wrestling			0.00	0.00	0.00	0.00	0.00
2560	Security-Girls Wrestling			-87.50	0.00	0.00	0.00	-87.50
2561	Transportation-Girls Wrestling			-2,670.53	0.00	1,180.96	0.00	-3,851.49
2562	Uniforms/Apparel-Girls Wrestling			-1,370.00	0.00	0.00	0.00	-1,370.00
2563	Misc Expenditures-Girls Wrestling			0.00	0.00	0.00	0.00	0.00
2601	Awards-Girls Unified Sports			0.00	0.00	122.40	0.00	-122.40
2602	Camps-Girls Unified Sports			697.29	0.00	40.00	0.00	657.29
2603	Entry Fees-Girls Unified Sports			0.00	0.00	0.00	0.00	0.00
2604	Equipment-Girls Unified Sports			0.00	0.00	0.00	0.00	0.00
2605	Lodging-Girls Unified Sports			0.00	0.00	0.00	0.00	0.00
2606	Meals-Girls Unified Sports			0.00	0.00	0.00	0.00	0.00
2607	Officials-Girls Unified Sports			0.00	0.00	0.00	0.00	0.00
2608	Prof. Development-Girls Unified Sports			0.00	0.00	0.00	0.00	0.00
2609	Scouting-Girls Unified Sports			0.00	0.00	0.00	0.00	0.00
2610	Security-Girls Unified Sports			0.00	0.00	0.00	0.00	0.00
2611	Transportation-Girls Unified Sports			-35.50	0.00	0.00	0.00	-35.50
2612	Uniforms/Apparel-Girls Unified Sports			0.00	0.00	0.00	0.00	0.00
2613	Misc. Expenditures-Girls Unified Sports			0.00	0.00	0.00	0.00	0.00
B Totals:				-34,603.92	1,003.24	8,232.33	0.00	-41,833.01

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
C	Athletics-Boys							
		3007	Officials - Boys	0.00	0.00	0.00	0.00	0.00
		3011	Transportation - Boys	0.00	0.00	0.00	0.00	0.00
		3051	Awards - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3052	Camps - Boys Basketball	3,186.30	500.00	0.00	0.00	3,686.30
		3053	Entry Fees - Boys Basketball	-75.00	0.00	220.00	0.00	-295.00
		3054	Equipment - Boys Basketball	-1,015.74	0.00	0.00	0.00	-1,015.74
		3055	Lodging - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3056	Meals - Boys Basketball	-384.16	0.00	216.97	0.00	-601.13
		3057	Officials - Boys Basketball	-4,755.00	0.00	2,460.00	0.00	-7,215.00
		3058	Prof. Development - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3059	Scouting - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3060	Security - Boys Basketball	-500.00	0.00	350.00	0.00	-850.00
		3061	Transportation - Boys Basketball	-6,010.20	0.00	2,830.62	0.00	-8,840.82
		3062	Uniforms/Apparel - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3063	Misc. Expenditures - Boys Basketball	-27.83	0.00	0.00	0.00	-27.83
		3101	Awards - Boys Cross Country	-141.85	0.00	0.00	0.00	-141.85
		3102	Camps - Boys Cross Country	1,463.54	0.00	0.00	0.00	1,463.54
		3103	Entry Fees - Boys Cross Country	150.00	0.00	0.00	0.00	150.00
		3104	Equipment - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
		3105	Lodging - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
		3106	Meals - Boys Cross Country	-25.52	0.00	0.00	0.00	-25.52
		3107	Officials - Boys Cross Country	-553.82	0.00	0.00	0.00	-553.82
		3108	Prof. Development - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
		3109	Scouting - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
		3110	Security - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
		3111	Transportation - Boys Cross Country	-989.71	0.00	0.00	0.00	-989.71
		3112	Uniforms/Apparel - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
		3113	Misc. Expenditures - Boys Cross Country	-148.63	0.00	0.00	0.00	-148.63
		3151	Awards - Boys Golf	0.00	0.00	96.00	0.00	-96.00
		3152	Camps - Boys Golf	30.00	0.00	0.00	0.00	30.00
		3153	Entry Fees - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3154	Equipment - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3155	Lodging - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3156	Meals - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3157	Officials - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3158	Prof. Development - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3159	Scouting - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3160	Security - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3161	Transportation - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3162	Uniforms/Apparel - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3163	Misc. Expenditures - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3201	Awards - Boys Soccer	0.00	0.00	52.00	0.00	-52.00
		3202	Camps - Boys Soccer	651.51	0.00	0.00	0.00	651.51
		3203	Entry Fees - Boys Soccer	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3204			Equipment - Boys Soccer	-724.64	0.00	0.00	0.00	-724.64
3205			Lodging - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3206			Meals - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3207			Officials - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3208			Prof. Development - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3209			Scouting - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3210			Security - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3211			Transportation - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3212			Uniforms/Apparel - Boys Soccer	-288.83	0.00	0.00	0.00	-288.83
3213			Misc. Expenditures - Boys Soccer	36.99	0.00	0.00	0.00	36.99
3251			Awards - Boys Swimming	0.00	0.00	281.50	0.00	-281.50
3252			Camps - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3253			Entry Fees - Boys Swimming	500.00	0.00	0.00	0.00	500.00
3254			Equipment - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3255			Lodging - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3256			Meals - Boys Swimming	0.00	253.25	115.00	0.00	138.25
3257			Officials - Boys Swimming	-1,078.95	0.00	0.00	0.00	-1,078.95
3258			Prof. Development - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3259			Scouting - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3260			Security - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3261			Transportation - Boys Swimming	-350.06	0.00	0.00	0.00	-350.06
3262			Uniforms/Apparels - Boys Swimming	-371.25	0.00	0.00	0.00	-371.25
3263			Misc. Expenditures - Boys Swimming	-26.43	0.00	495.27	0.00	-521.70
3301			Awards - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3302			Camps - Boys Tennis	4,467.31	260.00	0.00	0.00	4,727.31
3303			Entry Fees - Boys Tennis	-555.00	0.00	0.00	0.00	-555.00
3304			Equipment - Boys Tennis	-567.50	0.00	0.00	0.00	-567.50
3305			Lodging - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3306			Meals - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3307			Officials - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3308			Prof. Development - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3309			Scouting - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3310			Security - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3311			Transportation - Boys Tennis	-2,435.60	0.00	0.00	0.00	-2,435.60
3312			Uniforms/Apparel - Boys Tennis	-300.00	0.00	0.00	0.00	-300.00
3313			Misc. Expenditures - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3351			Awards - Boys Track	-30.70	0.00	847.60	0.00	-878.30
3352			Camps - Boys Track	727.82	40.00	1,909.99	0.00	-1,142.17
3353			Entry Fees - Boys Track	0.00	0.00	0.00	0.00	0.00
3354			Equipment - Boys Track	-1,855.99	0.00	0.00	0.00	-1,855.99
3355			Lodging - Boys Track	0.00	0.00	0.00	0.00	0.00
3356			Meals - Boys Track	0.00	0.00	0.00	0.00	0.00
3357			Officials - Boys Track	0.00	0.00	0.00	0.00	0.00
3358			Prof. Development - Boys Track	0.00	0.00	0.00	0.00	0.00
3359			Scouting - Boys Track	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3360			Security - Boys Track	0.00	0.00	0.00	0.00	0.00
3361			Transportation - Boys Track	0.00	0.00	0.00	0.00	0.00
3362			Uniforms/Apparel - Boys Track	0.00	0.00	0.00	0.00	0.00
3363			Misc. Expenditures - Boys Track	0.00	0.00	0.00	0.00	0.00
3451			Awards - Boys Baseball	0.00	0.00	134.04	0.00	-134.04
3452			Camps - Boys Baseball	1,118.70	180.00	754.00	0.00	544.70
3453			Entry Fees - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3454			Equipment - Boys Baseball	-4,459.16	0.00	893.98	0.00	-5,353.14
3455			Lodging - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3456			Meals - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3457			Officials - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3458			Prof. Development - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3459			Scouting - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3460			Security - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3461			Transportation - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3462			Uniforms/Apparel - Boys Baseball	-2,664.00	0.00	0.00	0.00	-2,664.00
3463			Misc. Expenditures - Boys Baseball	-691.49	0.00	0.00	0.00	-691.49
3501			Awards - Boys Football	0.00	0.00	0.00	0.00	0.00
3502			Camps - Boys Football	2,472.78	1,150.00	100.00	0.00	3,522.78
3503			Entry Fees - Boys Football	0.00	0.00	0.00	0.00	0.00
3504			Equipment - Boys Football	-30,081.97	0.00	0.00	0.00	-30,081.97
3505			Lodging - Boys Football	0.00	0.00	0.00	0.00	0.00
3506			Meals - Boys Football	-224.00	0.00	0.00	0.00	-224.00
3507			Officials - Boys Football	-7,684.22	0.00	0.00	0.00	-7,684.22
3508			Prof. Development - Boys Football	0.00	0.00	0.00	0.00	0.00
3509			Scouting - Boys Football	0.00	0.00	0.00	0.00	0.00
3510			Security - Boys Football	-1,600.00	0.00	0.00	0.00	-1,600.00
3511			Transportation - Boys Football	-4,325.50	0.00	0.00	0.00	-4,325.50
3512			Uniforms/Apparel - Boys Football	-2,484.32	0.00	0.00	0.00	-2,484.32
3515			Misc. Expenditures - Boys Football	-2,405.33	0.00	0.00	0.00	-2,405.33
3551			Awards - Boys Wrestling	0.00	0.00	243.02	0.00	-243.02
3552			Camps - Boys Wrestling	463.53	0.00	0.00	0.00	463.53
3553			Entry Fees - Boys Wrestling	-2,850.00	1,000.00	235.00	0.00	-2,085.00
3554			Equipment - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3555			Lodging - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3556			Meals - Boys Wrestling	-845.66	126.04	600.00	0.00	-1,319.62
3557			Officials - Boys Wrestling	-809.15	0.00	950.00	0.00	-1,759.15
3558			Prof. Development - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3559			Scouting - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3560			Security - Boys Wrestling	-87.50	0.00	200.00	0.00	-287.50
3561			Transportation - Boys Wrestling	-7,183.64	0.00	2,440.29	0.00	-9,623.93
3562			Uniforms/Apparel - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3563			Misc. Expenditures - Boys Wrestling	-626.45	0.00	276.39	0.00	-902.84
3601			Awards-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3602			Camps-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3603			Entry Fees-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3604			Equipment-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3605			Lodging-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3606			Meals-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3607			Officials-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3608			Prof. Development-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3609			Scouting-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3610			Security-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3611			Transportation-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3612			Uniforms/Apparel-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3613			Misc. Expenditures-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
C Totals:				-76,966.32	3,509.29	16,701.67	0.00	-90,158.70

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
4010		40	Assets	0.00	0.00	0.00	0.00	0.00
4011			Patriot Way Club	0.00	0.00	0.00	0.00	0.00
4020			Academic Awards	0.00	0.00	0.00	0.00	0.00
4040			Art	0.59	0.00	0.00	0.00	0.59
4050			Astronomy Club	830.56	0.00	0.00	0.00	830.56
4055			Athletic Trainers Club	1,344.11	0.00	0.00	0.00	1,344.11
4060			Band	-66,788.21	0.00	1,450.22	0.00	-68,238.43
4064			Winter Guard	-2,868.94	255.00	85.79	5,190.00	2,490.27
4065			NSBA	0.00	0.00	0.00	0.00	0.00
4091			Broadcasting Club	250.00	0.00	0.00	0.00	250.00
4109			Cheer Uniforms	0.00	0.00	0.00	0.00	0.00
4110			Cheerleading	-15,163.95	895.85	1,790.20	2,788.03	-13,270.27
4130			Chess Club	39.10	0.00	0.00	0.00	39.10
4140			Choir	6,045.76	50.00	5.99	150.00	6,239.77
4160			Construction	-198.36	887.28	4,138.46	0.00	-3,449.54
4180			Culinary	1,363.29	0.00	0.00	0.00	1,363.29
4190			Dance	-14,798.39	216.48	1,485.00	3,043.99	-13,022.92
4200			Debate Team	7,038.44	25.00	578.27	0.00	6,485.17
4210			DECA	-1,814.19	2,370.00	6,641.15	2,870.00	-3,215.34
4215			Diversity	10.04	0.00	0.00	0.00	10.04
4216			Patriot Pals	30.61	0.00	0.00	0.00	30.61
4217			Patriot Perk	5,291.15	0.00	129.06	0.00	5,162.09
4230			Environmental Club	2,387.86	0.00	0.00	0.00	2,387.86
4240			Fashion Merchandising	5.08	0.00	0.00	0.00	5.08
4250			FCCLA	0.00	0.00	0.00	0.00	0.00
4260			FCS Club	0.00	0.00	0.00	0.00	0.00
4290			Forensics	1,102.77	0.00	71.37	0.00	1,031.40
4300			Foundation/PEMS	0.00	0.00	0.00	0.00	0.00
4310			French Club	547.09	0.00	0.00	0.00	547.09
4320			Educators Rising	1,663.98	0.00	0.00	0.00	1,663.98
4340			German Club	1,627.94	0.00	0.00	0.00	1,627.94
4350			Graphics	5.00	0.00	0.00	0.00	5.00
4360			History Club	0.00	0.00	0.00	0.00	0.00
4365			HOSA	1,270.94	0.00	0.00	0.00	1,270.94
4380			International Club	0.00	0.00	0.00	0.00	0.00
4390			Intramurals	1,219.39	0.00	0.00	0.00	1,219.39
4405			AFJROTC	6,675.07	214.85	75.00	0.00	6,814.92
4408			AFJROTC Marksmanship	0.00	0.00	0.00	0.00	0.00
4410			Junior Class	-2,500.19	1,053.00	114.50	0.00	-1,561.69
4450			LEO Club	689.32	0.00	0.00	0.00	689.32
4460			Literary Magazine	54.82	0.00	0.00	0.00	54.82
4470			Manufacturing	3,198.72	0.00	0.00	0.00	3,198.72
4500			Music	0.00	0.00	0.00	0.00	0.00
4510			National Honor Society	1,361.64	0.00	0.00	0.00	1,361.64

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4520	Newspaper			7,566.34	0.00	0.00	0.00	7,566.34
4530	Orchestra			1,581.30	0.00	0.00	0.00	1,581.30
4550	Patriot Photo			959.39	0.00	0.00	0.00	959.39
4570	Play Production			12,462.90	288.68	726.64	0.00	12,024.94
4600	Robotics & Engineering Club			133.55	0.00	0.00	0.00	133.55
4640	Senior Class			1,504.14	460.00	192.51	0.00	1,771.63
4645	Show Choir			-3,911.38	29,206.00	2,694.98	0.00	22,599.64
4650	Skills USA			192.04	0.00	0.00	0.00	192.04
4660	Spanish Club			86.09	0.00	0.00	0.00	86.09
4690	Spirit Shop			59,539.80	2,806.26	1,936.79	210.00	60,619.27
4710	Student Council			9,651.61	0.00	8.98	0.00	9,642.63
4760	World Language			724.45	0.00	0.00	0.00	724.45
4770	Yearbook			86,579.57	0.00	0.00	0.00	86,579.57
D Totals:				116,990.84	38,728.40	22,124.91	14,252.02	147,846.35
E	ADMINISTRATIVE CUSTODIAL							
5010	After Prom			0.00	0.00	0.00	0.00	0.00
5020	Fines			0.00	0.00	0.00	0.00	0.00
5025	Fines - Library Book			1,874.69	46.90	0.00	0.00	1,921.59
5027	Fines-Textbooks			36,456.54	-35.77	0.00	0.00	36,420.77
5030	Counseling Center			9,057.42	0.00	0.00	0.00	9,057.42
5040	Fundraising-General			0.00	0.00	0.00	0.00	0.00
5055	Hall of Fame			1,631.84	0.00	0.00	0.00	1,631.84
5060	Hospitality			1,207.84	0.00	76.71	0.00	1,131.13
5070	Library			-215.02	0.00	0.00	0.00	-215.02
5097	New Frontier			0.00	0.00	0.00	0.00	0.00
5100	Other Adm Custodial			0.00	0.00	0.00	0.00	0.00
5110	Other Student Activities			0.00	0.00	0.00	0.00	0.00
5115	Field Trips-Curriculum Related			0.00	0.00	0.00	0.00	0.00
5130	Parking			83,414.73	610.00	0.00	-47.00	83,977.73
5135	Patriot Post			0.00	0.00	0.00	0.00	0.00
5140	PayBac			0.00	0.00	0.00	0.00	0.00
5150	Pool Maintenance			8,958.38	250.00	361.53	0.00	8,846.85
5160	PSAT Exam			3,047.34	0.00	1,038.00	0.00	2,009.34
5166	SpEd			122.94	0.00	0.00	0.00	122.94
5167	Student ID Card Fee			1,683.32	0.00	0.00	0.00	1,683.32
5170	Student Notebooks			0.00	0.00	0.00	0.00	0.00
5180	Teacher Fund/Grants			1,517.05	0.00	0.00	0.00	1,517.05
5185	Technology			0.00	0.00	0.00	0.00	0.00
5190	Transcripts			1,920.00	75.00	0.00	0.00	1,995.00
E Totals:				150,677.07	946.13	1,476.24	-47.00	150,099.96

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q	STUDENT FEE FUND							
	7160		Participation Fees - Athletics	0.00	0.00	0.00	0.00	0.00
	7161		Activity-Athletic Pass	47,860.00	1,440.00	0.00	0.00	49,300.00
	7170		Participation Fees - Clubs & Orgs	0.00	14,252.02	0.00	-14,252.02	0.00
	7190		Field Trips	74.73	0.00	0.00	0.00	74.73
			Q Totals:	47,934.73	15,692.02	0.00	-14,252.02	49,374.73
R	AP/IB EXAMS							
	8010		AP Exams	46,751.44	8,912.00	0.00	0.00	55,663.44
			R Totals:	46,751.44	8,912.00	0.00	0.00	55,663.44
S	ATHLETIC							
	9010		Gate Receipts	111,187.78	9,714.50	2,504.08	0.00	118,398.20
	9020		Cash Reserve	260,051.19	0.00	0.00	0.00	260,051.19
	9030		Concessions	11,200.22	498.50	5,345.29	0.00	6,353.43
	9040		Tickets	10,400.00	0.00	0.00	0.00	10,400.00
	9050		Athletic-General	-19,730.31	0.00	10,796.49	0.00	-30,526.80
	9060		Athletic Director	0.00	0.00	0.00	0.00	0.00
	9070		Miscellaneous Receipts	327.35	0.00	56.03	0.00	271.32
	9080		Fundraising-Athletic	0.00	0.00	0.00	0.00	0.00
	9090		Strength & Conditioning	-85.00	0.00	0.00	0.00	-85.00
	9100		Athletic Training	-3,215.56	0.00	0.00	0.00	-3,215.56
	9110		Activities	-11,833.34	0.00	2,253.46	0.00	-14,086.80
	9120		Booster Contributions-Girls	0.00	0.00	0.00	0.00	0.00
	9130		Booster Contributions-Boys	0.00	0.00	0.00	0.00	0.00
	9131		Unified Sports Donations	3,853.52	300.00	0.00	0.00	4,153.52
	9140		Metro Tournament	0.00	0.00	0.00	0.00	0.00
			S Totals:	362,155.85	10,513.00	20,955.35	0.00	351,713.50
			SHS Activity Totals:	635,541.69	84,600.57	79,398.06	0.00	640,744.20

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
SHS Checking:			84,600.57	79,398.06		
SHS Investment:						
SHS Bank Balances:	635,541.69		84,600.57	79,398.06	0.00	640,744.20

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
WHS	Millard West High School							
A	ACTIVITY GENERAL							
	1010	General Admin		-1,699.36	113.16	1,837.19	0.00	-3,423.39
	1016	Rev Trak Fees		0.00	0.00	0.00	0.00	0.00
	1017	Returned Checks		-150.89	0.00	0.00	0.00	-150.89
	1018	School Pay Fees		138.36	87.04	298.02	0.00	-72.62
	1025	Savings		-242,358.47	0.00	27.89	0.00	-242,386.36
	1030	Staff Vending		0.00	0.00	0.00	0.00	0.00
	1035	Student Vending		0.00	0.00	0.00	0.00	0.00
	1040	Donations		14,600.16	1,420.00	0.00	0.00	16,020.16
	1050	Projects/Support		5,459.19	0.00	0.00	0.00	5,459.19
	1070	Start Up Cash		0.00	0.00	0.00	0.00	0.00
	1090	Other Revenue		1,838.98	38.90	0.00	0.00	1,877.88
	1100	Damage & Loss Property		78.20	0.00	0.00	0.00	78.20
	1105	Laptop Insurance		220.00	20.00	0.00	0.00	240.00
	1106	Laptop Loss/Damage		2,074.00	529.00	0.00	0.00	2,603.00
	1110	Extracurr Transportation		0.00	0.00	0.00	0.00	0.00
	1120	Equipment Replacement/Repair		0.00	0.00	0.00	0.00	0.00
	1130	Building Maintenance		7.00	0.00	0.00	0.00	7.00
	1140	Student Recognition Incentive		0.00	0.00	0.00	0.00	0.00
	1150	Capital Outlay		0.00	0.00	0.00	0.00	0.00
	1170	Wellness		0.00	0.00	0.00	0.00	0.00
A Totals:				-219,792.83	2,208.10	2,163.10	0.00	-219,747.83

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
B	Athletics-Girls							
		2051	Awards - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2052	Camps - Girls Basketball	6,140.62	520.00	350.00	0.00	6,310.62
		2053	Entry Fees - Girls Basketball	-75.00	0.00	0.00	0.00	-75.00
		2054	Equipment - Girls Basketball	-832.13	0.00	0.00	0.00	-832.13
		2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2056	Meals - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2057	Officials - Girls Basketball	-2,730.00	0.00	1,775.00	0.00	-4,505.00
		2058	Prof. Development - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2059	Scouting - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2060	Security - Girls Basketball	-150.00	0.00	350.00	0.00	-500.00
		2061	Transportation - Girls Basketball	-3,997.66	0.00	848.71	0.00	-4,846.37
		2062	Uniforms/Apparel - Girls Basketball	-1,831.96	0.00	0.00	0.00	-1,831.96
		2063	Misc. Expenditures - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2101	Awards - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2102	Camps - Girls Cross Country	397.05	60.00	0.00	0.00	457.05
		2103	Entry Fees - Girls Cross Country	-465.00	0.00	0.00	0.00	-465.00
		2104	Equipment - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2105	Lodging - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2106	Meals - Girls Cross Country	-78.00	0.00	0.00	0.00	-78.00
		2107	Officials - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2108	Prof. Development - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2109	Scouting - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2110	Security - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2111	Transportation - Girls Cross Country	-1,612.94	0.00	0.00	0.00	-1,612.94
		2112	Uniforms/Apparel - Girls Cross Country	-593.18	0.00	0.00	0.00	-593.18
		2113	Misc. Expenditures - Girls Cross Country	-425.00	0.00	0.00	0.00	-425.00
		2151	Awards - Girls Golf	-54.36	0.00	0.00	0.00	-54.36
		2152	Camps - Girls Golf	880.43	0.00	0.00	0.00	880.43
		2153	Entry Fees - Girls Golf	-4,131.43	0.00	0.00	0.00	-4,131.43
		2154	Equipment - Girls Golf	-1,025.00	0.00	0.00	0.00	-1,025.00
		2155	Lodging - Girls Golf	-1,490.00	0.00	0.00	0.00	-1,490.00
		2156	Meals - Girls Golf	-200.00	0.00	0.00	0.00	-200.00
		2157	Officials - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2158	Prof. Development - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2159	Scouting - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2160	Security - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2161	Transportation - Girls Golf	-1,442.80	0.00	0.00	0.00	-1,442.80
		2162	Uniforms/Apparel - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2163	Misc. Expenditures - Girls Golf	0.00	0.00	0.00	0.00	0.00
		2201	Awards - Girls Soccer	0.00	0.00	0.00	0.00	0.00
		2202	Camps - Girls Soccer	14,540.19	0.00	9,053.30	0.00	5,486.89
		2203	Entry Fees - Girls Soccer	0.00	0.00	0.00	0.00	0.00
		2204	Equipment - Girls Soccer	0.00	0.00	0.00	0.00	0.00
		2205	Lodging - Girls Soccer	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2206			Meals - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2207			Officials - Girls Soccer	-110.00	0.00	0.00	0.00	-110.00
2208			Prof. Development - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2209			Scouting - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2210			Security - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2211			Transportation - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2212			Uniforms/Apparel - Girls Soccer	75.00	0.00	0.00	0.00	75.00
2213			Misc. Expenditures - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2251			Awards - Girls Swimming	-15.00	0.00	0.00	0.00	-15.00
2252			Camps - Girls Swimming	7,178.04	624.69	1,377.20	0.00	6,425.53
2253			Entry Fees - Girls Swimming	-300.00	0.00	0.00	0.00	-300.00
2254			Equipment - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2255			Lodging - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2256			Meals - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2257			Officials - Girls Swimming	-430.00	0.00	90.00	0.00	-520.00
2258			Prof. Development - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2259			Scouting - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2260			Security - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2261			Transportation - Girls Swimming	-244.95	0.00	0.00	0.00	-244.95
2262			Uniforms/Apparel - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2263			Misc. Expenditures - Girls Swimming	-207.94	0.00	50.00	0.00	-257.94
2301			Awards - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2302			Camps - Girls Tennis	3,493.76	0.00	0.00	0.00	3,493.76
2303			Entry Fees - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2304			Equipment - Girls Tennis	-537.60	0.00	0.00	0.00	-537.60
2305			Lodging - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2306			Meals - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2307			Officials - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2308			Prof. Development - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2309			Scouting - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2310			Security - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2311			Transportation - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2312			Uniforms/Apparel - Girls Tennis	0.00	0.00	462.00	0.00	-462.00
2313			Misc. Expenditures - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2351			Awards - Girls Track	0.00	0.00	0.00	0.00	0.00
2352			Camps - Girls Track	396.00	0.00	0.00	0.00	396.00
2353			Entry Fees - Girls Track	0.00	0.00	0.00	0.00	0.00
2354			Equipment - Girls Track	0.00	0.00	0.00	0.00	0.00
2355			Lodging - Girls Track	0.00	0.00	0.00	0.00	0.00
2356			Meals - Girls Track	0.00	0.00	0.00	0.00	0.00
2357			Officials - Girls Track	0.00	0.00	0.00	0.00	0.00
2358			Prof. Development - Girls Track	0.00	0.00	0.00	0.00	0.00
2359			Scouting - Girls Track	0.00	0.00	0.00	0.00	0.00
2360			Security - Girls Track	0.00	0.00	0.00	0.00	0.00
2361			Transportation - Girls Track	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2362			Uniforms/Apparel - Girls Track	0.00	0.00	0.00	0.00	0.00
2363			Misc. Expenditures - Girls Track	0.00	0.00	0.00	0.00	0.00
2401			Awards - Girls Volleyball	-43.00	0.00	0.00	0.00	-43.00
2402			Camps - Girls Volleyball	8,742.63	50.00	0.00	0.00	8,792.63
2403			Entry Fees - Girls Volleyball	-505.00	0.00	0.00	0.00	-505.00
2404			Equipment - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2405			Lodging - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2406			Meals - Girls Volleyball	-112.00	0.00	0.00	0.00	-112.00
2407			Officials - Girls Volleyball	-2,672.00	0.00	0.00	0.00	-2,672.00
2408			Prof. Development - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2409			Scouting - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2410			Security - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2411			Transportation - Girls Volleyball	-7,686.28	0.00	0.00	0.00	-7,686.28
2412			Uniforms/Apparel - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2413			Misc. Expenditures - Girls Volleyball	-60.15	0.00	0.00	0.00	-60.15
2451			Awards - Girls Softball	-14.00	0.00	0.00	0.00	-14.00
2452			Camps - Girls Softball	1,089.10	180.00	671.09	0.00	598.01
2453			Entry Fees - Girls Softball	-1,030.00	0.00	0.00	0.00	-1,030.00
2454			Equipment - Girls Softball	0.00	0.00	0.00	0.00	0.00
2455			Lodging - Girls Softball	0.00	0.00	0.00	0.00	0.00
2456			Meals - Girls Softball	0.00	0.00	0.00	0.00	0.00
2457			Officials - Girls Softball	-1,380.00	0.00	0.00	0.00	-1,380.00
2458			Prof. Development - Girls Softball	0.00	0.00	0.00	0.00	0.00
2459			Scouting - Girls Softball	0.00	0.00	0.00	0.00	0.00
2460			Security - Girls Softball	0.00	0.00	0.00	0.00	0.00
2461			Transportation - Girls Softball	-1,723.74	0.00	0.00	0.00	-1,723.74
2462			Uniforms/Apparel - Girls Softball	0.00	0.00	0.00	0.00	0.00
2463			Misc. Expenditures - Girls Softball	0.00	0.00	0.00	0.00	0.00
2501			Awards-Girls Bowling	0.00	0.00	3.75	0.00	-3.75
2502			Camps-Girls Bowling	-170.34	0.00	0.00	0.00	-170.34
2503			Entry Fees-Girls Bowling	-205.00	0.00	0.00	0.00	-205.00
2504			Equipment-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2505			Lodging-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2506			Meals-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2507			Officials-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2508			Professional Development-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2509			Scouting-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2510			Security-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2511			Transportation-Girls Bowling	-615.10	0.00	189.00	0.00	-804.10
2512			Uniforms/Apparel-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2513			Misc. Expenditures-Girls Bowling	0.00	0.00	0.00	0.00	0.00
2551			Awards-Girls Wrestling	-1.50	0.00	0.00	0.00	-1.50
2552			Camps-Girls Wrestling	1,188.27	315.00	0.00	-40.00	1,463.27
2553			Entry Fees-Girls Wrestling	-600.00	50.00	200.00	0.00	-750.00
2554			Equipment-Girls Wrestling	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2555			Lodging-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2556			Meals-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2557			Officials-Girls Wrestling	-1,462.50	0.00	385.00	0.00	-1,847.50
2558			Prof. Development-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2559			Scouting-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2560			Security-Girls Wrestling	0.00	0.00	0.00	0.00	0.00
2561			Transportation-Girls Wrestling	-425.80	0.00	729.46	0.00	-1,155.26
2562			Uniforms/Apparel-Girls Wrestling	-1,080.00	0.00	0.00	0.00	-1,080.00
2563			Misc Expenditures-Girls Wrestling	0.00	0.00	200.00	0.00	-200.00
2601			Awards-Girls Unified Sports	-22.05	0.00	0.00	0.00	-22.05
2602			Camps-Girls Unified Sports	1,720.47	0.00	-5.34	0.00	1,725.81
2603			Entry Fees-Girls Unified Sports	-10.00	0.00	0.00	0.00	-10.00
2604			Equipment-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2605			Lodging-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2606			Meals-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2607			Officials-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2608			Prof. Development-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2609			Scouting-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2610			Security-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2611			Transportation-Girls Unified Sports	-21.82	0.00	0.00	0.00	-21.82
2612			Uniforms/Apparel-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2613			Misc. Expenditures-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
B Totals:				3,021.33	1,799.69	16,729.17	-40.00	-11,948.15

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
C	Athletics-Boys							
	3012		Uniforms/Apparel - Boys	0.00	0.00	0.00	0.00	0.00
	3051		Awards - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3052		Camps - Boys Basketball	-497.82	1,055.00	0.00	321.00	878.18
	3053		Entry Fees - Boys Basketball	-175.00	0.00	100.00	0.00	-275.00
	3054		Equipment - Boys Basketball	-1,892.46	0.00	0.00	0.00	-1,892.46
	3055		Lodging - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3056		Meals - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3057		Officials - Boys Basketball	-3,780.00	0.00	3,160.00	0.00	-6,940.00
	3058		Prof. Development - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3059		Scouting - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3060		Security - Boys Basketball	-150.00	0.00	550.00	0.00	-700.00
	3061		Transportation - Boys Basketball	-5,870.94	0.00	1,041.05	0.00	-6,911.99
	3062		Uniforms/Apparel - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3063		Misc. Expenditures - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3101		Awards - Boys Cross Country	-40.12	0.00	0.00	0.00	-40.12
	3102		Camps - Boys Cross Country	397.05	60.00	0.00	0.00	457.05
	3103		Entry Fees - Boys Cross Country	-335.00	0.00	0.00	0.00	-335.00
	3104		Equipment - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
	3105		Lodging - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
	3106		Meals - Boys Cross Country	-78.00	0.00	0.00	0.00	-78.00
	3107		Officials - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
	3108		Prof. Development - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
	3109		Scouting - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
	3110		Security - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
	3111		Transportation - Boys Cross Country	-1,612.97	0.00	0.00	0.00	-1,612.97
	3112		Uniforms/Apparel - Boys Cross Country	-448.18	0.00	0.00	0.00	-448.18
	3113		Misc. Expenditures - Boys Cross Country	-425.00	0.00	0.00	0.00	-425.00
	3151		Awards - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3152		Camps - Boys Golf	1,743.73	0.00	0.00	0.00	1,743.73
	3153		Entry Fees - Boys Golf	-1,880.00	0.00	0.00	0.00	-1,880.00
	3154		Equipment - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3155		Lodging - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3156		Meals - Boys Golf	-207.58	0.00	0.00	0.00	-207.58
	3157		Officials - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3158		Prof. Development - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3159		Scouting - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3160		Security - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3161		Transportation - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3162		Uniforms/Apparel - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3163		Misc. Expenditures - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3201		Awards - Boys Soccer	0.00	0.00	0.00	0.00	0.00
	3202		Camps - Boys Soccer	874.94	0.00	0.00	0.00	874.94
	3203		Entry Fees - Boys Soccer	0.00	0.00	150.00	0.00	-150.00
	3204		Equipment - Boys Soccer	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3205			Lodging - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3206			Meals - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3207			Officials - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3208			Prof. Development - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3209			Scouting - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3210			Security - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3211			Transportation - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3212			Uniforms/Apparel - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3213			Misc. Expenditures - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3251			Awards - Boys Swimming	-15.00	0.00	0.00	0.00	-15.00
3252			Camps - Boys Swimming	7,177.98	624.71	1,377.19	0.00	6,425.50
3253			Entry Fees - Boys Swimming	-300.00	0.00	0.00	0.00	-300.00
3254			Equipment - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3255			Lodging - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3256			Meals - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3257			Officials - Boys Swimming	-430.00	0.00	90.00	0.00	-520.00
3258			Prof. Development - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3259			Scouting - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3260			Security - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3261			Transportation - Boys Swimming	-244.96	0.00	0.00	0.00	-244.96
3262			Uniforms/Apparels - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3263			Misc. Expenditures - Boys Swimming	-207.94	0.00	50.00	0.00	-257.94
3301			Awards - Boys Tennis	-17.50	0.00	0.00	0.00	-17.50
3302			Camps - Boys Tennis	2,474.88	0.00	0.00	0.00	2,474.88
3303			Entry Fees - Boys Tennis	280.00	0.00	0.00	0.00	280.00
3304			Equipment - Boys Tennis	-537.60	0.00	0.00	0.00	-537.60
3305			Lodging - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3306			Meals - Boys Tennis	-144.79	0.00	0.00	0.00	-144.79
3307			Officials - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3308			Prof. Development - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3309			Scouting - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3310			Security - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3311			Transportation - Boys Tennis	-76.46	0.00	0.00	0.00	-76.46
3312			Uniforms/Apparel - Boys Tennis	-500.01	0.00	0.00	0.00	-500.01
3313			Misc. Expenditures - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3351			Awards - Boys Track	0.00	0.00	0.00	0.00	0.00
3352			Camps - Boys Track	1,839.42	0.00	0.00	0.00	1,839.42
3353			Entry Fees - Boys Track	0.00	0.00	0.00	0.00	0.00
3354			Equipment - Boys Track	0.00	0.00	0.00	0.00	0.00
3355			Lodging - Boys Track	0.00	0.00	0.00	0.00	0.00
3356			Meals - Boys Track	0.00	0.00	0.00	0.00	0.00
3357			Officials - Boys Track	0.00	0.00	0.00	0.00	0.00
3358			Prof. Development - Boys Track	0.00	0.00	0.00	0.00	0.00
3359			Scouting - Boys Track	0.00	0.00	0.00	0.00	0.00
3360			Security - Boys Track	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3361			Transportation - Boys Track	0.00	0.00	0.00	0.00	0.00
3362			Uniforms/Apparel - Boys Track	0.00	0.00	0.00	0.00	0.00
3363			Misc. Expenditures - Boys Track	0.00	0.00	0.00	0.00	0.00
3401			Awards-Boys Bowling	0.00	0.00	3.75	0.00	-3.75
3402			Camps-Boys Bowling	-174.64	0.00	0.00	0.00	-174.64
3403			Entry Fees-Boys Bowling	-430.00	0.00	0.00	0.00	-430.00
3404			Equipment-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3405			Lodging-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3406			Meals-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3407			Officials-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3408			Prof. Development-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3409			Scouting-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3410			Security-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3411			Transportation-Boys Bowling	-615.11	0.00	189.00	0.00	-804.11
3412			Uniforms-Apparel-Bowls Bowling	0.00	0.00	0.00	0.00	0.00
3413			Misc. Expenditures-Boys Bowling	0.00	0.00	0.00	0.00	0.00
3451			Awards - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3452			Camps - Boys Baseball	37.05	0.00	4,584.32	0.00	-4,547.27
3453			Entry Fees - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3454			Equipment - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3455			Lodging - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3456			Meals - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3457			Officials - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3458			Prof. Development - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3459			Scouting - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3460			Security - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3461			Transportation - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3462			Uniforms/Apparel - Boys Baseball	0.00	0.00	1,875.00	0.00	-1,875.00
3463			Misc. Expenditures - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3501			Awards - Boys Football	0.00	0.00	0.00	0.00	0.00
3502			Camps - Boys Football	13,687.21	600.00	7,395.31	0.00	6,891.90
3503			Entry Fees - Boys Football	0.00	0.00	0.00	0.00	0.00
3504			Equipment - Boys Football	-9,002.38	0.00	0.00	0.00	-9,002.38
3505			Lodging - Boys Football	0.00	0.00	0.00	0.00	0.00
3506			Meals - Boys Football	0.00	0.00	0.00	0.00	0.00
3507			Officials - Boys Football	-6,109.64	0.00	0.00	0.00	-6,109.64
3508			Prof. Development - Boys Football	0.00	0.00	0.00	0.00	0.00
3509			Scouting - Boys Football	0.00	0.00	0.00	0.00	0.00
3510			Security - Boys Football	-2,300.00	0.00	0.00	0.00	-2,300.00
3511			Transportation - Boys Football	-6,063.16	0.00	0.00	0.00	-6,063.16
3512			Uniforms/Apparel - Boys Football	0.00	0.00	0.00	0.00	0.00
3513			Misc Expenditures-Boys Football	-1,037.44	0.00	0.00	0.00	-1,037.44
3551			Awards - Boys Wrestling	-203.25	0.00	0.00	0.00	-203.25
3552			Camps - Boys Wrestling	284.05	250.00	0.00	0.00	534.05
3553			Entry Fees - Boys Wrestling	-265.00	1,900.00	275.00	0.00	1,360.00

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3554			Equipment - Boys Wrestling	-587.90	0.00	0.00	0.00	-587.90
3555			Lodging - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3556			Meals - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3557			Officials - Boys Wrestling	-1,462.50	0.00	585.00	0.00	-2,047.50
3558			Prof. Development - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3559			Scouting - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3560			Security - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3561			Transportation - Boys Wrestling	-4,778.42	0.00	1,553.38	0.00	-6,331.80
3562			Uniforms/Apparel - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3563			Misc. Expenditures - Boys Wrestling	0.00	0.00	500.00	0.00	-500.00
3564			Wrestling-Metro Coaches Association	550.00	0.00	0.00	0.00	550.00
3601			Awards-Boys Unified Sports	-22.04	0.00	0.00	0.00	-22.04
3602			Camps-Boys Unified Sports	1,670.41	0.00	-5.35	0.00	1,675.76
3603			Entry Fees-Boys Unified Sports	-10.00	0.00	0.00	0.00	-10.00
3604			Equipment-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3605			Lodging-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3606			Meals-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3607			Officials-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3608			Prof. Development-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3609			Scouting-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3610			Security-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3611			Transportation-Boys Unified Sports	-21.84	0.00	0.00	0.00	-21.84
3612			Uniforms/Apparel-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3613			Misc. Expenditures-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
C Totals:				-21,933.93	4,489.71	23,473.65	321.00	-40,596.87

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
D	CLUBS AND ORGANIZATIONS					
4010	40 Assets	0.00	0.00	0.00	0.00	0.00
4012	Wildcat Service Club	213.03	46.00	0.00	-266.00	-6.97
4030	Interact Club	0.00	0.00	0.00	0.00	0.00
4040	Art	8,096.28	60.00	0.00	0.00	8,156.28
4060	Band	13,201.98	31.24	5,107.63	45.00	8,170.59
4061	Band Uniforms	1,647.69	0.00	20.00	0.00	1,627.69
4062	Band Trip	6,585.29	0.00	767.04	0.00	5,818.25
4110	Cheerleading	-852.50	1,875.00	699.00	40.00	363.50
4111	Cheerleading-Varsity	568.24	0.00	13.50	0.00	554.74
4112	Cheerleading-JV	-321.38	0.00	0.00	0.00	-321.38
4113	Cheerleading-Freshman	1,545.76	0.00	0.00	0.00	1,545.76
4115	Uniforms-Cheer/Dance	0.00	0.00	0.00	0.00	0.00
4140	Choir	525.28	0.00	643.12	0.00	-117.84
4141	Choir Trip	0.00	0.00	0.00	0.00	0.00
4160	Construction	6,144.13	0.00	0.00	0.00	6,144.13
4180	Culinary	1,414.89	0.00	0.00	0.00	1,414.89
4185	Cycling	2,058.05	700.00	1,975.29	200.00	982.76
4190	Dance	6,584.41	92.90	3,446.60	0.00	3,230.71
4200	Debate Team	4,923.84	750.00	250.00	0.00	5,423.84
4210	DECA	0.00	0.00	0.00	0.00	0.00
4214	Unified Activities	17,098.25	1,600.00	643.53	0.00	18,054.72
4215	Diversity	0.00	0.00	0.00	0.00	0.00
4220	Drama Club	9,256.04	685.00	7,919.00	1,035.00	3,057.04
4224	Computer Club	1,045.21	0.00	0.00	0.00	1,045.21
4225	Engineering	562.76	279.00	0.00	0.00	841.76
4226	Economics Club	980.00	0.00	10.00	0.00	970.00
4230	Environmental Club	1,161.18	0.00	0.00	0.00	1,161.18
4250	FCCLA	5,246.52	60.00	0.00	0.00	5,306.52
4251	FCCLA District 3	1,651.24	120.00	244.79	0.00	1,526.45
4260	FCS Club	0.00	0.00	0.00	0.00	0.00
4290	Forensics	737.76	1,846.00	2,062.90	0.00	520.86
4310	French Club	1,469.93	0.00	188.00	0.00	1,281.93
4320	Educators Rising	4,764.45	0.00	0.00	0.00	4,764.45
4325	Gaming Club	30.45	0.00	0.00	0.00	30.45
4340	German Club	62.35	0.00	0.00	0.00	62.35
4365	HOSA	11,010.36	0.00	1,636.03	965.00	10,339.33
4370	Industrial Arts	0.00	0.00	0.00	0.00	0.00
4380	International Club	0.00	0.00	0.00	0.00	0.00
4390	Intramurals	0.00	0.00	0.00	0.00	0.00
4395	Invisible Children-WHS	0.00	0.00	0.00	0.00	0.00
4400	Japanese Club	0.00	0.00	0.00	0.00	0.00
4410	Junior Class	16,660.36	584.11	1,132.26	-750.00	15,362.21
4415	Justice League	0.00	0.00	0.00	0.00	0.00
4420	Key Club	2,035.15	430.02	34.56	0.00	2,430.61

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4421			Knitting and Crocheting Club	62.45	0.00	0.00	0.00	62.45
4425			LaCrosse Boys	20.00	0.00	0.00	0.00	20.00
4426			LaCrosse Girls	0.00	0.00	0.00	0.00	0.00
4440			Leadership Club	-2,442.24	0.00	87.02	0.00	-2,529.26
4460			Literary Magazine	85.00	0.00	0.00	0.00	85.00
4470			Manufacturing	3,903.50	0.00	948.50	0.00	2,955.00
4480			Mascot Team	0.00	0.00	0.00	0.00	0.00
4485			Math Club	64.92	0.00	0.00	0.00	64.92
4490			M-Club	0.00	0.00	0.00	0.00	0.00
4491			Millard United Rugby	0.00	0.00	0.00	0.00	0.00
4500			Music	2,605.29	0.00	0.00	0.00	2,605.29
4501			Music-Auditorium	0.00	0.00	199.68	0.00	-199.68
4502			Music-Donations	0.00	0.00	0.00	0.00	0.00
4503			Music-Musicals	19,137.92	0.00	0.00	0.00	19,137.92
4510			National Honor Society	4,019.68	0.00	0.00	0.00	4,019.68
4520			Newspaper	9,601.94	0.00	0.00	0.00	9,601.94
4530			Orchestra	3,122.95	30.00	616.97	0.00	2,535.98
4531			Orchestra Trip	-2,292.85	0.00	0.00	0.00	-2,292.85
4540			Other Clubs	0.00	0.00	0.00	0.00	0.00
4570			Play Production	7,979.30	195.00	1,567.35	723.00	7,329.95
4605			Power Robotics	778.01	0.00	73.23	602.00	1,306.78
4610			SAFE/DARE/Drug Free	0.00	0.00	0.00	0.00	0.00
4630			Science Club	177.16	0.00	0.00	0.00	177.16
4640			Senior Class	2,646.33	0.00	0.00	0.00	2,646.33
4645			Show Choir	-9,400.99	7,933.48	4,509.34	32,578.84	26,601.99
4646			Show Choir Competition	32,607.72	28,316.11	28,444.99	-32,478.84	0.00
4648			Show Choir Reserve	0.00	0.00	0.00	0.00	0.00
4650			Skills USA	1,246.76	0.00	0.00	0.00	1,246.76
4660			Spanish Club	0.00	0.00	0.00	0.00	0.00
4662			Sociedad Honoraria Hispanica	1,730.03	0.00	0.00	0.00	1,730.03
4690			Spirit Shop	13,658.47	301.20	3,460.80	3,395.00	13,893.87
4700			STUCO Workshops	157.93	0.00	0.00	0.00	157.93
4710			Student Council	60,192.64	0.00	988.29	-75.00	59,129.35
4725			Theater Workshop	300.00	0.00	0.00	0.00	300.00
4760			World Language	0.00	0.00	0.00	0.00	0.00
4770			Yearbook	80,051.61	790.00	0.00	0.00	80,841.61
4780			Youth to Youth	0.00	0.00	0.00	0.00	0.00
D Totals:				356,120.53	46,725.06	67,689.42	6,014.00	341,170.17

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E ADMINISTRATIVE CUSTODIAL								
		5010	After Prom	118.00	0.00	0.00	0.00	118.00
		5020	Fines	-1,340.46	0.00	0.00	0.00	-1,340.46
		5025	Fines - Library Book	206.24	0.00	0.00	0.00	206.24
		5027	Fines-Textbooks	346.39	0.00	0.00	0.00	346.39
		5030	Counseling Center	9,399.22	0.00	0.00	0.00	9,399.22
		5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
		5055	Hall of Fame	0.00	0.00	0.00	0.00	0.00
		5060	Hospitality	0.00	0.00	0.00	0.00	0.00
		5070	Library	1,145.01	0.00	106.55	0.00	1,038.46
		5110	Other Student Activities	35.00	0.00	0.00	0.00	35.00
		5115	Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5120	P.E.	86.00	0.00	0.00	0.00	86.00
		5130	Parking	28,382.58	498.00	49.79	0.00	28,830.79
		5140	PayBac	0.00	0.00	0.00	0.00	0.00
		5150	Pool Maintenance	0.00	1,315.00	0.00	0.00	1,315.00
		5160	PSAT Exam	2,988.86	0.00	0.00	0.00	2,988.86
		5180	Teacher Fund/Grants	5,838.36	0.00	0.00	0.00	5,838.36
		5185	Technology	3,938.58	0.00	0.00	0.00	3,938.58
		5190	Transcripts	20.00	0.00	0.00	0.00	20.00
		5205	Vocational	80.00	0.00	0.00	0.00	80.00
E Totals:				51,243.78	1,813.00	156.34	0.00	52,900.44
Q STUDENT FEE FUND								
		7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
		7160	Participation Fees - Athletics	32,892.50	25.00	0.00	0.00	32,917.50
		7161	Activity-Athletic Pass	910.00	520.00	0.00	0.00	1,430.00
		7170	Participation Fees - Clubs & Orgs	0.00	6,069.00	0.00	-6,069.00	0.00
		7190	Field Trips	78.75	0.00	0.00	0.00	78.75
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
Q Totals:				33,881.25	6,614.00	0.00	-6,069.00	34,426.25
R AP/IB EXAMS								
		8010	AP Exams	45,269.83	96.00	0.00	0.00	45,365.83
R Totals:				45,269.83	96.00	0.00	0.00	45,365.83

Current Cash Balance

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Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S	ATHLETIC							
		9010	Gate Receipts	93,245.37	19,558.20	8,555.00	0.00	104,248.57
		9020	Cash Reserve	288,282.29	0.00	0.00	0.00	288,282.29
		9030	Concessions	20,536.69	6,073.70	5,460.15	-100.00	21,050.24
		9040	Tickets	48,340.00	0.00	0.00	0.00	48,340.00
		9050	Athletic-General	44,857.34	25.71	253.37	0.00	44,629.68
		9060	Athletic Director	536.92	0.00	0.00	0.00	536.92
		9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
		9080	Fundraising-Athletic	16,305.00	10.00	0.00	0.00	16,315.00
		9090	Strength & Conditioning	0.00	0.00	0.00	0.00	0.00
		9100	Athletic Training	-2,646.62	0.00	0.00	195.00	-2,451.62
		9110	Activities	-246.49	0.00	0.00	0.00	-246.49
		9120	Booster Contributions-Girls	0.00	0.00	0.00	0.00	0.00
		9130	Booster Contributions-Boys	0.00	321.00	0.00	-321.00	0.00
		9140	Metro Tournament	0.00	0.00	1,814.58	0.00	-1,814.58
S Totals:				509,210.50	25,988.61	16,083.10	-226.00	518,890.01
WHS Activity Totals:				757,020.46	89,734.17	126,294.78	0.00	720,459.85

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
WHS Checking:			89,734.17	126,294.78		
WHS Investment:						
WHS Bank Balances:	757,020.46		89,734.17	126,294.78	0.00	720,459.85

Current Cash Balance

124

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2022 to 02/28/2022.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Summer Millard Admin Summer School						
A	ACTIVITY GENERAL					
1010	General Admin	3,926.02	0.04	0.00	0.00	3,926.06
1011	Elementary School Summer School	48.79	2,115.00	0.00	0.00	2,163.79
1012	Middle School Summer School	747.79	1,050.00	0.00	0.00	1,797.79
1013	Senior High Summer School	2,048.79	5,425.00	0.00	0.00	7,473.79
1018	School Pay Fees	-311.96	0.00	0.00	0.00	-311.96
A Totals:		6,459.43	8,590.04	0.00	0.00	15,049.47
Summer Activity Totals:		6,459.43	8,590.04	0.00	0.00	15,049.47

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
Summer Checking:			8,590.04	0.00		
Summer Investment:						
Summer Bank Balances:	6,459.43		8,590.04	0.00	0.00	15,049.47

Committee Meeting Minutes

April 11, 2022

The members of the Board of Education met as a Committee of the Whole on Monday, April 11, 2022 at the Don Stroh Administration Center, 5606 South 147th Street.

Board Vice President, Linda Poole called the meeting to order at 6:00 p.m. Mrs. Poole announced that the open meeting laws are posted and available for public inspection and it is now the proper time for public questions and comments on agenda items only. There were no requests to speak.

Board members present were: Stacy Jolley, Linda Poole, Mike Kennedy, Mike Pate, Dave Anderson, and Amanda McGill Johnson.

Student Showcase highlighted Educator Rising at Millard West High School.

Legislative Update

Executive Director of Activities, Athletics & External Affairs Nolan Beyer along with Bill Mueller and Matt Schaefer from Mueller Robak provided the board with a legislative update.

Mr. Mueller thanked Nolan Beyer for his many years of work. He also said it is an honor to represent Millard Schools since 1999. Mr. Mueller said he and Mr. Schaefer will provide a general overview of the session. He shared that today is day 57 and there are only two days left. Today is the last day a bill can move to select file.

The session is scheduled to adjourn on April 20th. Mr. Mueller said the clock has been against us this session. He explained that the constitution puts a limit on the number of days the session can be. This year is a short session which is 60 legislative days and next year will be a long session which is 90 legislative days.

Mr. Schaefer shared that 593 bills have been introduced this session and only 24 have passed and been sent to the Governor for his signature. There are 94 bills awaiting a final vote tomorrow or Wednesday. Twenty four filibusters occurred this session.

Mr. Schaefer highlighted a few bills:

- LB1112 (Senator McKinney) - Adopt the Computer Science and Technology Act and provide graduation requirements and academic content standards.
- LB888 (Senator Day) - Require the State Board of Education to adopt standards for education on the Holocaust and other acts of genocide.
- LB1158 (Senator Sanders) - Change provisions relating to parental involvement in and access to learning materials in schools and provide for withholding of funding from school districts.
- LB1218 (Senator Walz) - Adopt the Teach in Nebraska Today Act, provide for income tax adjustments, and change provisions relating to certification of school employees and student loan forgiveness. This bill moved forward after several things were removed from the bill and they anticipate it will pass.

Mr. Schaefer said the state did not have any fiscal challenges this year. A large part of the session was spent determining how the additional revenue would be spent as well as the \$1 billion dollars in ARPA funds would be used. Mr. Schaefer reminded the board that the budget has not been signed by the Governor yet. He also shared some of the things included in the budget plan.

- Health care infrastructure, water infrastructure and housing investments and non-profit building projects.
- \$60 million in community college workforce development
- \$16 million dollars in dual credit reimbursement.
- Rate increases for social services providers to raise pay.

Mr. Schaefer said a large portion of the additional state revenue was used to provide tax relief. It is an anticipated savings of \$9 million dollars annually by 2027. The state hopes to offset these cuts by future growth. The state also has \$1.3 billion

dollars in the cash reserve fund. Chairman John Stinner, the chair of the appropriation committee recently shared that he thinks this plan is stanabile.

Mr. Mueller shared that term limits will affect us next year. He said eleven senators will be term limited, two are choosing to not rerun, and two are running for other offices. This leaves us with the potential of fifteen new senators which is about 1/3 of the body. Of the fifteen senators five of them share committees and two who are on the education committee. Mr. Mueller said every year is a new process to educate senators on education. Next year will be challenging with so many new senators. Mr. Mueller also said the committee chairs are elected every two years by secret ballot.

Dr. Sutfin thanked Mr. Mueller and Mr. Schaefer for all the work they have done for our district. Dr. Sutfin said he has seen the consistent erosion of local control. Many of the bills this year regarding education were regarding things we already do within our district such as teaching the holocaust and computer literacy, as well as having adequate internet filters in place. Dr. Sutfin said with these types of bills we lose local control which weakens our choices for our students. Dr. Sutfin said we have to be watchful and continue to fight for local control because once you lose it you can't get it back.

Developing Our Staff - The Many Facets of Coaching

Director of Staff Development & Instructional Improvement Dr. Todd Tripple and Assistant Superintendent for Leadership, Planning & Evaluation Dr. Kim Saum-Mills provided the board with a report on the many facets of coaching. Dr. Kim-Saum Mills shared that two of our belief statements in Millard 1) Excellence is worth the investment and 2) Our greatest resource are people. She also shared that one of our strategic parameters is to attract, develop and retain the highest quality of staff dedicated to achieving our mission and objectives. She said tonight's focus will be on the development piece of that parameter.

Dr. Tripple said in Millard we rely on instructional coaching experts such as Jim Knight who shares the belief that it is beneficial to work with another adult coaching in real-time with side-by-side support. Dr. Tripple shared the principles followed and the different forms of coaching. He also said coaching is a partnership and the coaches do not serve in any type of evaluative role.

Dr. Tripple shared examples of how the concept of coaching is incorporated in many areas in MPS. He highlighted:

- Literacy Coaching
- Induction Coaching
- New Staff Peer Coaching
- Instructional Coaching (iCoach)
- Elementary Teacher Librarian Coaching
- Evaluation Support Coaching

Dr. Saum-Mills shared other forms of coaching and coaching conversations that we provide to leaders in Millard which are:

- Leadership Academy
 - 1:1 Strengths Conversations
- New Administrators & Leadership Academy
 - Fierce Conversations - Coaching Conversation
- Principal Supervisors
 - Coaching on the Redline with Steve Gering
 - Coaching with Strengths with JerLene Mosley

The meeting was adjourned at 7:34 p.m.



Chairman

AGENDA SUMMARY SHEET

Agenda Item: Second Reading of Policy 4310 - Publication or Creation of Educational Articles
Meeting Date: April 18,2022

**Background/
Description:** This policy is due for review based on our seven-year cycle.

Action Desired: Second Reading

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Kevin Chick, Assoc. Superintendent of Human Resources and Mitch Mollring,
Director of Personnel

Superintendent's Signature:

A handwritten signature in black ink, appearing to read "Jim Sauter", is written on a light gray rectangular background.

Human Resources

Publication or Creation of Educational ~~Materials~~ Articles

4310

Staff members are encouraged to contribute professional articles ~~and professional news items~~ to local, state and national educational agencies. As a matter of professional ethics and courtesy, a copy of all professional articles which refer to the Millard Public Schools should be sent to the Superintendent's office.

Policy Adopted: October 7, 1974

Revised: September 20, 1993; November 5, 2001

Reaffirmed: November 17, 2008, March 21, 2016, April 18, 2022

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: First Reading of Policy 6320: Curriculum, Instruction, and Assessment- Students' Graduation

Meeting Date: April 18, 2022

Background/Description: This policy is being reviewed along with the accompanying rules. Related rules are included as a reference and will come for approval with the final reading of this policy.

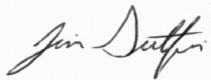
Action Desired: First Reading of Policy 6320: Curriculum, Instruction, and Assessment- Students' Graduation-

Policy / Strategic Plan

Reference: N/A

Responsible Person: Dr. Heather Phipps

Superintendent's Signature:

A handwritten signature in cursive script, appearing to read "Jim Sutfin", is written in black ink on a light gray rectangular background.

Curriculum, Instruction, and Assessment

Students' Graduation

6320

Graduation from our schools indicates that students have satisfactorily completed the prescribed courses of study ~~in accordance with their respective abilities to achieve~~ and that they have satisfactorily passed any district-level assessments, ~~and examinations~~ or other requirements set by the ~~District~~ faculty. ~~In addition, students shall have maintained a satisfactory record of citizenship during the students' progression through the instructional program of the schools.~~ In addition, students shall have demonstrated the college and career readiness skills defined in Board Rule.

~~The faculty will establish detailed requirements to agree with the school goals as adopted by the Board. It is expected that, insofar as possible, the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant the student's graduation according to the terms of this Policy.~~

The principal of each school will arrange each spring for appropriate awards and recognition programs. Formal graduation exercises will be held for high school students meeting district requirements and will be coordinated between the high school administrators and the Superintendent.

In accordance with the requirements of state law, a student who receives special education services under the Special Education Act and does not qualify for graduation may receive a certificate of attendance.

Legal Reference: Neb. Rev. Stat § 79-729; Neb. Rev. Stat § 79-770

Related Policies and Rules: 6315, 6315.1, 6320.1, 6320.2, 6320.3, 6320.4, [6110.1](#)

Policy Adopted: July 20, 1992

Revised: May 17, 1999; July 31, 2000; June 4, 2007; July 7, 2008; [May 2, 2022](#)

Reaffirmed: July 6, 2009; November 1, 2010; October 21, 2013, August 20, 2018

Millard Public Schools
Omaha, NE

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation

6320.1

Students differ widely in interests, abilities and [personal goals/expectations](#). For this reason, the following are stated as minimums to allow flexibility in the planning of individual student programs. ~~However, on the assumption that some elements should be shared in common by educated persons,~~ these basic uniform requirements are established for graduation from the Millard Public Schools. In addition to specified credit requirements, students must successfully meet District Assessment requirements as outlined in Board of Education Rule 6315.1 and complete a Personal Learning Plan according to District requirements.

- I. Credits: A minimum of **230 credits** is required for graduation. Each student's program shall include, but not be limited to, the programs and courses listed below and may be amended, revised, or deleted by the Board of Education as approved and published in the Millard Public Schools High School Curriculum Handbook and Registration Guide.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
English	40	English 9	10
		English 10	10
		English 11	10
		Oral Communications	5
		Choice of Speech, Forensics, Debate I , Competitive Debate , Professional Speaking (Education Academy) or the combination of IB Language A, IB Language B and 12 th Grade Theory of Knowledge	5
		Choice of an English Selected Course	

The student will take five (5) credits from the following:

English Selected Courses

AP English Language & Composition	IB English HL II
AP English Literature & Composition	Literacy for Life I
Contemporary Literature	Literacy for Life II Popular Genres in Literature
Creative Writing	Literature
Global Perspectives through Literature	Literature and Film
	Research Methods
	21 st Century Media Literacy

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Social Studies	30	World Geography - 9 th	5
		World History - 10 th	10
		United States History - 11 th or 12 th	10
		United States Government & Economics - 11 th or 12 th	5

The student will take five (5) credits from the following:

Social Studies Elective Courses

Human Diversity (Ethnic Studies)	AP Comparative Government & Politics
International Relations (World Affairs)	AP European History
Introduction to Behavioral Science	AP Human Geography
Law Studies	AP Psychology
Psychology	AP United States Government & Politics

~~Sociology~~
~~World History~~
~~World Religions~~

~~AP United States History~~
~~AP World History~~
~~IB 20th Century World History Topics~~
~~IB History of America~~
~~IB Psychology SL~~

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Mathematics	30	Algebra I or Algebra 1: Foundations I or appropriate course from the math sequence A course numbered 220 or higher One additional math course	10 10 10

Computer Science courses may not be applied toward math credit.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Science	30	Biology - 9 th Chemistry OR Physical Science: Chemistry - 10 th or 11 th Physics OR Physical Science: Physics - 10 th or 11 th Choice of Science Electives - dependent upon choice of 5 or 10 credit Chemistry and Physics courses	10 10 OR 5 10 OR 5 0-10

Curriculum Handbook describes science courses and recommended/optional course sequences.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Physical Education	15	Choice of grade appropriate course	15

Curriculum Handbook describes PE courses and recommends grade appropriate levels.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Health Education	5	Healthy Living taken in 10 th or 11 th grade	5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses	5

The student will take five (5) credits from the following:

Fine & Performing Arts Selected Courses

Any art course
 Any music course
~~Drama I~~ [Theatre & Performance I](#)
 Theatre Appreciation

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Financial Literacy	5	Choice of Financial Literacy Selected Courses	5

The student will take five (5) credits from the following:

Financial Literacy Selected Courses

Personal Finance
~~Wealth Building & Personal Finance~~ [Financial Literacy](#)-(Entrepreneurship Academy)
[Life Skills & Career Opportunities \(AFJROTC\)](#)

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Human Resources	5	Choice of Human Resources Course	5

The student will take five (5) credits from the following:

Human Resources Selected Courses

Sociology	Human Diversity
Psychology	International Relations
Adult Living Life & Parenting	Introduction to Behavioral Sciences
Child Development	IB Psychology
AP Psychology	IB Theory of Knowledge I
Law Studies	World Religions

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Electives	65	A total of 65 additional credits	65

- A. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements.
- B. Electives courses are offered in the subject areas previously listed and in business [marketing & management education](#), [communication & information systems](#), world language, family & consumer sciences, [skilled & technical sciences](#) ~~industrial technology~~, art, drama, debate, journalism, and music.
- C. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.
- D. A student must complete credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.

~~E. A student must complete a Personal Learning Plan, meeting district requirements.~~

II. Assessments: In addition to 230 credits required for graduation, students must also successfully meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments. Assessment requirements, including the process to be followed when a student does not initially meet the Essential Learner Outcomes of College and Career Readiness metric for each outcome, are found in Rule 6315.1.

III. Personal Learning Plan (PLP): In addition to 230 credits and successfully meeting the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness, students must also complete a Personal Learning Plan (PLP) according to District requirements.

IV. Graduation:

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

V. Annual Review:

— This rule shall be reviewed annually by the Educational Services Division and the Department of Assessment, Research, and Evaluation and brought to the Board of Education when changes are necessary.

Related Policies and Rules: 6301, 6301.1, 6315, 6315.1, 6320, 6320.2, 6320.3, 6320.4

Rule Approved: April 16, 2011

Millard Public Schools

Revised: Dec. 5, 1983; Dec. 17, 1990; May 17, 1999; Oct. 18, 1999; July 31, 2000; March 4, 2002; July 21, 2003; June 21, 2004; June 6, 2005; June 5, 2006; June 4, 2007; July 7, 2008; November 2, 2009; November 1, 2010; November 7, 2011; November 5, 2012; October 21, 2013; August 4, 2014; November 3, 2014; July 6, 2015; November 2, 2015; July 11, 2016; August 20, 2018; June 3, 2019; June 3, 2019; June 7, 2021; [May 2, 2022](#)

Omaha, NE

Reaffirmed: July 6, 2009

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation - International Baccalaureate Diploma Program

6320.2

- I. **Credits:** A minimum of 230 credits is required for graduation.
- II. **Assessments:** In addition to 230 credits required for graduation, students must also successfully meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments.
- III. **Personal Learning Plan:** A student must complete a personal learning Plan (PLP), meeting district requirements.
- IV. Each student's International Baccalaureate Diploma Program (IB DP) shall include the courses of study as outlined in Rule 6320.1 with such adjustments (additions or substitutions) to the programs and courses as listed below. Such adjustments are made to avoid duplication in the program of study required for IB DP students.

Millard Public Schools' Graduation Requirement	International Baccalaureate Program Additions/Substitutions
English: Selected Electives (5 credits)	Substitute IB English HL II (10 credits)
English: Oral Communications (5 credits)	Substitute Imbedded Oral Assessments found in Language A, Language B, and Theory of Knowledge I & II requirements
Social Studies: United States History (10 credits)	Substitute IB History of the Americas HL II (10 credits)
Electives: Human Resources Course Options	Add IB Theory of Knowledge I (maximum 5 credits) Add IB Psychology SL (maximum 5 credits)
Science: Biology (10 credits)	Substitute IB Biology HL I (10 credits), Add Introduction to IB Chemistry and Physics (10 credits), IB Chemistry (10 credits), and IB Physics (10 credits) to course options

Health Education: Healthy Living will be available for enrollment during grades 9-12 for IB DP students. Students waived out of Healthy Living must pick an additional Human Resources course. The Theory of Knowledge I course can only meet the Human Resource Course 5 credit requirement.

These adjustments are only applicable to students enrolled in the full International Baccalaureate Diploma program with intentions to test for and secure the IB Diploma.

Related Rule and Policy: 6320, 6320.1

Approved: April 16, 2001

Revised: August 4, 2003; June 5, 2006; June 4, 2007; July 7, 2008; November 2, 2009;
November 1, 2010; November 7, 2011; November 5, 2012; December 17, 2012;
October 21, 2013; November 3, 2014; November 2, 2015; August 20, 2018

Reaffirmed: July 6, 2009; [May 2, 2022](#)

Millard Public Schools
Omaha, NE

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation - Air Force Junior Reserve Officer Training Corps (AFJROTC) Program 6320.3

- I. **Credits:** A minimum of 230 credits is required for graduation.
- II. **Assessments:** In addition to 230 credits required for graduation, students must also successfully meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments.
- III. **Personal Learning Plan:** A student must complete a Personal Learning Plan (PLP), meeting District requirements.
- IV. Each student's Air Force Junior Reserve Officer Training Corps (AFJROTC) Program shall include the courses of study as outlined in Rule 6320.1 with such adjustments (additions or substitutions) to the programs and courses as listed below. Such adjustments are made to avoid duplication in the program of study required for AFJROTC students.

Millard Public Schools' Graduation Requirement	AFJROTC Additions/Substitutions
Social Studies: World Geography (5 credits)	Substitute Cultural Studies: An Introduction to Global Awareness (5 credits) - Cadet Year 1
Science: Elective (5 credits)	Add The Science of Flight: A Gateway to New Horizons (5 credits) as a science elective - Cadet Year 2
Physical Education: (5 credits)	Add Citizenship, Character, and Air Force Traditions, Wellness, and Foundations of Citizenship (5 credits) as one of three courses towards fulfilling the Physical Education Graduation Requirement - Cadet Year 1
Financial Literacy: Personal Finance (5 credits)	Substitute Life Skills and Career Opportunities (5 credits) to fulfill Financial Literacy Graduation Requirement - Cadet Year 3/4

These adjustments are applicable to students enrolled in the AFJROTC Program during the corresponding academic year as Millard Public Schools' courses are required and as applicable to the Cadet Year. Cadet Years equal the number of years within the AFJROTC Program and are not related to the grade level in high school (i.e., Cadet Year 1 could be a student in ninth, tenth, eleventh or twelfth grade).

All AFJROTC courses are required in the sequence outlined in the High School Curriculum Handbook and Registration Guide regardless of grade level when entering the AFJROTC Program and will count as elective credit if a student has already fulfilled a graduation requirement listed on the above chart.

Related Rule and Policy: 6320, 6320.1

Approved: July 11, 2016

Reaffirmed: August 20, 2018

[Revised: May 2, 2022](#)

Millard Public School

Omaha, NE

Transfer of High School Credits**6320.4**

Transfer Credits are defined as any credit not earned at a Millard Public Schools high school. Millard Public Schools reserves the sole right to grant credit for work completed at or through other institutions according to the following conditions.

I. Transfer Credits for New to Millard High School Enrollments

- A. As accredited schools, Millard high schools will accept transfer credits from [Cognia Advanced ED](#) or State accredited schools in order to ensure appropriate academic placement of incoming students based on the following procedures.
 - 1. Transfer credits from accredited schools will be considered on a course by course basis and will be considered for approval by the high school principal or designee where the transferring student enrolls pending review of the official high school transcript.
 - 2. Transfer from non-accredited schools may be considered on a course by course basis on a pass-fail basis.
 - 3. Approval will be based upon course work completed that meets the following standards including, but not limited to:
 - i. Length of enrollment in previous school setting(s),
 - ii. Course content that meets or exceeds Nebraska State Standards and Millard Public Schools Standards and Indicators;
 - iii. Successful completion of course requirements including receipt of a passing grade.
- B. Course grades, including weighted grades, from other school districts will be applied only as defined in Millard Public Schools policy and rule.
- C. Upon approval, courses will be placed on the Millard Public Schools transcript under the name of the credit awarding institution following the format for Millard Public Schools.

II. Transfer Credits from International Schools

- A. The family or guardian enrolling the student is responsible for providing an official transcript in English from any non U.S. diploma awarding school.
- B. Transcripts from schools located outside of the United States will be evaluated in the same manner as internationally and nationally accredited public schools within the United States ([Cognia Advanced ED](#) or State Accreditation).
- C. Transcripts from Department of Defense (DOD) schools located outside of the United States will be evaluated in the same manner as nationally accredited public schools within the United States ([Cognia Advanced ED](#) or State Accreditation).
- D. International Baccalaureate (IB) classes will be evaluated in the same manner as nationally accredited public schools within the United States due to standardization of the curriculum.
- E. When course grades/credits are received from schools that lack a grade scale, a mark of credit or no credit will be applied.

III. Transfer Credits for Summer School courses from [Cognia Advanced ED](#) or State Accredited Schools for Students Currently Enrolled in Millard Public Schools must be Pre-Approved

- A. Students may seek approval to physically attend a Summer School program outside of Millard Public Schools due to:
 - 1. Being out of town for the summer months,
 - 2. Having a conflict with the Millard Public Schools summer school dates, or
 - 3. Courses needed are not available within Millard Public Schools summer sessions.
- B. Credit may be approved if the credit awarding institution and the course are pre-approved by the student's counselor and the high school principal or designee.
- C. Currently enrolled high school students may earn summer school credits by physically

attending courses offered by [CogniaAdvancED](#) or State Accredited High Schools during their ninth through twelfth grade years.

- D. Approval will be based upon course work completed that meets or exceeds the following standards including:
 1. Course content that meets or exceeds Nebraska State Standards and Millard Public Schools Standards and Indicators,
 2. The District approved course sequence of study as defined within the High School Curriculum Handbook and Registration Guide,
 3. Non duplication of previously earned courses and credits,
 4. Instructional time within a school setting which meets or exceeds Millard Public Schools summer school instructional minutes,
 5. Successful completion of course requirements including receipt of a passing grade.
- E. No more than a total of ten credits (one semester = 5 credits) per summer will be approved or accepted for summer school courses. The ten credit limit includes courses taken within Millard Public Schools Summer School and those outside of the District.
- F. Course grades, including weighted grades, from other school districts will be applied only as defined in Millard Public Schools policy and rule.
- G. Upon course completion, students will be responsible for having the credit granting school send an official transcript to the high school registrar.
- H. Upon receipt and verification of the official transcript, courses will be placed on the Millard Public Schools transcript under the name of the credit awarding school following the format for Millard Public Schools.
- I. Costs associated with these courses are the responsibility of the student and parent/guardian.

IV. Transfer Credits from [CogniaAdvancED](#) or State Accredited High School On-line Classes for Currently Enrolled Fulltime Students s must be Pre-Approved

- A. Credit may be approved if the credit awarding institution and the course are pre-approved by the student's high school counselor and the high school principal or designee.
 1. Courses may be taken for credit recovery or to expand learning opportunities.
- B. Currently enrolled high school students may earn up to a cumulative total of 20 credits (one semester = 5 credits) from [CogniaAdvancED](#) or State Accredited High School on-line classes. The cumulative total of 20 credits:
 1. May be earned during ninth through twelfth grade years, beginning no sooner than the summer prior to a student's first semester of ninth grade, and
 2. May only be approved for 5 credits per semester.
- C. Approval will be based upon:
 1. Course content that meets or exceeds Nebraska State Standards and Millard Public Schools Standards and Indicators,
 2. The District approved course sequence of study as defined within the High School Curriculum Handbook and Registration Guide,
 3. Successful completion of course requirements including receipt of a passing grade,
 4. Non duplication of previously earned courses and credits.
- D. Credit that will not be approved through on-line courses include:
 1. Physical Education, Science lab courses (Biology, Chemistry, Physical Science: Chemistry, Physics, Physical Science: Physics) or performing arts courses;
 2. Advanced Placement courses;
 3. International Baccalaureate courses.
- E. Upon course completion, students will be responsible for having the credit granting source send an official transcript to the high school registrar. Upon receipt and verification of the official transcript, courses will be placed on the Millard Public Schools transcript under the name of the credit awarding school following the format for Millard Public Schools.
- F. Costs associated with these courses are the responsibility of the student

and parent/guardian.

- V. Partial Enrollment in Millard and Non-accredited Institutions
- A. At the time a student drops below 50% enrollment, a diploma intent form will be completed by the student to indicate if he or she intends to earn a Millard Public Schools diploma.
 - B. For students who maintain a partial enrollment, Millard High Schools will accept transfer credits from [Cognia Advanced Ed](#) and State accredited schools and will consider credits from a non-accredited school on a course by course basis for up to 50% of credits required to earn a diploma from Millard Public Schools.
 - C. All transfer students must fulfill Millard Public Schools requirements to earn a Millard diploma.
- VI. Transfer Credits through the University of Nebraska at Omaha must be Pre-Approved
- A. In rare circumstances, credit for post-secondary institution courses may be approved if pre-approved by the student's counselor and the high school principal or designee.
 - B. Courses eligible for consideration are limited to the area of Mathematics.
 - C. Approval will be based upon:
 1. Completion of highest level available weighted mathematics courses prior to meeting the Millard Public School graduation credit requirement,
 2. Fulfilling, not exceeding, the 30 mathematics credit required for graduation,
 3. The ability to schedule the course in a manner that will not interfere with the completion of other Millard Public Schools graduation requirements.
 - D. Upon course completion, students will be responsible for having the credit granting source send an official transcript to the high school registrar.
 - E. Upon receipt and verification of the official transcript, the course will be placed on the Millard Public Schools transcript as a transfer course (TRN 999) in order to reflect the title of the college mathematics course.
 - F. Costs for tuition and textbook(s) associated with these courses are the responsibility of the Millard Public Schools .
 - G. Costs for and means of transportation are the responsibility of the student and parent/guardian.
- VII. Application Process for Transfer Credit for Students Currently Enrolled in Millard Public Schools
- A. The student completes a *Millard Public Schools External Transfer Credit Application*.
 - B. The student attaches course description and/or syllabus (preferred) to the Application as well as a statement explaining the reasons for taking the course outside of a Millard Public Schools high school
 - C. The student submits the *Millard Public Schools External Transfer Credit Application* to the high school principal
 - D. The high school principal or designee begins the review process according to the criteria noted in the above associated section.
 - E. Upon completion of review, the high school principal or designee communicates the findings to the student.
 - F. A copy of the approved/disapproved Application is placed in the student's cumulative folder.
- VIII. Appeal Process
- A. The student or parent(s) may submit a written appeal to the Director of Secondary Education within seven days of notification of non-approval.
 1. The appeal should identify extenuating circumstances for consideration.
 2. The Director of Secondary Education and the Director of Student Services will review the appeal, the original application, and supporting documentation within seven days after the receipt of the written appeal.
 3. The Director of Secondary Education will notify the student and parents of a decision.
 - B. In the event the Directors do not approve the credit request, the student or parent(s) have the right to submit a written appeal to the Associate Superintendent for Educational Services within seven days of notification of non-approval by the Directors.
 1. The appeal should identify extenuating circumstances for consideration.

2. The Associate Superintendent will review the written appeals, the original application, and supporting documentation within seven days after receipt.
3. The Associate Superintendent will notify the student and parents of a decision.

Related Policy and Rules: 6320, 6320.1, 6320.2, 6330.1, 6675.2

Date of Adoption: October 21, 2013

Revised: March 21, 2016, August 20, 2018; [May 2, 2022](#)

Millard Public Schools
Omaha NE

Curriculum, Instruction, and Assessment

Students' Certificate of Attendance Requirements

6320.5

At the request of a parent or guardian, the District shall issue a certificate of attendance to a student who receives special education services under the Special Education Act, who has reached seventeen years of age, and who has not completed his or her individualized education plan. The District shall allow a student who receives a certificate of attendance under this Rule to participate in the high school graduation ceremony of such high school with students receiving high school diplomas. A student may receive only one certificate of attendance and may participate in only one graduation ceremony based on such certificate. The receipt of a certificate of attendance pursuant to this Rule shall not affect the District's obligation to continue to provide special education services to a student receiving such certificate.

This Rule does not preclude a student from receiving a high school diploma by meeting the District's graduation requirements pursuant to Neb. Stat. § 79-729 or in his or her individualized education plan or receiving a diploma of high school equivalency under Neb. Rev. Stat § 79-730 upon completing the requirements of such statute. The District may allow a student who has previously participated in a graduation ceremony based on a certificate of attendance to participate in an additional graduation ceremony when such student receives a high school diploma.

Related Policy and Rules: 6301, 6301.1, 6315, 6315.1, 6320, 6320.1, 6320.2, 6320.3, 6320.4

Legal Reference: Neb. Rev. Stat §79-770

Date of Adoption: July 7, 2008

Reaffirmed: July 6, 2009; October 21, 2013; August 20, 2018; [May 2, 2022](#)

Revised: July 11, 2016

Millard Public Schools
Omaha, NE

**AGENDA SUMMARY
SHEET**

Agenda Item: Approval of Teachers' Agreement with the Millard Education Association

Meeting Date: April 18, 2022

**Background/
Description:** The District and the Millard Education Association ("MEA") have reached tentative agreement for the 2022-23 and the 2023-24 school years. MEA voted for approval of the tentative agreement on April 11, 2022. The estimated total package increase for this contract is 4.0% in each year.

Action Desired: It is recommended that the Negotiated Agreement for the Teachers with the Millard Education Association for the 2022-23 and the 2023-24 school years be approved and that the Superintendent or his designee be authorized to execute any and all documents related to such Agreement.

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Chad Meisgeier, Chief Financial Officer
Kevin Chick, Associate Superintendent of Human Resources

Superintendent's Signature:



2022-2024
COLLECTIVE BARGAINING AGREEMENT
 between Millard Public Schools
 and the Millard Education Association

THIS AGREEMENT made and entered into this ___ day of _____, 2022 by and between School District Number 17, Douglas County, Nebraska, also known as the Millard School District (hereinafter called "District"), and the Millard Education Association (hereinafter called "Association").

WHEREAS, the parties have from time to time met and negotiated the terms and conditions of employment for teachers for the 2022-23 and the 2023-24 school years; and

WHEREAS, the parties have reached an agreement with respect to the terms and conditions of the employment for teachers for the 2022-23 and the 2023-24 school years;

NOW, THEREFORE, in consideration of the covenants and conditions as hereinafter set forth, the parties agree as follows:

ARTICLE I
RECOGNITION

For the purpose of negotiating collectively on those terms and conditions of employment required by law, the District hereby agrees to recognize the Millard Education Association as the exclusive bargaining agent for employees certificated by the Nebraska Department of Education and employed by the District. This definition specifically does not include persons employed as administrators, nurses, or substitutes.

ARTICLE II
TERMS FOR REOPENING THIS AGREEMENT

- a) **LOSS OR REDUCTION OF COVID-19 FEDERAL RESOURCES.** Neither the District nor the Association shall unreasonably withhold consent to reopen the Agreement upon request by the other party in the event,
- i) legislative, executive, or judicial action eliminates all or a portion of those monies otherwise anticipated as direct aid to the District under the Coronavirus Aid, Relief, and Economic Security Act of 2020 or the American Rescue Plan Act of

2021, including any action which redirects or otherwise reclassifies these funds as “Resources” under the Tax Equity and Educational Opportunities Support Act;

- b) **GOVERNMENTAL ACTION.** Neither the District nor the Association shall unreasonably withhold consent to reopen the Agreement, upon request by the other party in the event,
- i) The District is unexpectedly confronted by, or either party reasonably anticipates, Federal or State action with the potential to materially degrade those financial resources anticipated to have been available to the District at the time of this Agreement’s ratification. Any legislative, judicial, administrative, or civil action with the potential to render harm or that actually renders harm to the District or its Employees, including judgments or damages rendered from litigation undertaken against the District, shall qualify for consideration under this section, and in light of such consideration either party may request the other reopen the Agreement to address only the practical or financial impact of those legislative, administrative, or judicial changes and civil actions;
- c) **BENEFIT FUND DEPLETION .** Neither the District nor the Association shall unreasonably withhold consent of a request by the other party to reopen the Agreement in the event,
- i) the balance of the District Employee Benefit Fund falls below \$3,000,000, not including any loans into the Fund by the District or any amounts borrowed out of the Fund by the District, as measured on May 1 in the first year of a two-year Agreement and is communicated to the Association by the District on or before May 30, in which case those provisions of the Agreement pertaining to the cost of health benefits otherwise slated to take effect in the subsequent year shall be subject to renegotiation; and
 - ii) should the parties reopen talks pursuant to this subsection, but fail to reach a tentative agreement on or before August 15 of the first year of a two-year Agreement, the District may, beginning in Year Two, continue to calculate teacher salaries using the base salary values described in the Agreement for Year One rather than adopt those intended for Year Two.
- d) **FISCAL CONDITIONS.** Neither the District nor the Association shall unreasonably withhold consent to reopen the Agreement in the event either party reasonably anticipates the District's Grand Total of All General Fund Receipts will increase by less than 2.5% from the fiscal year ending in Year One of a two-year agreement to the fiscal year ending

in Year Two of a two-year agreement, in which case either party may reopen the Agreement for the sole purpose of renegotiating salary and benefits. For purposes of this paragraph, “Grand Total of All General Fund Receipts” shall mean total receipts reported by the District and enumerated in the Nebraska Department of Education’s Annual Financial Report (“AFR”), including receipts associated with any tax levy override revenue, but specifically excluding those receipts associated with the Elementary and Secondary School Emergency Relief Act (“ESSER”). Should the parties reopen talks pursuant to this subsection, but fail to reach a tentative agreement on or before August 15 of the first year of a two-year Agreement, the District may, beginning in Year Two, continue to calculate teacher salaries using the base salary values described in the Agreement for Year One rather than adopt those intended for Year Two.

**ARTICLE III
PROCEDURE AND PROTOCOL
FOR NEGOTIATION OF SUCCESSOR AGREEMENTS**

The parties hereby agree that negotiation shall be commenced, conducted and completed according to the procedure and protocol set forth and described in Appendix A, which is attached hereto and made a part of this agreement.

**ARTICLE IV
TERMS AND CONDITIONS**

**(1)
TERM**

DURATION. This contract shall begin on August 1, 2022 and terminate on July 31, 2024. If upon the expiration of this Agreement on the 31st day of July, 2024, the parties hereto have not agreed to a collective bargaining agreement for the school year 2024-25, the terms of this Agreement shall continue in full force and effect, so long as the parties are continuing to engage in good faith collective bargaining.

CONTRACTED DAYS, NEW HIRES AND RETURNING TEACHERS. In each contract year, the contract shall consist of 192 teacher days for returning teachers and 194 days for new teacher hires. The District may require any new teacher hire to work day 193 and day 194 of his or her contract without additional compensation, provided days 193 and 194 are scheduled after the commencement of the regular teacher work calendar. Each new teacher hire who attends new teacher workshops before the commencement of the regular teacher work calendar shall be compensated for each day of attendance at a rate of \$200 per day. New teacher hire workshop

compensation shall be rendered as a stipend and tracked separately from total salary for the purposes of calculating the new teacher hire's daily rate of pay.

COVID-19 PANDEMIC LEARNING RECOVERY DAYS. For the 2022-2023 and the 2023-24 school years only, the District may require any teacher covered by this Agreement to work two (2) additional days to research and analyze student data necessary to respond to the academic, social, emotional, and mental health needs of students disproportionately impacted by possible learning loss associated with the COVID-19 pandemic. Such days shall be scheduled after the commencement of the regular teacher work calendar and compensated at a rate equal to the teacher's daily rate of pay (e.g., annual salary divided by 192 for those employees on typical, non-extended contracts). Payment for pandemic learning recovery shall not be considered part of salary for the purposes of determining future salary computations. Compensation for said two days shall be paid as a lump sum in December, except for staff terminating prior to the end of the school year or beginning employment after the start of the school year.

CALLBACK DAYS. In addition, the District may require that any teacher covered by this agreement work up to five additional days (e.g. 199 days for returning teachers and 201 days for new teacher hires), provided that the teacher is compensated at the daily rate described below and given a minimum of 90 days' advance notice. A teacher may be excused without pay from working the additional day(s) by providing good cause; good cause shall include any of the leave of absence reasons set forth in Board Policy and Rule. Failure to show good cause may result in disciplinary action. In determining how many additional days the District may require of an employee, the District shall disregard work offered and voluntarily accepted by the employee.

(2)

SALARY AND COMPENSATION

Salary will be adjusted proportionately according to changes in the individual teacher's full-time equivalency (FTE) and / or the number of contract days (not including COVID-19 recovery days described above). Each teacher's pay shall be as set forth in Appendix B, subject to the following limitations:

- a) **FORMULA.** A returning teacher's salary shall be the greater of: (i) his or her formula salary in Appendix B; or (ii) the previous year's salary, prorated for FTE or extended contracts;
- b) **NEW HIRES.** Any teacher newly hired to the District shall receive a salary as set forth in Appendix B, prorated for FTE, extended contracts, and / or mid-year hires; and

- c) **FINAL SALARY.** To the extent there is an alleged difference between an employee's salary as predicted by the calculations described in this Agreement and the amount disbursed to the employee as payment, the employee may notify the District's Human Resources office in writing within the contract year in which the alleged difference occurs. Notwithstanding any other provision of this contract, and specifically not withstanding subsection a above, each teacher's salary shall become final and agreed upon on September 1 of the subsequent school year (e.g. a 2022-23 salary becomes final and agreed upon on September 1 of 2023), even if said salary is different (higher or lower) than the computation of the formula salary in Appendix B or the same salary as the teacher's previous year's salary. In the event of a large discrepancy between the salary paid and final under this paragraph and the salary calculated under subsection (a) above (i.e. more than 1/12 of the affected employee's annual salary), the District and the Association shall open the contract solely for the purposes of negotiating the affected employee's salary only. If an employee notifies the District's Human Resources office in writing of an alleged discrepancy in his/her pay before September 1 of the subsequent year, his/her salary shall not become final until said alleged discrepancy is investigated by Human Resources.
- d) **BENEFIT FUND IMPACT ON SALARY.** For salary calculations, the balance of the Employee Benefits Fund on May 1 of Year One shall be used to determine the base salaries for Year Two as set forth in Appendix B. The District shall communicate the balance of the Employee Benefits Fund to the Association on or before May 30 of the first year of this Agreement and the balance of the Employee Benefits Fund for purposes of this Agreement shall not include any loans into the Fund by the District or any amounts borrowed out of the Fund by the District, as described in Article II (Terms for Reopening).

SIGNING BONUS FOR NEW HIRES. A newly hired teacher shall receive a one-time, lump sum hiring bonus in the amount of \$1,000. The signing bonus shall be adjusted for FTE and length of contract less than 194 days, and be paid within two (2) pay periods of the employee's start of service.

20 YEAR CAREER SERVICE STIPEND. Each employee who received a 20 year career service stipend in the 2021-22 school year, shall continue to receive a grandfathered stipend of \$1,200 as flat salary. The stipend shall be prorated for FTE and length of contract less than 192 days. The Career Service Stipend shall be paid on a monthly basis and will be calculated separately from the employee's base salary calculation. The Career Service Stipend will not be considered part of salary for the purposes of determining future salary computations. No new 20 year career stipends shall be awarded in 2022-23 or in any subsequent year.

ADDITIONAL DAYS. With the exception of those days described in this Agreement as COVID-19 Pandemic Learning Recovery Days, each teacher who works extra days beyond the contracted days specified in Article IV, Section 1 will be compensated as follows:

- a) when a new teacher hire works extra days as provided for in Article IV, Section 1 of this agreement they shall be paid in accordance with said article;
- b) when non-teaching duties are offered and accepted during non-contract days (e.g. painting, maintenance, moving furniture, configuration and setup of computers, etc.), the rate of pay shall be at the sole discretion of the District;
- c) when teaching duties involving direct delivery of instruction are required or offered and performed in addition to a teacher's normal classroom responsibilities (e.g. summer school or advancement placement review), the District may set a rate of pay which shall not be less than \$272 per day (\$34 hourly);
- d) when duties related to teaching but not involving direct delivery of instruction are required or offered and performed in addition to a teacher's normal classroom responsibilities (e.g. curriculum writing, required staff development, assessment development), the District may set a rate of pay which shall not be less than \$224 per day (\$28 hourly);
- e) supervision duties during the year shall be at the extra duty rate provided in Appendix C;
- f) the District may offer optional staff development during off-contract time (such optional staff development may be offered to participating employees with or without a monetary incentive, or other incentive as offered by the District); and
- g) in the event duties are performed for less than a full day, the District may set a comparable hourly rate by dividing the daily rate by eight (8) or a one-half daily rate set by dividing the daily rate by 2. In no event shall the totals of an hourly rate or of a one-half daily rate exceed the daily rate for any one day worked.

SALARY ADJUSTMENTS FOR ADDITIONAL DAYS. All salary will be adjusted proportionately according to the individual teacher's full-time equivalency status (FTE) and / or the teacher's total number of paid contract days.

(3)
OTHER COMPENSATION

CRITICAL SHORTAGE PROGRAM. The District may identify critical shortage teaching areas and determine additional compensation to be offered to candidates who accept job offers in such areas. Eligible additional compensation recipients shall include any teacher employed by the District who is selected to fill a critical shortage area position. The additional compensation will be distributed over a one-year period, provided the recipient remains employed by the District in the critical shortage area during the entire one-year period. Recipients who cease to be employed by the District in the critical shortage area shall forfeit all future compensation on the day their assignment ends. Should the District enact the Critical Shortage Program, it will solicit input from the Association prior to its implementation. The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District.

HIGH NEED DEGREES, HOURS, AND ENDORSEMENTS PROGRAM. The District shall allocate a minimum of \$50,000 in each year of this Agreement to provide expense reimbursement for teachers pursuing degrees, graduate hours, or endorsements in designated subject areas. The District will solicit input from the Association prior to implementation and during any annual review or revision to the program. The policies, procedures, implementation and all decisions related thereto, including the designation of applicable degrees and graduate hour subject areas or endorsements, shall be the sole responsibility of the District.

HEALTH AND HUMAN SERVICES CERTIFICATION. The District shall pay any fees specifically pertaining to the certification of any Speech Language Pathologist obtaining, reinstating, or renewing a Speech-Language Pathology License issued by the Nebraska Department of Health and Human Services, up to a maximum of \$140 every two (2) years.

NATIONAL BOARD CERTIFICATION FOR PROFESSIONAL TEACHING STANDARDS (NBCPTS). Each teacher holding an unexpired NBCPTS certificate issued prior to July 31, 2014 shall be paid a stipend of \$2,000 by the District for the time remaining on that teacher's certification.

EXTRA DUTY COMPENSATION. The schedule for extra duty compensation is attached hereto as Appendix C and by reference incorporated and made a part of the contract. Those extra duty stipend amounts appearing in Appendix C, Year 1 (2022-2023) shall constitute a 2% increase over the same extra duty stipend amounts identified in the prior contract year (2021-2022). Those extra duty stipend amounts appearing in Appendix C, Year 2 (2023-2024) shall constitute a 3% increase over the same extra duty stipend amounts identified in the prior contract year (2022-2023). In both years covered by this Agreement, should an increase described in Appendix C differ from the percentages described above, the stipend amount specifically

enumerated in Appendix C shall control. Extra duty may be paid proportionately over the remaining contract beginning when the extra duty is assigned and when the District Human Resources office is notified of the extra duty assignment and ending in August. In the event a teacher is permitted to withdraw from an extra duty assignment, any payments previously paid will be deducted from the employee's compensation. The District may, with input from the Association, create, assign, and compensate new extra duty positions at its sole discretion during the term of this Agreement. Any new extra duty positions so created shall be subject to the normal terms of collective bargaining between the District and the Association for the 2024-2025 contract year. The District and the Association may also negotiate amendments to existing extra duty positions, including compensation, during the term of this Agreement.

(4) INSURANCE

BENEFITS PROVIDED BY THE DISTRICT. The District shall provide each full-time teacher with health, dental, life, and long-term disability coverage and benefits. Health plan benefits are outlined in Appendix E, which is attached hereto and by reference incorporated in and made a part of this Agreement. The multiple plans listed in Appendix E are available to employees at the employee's option during the employer designated open enrollment period or at the time of other qualifying events (e.g. marriage, childbirth, etc.). The employee may choose only one plan and may only be covered under one plan.

RIGHTS WAIVED BY THE ASSOCIATION. Except as provided for in the "Fiscal Conditions Benefit Reopener" paragraph of this section and Article II, ("Reopener") of the Agreement, the Association shall waive its right to negotiate health and dental plan design provisions until January 1, 2025. The District may, therefore, under the terms of this Agreement, set or negotiate the benefit premiums for current employees and adopt, at its sole discretion, a District rate schedule and benefits for qualifying retirees. The Association shall not unreasonably withhold consent to reopen the Agreement for the purposes of incorporating the benefits structure changes in the event that the District chooses a new carrier.

DISTRICT OBLIGATION TO DISCLOSE. During the term of this Agreement, the amounts of the District's premium contributions shall be made available to the Association and teachers upon request. The District shall also disclose to the Association plan design provisions, or anticipated modifications to those provisions.

SPECIFIC PLAN DESIGN POWERS OF MANAGEMENT. Specifically, until January 1, 2025, the District, at management's discretion, may alter or amend health and dental plan provisions through the adoption of a fully funded insurance plan or by changing the terms of a

self-funded insurance plan. Those health or dental plan design provisions so maintained or amended under this Agreement may include the termination of the District's contract with its insurance carrier and the adoption of a self- or fully-funded plan with a new carrier, the auditing of dependent eligibility, enrolling employees or their eligible dependents in the insurance plan contrary to the carrier's policy guidance, adjusting lists of drug formularies, adopting mandatory generic drug programs, revising the dollar amounts associated with emergency room or urgent care co-pays, changing drug co-pay amounts, limiting the number of certain enumerated medical procedures, determining the medical necessity of procedures (including whether a procedure is deemed experimental or investigational), revising the list of authorized network providers, instituting a multi-tiered network for the health plan, setting dental coverage parameters, and other plan changes not specifically contained in Appendix E.

SPECIFIC LIMITATIONS ON THE PLAN DESIGN POWERS OF MANAGEMENT.

The only limitations on the District's discretion to manage and institute the benefit plan design changes are set forth in this paragraph and shall operate regardless of whether the insurance plan is administered under a self-funded employer-carrier arrangement or a fully funded plan to which the District subscribes. Specifically,

- (1) the District may not unilaterally alter those terms specifically set forth in Appendix E of this Agreement detailing deductibles, co-insurance percentages, health savings account contributions, in- and out-of-network percentage costs, and maximum out-of-pocket amounts;
- (2) the District may not alter the eligibility criteria of qualified dependents (spouses and children) currently provided coverage;
- (3) the District may not, without the Association's consent, enter into an agreement with a new insurance carrier which fails to credit employees' and dependents' deductible usage and of credit towards out-of-pocket maximums from the old carrier to the new;
- (4) the District shall seek in its negotiations with any prospective carrier the consultation and input, though not the direct participation of the Association, for the purpose of determining the comparability of the new carrier's health insurance plans to the coverage in effect at the adoption of this Agreement; provided that such consultation shall not be construed by the Association as limiting the District's final power to adopt a new carrier;
- (5) the District may not limit the appeal rights of plan participants as provided for in the coverage documentation of any current or prospective insurance carrier;

(6) the District may not rescind, overrule, or modify the insurance carrier's decisions regarding payment or non-payment of claims;

(7) the District may not limit the appeal rights of covered employees or their dependents within the plan documents of the insurance carrier; and,

(8) the District may not eliminate the insurance plan altogether.

EMPLOYEE HEALTH INSURANCE PREMIUM CONTRIBUTIONS. For each eligible full-time teacher, the portion of monthly health insurance premiums paid by the employee for the term of this Agreement shall be as follows:

CONVENTIONAL DEDUCTIBLE			HIGH DEDUCTIBLE	
COVERAGE TIER	WELLNESS PARTICIPANTS	NON-WELLNESS PARTICIPANTS	WELLNESS PARTICIPANTS	NON-WELLNESS PARTICIPANTS
EMPLOYEE ONLY	15%	25%	0%	10%
EMPLOYEE + CHILDREN	15%	25%	0%	10%
EMPLOYEE + SPOUSE	15%	25%	0%	10%
EMPLOYEE + SPOUSE + CHILDREN	15%	25%	0%	10%

The District may deduct an employee's premium share contribution beginning in September for each full-time employee who elects health coverage but did not participate in the wellness plan in the prior year, or who did not meet the criteria of the wellness plan in the prior year.

HEALTH INSURANCE FOR NEW TEACHERS. Premium contribution levels for each eligible full-time teacher newly hired to the District shall be calculated as a non-wellness amount, unless the teacher participated as a dependent of another District employee in the prior year. The District may, at its sole discretion, eliminate the conventional deductible (MPS Plan #1) plan design option for new teachers with a start date on or after July 1, 2022.

WELLNESS PROGRAM. The District may continue to develop and amend the wellness program, provided that the District seeks input from the Association in doing so. The policies, procedures, implementation, amendments to, and all decisions related to the wellness program shall be the responsibility of the District; subject only to the following limitations:

- a) the District shall provide the Association with a written description of the terms and conditions of the wellness program including: (i) enrollment procedures; (ii) minimum participation criteria; (iii) scoring methodology; (iv) any appeals process; and (v) a list of all laboratory tests used as a part of the health screening;
- b) The District shall communicate to the Association: (i) the number of teachers enrolled in the wellness program; (ii) the number of teachers not meeting the participation criteria; and (iii) aggregate data setting forth the reasons the teachers did not meet the participation criteria;
- c) The District and the District's agent(s) shall maintain the confidentiality of all private health information in accordance with applicable federal, state, and local laws;
- d) Employee participation in the wellness program shall be voluntary. The wellness program shall provide an alternative participation standard in compliance with applicable law for any employee who, due to a medical condition and / or disability, is unable to meet the wellness program's criteria. Any employee completely exempted from any participation in the wellness program, including inability to meet any alternative participation standard, due to requirement of law (e.g. Americans with Disabilities Act), will not be charged designated premium amounts for non-participation or failure to meet the criteria of the wellness plan;
- e) For the term of this Agreement, the District may:
 - i) maintain a health screening for the premium incentive; or
 - ii) discontinue the wellness program and, subject to the terms arrived at by both parties in the negotiation of any successor Agreement, calculate premiums for the years after the discontinuance of the program based on the employee's participation or non-participation in the final year of the program.

DENTAL INSURANCE. The District shall pay the full cost of single dental coverage; the teacher may purchase additional dental coverage by paying the additional premium through payroll deduction.

LIFE INSURANCE. The District shall pay the full cost of \$50,000 term life coverage.

LONG-TERM DISABILITY PLAN. Each full-time teacher shall participate in the long-term disability plan and the teacher shall pay the full premium through payroll deduction; the premium shall not be paid through the District's Section 125 plan.

MARRIED EMPLOYEES BOTH EMPLOYED BY THE DISTRICT. When two District employees are married to each other and each qualifies for District paid family health insurance, the District shall provide and pay the premium for one family health plan as set forth above, and the District shall not provide multiple health plans or multiple HSA contributions. When employees are married to each other and each would otherwise qualify for full District benefits, the District shall waive the wellness participant employee premium share; provided that neither of the employees elects to participate in "cash option." Also, the District shall provide and pay the premium for one family dental plan; provided neither of the employees elects to participate in "cash option."

PART-TIME TEACHERS. The District shall provide the same health, and dental insurance coverage and benefits for part-time teachers (who are employed as one-half FTE or more, defined as at least 20 hours per week) as for full-time teachers. The District shall contribute an amount equal to one-half of the amount it contributes on behalf of a full-time teacher; provided, however, that the part-time teacher elects coverage and pays the balance of the premiums for such coverage through payroll deduction. The District shall provide each part-time teacher with a \$50,000 term life insurance policy and will pay the full premium. Additionally, each part-time teacher who is employed at least 20 hours per week or more shall participate in the District's long-term disability plan and the teacher shall pay the premium.

CASH OPTION. Each full-time teacher who was employed by the District during the 1996-97 school year and who has been continuously employed by the district thereafter, shall be eligible to exercise a cash option of \$325.28 per month in lieu of health and dental insurance in accordance with the cash option plan adopted by the District. Any teacher electing cash option may purchase single or family dental coverage. Any teacher electing cash option may, at his or her option, receive a reduced cash option of \$157.40 per month and the district will pay the premium for single health and dental. Continuous service shall include school-years during which a teacher was on an approved leave of absence. Any teacher who does not receive cash-option as of January 1, 2013 or subsequent date shall not be allowed to elect cash-option at a later date, even if the teacher was continuously employed from the 1996-97 school year. Any teacher who elects cash-option of \$157.40 per month as of January 1, 2013 or subsequent date may not elect cash option of \$325.28 at a later date even if the teacher was continuously employed from the 1996-97 school year. As a condition of continued eligibility for cash option payments, the District may require proof of health insurance from employees exercising cash option.

DIRECT BILL. In order to be eligible for the Direct Bill Plan as an early retiree, the employee must be at least 55 years old with at least 20 years of service. In addition, to be eligible, the employee, the spouse and dependents each must have had a minimum of sixty (60) months of

continuous coverage under the District's Health and/or Dental Plan at the time continued coverage begins.

OTHER INSURANCE AND BENEFIT OFFERINGS. The District may offer or cancel any other benefit offerings, such as vision insurance, at its sole discretion at any time during the term of this contract.

(5)

LEAVES OF ABSENCE

PAID LEAVE. During each school year covered by this contract, each full-time teacher shall receive twelve (12) days leave, and further be allowed any unused and accumulated leave from the previous year to a maximum total of eighty-seven (87) days of leave at full pay. Such leaves shall be taken only for reasons of: personal illness, family illness, family death, and business and emergency. The rules for use of leave are established in Board Policy and Rule.

BUSINESS AND EMERGENCY LEAVE. Up to three (3) days of a teacher's accumulated paid leave per year may be used for business and emergency leave; and a maximum of two (2) business and emergency leave days per year may be taken for any or no reason whatsoever; subject to limitations on permissible dates of leave, limitations on number of teachers eligible for leave on any given day, and application procedures developed by the District. Any changes to Board Rule that would modify the grounds for Business and Emergency Leave shall be negotiated with the Association prior to implementation.

Part-time teachers shall be allowed leave on a prorated basis equivalent to that portion of the total of twelve (12) days leave which is, equal to the proportion of his or her hours of part-time employment to the total regular employment hours per school year, and further be allowed any unused and accumulated leave from the previous school year to an equivalent total not to exceed what that proportion is to the eighty-seven (87) days for regular full-time employees. Use of paid leave by part-time teachers shall only be allowed on a prorated basis. A teacher whose employment status changes from full-time to part-time and whose accumulated leave is greater than the maximum allowable prorated amount shall have the excess amount placed in reserve until such time that the employee's full-time equivalency increases. When the employee's full-time equivalency increases, some or all of the reserve leave shall again be part of the accumulated leave up to the maximum allowable prorated amount.

EXTENDED PERSONAL ILLNESS LEAVE. Extended paid leave shall be provided to teachers as follows:

- a) **BORROWED PERSONAL ILLNESS LEAVE.** Each eligible teacher who has used his or her current and accumulated paid leave may borrow up to ten (10) days from the next school year's paid leave allotment. Teachers shall not be allowed to borrow leave in two consecutive years. If the teacher resigns before receiving sufficient additional paid leave days during the succeeding year(s) to repay the borrowed leave, the teacher shall be required to repay the District for the salary received for the borrowed leave. The salary repayment will be at the teacher's daily rate at the time of repayment for each borrowed day of paid leave and shall, if possible, be deducted from the employee's last paycheck. Should personal illness be the reason leading to resignation or termination of the teacher, the teacher shall not be required to pay back the salary for the borrowed days.
- b) **SUBSTITUTE DEDUCT PAY.** A teacher who will qualify for long-term disability and who has fully used all of his or her paid leave and any applicable borrowed personal illness leave, as identified in Paragraph (a) above, prior to being eligible to receive long-term disability benefits, will be eligible for substitute-deduct leave. During substitute-deduct leave, the teacher shall continue to receive his/her salary reduced by the cost to the District of the substitute employed to replace the teacher.

In the event the District and the teacher, after receiving any information which determines that a teacher may qualify for long-term disability (and the teacher elects substitute-deduct leave prior to being approved for long-term disability) and the insurance carrier subsequently denies the long-term disability request, the teacher will be responsible for reimbursing the District the total amount of payments made to the teacher during the substitute-deduct leave. Such reimbursement will be through payroll reduction, if possible.

- c) **PROCEDURES.** The procedures and rules for administration of extended personal illness leave shall be established by the District.

ANNUAL REIMBURSEMENT FOR UNUSED PAID LEAVE. At the conclusion of each school year covered by this agreement, each full-time teacher shall receive reimbursement for each unused day of accumulated paid leave in excess of seventy-five (75) days and further shall have his or her accumulated paid leave allotment reduced to seventy-five (75) days. Each part-time teacher shall receive reimbursement for each unused day of accumulated paid leave in excess of that portion of seventy-five (75) days which is equal to the proportion of his or her hours of part-time employment to the total regular employment hours per school year and further shall have his or her accumulated paid leave allotment reduced by the number of reimbursed leave days. For the terms of this agreement, the rate of reimbursement shall be \$200. The District shall establish procedures for payment of the leave reimbursement program.

CAREER REIMBURSEMENT FOR UNUSED PAID LEAVE. Each teacher concluding his or her District employment after at least 20 years of certificated service in the District (not including substitute teaching), and who is at least 55 years of age, and who completes his/her contract year, shall be reimbursed for each day of unused accumulated paid leave, with the reimbursement to be rendered at the conclusion of the contract year in which the teacher's District employment ends. To the degree permitted by law, such payments may be made as "employer contributions" to a 403(b) / TSA account established for the employee by the District, unless the District decides, at its sole discretion, to pay said amounts as cash or to a health savings account. For the terms of this agreement, the rate of reimbursement shall be \$200. The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District; provided however, the District will review the program with the Association prior to implementation.

ASSOCIATION PRESIDENT LEAVE. The President of the Association representing the majority of the teachers, at the request of the Association, will be given leave with pay during such President's term of office; provided however, the Association shall reimburse the District the full cost of salary and fringe benefits of the Association President. The leave shall be for no less than one semester. The Association must provide the District a ninety (90) day notice in advance of such leave request. Upon returning to employment as a teacher, reasonable efforts will be made by the District to place the President in the same or comparable position held when the leave commenced. The President will be advanced on the salary schedule as other teachers and without any limitation because of the leave granted.

(6)

PLANNING

ELEMENTARY PLAN TIME. Elementary teachers shall have a minimum of 300 minutes, during student contact time, of preparation/conference/planning time during a two-week instructional period. Elementary teachers include all teachers who work in an elementary building.

COMPENSATION FOR LOST PLANNING TIME. A teacher covered by this Agreement shall not normally be required to supervise a class for another teacher during his or her individual planning time when a substitute is authorized and available. However, in an emergency where a substitute is otherwise unavailable, a teacher scheduled for planning time may be required by his or her principal, or their designee, to supervise a class. In these circumstances the teacher losing his or her individual planning time shall be paid for each clock hour (or portion thereof, rounded to the nearest one-fourth hour) at the rate of \$28 per hour. If no teacher with planning time is available and students are reassigned to other teachers' classes, such reassignment shall be divided equally among all teachers in the building over the course of the academic year.

(7)
FACILITY USE

The Association shall be permitted to place in mailboxes provided for individual staff members MEA/NSEA newsletters, circulars, notices and other materials relating to the Association and its operations. The Association may also utilize District electronic mail to conduct its business, provided it does so in accordance with the limitations on the use thereof provided for in law (e.g. membership solicitation is prohibited). Use of District electronic mail shall be subject to District Board Policy, Board Rules, District procedures, and applicable laws, including but not limited to, public record requests. No local, state or national political campaign material for public office or any other material which violates the Policies or Rules of the District will be permitted to be either distributed through the staff mailboxes or placed on faculty lounge bulletin boards.

(8)
GRIEVANCES

Any grievance raised by an employee or the Association shall be pursued in accordance with:

- a) Board Rule 4001.2 for allegations of Non-Discrimination and Harassment;
- b) State Law for suspension without pay, contract amendment, contract non-renewal, contract termination, or contract cancellation; or
- c) Board Rule 4325.1 for all other grievances.

If the District amends Board Rule 4325.1 after May 1, 2022, the Association may, in its sole discretion, accept the amendments or retain the former version of the Board Rule for purposes of its member grievances. The Board may amend Board Rule 4001.2 at any time at its sole discretion and such amendments will become immediately effective for persons covered by this Agreement.

(9)
SAFETY COMMITTEE

The District shall maintain a Safety Committee and seat an Association representative (or representatives) on said Committee.

(10)
RATIFICATION

IN WITNESS THEREOF, the parties have duly executed this agreement as of the day and year first above written.

Millard School District
School District No. 17
Douglas County, Nebraska

Millard
Education
Association

by _____

by _____

APPENDIX A

PROCEDURE AND PROTOCOL FOR CONTRACT NEGOTIATIONS

- 1) Upon notice by either party to the other, the parties agree to enter into negotiations for the purpose of entering into a contract and agreement for teacher salaries and terms and conditions of employment which are either required by law or made the subject of negotiations by agreement of the parties.
- 2) Either party, upon giving notice to the other party, may include with such notice its proposals to be included in the contract to be negotiated by the parties.
- 3) The parties shall conduct negotiations in such a manner as to permit each of the parties to provide the other party with an explanation of its proposals, presentation of relevant data, dialogue and exchange of points of view.
- 4) Each of the parties may make proposals and counter proposals during the negotiations.
- 5) Either party may utilize the services of outside consultants to assist in negotiations.
- 6) Both parties shall designate and appoint representatives of that party for the conduct of negotiations.
- 7) Unless otherwise agreed upon, the negotiations shall be conducted in closed sessions and no releases shall be made to any of the news media as to the progress of negotiations until the contract has been accepted by both parties, whereupon the media will be given a joint statement.
- 8) If the parties fail to reach an agreement after good faith negotiations, the parties shall proceed in accordance with law.
- 9) If the representatives of the parties reach an agreement, the agreement shall be reduced to writing and submitted to the Board of Education of the District and to the membership of the Association for approval and acceptance and as approved and accepted by both parties, the Agreement shall be signed by the duly authorized officers of both parties.
- 10) The agreement shall constitute the full and complete agreement between the parties. If any of the specific terms or conditions of this agreement conflict with the policies, rules, regulations, procedures, or practices of the District's Board of Education, the Agreement shall take precedence. Any policies, rules, regulations, procedures, or practices of the District that are not specifically covered by this agreement may be established, amended, superseded, or changed at the discretion of the District.

- 11) If any provision of the contract or any application of the contract to any employee or groups of employees shall be found to be contrary to law, then such provisions shall not be in effect but all other terms and conditions shall continue in full force and effect.

APPENDIX B

TEACHER SALARY CALCULATION (2022-2023)

- I) **BACHELOR’S LEVEL.** Salary shall be calculated as follows for a teacher holding a Bachelor's degree:

GENERATOR and BASE. The Base Bachelor's (BA) Salary shall be \$40,675 (the total of the BA generator salary of \$40,325 and the dollar value of the first year of creditable service valued at \$350);

SERVICE. Each Year of Experience at the BA level shall add \$350 to the generator salary of \$40,325, up to a maximum of nine (9) years. The current year of the teacher's contract shall equal a year of experience; and,

CREDIT HOURS. Each Approved Graduate Credit Hour at the BA level shall add \$190 to the generator salary of \$40,325, up to a maximum of 36 hours (or 39 hours if a District-approved course or program)

- II) **MASTER’S LEVEL.** Salary shall be calculated as follows for a teacher holding a Master’s degree:

GENERATOR and BASE. The Base Master’s (MA) Salary shall be \$48,565 (the total of the MA generator salary of \$47,800 and the dollar value of the first year of creditable service valued at \$765);

SERVICE. Each Year of Experience at the MA level shall add \$765 to the generator salary of \$47,800, up to a maximum of twenty-six (26) years. No MA teacher shall be credited for more than thirteen (13) years of experience outside the District, except that any teacher with an original hire date of August 1, 2022 through July 31, 2023 shall be credited with no more than fourteen (14) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience; and,

CREDIT HOURS. Each Approved Graduate Credit Hour at the MA level shall add \$275 to the generator salary of \$47,800, up to a maximum of 36 hours (or 39 hours if a District-approved course or program).

III) **EDUCATIONAL SPECIALIST'S LEVEL.** Salary shall be calculated as follows for a teacher holding an Educational Specialist's degree:

GENERATOR and BASE. The Base Educational Specialist's (EdSpec) Salary shall be \$59,310 (the total of the EdSpec generator salary of \$58,525 and the dollar value of the first year of creditable service valued at \$785);

SERVICE. Each Year of Experience at the EdSpec level shall add \$785 to the generator salary of \$58,525 up to a maximum of twenty-six (26) additional years. No EdSpec teacher shall be credited for more than thirteen (13) years of experience outside the District, except that any teacher with an original hire date of August 1, 2022 through July 31, 2023 shall be credited with no more than fourteen (14) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience; and,

CREDIT HOURS. Each Approved Graduate Credit Hour at the EdSpec level shall add \$275 to the generator salary of \$58,525, up to a maximum of three (3) hours, if a District-approved course or program.

IV) **DOCTORAL LEVEL.** Salary shall be calculated as follows for a teacher holding a Doctoral degree:

GENERATOR and BASE. The Base Doctoral (Doc) Salary shall be \$59,330 (the total of the Doc generator salary of \$58,525 and the dollar value of the first year of creditable service valued at \$805);

SERVICE. Each Year of Experience at the Doc level shall add \$805 to the generator salary of \$58,525 up to a maximum of twenty-six (26) additional years. No Doc teacher shall be credited for more than thirteen (13) years of experience outside the District, except that any teacher with an original hire date of August 1, 2022 through July 31, 2023 shall be credited with no more than fourteen (14) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience; and,

CREDIT HOURS. Each Approved Graduate Credit Hour at the Doc level shall add \$275 to the generator salary of \$58,525, up to a maximum of three (3) hours, if a District-approved course or program.

YEARS AND CREDIT CALCULATIONS, ALL LEVELS. For the purposes of salary calculation in all the levels described above, a "credited year of experience" shall be calculated in

accordance with Nebraska Revised Statute § 79-825. In addition, the approval and calculation of credit hours shall be subject to the terms and conditions described in Appendix C (Salary Schedule: College Credit Courses for Salary Placement).

APPENDIX B

TEACHER SALARY CALCULATION (2023-2024)

- I) **BACHELOR’S LEVEL.** Salary shall be calculated as follows for a teacher holding a Bachelor's degree:

GENERATOR and BASE. The Base Bachelor's (BA) Salary shall be \$41,155 (the total of the BA generator salary of \$40,780 and the dollar value of the first year of creditable service valued at \$375);

SERVICE. Each Year of Experience at the BA level shall add \$375 to the generator salary of \$40,780, up to a maximum of eight (8) years. The current year of the teacher's contract shall equal a year of experience; and,

CREDIT HOURS. Each Approved Graduate Credit Hour at the BA level shall add \$190 to the generator salary of \$40,780, up to a maximum of 36 hours (or 39 hours if a District-approved course or program)

- II) **MASTER’S LEVEL.** Salary shall be calculated as follows for a teacher holding a Master’s degree:

GENERATOR and BASE. The Base Master’s (MA) Salary shall be \$49,233 (the total of the MA generator salary of \$48,400 and the dollar value of the first year of creditable service valued at \$833);

SERVICE. Each Year of Experience at the MA level shall add \$833 to the generator salary of \$48,400, up to a maximum of twenty-five (25) years. No MA teacher shall be credited for more than thirteen (13) years of experience outside the District, except that any teacher with an original hire date of August 1, 2022 through July 31, 2023 shall be credited with no more than fourteen (14) years of experience outside the District and any teacher with an original hire date of August 1, 2023 or later shall be credited with no more than fifteen (15) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience; and,

CREDIT HOURS. Each Approved Graduate Credit Hour at the MA level shall add \$275 to the generator salary of \$48,400, up to a maximum of 36 hours (or 39 hours if a District-approved course or program).

III) EDUCATIONAL SPECIALIST’S LEVEL. Salary shall be calculated as follows for a teacher holding an Educational Specialist's degree:

GENERATOR and BASE. The Base Educational Specialist’s (EdSpec) Salary shall be \$59,978 (the total of the EdSpec generator salary of \$59,125 and the dollar value of the first year of creditable service valued at \$853);

SERVICE. Each Year of Experience at the EdSpec level shall add \$853 to the generator salary of \$59,125 up to a maximum of twenty-five (25) additional years. No EdSpec teacher shall be credited for more than thirteen (13) years of experience outside the District, except that any teacher with an original hire date of August 1, 2022 through July 31, 2023 shall be credited with no more than fourteen (14) years of experience outside the District and any teacher with an original hire date of August 1, 2023 or later shall be credited with no more than fifteen (15) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience; and,

CREDIT HOURS. Each Approved Graduate Credit Hour at the EdSpec level shall add \$275 to the generator salary of \$59,125, up to a maximum of three (3) hours, if a District-approved course or program.

IV) DOCTORAL LEVEL. Salary shall be calculated as follows for a teacher holding a Doctoral degree:

GENERATOR and BASE. The Base Doctoral (Doc) Salary shall be \$59,998 (the total of the Doc generator salary of \$59,125 and the dollar value of the first year of creditable service valued at \$873);

SERVICE. Each Year of Experience at the Doc level shall add \$873 to the generator salary of \$59,125 up to a maximum of twenty-five (25) additional years. No Doc teacher shall be credited for more than thirteen (13) years of experience outside the District, except that any teacher with an original hire date of August 1, 2022 through July 31, 2023 shall be credited with no more than fourteen (14) years of experience outside the District and any teacher with an original hire date of August 1, 2023 or later shall be credited with no more than fifteen (15) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience; and,

CREDIT HOURS. Each Approved Graduate Credit Hour at the Doc level shall add \$275 to the generator salary of \$59,125, up to a maximum of three (3) hours, if a District-approved course or program.

YEARS AND CREDIT CALCULATIONS, ALL LEVELS. For the purposes of salary calculation in all the levels described above, a "credited year of experience" shall be calculated in accordance with Nebraska Revised Statute § 79-825. In addition, the approval and calculation of credit hours shall be subject to the terms and conditions described in Appendix C (Salary Schedule: College Credit Courses for Salary Placement).

APPENDIX C

SALARY SCHEDULE: COLLEGE CREDIT COURSES FOR SALARY PLACEMENT

The following terms and conditions shall apply for salary range placement and the crediting of course work for the calculation of a teacher's salary:

1. **APPLICATION.** Application forms for approval of college graduate hours are available from the Human Resources Office. For the purpose of determining a change in salary as a result of his or her course work, a teacher must first seek the approval of each course by both the Building Principal (or other supervisor) and the Human Resources Office prior to taking the course. In approving or denying the course and credits requested, the District will consider: the individual teacher's assignment, the type and level of college accreditation, and the individual course requested. The District may decline approval of any college graduate course at its sole discretion, regardless of whether it is offered by an accredited post-secondary institution. The District may also decline approval of those college graduate courses which have been approved in prior years.
2. **PLAN OF STUDY.** Each teacher who has been accepted into and is working on a degree program may submit his or her program to the Building Principal (or other supervisor) and Human Resources Office for approval. If approved it will be placed on file in the Human Resources Office and each individual course listed in the program will automatically be approved for future salary range placement.
3. **ALTERNATIVE CREDIT.** The District may approve non-graduate courses that, for the purposes of determining a teacher's salary, count as approved graduate work. In making the approval of non-graduate course work, the District will consider the individual course and its relationship to the employee's specific teaching assignment. The District may develop any necessary procedures for converting non-graduate course work into equivalent graduate credit hours for the purposes of determining salary.
4. **PROCEDURE.** The calculation of graduate credit hours for placement on the salary range will be determined as follows:
 - a. Initial placement will first be determined annually based upon the teacher's status at the commencement of the school year.
 - b. Placement determinations will be based upon the teacher's official college transcript as originally filed or updated with the Human Resources Office. A transcript must be on file prior to December 15 of the school year in order for courses to be considered in placement on the salary range for the current school year.
 - c. Only those courses completed prior to September 1 of the current school year, as evidenced in the official college transcript, will be considered for placement on the salary range for the current school year.

- d. Any payment due as a result of a change in placement on the salary range will be retroactive to the beginning of the school year.
5. MAXIMUM CREDIT HOURS.
- a. BACHELOR’S: The maximum number of total credit hours recognized for additional salary payment above a Bachelor's degree shall not exceed 39; provided however, the last 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).
 - b. MASTER’S. The maximum number of total credit hours recognized for additional salary payment above a Master's degree, shall not exceed 39; provided however, the last 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).
 - c. EDUCATIONAL SPECIALIST. The maximum number of total credit hours recognized for additional salary payment above an Educational Specialist degree, shall not exceed 3; provided however, the 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).
 - d. DOCTORATE. The maximum number of total credit hours recognized for additional salary payment above a Doctorate degree, shall not exceed 3; provided however, the 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).
6. CALCULATION RESTRICTIONS: Restrictions on all salary ranges, (Bachelor's, Master's, Educational Specialist, and Doctoral) shall be as follows:
- a. ANNUAL 18 CREDIT LIMITATION. The maximum number of credit hours that may be submitted for salary advancement shall not exceed 18 in any single contract year.
 - b. PRE / POST 2019-2020 CREDIT INTERVALS. New credit hours added during the 2019-20 and subsequent school years will only be calculated and credited at intervals of 9, 18, 27, 36, or 39 hours.
- Those hours credited prior to the 2019-20 school year or hours calculated for new hires effective at the beginning of the 2019-20 school year will be fully calculated, regardless of whether they fall between the 9, 18, 27, 36, or 39 hour intervals.
- (For example, the salary of a teacher at “BA+3” entering the 2019-2020 school year will continue to see his or her salary calculation include the dollar value of those three (3) credits in 2020-2021 and beyond, but should that same teacher earn three (3) additional hours (BA+6), he or she will remain at BA+3, not having

reached the calculation interval of “9.” Should the same teacher earn nine (9) additional hours, he or she will be credited at BA+9, having now accumulated 15 credits, but not yet reached or exceeded the interval of “18.”)

- c. **HOURS EARNED PRIOR TO DEGREE.** Credit hours used for salary determination must have been obtained after the date the preceding degree was earned as evidenced by the official college transcript.
 - d. **PREVIOUS CALCULATION RESTRICTION.** Credit hours used for salary determination must not have previously been used to calculate salary.
7. **EXCEPTIONS FOR SPECIAL PROGRAMS OF STUDY.** The Department of Human Resources may waive or adjust the “previous calculation” or “double counting” restrictions described above when the degree to be earned is identified as an approved graduate program of study in excess of 36 hours, or when credit hours completed prior to a terminal degree contributed to the employee’s endorsement in an identified high needs area (for example credits applicable to the ability to teach dual enrollment or dual master’s degrees earned simultaneously). The identification of programs eligible for such exceptions and what adjustments, if any, may be made, shall be determined by the District in consultation with the Association, and the acceptance of an exception to previous calculation restrictions for a specific employee’s plan of study shall not constitute a past practice applicable to future credit calculations. The ability to make exceptions shall apply to hours and degrees processed on or after August 1, 2022.
8. **GRADUATE CREDIT HOUR STUDY COMMITTEE:** The MEA and the District shall establish a study committee beginning in the Fall of 2022 for the purposes of evaluated the approval of graduate credit hours as well as related compensation issues.

APPENDIX D
EXTRA DUTY COMPENSATION STIPENDS
 2022-23

HIGH SCHOOL
ATHLETIC STIPENDS

BASEBALL

Head Varsity Coach	\$7,018
Assistant Varsity Coach	\$3,860
[boys]	

BASKETBALL

Head Varsity	\$7,895
Assistant Varsity Coach	\$5,132
Junior Varsity Coach	\$5,132
Assistant Coach	\$4,184
[boys and girls]	

BOWLING

Head Coach	\$3,974
Assistant Coach	\$2,566
[boys and girls combined]	

CROSS COUNTRY

Head Coach	\$5,132
Assistant Coach	\$3,860
[boys and girls combined]	

FOOTBALL

Head Varsity Coach	\$8,772
Assistant Varsity Coach	\$5,702
Assistant Coach	\$4,649

[boys]

GOLF

Head Varsity Coach	\$3,974
Assistant Coach	\$2,566
[boys and girls]	

SOCCER

Head Coach	\$7,018
Assistant Coach	\$3,860
[boys and girls]	

SOFTBALL

Head Varsity Coach	\$7,018
Assistant Coach	\$3,860
[girls]	

SWIMMING

Head Coach	\$7,895
Assistant Coach	\$4,342
[boys and girls combined]	

TENNIS

Head Varsity Coach	\$3,947
Assistant Coach	\$2,566
[boys and girls]	

TRACK

Head Varsity Coach	\$7,018
Assistant Coach	\$3,860
[boys and girls]	

VOLLEYBALL

Head Varsity Coach	\$7,895
Assistant Coach [girls]	\$4,342

WRESTLING

Head Varsity Coach	\$7,895
Assistant Coach [boys and girls]	\$4,342

Assistant Activities Director	\$14,400
Aquatics Director	\$10,343
Strength and Conditioning	\$10,965
Weight Trainer	\$6,630
NSAA Unified Sports Coach	\$2,040

**OTHER HIGH SCHOOL
EXTRA DUTY STIPENDS**

Band Director	\$7,711
Band Assistant	\$4,590
Marching Assistant	\$2,040
Broadcast Journalism	\$3,264
Cheerleading [varsity]	\$4,386
Cheerleading [junior varsity]	\$3,060
Cheerleading [freshman]	\$3,060
Class Sponsor [junior]	\$1,326
Class Sponsor [senior]	\$887
Club Sponsor	\$592
Color Guard - Fall	\$2,040
Color Guard - Winter	\$2,040
Dance Team	\$3,060

Debate	\$7,711
Debate Assistant	\$3,856
DECA	\$3,500
Digital Media	\$3,264
Drama Director	\$7,905
Drama Assistant	\$2,366
FBLA	\$1,428
FCCLA	\$1,428
Forensics	\$7,711
Forensics Assistant	\$3,856
HOSA Sponsor	\$1,132
Literary Magazine	\$887
Musical Director	\$3,091
Music Assistant Director	\$1,550
MTSS Consultant	\$816
National Honor Society	\$1,734
Newspaper	\$4,080
Orchestra Director	\$3,856
Partners for Education Liaison	\$592
Show Choir Director	\$6,936
Show Choir Assistant	\$3,468
SkillsUSA	\$1,132
Student Council	\$1,734
Vocal Music Director	\$6,936
Vocal Music Assistant	\$3,468
Yearbook	\$4,590

**MIDDLE SCHOOL
EXTRA DUTY STIPENDS**

BASKETBALL

Varsity Coach	\$1,887
Junior Varsity / Reserves Coach	\$1,607

[boys and girls]

FOOTBALL

Varsity / Junior Varsity Coach \$1,887

[boys]

TRACK

Head Coach \$1,887

Assistant Coach \$1,607

[boys and girls]

VOLLEYBALL

Varsity Coach \$1,887

Junior Varsity / Reserves Coach \$1,607

[girls]

WRESTLING

Varsity / Junior Varsity Coach \$1,887

[boys]

Intramural Boys Basketball Coach \$765

Intramural Girls Basketball Coach \$765

Intramural Girls Volleyball Coach \$775

Middle School Activities Director \$6,793

OTHER MIDDLE SCHOOL EXTRA DUTY STIPENDS	
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Band Director \$1,775

Club Sponsor \$592

Cross Country \$592

MTSS Consultant	\$816
Musical Assistant	\$1,173
Musical / Drama Sponsor	\$1,326
Newspaper	\$745
Orchestra Director	\$1,183
Partners for Education Liaison	\$592
Student Council	\$1,030
Vocal Music Assistant	\$1,173
Vocal Music Director	\$1,775
Volunteer Coordinator	\$296
Yearbook	\$1,775

**ELEMENTARY
EXTRA DUTY STIPENDS**

Club Sponsor	\$592
MTSS Consultant	\$694
Partners for Education Liaison	\$592
Safety Patrol	\$1,336
Student Council	\$745
Watch DOGs Coordinator	\$592

**DISTRICT
EXTRA DUTY STIPENDS**

Building Web Page Initiator	\$1,530
Tech Initiator (Elementary and Middle)	\$2,856
Crisis Team Member	\$1,020
Department Head [*]	\$2,876
IB Extended Essay Supervisor / Mentor	\$367
Mentor	\$408
New Staff Induction	\$296
Staff Development Facilitator	\$877

Student Information System Building Facilitator	\$592
Supervisor (paid per supervision assignment)	\$26
TEAMMATES Sponsor	\$592
Community Program Liaison	\$592

[*] Buildings with Instructional Team Leaders and Facilitators in lieu of Department Heads will split building's allocated Department Head salaries

APPENDIX D
EXTRA DUTY COMPENSATION STIPENDS
(2023-24)

HIGH SCHOOL
ATHLETIC STIPENDS

BASEBALL

Head Varsity Coach	\$7,228
Assistant Varsity Coach	\$3,975
[boys]	

BASKETBALL

Head Varsity	\$8,132
Assistant Varsity Coach	\$5,286
Junior Varsity Coach	\$5,286
Assistant Coach	\$4,310
[boys and girls]	

BOWLING

Head Coach	\$4,066
Assistant Coach	\$2,643
[boys and girls combined]	

CROSS COUNTRY

Head Coach	\$5,286
Assistant Coach	\$3,975
[boys and girls combined]	

FOOTBALL

Head Varsity Coach	\$9,035
Assistant Varsity Coach	\$5,873
Assistant Coach	\$4,789

[boys]

GOLF

Head Varsity Coach	\$4,066
Assistant Coach	\$2,643
[boys and girls]	

SOCCER

Head Coach	\$7,228
Assistant Coach	\$3,975
[boys and girls]	

SOFTBALL

Head Varsity Coach	\$7,228
Assistant Coach	\$3,975
[girls]	

SWIMMING

Head Coach	\$8,132
Assistant Coach	\$4,472
[boys and girls combined]	

TENNIS

Head Varsity Coach	\$4,066
Assistant Coach	\$2,643
[boys and girls]	

TRACK

Head Varsity Coach	\$7,228
Assistant Coach	\$3,975
[boys and girls]	

VOLLEYBALL

Head Varsity Coach	\$8,132
Assistant Coach [girls]	\$4,472

WRESTLING

Head Varsity Coach	\$8,312
Assistant Coach [boys and girls]	\$4,472

Assistant Activities Director	\$14,832
Aquatics Director	\$10,653
Strength and Conditioning	\$11,294
Weight Trainer	\$6,829
NSAA Unified Sports Coach	\$2,101

**OTHER HIGH SCHOOL
EXTRA DUTY STIPENDS**

Band Director	\$7,943
Band Assistant	\$4,728
Marching Assistant	\$2,101
Broadcast Journalism	\$3,362
Cheerleading [varsity]	\$4,518
Cheerleading [junior varsity]	\$3,152
Cheerleading [freshman]	\$3,152
Class Sponsor [junior]	\$1,366
Class Sponsor [senior]	\$914
Club Sponsor	\$609
Color Guard - Fall	\$2,101
Color Guard - Winter	\$2,101
Dance Team	\$3,152

Debate	\$7,943
Debate Assistant	\$3,971
DECA	\$3,605
Digital Media	\$3,362
Drama Director	\$8,142
Drama Assistant	\$2,437
FBLA	\$1,471
FCCLA	\$1,471
Forensics	\$7,943
Forensics Assistant	\$3,971
HOSA Sponsor	\$1,166
Literary Magazine	\$914
Musical Director	\$3,183
Music Assistant Director	\$1,597
MTSS Consultant	\$840
National Honor Society	\$1,786
Newspaper	\$4,202
Orchestra Director	\$3,971
Partners for Education Liaison	\$609
Show Choir Director	\$7,144
Show Choir Assistant	\$3,572
SkillsUSA	\$1,166
Student Council	\$1,786
Vocal Music Director	\$7,144
Vocal Music Assistant	\$3,572
Yearbook	\$4,728

**MIDDLE SCHOOL
EXTRA DUTY STIPENDS**

BASKETBALL

Varsity Coach	\$1,944
Junior Varsity / Reserves Coach	\$1,655

[boys and girls]

FOOTBALL

Varsity / Junior Varsity Coach	\$1,944
[boys]	

TRACK

Head Coach	\$1,944
Assistant Coach	\$1,655
[boys and girls]	

VOLLEYBALL

Varsity Coach	\$1,944
Junior Varsity / Reserves Coach	\$1,655
[girls]	

WRESTLING

Varsity / Junior Varsity Coach	\$1,944
[boys]	

Intramural Boys Basketball Coach	\$788
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Intramural Girls Basketball Coach	\$788
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Intramural Girls Volleyball Coach	\$798
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Middle School Activities Director	\$6,997
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**OTHER MIDDLE SCHOOL
EXTRA DUTY STIPENDS**

Band Director	\$1,828
---------------	---------

Club Sponsor	\$609
--------------	-------

Cross Country	\$609
---------------	-------

MTSS Consultant	\$840
Musical Assistant	\$1,208
Musical / Drama Sponsor	\$1,366
Newspaper	\$767
Orchestra Director	\$1,219
Partners for Education Liaison	\$609
Student Council	\$1,061
Vocal Music Assistant	\$1,208
Vocal Music Director	\$1,828
Volunteer Coordinator	\$305
Yearbook	\$1,828

**ELEMENTARY
EXTRA DUTY STIPENDS**

Club Sponsor	\$609
MTSS Consultant	\$714
Partners for Education Liaison	\$609
Safety Patrol	\$1,376
Student Council	\$767
Watch DOGs Coordinator	\$609

**DISTRICT
EXTRA DUTY STIPENDS**

Building Web Page Initiator	\$1,576
Tech Initiator (Elementary and Middle)	\$2,942
Crisis Team Member	\$1,051
Department Head [*]	\$2,963
IB Extended Essay Supervisor / Mentor	\$378
Mentor	\$420
New Staff Induction	\$305
Staff Development Facilitator	\$904

Student Information System Building Facilitator	\$609
Supervisor (paid per supervision assignment)	\$26
TEAMMATES Sponsor	\$609
Community Program Liaison	\$609

[*] Buildings with Instructional Team Leaders and Facilitators in lieu of Department Heads will split building's allocated Department Head salaries

APPENDIX E

MPS HEALTH PLANS

Notwithstanding the term of the contract set forth in this Agreement, the provisions described below shall become effective on January 1, 2023 and continue until December 31, 2024.

BENEFIT CATEGORY	MPS PLAN #1 — PPO — TRADITIONAL DEDUCTIBLE HEALTH PLAN	MPS PLAN #2 — HDHP — STANDARD HIGH DEDUCTIBLE HEALTH PLAN	Additional MPS Plans
ANNUAL DEDUCTIBLE			
<u>In-network</u> Individual	\$1,050	\$3,700	District Discretion
Family	\$2,100	\$7,400	
CO-INSURANCE PERCENTAGE	75%	N/A	District Discretion
OUT-OF-POCKET MAXIMUM (deductible included)			
<u>In-network</u> Individual	\$5,000	N/A	District Discretion
Family	\$10,000		
DISTRICT HEALTH SAVINGS ACCOUNT CONTRIBUTION (HSA)	N/A	Single: \$1,100 Family: \$2,200	District Discretion

HEALTH SAVINGS ACCOUNT CONTRIBUTIONS. Health Savings Account (HSA) contributions made by the District, when applicable, shall be contingent upon the employee's eligibility for a tax free HSA contribution under applicable laws.

SCHEDULING OF CONTRIBUTIONS. Contributions to employees' Health Savings Accounts (HSAs) will be made as follows:

- a) **JANUARY.** Two-thirds ($\frac{2}{3}$) of the District Health Savings Account contribution, when applicable, shall be made with the first payroll in January of each year for qualifying employees actively employed on that date.
- b) **SEPTEMBER.** The remaining one-third ($\frac{1}{3}$) of the District Health Savings Account contribution, when applicable, shall be made with the first payroll in September each year for qualifying employees actively employed on that date. (A qualifying teacher starting employment at the beginning of the year will receive a one-third ($\frac{1}{3}$) HSA contribution. A qualifying teacher separating from employment at the end of the year will not receive the September one-third contribution, having concluded employment in August.)

DISTRICT DISCRETION TO DEVELOP ADDITIONAL PLAN OFFERINGS. The District may offer and develop additional health insurance plan options including, but not limited to, a high performance network plan at its sole discretion. The policies, procedures, implementation and all decisions related thereto, including but not limited to, deductibles, employee premium share percentages, and out of pocket maximums shall be the sole responsibility of the District; provided however, the District will review the program and receive input from the Association prior to implementation.

**AGENDA SUMMARY
SHEET**

Agenda Item: Recognize Educational Paraprofessional Association of Millard for the 2022-23 Paraprofessionals Contract.

Meeting Date: April 18, 2022

**Background/
Description:** Educational Paraprofessional Association of Millard (“EPAM”) represents paraprofessional employees in collective bargaining matters. The current bargaining agreement expires July 31, 2022. Under Nebraska law, either party (the District or the Union) may request the commencement of collective bargaining. A copy of the letter from EPAM requesting the commencement of bargaining for the FYE23 contract is attached.

Action Desired: It is recommended that the District recognize the Educational Paraprofessional Association of Millard as the collective bargaining agent for paraprofessional employees in the District for the 2022-23 contract and appoint the District’s bargaining team as Chad Meisgeier, Kevin Chick, Mitch Mollring, and Jake Curtiss, with Chad Meisgeier as lead negotiator.

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Chad Meisgeier, Chief Financial Officer
Kevin Chick, Associate Superintendent of Human Resources

Superintendent’s Signature:



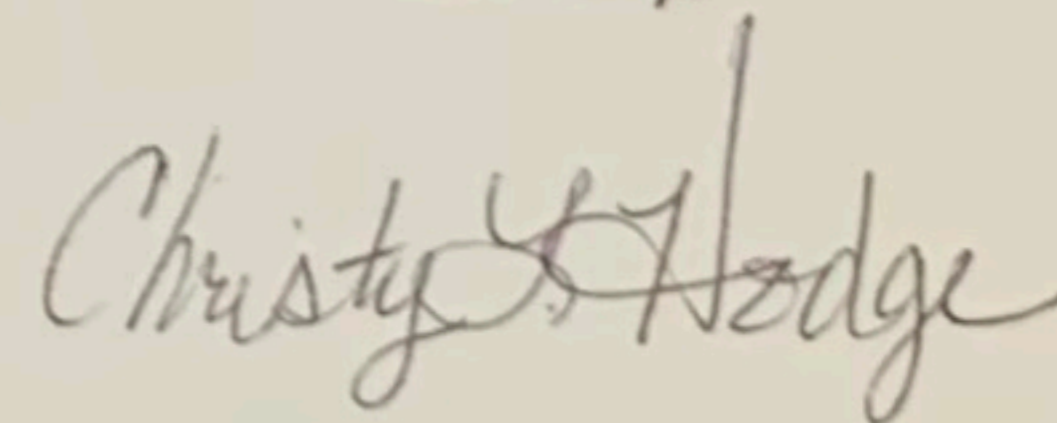
April 11th, 2022

Millard Public School Board
5606 S. 147th Street
Omaha, NE 68137

Dear School Board Members,

The Education Paraprofessional Association of Millard requests that the school board of the Millard Public Schools take action to recognize EPAM as the bargaining agent for the district's paraprofessional staff for the 2022-2023 school year.

Sincerely,

A handwritten signature in cursive script that reads "Christy Hodge". The signature is written in dark ink and is positioned to the right of the typed name.

Christy Hodge
President
Education Paraprofessional Association of Millard

Agenda Item: Approval of K-12 Social Studies Instructional Materials Proposal and K-12 Social Studies Framework Part II

Meeting Date: April 18, 2022

Background/Description: The K-12 Social Studies Framework was approved by the Board of Education on November 16, 2020. In the 2021-2022 school year, K-5 and 6-12 teams engaged in exploration and analysis of potential resources. The K-12 Social Studies Curriculum Planning Committee reconvened on February 9, 2022, to review the recommendations of instructional materials. Those recommendations were then taken to the Committee on American Civics on March 14, 2022 and to our community for review on March 25, 2022 and March 29, 2022.

Recommendations for K-12 resources are included within the Instructional Materials Proposal.

Pending program budgeting, the estimated cost is \$ \$ 3,312,841.00.

Action Desired: Approval of K-12 Social Studies Instructional Materials Proposal and K-12 Social Studies Framework Part II

Policy/Strategic Plan Reference: Strategy 2 - We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student’s needs in a changing world.

Responsible Person(s): Dr. Heather Phipps, Dr. Anthony Weers, Andy DeFreece, Nichole Schwab, Ellen Kramer, and Matthew Scott

Superintendent Approval:



K-12 Social Studies Instructional Materials Proposal

Based on the recommendations from the K-12 Science Curriculum Planning Committee, the Office of Educational Services is proposing the following instructional materials adoption for 2021-2022 school year.

Social Studies Courses and Instructional Materials		
Elementary School Student/Teacher Resources	\$ 920,000	Teachers Curriculum Institute (TCI) Social Studies Alive (2022)
	\$ 199,000	Gibb-Smith Nebraska Adventure (2021)
	\$ 5,000	Omaha Studies
	\$ 15,000	Special Programs
	\$ 0	EverFi Vault (2022)
Total	<u>\$1,139,000</u>	
Middle School Student/Teacher Resources	\$ 540,960.00	Teachers Curriculum Institute (TCI)
	\$ 0	EverFi FutureSmart (2022)
Total	<u>\$ 540,960.00</u>	
High School	\$ 204,330.00	Teachers Curriculum Institute (TCI)
	\$ 642,645.00	SAVVAS
	\$ 553,324.00	Bedford Freeman and Worth
	\$ 116,058.00	Cengage
	\$ 0	OpenStax
Total	<u>\$ 116,524.00</u>	Supplementary Resources

	<hr/> \$ 1,632,881.00	
Grand Total	\$ 3,312,841.00	

Elementary Instructional Resources Review - Step Ahead Team

Under the facilitation of Ellen Kramer and Matthew Scott, Curriculum & Instruction MEP Facilitators, legacy materials for Social Studies instruction were aligned to the new Millard Social Studies Standards Framework so that the majority of elementary teachers could implement the new standards using existing classroom instructional resources. At the same time, a step ahead team of 22 K-5 educators from 16 elementary schools used the latest versions of instructional materials from Teachers Curriculum Institute (TCI) Social Studies Alive and Gibb-Smith Nebraska Adventure. Each product was critiqued for coherence to the pedagogy of the Inquiry Arc and alignment to our district standards. Throughout the year, the step ahead team met to analyze the feedback data and prepare for successful district-wide implementation.

Middle School Instructional Resources Review

The Middle School Instructional Materials Team representatives met 6 times from April through May 2021 to select instructional materials for each of the grade levels within middle school. Members reviewed the K-12 Social Studies Framework and instructional priorities prior to engaging in material evaluation. The committees analyzed and evaluated instructional resources from four different vendors according to the district-approved K-12 Social Studies Standards and Indicators as well as the criteria pertinent to their course. Resources were evaluated on alignment to the grade level standards, instructional design, equity, and assessment design. The Middle School Instructional Materials Team reached a consensus recommendation for each of the grade levels.

High School Instructional Resources Review

The High School Instructional Materials Team representatives met several times September through November 2021 to select instructional materials for each of the courses offered in high school. Members reviewed the K-12 Social Studies Framework and instructional priorities prior to engaging in material evaluation. The committees analyzed and evaluated instructional resources from five different vendors according to the district-approved K-12 Social Studies Standards and Indicators as well as the criteria pertinent to their course. Resources were evaluated on alignment to the grade level standards, instructional design, equity, and assessment design. The High School Instructional Materials Team reached a consensus recommendation for instructional resources for each of the high school courses due to the unique standards and topics covered within the varied courses.

Committee on American Civics

The proposed instructional materials were taken to the Committee on American Civics for review on March 14, 2022.

Community Instructional Resources Preview

In addition to the instructional materials process noted above, opportunities for community members to preview the proposed materials and resources were made available on March 24, 2022 and March 29, 2022. A total of 19 community members attended. Participants shared observations that noted a balance of topics, perspectives, and fact-based content in the instructional resources. Some attendees emphasized the

importance of ensuring that topics are explored through multiple perspectives that provide factual accounts of cultures, events, and people. Conversations and comments reflected appreciation of our district's curriculum adoption process and opportunities for community input.

K-12 Social Studies Framework

**Part I: K-12 Matrix
November 16, 2020**

**Part II: K-12
April 18, 2022**



Notice of Non-Discrimination

The Millard School District does not discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission to or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 4001.2. School personnel or job applicant complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3. Complaints by students or parents regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 5010.2. Student or parent complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.

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District Mission and Beliefs

Social Studies Philosophy

District Mission:

The mission of the Millard Public Schools is to guarantee that each student demonstrates the character, knowledge, and skills necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that engages and challenges all students.

District Beliefs:

We Believe:

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

K - 12 Social Studies Philosophy Statement:

Social Studies education prepares students to be actively engaged citizens in a culturally diverse and democratic society. Through an integrated study of disciplines with multiple perspectives, students are empowered with the knowledge and skills necessary to think critically and make informed personal and civically responsible decisions in an interdependent world.

Academic and College and Career Readiness Essential Learning Outcomes

This framework aligns to the academic and college and career readiness outcomes approved by the Board of education in Rule 6110.1.

Phase I K-12 Social Studies Research Subcommittees 2020

Under the facilitation of Nichole Schwab, Ellen Kramer, and Matthew Scott, Curriculum & Instruction MEP Facilitators, members of the Curriculum Planning Committee engaged in analysis and discussions about concerns, opportunities, weaknesses, and strengths of Social Studies education in Millard Public Schools. From this analysis and discussion seven research topics were determined:

- **Inquiry**, inquiry-based instruction in Social Studies education
- **Standards**, examining the 4 elements of the C3 Inquiry Arc and engaged citizenship embedded within the 2019 Nebraska Social Studies Standards
- **Elementary Instructional Time**
- **Assessment** that aligns with instructional shifts in Social Studies education
- **Engaged Citizenship**
- **Best Practices** that support achievement in Social Studies education
- **Literacy** connections to Social Studies instruction

Millard Public Schools 2020

Social Studies Curriculum Planning Committee Members

Under the facilitation of Nichole Schwab, Ellen Kramer, and Matthew Scott,
Curriculum & Instruction MEP Facilitators

Elementary

Jason Bealle - 5th Grade, Ackerman
 Nicole Burton - Administrator, Rohwer
 Angela Carter - 3rd Grade, Morton
 Conni Charles - Montessori, Norris
 Nichole Christie - 2nd Grade, Norris
 Jimmy Feeney III - Administrator, Bryan
 Traci Gunter - 4th Grade, Upchurch
 Cathy Hall - 3rd Grade IB, Aldrich
 Rachel Harding - 5th Grade, Reeder
 Karen Hutton - Special Education,
 Cottonwood
 Tonya Larson - 1st Grade, Willowdale
 Kirshell McClannan - Teacher Librarian,
 Cody
 Alison McFarland - Kindergarten,
 Holling Heights
 Diana Weis - 5th Grade Core, Cather

Secondary

Dr. Jennifer Allen - Administrator, West HS
 Angela Bosak - Psychology, Horizon HS (Spring 2020) History, West
 HS (Fall 2020)
 Bryant Bull - History, West HS
 David Diehl - History, North HS
 Matt Geerts - Administrator, South HS
 Eric Grandgenett - Administrator, Andersen MS
 Jessica Hacker - Geography/History, North HS
 Brad Krebs - 8th Grade, Russell MS
 Karen Newton - Special Education, West HS
 Melissa O'Mara - 6th Grade, Beadle MS
 Brent Snow - Administrator, Russell MS
 Matt Turner - History, Government & Economics, South HS
 Jerrold Warren - 7th Grade, Central MS
 Meryl Zadina - History, South HS

District

Dr. Angela Daigle - Library Services Department Head

Andy DeFreece - Director of Elementary and Early Childhood Education

Ellen Kramer - K-5 Science, Social Studies, & Health Curriculum & Instruction MEP Facilitator

Monica Hutfles - K-12 HAL Program Facilitator

Dr. Kara Hutton - Coordinator of Special Programs

Nichole Schwab - 6-12 Social Studies Curriculum & Instruction MEP Facilitator

Matthew Scott - K-5 Mathematics Curriculum & Instruction MEP Facilitator

Stan Segal - MEP Technology Facilitator

Dr. Tony Weers - Director of Secondary Education

**Millard Public Schools 2020
Social Studies Community Focus Group**

Under the facilitation of Nichole Schwab, Ellen Kramer, and Matthew Scott,
Curriculum & Instruction MEP Facilitators

Dr. Kristy Carlson	University of Nebraska Medicine and MPS Parent
Andy DeFreece	Director of Elementary and Early Childhood Education, MPS
Marni Driessen	Omaha Public Schools Curriculum Specialist and MPS Parent
Dr. LaTrina Hall	University of Nebraska-Omaha Service Learning Academy
Matt Hilderbrand	Papillion - La Vista Public Schools Principal and MPS Parent
Amanda Humphrey	MPS Parent
Abby Jung	Director of Education Services, Durham Museum
Angela McGraw	Assistant Director of Secondary Partnerships, Metro Community College
Dr. Elizabeth Mulkerrin	Vice President of Education, Henry Doorly Zoo
Julie Sigmon	Omaha STEM Ecosystem, Henry Doorly Zoo
Dr. Tony Weers	Director of Secondary Education, MPS

Phase II Elementary Step Ahead Team

Under the facilitation of Ellen Kramer and Matthew Scott, Curriculum & Instruction MEP Facilitators

Kindergarten

Megan Langenhan, Ezra Millard Elementary School
Elizabeth Lorenz, Morton Elementary School
Lisa Napp, Willowdale Elementary School

First Grade

Breann Avery, Willowdale Elementary School
Ashley McKenzie, Ezra Millard Elementary School
Kayla Stappert, Holling Heights Elementary School

Second Grade

Ellen Gonzales, Morton Elementary School
Michelle Morrissey, Harvey Oaks Elementary School
Amanda Swolley, Cody Elementary School

Third Grade

Sara Mau, Upchurch Elementary School
 Nancy Palmesano, Rohwer Elementary School
 Kirshell McClannan, Teacher Librarian, Cody Elementary

Fourth Grade

Marsha Edquist, Aldrich Elementary School
 Nikole Hevelone, Morton Elementary School
 Lindsay Koltas,
 Julie Shirk, Sandoz Elementary School
 Brendent Trout, Neihardt Elementary School

Fifth Grade

Michael Kracl, Reagan Elementary School
 Nick Langer, Abbott Elementary School
 Ally Logan, Hitchcock Elementary School
 Amy Stenger, Rohwer Elementary School
 Kim West, Black Elk Elementary School

Millard Public Schools 2022**Social Studies Curriculum Planning Committee Members**

Under the facilitation of Nichole Schwab, Ellen Kramer, and Matthew Scott, Curriculum &
 Instruction MEP Facilitators

Elementary

Conni Charles - Montessori, Norris
 Nichole Christie - 2nd Grade, Norris
 Jimmy Feeney III - Administrator, Bryan
 Karen Hutton - Special Education, Cottonwood
 Kirshell McClannan - Teacher Librarian, Cody
 Diana Weis - 5th Grade Core, Cather

Secondary

Dr. Jennifer Allen - Administrator, West HS
 Angela Bosak - Psychology, Horizon HS (Spring 2020)
 History, West HS (Fall 2020)
 Bryant Bull - History, West HS
 David Diehl - History, North HS
 Jessica Hacker - Geography/History, North HS
 Melissa O'Mara - 6th Grade, Beadle MS
 Matt Turner - History, Government & Economics,
 South HS
 Jerrold Warren - 7th Grade, Central MS
 Meryl Zadina - History, South HS

District

Dr. Angela Daigle - Library Services Department Head
 Ellen Kramer - K-5 Science, Social Studies, & Health Curriculum & Instruction MEP Facilitator
 Monica Hutfles - K-12 HAL Program Facilitator
 Nichole Schwab - 6-12 Social Studies Curriculum & Instruction MEP Facilitator

Matthew Scott - K-5 Mathematics Curriculum & Instruction MEP Facilitator
 Stan Segal - MEP Technology Facilitator

Timeline of Social Studies Curriculum Cycle Meetings

Phase I (2020) Elementary & Secondary

Date	Group/Purpose
January 23, 2020	Social Studies Curriculum Planning Committee (CPC) Kick Off Orientation to the Phase I process, roles of committee members, introduction to C3 Framework
February 27, 2020	CPC Meeting #1 Professional Learning on pedagogical shifts (inquiry) in Social Studies, review of data book, identification of critical issues, development of research subcommittees and research questions
March 5, 2020	Community Focus Group Explained state and district policies, curriculum adoption process, shifts in Social Studies teaching and learning Discussed critical issues and vision for Social Studies education in order for students to be successful beyond high school
Timeline Adjustments due to Covid-19 Pandemic	
February 28, 2020 - September 14, 2020	Social Studies Research Subcommittees conducted research on seven critical issues and research questions
September 15, 2020	CPC Virtual Meeting Provide updates, expectations, and timeline, gather questions from CPC members, provide template/criteria for video presentations for research groups
September 15, 2020 - September 24, 2020	Independent CPC Work Research groups prepare 2-minute video presentations on research
October 1, 2020	CPC Virtual Meeting <ul style="list-style-type: none"> ● Members shared feedback from video reviews over research ● Determined how the research will inform work going forward

	<ul style="list-style-type: none"> • Developed philosophy statement • Orientation to framework template • Next steps: Does the standard statement align with our vision/philosophy for SS Ed?
October 22, 2020	<p>CPC Virtual Meeting</p> <p>Began drafting a Philosophy Statement and collected input from CPC members about the structure of state standards</p>
October 27, 2020	<p>CPC Virtual Meeting</p> <p>Secondary members (9-12) of Curriculum Planning Committee discussed potential course offerings, including course sequences for secondary level</p>
October 29, 2020	<p>CPC Virtual Meeting</p> <p>Completed review of the Philosophy Statement and framework structure</p>
November 3, 2020	<p>CPC Virtual Meeting</p> <p>Secondary members (9-12) of Curriculum Planning Committee developed individual course frameworks for all high school courses</p>
November 16, 2020	<p>K-12 Social Studies Framework proposal submitted to Board of Education for approval</p>

Phase II (2021-2022) Elementary & Secondary Required Courses

Date	Group/Purpose
April - May 2021	Middle School Vendor Fair
June - July 2021	Elementary Step Ahead Team Materials Training for 2022 version of TCI Social Studies Alive (K-5) and 2021 version of Nebraska Adventure (4th Grade)
September - November 2021	High School Vendor Fair
December 2021	Grades 4 and 5 Step Ahead Team Materials Training for EverFi Vault Program (financial literacy)
February 9, 2022	Curriculum Planning Committee met to review recommended resources. The team reached a consensus recommendation in support of proposed curricular resources for K-12 courses.
March 14, 2022	Committee on American Civics to review proposed curricular materials

March 24, 2022 March 29, 2022	Community Review Nights to provide input on proposed curricular materials
April 18, 2022	K-12 Social Studies Framework Part II proposal submitted to Board of Education for Approval

Introduction to MPS K-12 Social Studies Matrix

Introduction

The K-12 Social Studies Standards and Indicators are sequenced in the following Matrix.

Nomenclature

The nomenclature for the standards and indicators is as follows:

SS	Social Studies State Standard
M	Millard
K-12	Grade Level
1-4	Discipline
	<ol style="list-style-type: none"> 1. Civics 2. Economics 3. Geography 4. History
1	Topic
a	Indicator

Example:

SS 6.1.1 ←(Standard) Investigate the foundations, structures, and functions of governmental institutions.				
SS 6.1.1.a ←(Indicator) Analyze the different forms of government through the study of early civilizations.				
SS. content area	6. grade level	1. discipline	1. topic	a indicator
Social Studies	Grade 6	Civics	Forms and Function of Government	Analyze the different forms of government through the study of early civilizations

Discipline: Civics
Topic: Forms and Functions of Government

SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments
 SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments
 SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.
 SS 3.1.1 Analyze the structure and function of local governments.
 SS 4.1.1 Synthesize and justify the structure and function of Nebraska’s government.
 SS 5.1.1 Synthesize and justify the structure and function of the United States government.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>SS K.1.1.a Describe a rule and analyze its purpose.</p> <p>For example: safety, to make learning possible, to protect freedoms, to ensure consistency for all</p>	<p>SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives.</p> <p>For example: classroom rules, playground rules, school rules, family rules</p>	<p>SS 2.1.1.a Contribute to developing rules by considering multiple points of view.</p> <p>For example: classroom meetings, voting, consensus building activities</p>	<p>SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.</p> <p>For example: mayor, city manager, city council, village board, tribal council</p>	<p>SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska’s Constitution and government.</p> <p>For example: modeled from U.S. government, three branches of government</p>	<p>SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.</p> <p>For example: early state constitutions, Declaration of Independence, and the Articles of Confederation, Magna Carta, English Bill of Rights, tribal constitutions</p>
<p>SS K.1.1.b Identify roles in a family structure and explain their importance.</p> <p>For example: head of household, primary caregiver, parent/guardian, elders, siblings</p>	<p>SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.</p> <p>For example: teachers, administrators, nurse, playground supervisor, support staff</p>	<p>SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.</p> <p>For example: respectful conversations, active participation, restating others' views, checking for understanding</p>	<p>SS 3.1.1.b Communicate how and why a community creates laws.</p> <p>For example: civil discourse, active participation, apply knowledge to address meaningful issues within our society</p>	<p>SS 4.1.1.b Analyze the origin, structure, and function of Nebraska’s state government.</p> <p>For example: Unicameral vs. Bicameral structure, journey from territory status to statehood, state services/responsibilities vs. national or local services/responsibilities, three branches of Nebraska government SS</p>	<p>SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.</p> <p>For example: legislative, executive, judicial</p>
			SS 3.1.1.c Investigate and	SS 4.1.1.c Communicate	SS 5.1.1.c Analyze how

			<p>summarize the roles that leaders and other citizens serve in local communities.</p> <p>For example: city council, mayor, city manager, village clerk, county commissioner, sheriff's office, school board, neighborhood associations, PTA, tribal council</p>	<p>how a bill becomes a law in the Nebraska unicameral.</p> <p>For example: introduction of a bill, committee hearings, legislative debate, governor approval/veto, ratification SS</p>	<p>colonial and new states' governments' laws affected majority groups and marginalized groups within their population.</p> <p>For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems</p>
			<p>SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government.</p> <p>For example: creation of local laws, safety, transportation (roads department), economic development, management of public funds, enforcement of laws</p>	<p>SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.</p> <p>For example: legislative districts, cultural advocacy groups</p>	<p>SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.</p> <p>For example: three-fifths clause, treaties, voting requirements, slavery</p>
				<p>SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government.</p> <p>For example: governor, state senators, judiciary, tribal leaders, advocacy group participants</p>	<p>SS 5.1.1.e Justify the principles of the American Republic.</p> <p>For example: liberty, representative democracy, United States Constitution, Bill of Rights</p>
					<p>SS 5.1.1.f Analyze and contrast forms of government.</p> <p>For example: Tribal, British monarchy, early American colonial</p>

Discipline: Civics
Topic: Civic Participation

SS K.1.2 Demonstrate positive and productive citizenship skills.
SS 1.1.2 Demonstrate positive and productive citizenship skills.
SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.
SS 3.1.2 Describe the impact of individual and group decisions at the community level.
SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.
SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>SS K.1.2.a Model citizenship skills.</p> <p>For example: respect, courtesy, honesty, voting, cultural virtues</p>	<p>SS 1.1.2.a Model and communicate citizenship skills.</p> <p>For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues</p>	<p>SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.</p> <p>For example: voting, obeying laws, justice, equality, decision-making process in different cultures</p>	<p>SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.</p> <p>For example: voting, public service, service learning projects</p>	<p>SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.</p> <p>For example: voting, public service, service learning projects</p>	<p>SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.</p> <p>For example: freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group</p>
<p>SS K.1.2.b Communicate patriotic symbols, songs, actions, and cultural celebrations.</p> <p>For example: U.S. Flag, Pledge of Allegiance, “Star-Spangled Banner,” and “America the Beautiful,” cultural songs</p>	<p>SS 1.1.2.b Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.</p> <p>For example: U.S. Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs</p>	<p>SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.</p> <p>For example: what the colors of the U.S. Flag represent, symbolism of the bald eagle, reasons for reciting the Pledge of Allegiance, why national</p>	<p>SS 3.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.</p> <p>For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays</p>	<p>SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays.</p> <p>For example: Nebraska state flag, "Beautiful Nebraska," state and national holidays</p>	<p>SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.</p> <p>For example: George Washington’s Birthday, Abraham Lincoln’s Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American</p>

		holidays were established and celebrated, the origination of tribal songs, how cultural songs and symbols unify communities			Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day, tribal flag songs, Native American Day
SS K.1.2.c Communicate historical background and significance of national holidays. For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day	SS 1.1.2.c Communicate historical background and significance of national holidays. For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, and the roles that different cultures played in our community/nation	SS 2.1.2.c Communicate historical background and significance of national holidays. For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day	SS 3.1.2.c Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community. For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriots' Day (Recognition of 9/11)	SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized. For example: Arbor Day, George Norris Day and Nebraska Statehood Day, Native American Heritage Day	SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities. For example: significance of the flag, Fourth of July, Constitution Day, George Washington's birthday, military songs from the Revolutionary War, tribal songs, the Liberty Bell
	SS 1.1.2.d Compare and contrast historical and current government figures that exemplify civic engagement. For example: governors, civic leaders of marginalized groups such as Susan B. Anthony, Martin Luther King, Jr., Rosa Parks, Chief Standing Bear	SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community. For example: volunteerism, participation in school clubs and organizations, classroom jobs, following rules, bully prevention	SS 3.1.2.d Identify and engage in opportunities to serve the local community. For example: volunteerism, service learning, participation in community clubs and organizations	SS 4.1.2.d Identify and engage in opportunities to serve the state. For example: volunteerism, service learning, participation in state clubs and organizations	SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. For example: George Washington, Boston Tea Party, Continental Congress, Federalist Papers, Sons of Liberty, Common Sense by Thomas Paine, Mayflower Compact
		SS 2.1.2.e Model and	SS 3.1.2.e Engage in	SS 4.1.2.e Explain how	SS 5.1.2.e Examine how

		<p>communicate characteristics of good citizenship.</p> <p>For example: establishing beliefs and justice, truth, equality, personal responsibilities for the common good, respect for diversity of opinions, cultural virtues</p>	<p>discourse that demonstrates respect and consideration of multiple points of view.</p> <p>For example: class meetings, observe a city council meeting, school board meeting, class debate</p>	<p>individuals and groups influence the way a state issue is viewed and resolved.</p> <p>For example: lobbying, petitions, media, social media</p>	<p>cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p>
			<p>SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy.</p> <p>For example: recycling/trash hauling plan, city snow removal, disaster relief</p>	<p>SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.</p> <p>For example: seatbelt law, state testing, speed limits, state parks</p>	<p>SS 5.2.1.f Determine how the roles of individuals and groups influence government.</p>

Discipline: Economics
Topic: Economic Decision Making

SS K.2.1 Differentiate between wants and needs in decision-making.
 SS 1.2.1 Explain how scarcity necessitates making choices.
 SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
 SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.
 SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.
 SS 5.2.1 Not addressed at this level

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.2.1.a Classify wants and needs and explain subsequent choices.	<p>SS 1.2.1.a Identify gains and losses when choices are made.</p> <p>For example: tradeoff, opportunity cost</p>	<p>SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.</p> <p>For example: tradeoff, opportunity cost, delayed gratification, savings</p>	<p>SS 3.2.1.a Identify goods and services funded through state or local taxes.</p> <p>For example: snow removal, waste management, law</p>	<p>SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.</p> <p>For example: Price of gasoline increases; price of haircuts increases; price of</p>	

			enforcement	milk/bread/sugar increases - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and buy more of it.	
				SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed. For example: You produce widgets and they have become very popular and the price is rising, what would you do – produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.	

**Discipline: Economics
Topic: Financial Literacy**

SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.
 SS 1.2.2 Compare spending and saving opportunities.
 SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.
 SS 3.2.2 Evaluate choices and consequences for spending and saving.
 SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people’s spending and saving choices.
 SS 5.2.2 Not addressed at this level

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.2.2.a Explain the	SS 1.2.2.a Give examples	SS 2.2.2.a Make	SS 3.2.2.a Given a budget,	SS 4.2.2.a Identify	

<p>purposes of money.</p>	<p>of situations where students and families could choose to save for future purchases.</p>	<p>transactions using currency emphasizing its use as a medium of exchange.</p> <p>For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)</p>	<p>make choices as to what to purchase, what to give up, and what to save.</p>	<p>financial institutions in the community and their purposes.</p> <p>For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things</p>	
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Discipline: Economics
Topic: Exchange and Markets

SS K.2.3 Not addressed at this level
 SS 1.2.3 Explain that resources are used to produce goods and services.
 SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.
 SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.
 SS 4.2.3 Investigate how resources are used to make other goods and produce services.
 SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p>SS 1.2.3.a Categorize human and natural resources used to create goods and services.</p> <p>For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)</p>	<p>SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.</p> <p>For example: meet wants and needs</p>	<p>SS 3.2.3.a Indicate various markets where buyers and sellers meet.</p> <p>For example: grocery store, buy things online, mall, fast food places</p>	<p>SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.</p> <p>For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers</p>	<p>SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.</p> <p>For example: On the job training, education can all lead to higher wages.</p>
		<p>SS 2.2.3.b. Describe how</p>			

		<p>people in their communities earn income/wages through work.</p> <p>For example: babysitter, teacher, firefighter, grocery store clerk, librarian, banker, lawyer, rancher, farmer, laborer</p>			
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SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					<p>SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.</p> <p>For example: apprentice, journeyman, early inventors and entrepreneurs</p>

Discipline: Economics
Topic: National Economy

SS K.2.4 Not addressed at this level.
 SS 1.2.4 Not addressed at this level.
 SS 2.2.4 Identify the goods and services governments provide.
 SS 3.2.4 Describe how the local community trades with other communities.
 SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services
 SS 5.2.5 Summarize characteristics of economic institutions in the United States. .

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		SS 2.2.4.a Identify goods and services that local governments provide.	SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.	SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region	SS 5.2.5.a Describe the importance of financial institutions to households and businesses.

		For example: water, fire department, police, educational programs	For example: corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hides, fish	produces. For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)	213 For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property
		SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides. For example: roads, fire and law enforcement, libraries, schools		SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states. For example: irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS [Geographic Information Systems] and GPS [Global Positioning System])	SS 5.2.5.b Explain the rules and laws that protect and support consumers. For example: contracts, agreements, and product safety
					SS 5.2.5.c Identify goods and services funded through federal taxes. For example: military and armed forces, parks

Discipline: Economics
Topic: Global Economy

SS K.2.5 Not addressed at this level
SS 1.2.5 Not addressed at this level
SS 2.2.5 Not addressed at this level
SS 3.2.5 Not addressed at this level
SS 4.2.5 Not addressed at this level
SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					<p>SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.</p> <p>For Example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.</p>
					<p>SS 5.2.6.b Explain how trade impacts relationships between countries.</p> <p>For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers</p>

Discipline: Geography
Topic: Location and Place

SS K.3.1 Explore where (spatial) and why people, places and environments are organized in the world.
 SS 1.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.
 SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.
 SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.
 SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.
 SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.3.1.a Communicate personal directions to describe relative locations	SS 1.3.1.a Identify the four cardinal directions.	SS 2.3.1.a Compare and contrast maps and globes.	SS 3.3.1.a Identify and apply map elements.	SS 4.3.1.a Use local and state maps and atlases to locate physical and human	SS 5.3.1.a Use maps and atlases to locate major human and physical

<p>of people and objects.</p> <p>For example: next to, over there, close to</p>		<p>For example: The shape of a globe makes it look more realistic. You can't see all of the continents and oceans on the globe like you can on a map unless you turn it. Maps can be transported more easily. Globes might have texture for landforms that maps do not have.</p>	<p>For example: title, scale, symbols, legend, and cardinal and intermediate directions</p>	<p>features in Nebraska.</p> <p>For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal reservations</p>	<p>features in the United States.</p> <p>For example: states, capitals and major cities, Rocky Mountains, Appalachian Mountains, Great Lakes</p>
<p>SS K.3.1.b Identify locations in the school and around the classroom.</p> <p>For example: left/right, up/down, front/back, over/under, near/far supplies, trash can, pencil sharpener, other students, library, gym, office, restroom, cafeteria</p>	<p>SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.</p> <p>For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom?</p>	<p>SS 2.3.1.b Identify and describe locations in neighborhoods.</p> <p>For example: home, the park, friend's house, fire station, grocery store</p>	<p>SS 3.3.1.b Use a map to identify location and distribution of physical and human features.</p> <p>For example: rivers/roads, cities/towns, bodies of water, landforms</p>	<p>SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.</p> <p>For example: Utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities using relative and absolute locations.</p>	<p>SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.</p> <p>For example: Identify latitude/longitude and the global grid, and the ocean currents, trade winds.</p>
<p>SS K.3.1.c Identify geographic tools as representations of local and distant places.</p> <p>For example: maps, globes, photographs, GPS (Global Positioning System)</p>	<p>SS 1.3.1.c Create and use maps.</p> <p>For example: maps of the home and school.</p>	<p>SS 2.3.1.c Identify and apply map elements.</p> <p>For example: title, symbols, legend, and cardinal directions</p>	<p>SS 3.3.1.c Determine why things are located where they are in the community.</p> <p>For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school?</p>	<p>SS 4.3.1.c Determine why things are located where they are in Nebraska.</p> <p>For example: Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities? What determined the route of I-80?</p>	<p>SS 5.3.1.c Determine why things are located where they are in the United States.</p> <p>For example: Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?</p>
<p>SS K.3.1.d Identify the difference between land and water on a globe.</p>	<p>SS 1.3.1.d Distinguish between continents and oceans.</p>	<p>SS 2.3.1.d Locate communities, Nebraska, and the United States on</p>	<p>SS 3.3.1.d Locate specific places on maps and globes.</p>	<p>SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and</p>	

		maps and globes.	For example: Missouri River, Platte River, Rocky Mountains, Nebraska, the student's community	land masses. For example: lakes, rivers, capital city, county seats, major urban centers, plains, river valleys, Sandhills	
		SS 2.3.1.e Explain why things are located where they are in neighborhoods. For example: Why are stores on a main street?	SS 3.3.1.e Identify the continents, oceans, and hemispheres.		

Discipline: Geography
Topic: Regions

SS K.3.2 Explore places and regions.
 SS 1.3.2 Explore places and regions.
 SS 2.3.2 Compare places and regions.
 SS 3.3.2 Compare the characteristics of places and regions.
 SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.
 SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>SS K.3.2.a Identify physical characteristics of place.</p> <p>For example: landforms, bodies of water, weather</p>	<p>SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.</p> <p>For example: mountains, plains, islands, hills, oceans, rivers, lakes</p>	<p>SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.</p> <p>For example: vegetation, ravines, housing, streets, sewers, road signs</p>	<p>SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.</p> <p>For example: vegetation, hills, waterways, housing, streets, business/residential areas</p>	<p>SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.</p> <p>For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage</p>	<p>SS 5.3.2.a Identify criteria used to define regions within the United States.</p> <p>For example: location, climate, industry, landforms, bodies of water</p>
<p>SS K.3.2.b Identify human characteristics of place.</p> <p>For example: cities, buildings, farms, roads, highways</p>	<p>SS 1.3.2.b Identify and differentiate between human features.</p> <p>For example: cities, farms, buildings, bridges, streets</p>	<p>SS 2.3.2.b Describe local places and regions.</p> <p>For example: prairie, forest, farm land, ranch land, local community</p>	<p>SS 3.3.2.b Compare and contrast local places and regions with other places and regions.</p> <p>For example: prairie and</p>	<p>SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.</p> <p>For example: Sandhills,</p>	<p>SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.</p>

			forest, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state	Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties and cities	For example: Tidewater, New England, Hudson Valley, congressional districts
	SS 1.3.2.c Explain how places change over time. For example: new building, a bigger road	SS 2.3.2.c Explain how places and regions change over time.	SS 3.3.2.c Explain how and why places and regions change over time. For example: population growth (more housing, schools), demolition/renovation of old/unsafe structures, flood control measures		

Discipline: Geography
Topic: Human-Environment Interaction

SS K.3.3 Explore the relationship between humans and their physical environment.
 SS 1.3.3 Explore the relationship between humans and their physical environment.
 SS 2.3.3 Describe relationships between humans and the physical environment.
 SS 3.3.3 Explain relationships between humans and the physical environment.
 SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.
 SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.3.3.a Identify types of weather and the impact of weather on everyday life. For example: rainy, snowy, sunny, cloudy, foggy - choice of clothing, rainouts	SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life. For example: tornado drills, snow days, floods	SS 2.3.3.a Identify examples of Earth's physical processes. For example: wind and water erosion/deposition	SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environment to suit their needs. For example: climate, water cycle, soil fertility impact agricultural production, usage of land	SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns. For example: weathering, erosion, deposition, drought	SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States. For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining

			and energy - land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment		
SS K.3.3.b Identify the four seasons.	SS 1.3.3.b Identify Earth's natural resources. For example: minerals, air, land, water, soil	SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities. For example: seasonal jobs (landscaping, street/grounds maintenance, construction), seasonal foods, drought causing water shortages	SS 3.3.3.b Identify ecosystems. For example: forests, deserts, grasslands	SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues. For example: forests, wetlands, grasslands, and rivers, runoff, flooding, erosion, wildfires	SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment. For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/public safety practices
SS K.3.3.c Inquire about how people prepare for and respond to severe weather. For example: weather forecasting, tornado drills, winter clothing	SS 1.3.3.c Describe how people adapt to their physical environment. For example: housing, reservations, land use, recreational activities, soil conservation, build dams	SS 2.3.3.c Match resources to their sources. For example: food from farms, wood from trees, minerals from the ground, fish from bodies of water	SS 3.3.3.c Explain the importance of Earth's natural resources. For example: minerals, air, water, land	SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska. For example: tornadoes, floods, dust storms, insect infestations result in changes to agricultural/construction/public safety practices	SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States. For example: fisheries, forests, agricultural development, manufacturing regions
		SS 2.3.3.d Describe how people adapt to their physical environment. For example: soil conservation, build levees,	SS 3.3.3.d Describe how humans develop communities in local settings. For example: roads,	SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.	

		grow plants and raise animals	landfills, utilities, land use patterns	For example: progression of home construction materials, agriculture, irrigation, introduction of trees, soil conservation, soil, timber, surface water and ground water	
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Discipline: Geography
Topic: Movement

SS K.3.4 Recognize that people belong to different groups and live in different settings
 SS 1.3.4 Describe the characteristics of culture.
 SS 2.3.4 Describe different groups of people and the different settings where they live.
 SS 3.3.4 Compare and contrast the characteristics of local cultures.
 SS 4.3.4 Compare and contrast the characteristics of culture statewide.
 SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>SS K.3.4.a Identify students as members of various groups.</p> <p>For example: scouts, sports, classrooms, families</p>	<p>SS 1.3.4.a Identify cultural traits.</p> <p>For example: languages, religions, foods, music, sports, clothing</p>	<p>SS 2.3.4.a Describe cultures of the local community and other communities.</p> <p>For example: foods, languages, celebrations, religions, music, sports</p>	<p>SS 3.3.4.a Compare and contrast cultural traits within a community.</p> <p>For example: languages, religions, foods, music, sports</p>	<p>SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.</p> <p>For example: languages, religions, foods, music, sports, celebrations</p>	<p>SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.</p> <p>For example: languages, religions, foods, music, sports, celebrations</p>
<p>SS K.3.4.b Identify places in the community where people may live.</p> <p>For example: farms, houses, apartments</p>	<p>SS 1.3.4.b Describe the characteristics of individual culture.</p> <p>For example: foods, languages, celebrations</p>	<p>SS 2.3.4.b Identify examples of cultural markers in the community.</p> <p>For example: religious or institutional structures, names of streets, types of businesses, buildings</p>	<p>SS 3.3.4.b Describe examples of how and why cultures change in a community.</p> <p>For example: technology, education, employment, migration</p>	<p>SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.</p> <p>For example: density, distribution, growth rates due to available jobs, resources</p>	<p>SS 5.3.4.b Compare and contrast population characteristics of the United States.</p> <p>For example: density, distribution, growth rates</p>
					<p>SS 5.3.4.c Explain reasons for historical and present</p>

					<p style="text-align: right;">220</p> <p>day migrations to and within the United States.</p> <p>For example: economic opportunity, war, famine, natural disasters, persecution</p>
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Discipline: Geography
Topic: Geospatial Skills and Geo-literacy

SS K.3.5 Use geographic skills to make connections to students' lives.
 SS 1.3.5 Use geographic skills to make connections to students' lives.
 SS 2.3.5 Use geographic skills to make connections to students' lives.
 SS 3.3.5 Use geographic skills to make connections to issues and events.
 SS 4.3.5 Use geographic skills to make connections to issues and events.
 SS 5.3.5 Use geographic skills to interpret issues and events.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom.</p> <p>For example: Locate people or places in relation to each other, or make a fire evacuation plan for your home.</p>	<p>SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.</p> <p>For example: Make a map of the school or playground.</p>	<p>SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.</p> <p>For example: Use navigation tools to map route to school; Map the route of a school field trip to multiple destinations.</p>	<p>SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community.</p> <p>For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming</p>	<p>SS 4.3.5.a Identify and evaluate how changes in human and physical geography have shaped Nebraska.</p> <p>For example: map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live, locations and reasons for tribal reservations</p>	<p>SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.</p> <p>For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region</p>
				<p>SS 4.3.5.b Explain the interrelationships of</p>	<p>SS 5.3.5.b Analyze aspects of human and physical</p>

				<p>human or physical geographic characteristics of places in Nebraska.</p> <p>For example: A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption.</p>	<p style="text-align: right;">221</p> <p>geography that have shaped the settlement and development of Early America.</p> <p>For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power</p>
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Discipline: History
Topic: Change, Continuity, and Context

SS K.4.1 Recognize patterns of continuity and change over time in themselves and others.
 SS 1.4.1 Recognize patterns of continuity and change over time in families.
 SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.
 SS 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).
 SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.
 SS 5.4.1 Investigate patterns of continuity and change over time from the PreColumbian era through the Constitution.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>SS K.4.1.a Identify concepts of time and chronology.</p> <p>For example: yesterday, today, tomorrow</p>	<p>SS 1.4.1.a List and describe life events over time.</p> <p>For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives</p>	<p>SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.</p> <p>For example: pictures from school library/media center</p>	<p>SS 3.4.1.a Describe community events over time using maps and other artifacts.</p> <p>For example: weekly, monthly, yearly, seasonal happenings</p>	<p>SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.</p> <p>For example: timelines, before and after statehood</p>	<p>SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.</p> <p>For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization,</p>

					222 coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states
SS K.4.1.b Identify the sequence of personal events and their impact. For example: daily schedule, timelines	SS 1.4.1.b Compare and contrast family life from earlier times and today. For example: "How was life different for earlier generations?"	SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time. For example: photographs of school building, materials from local historical society	SS 3.4.1.b Compare and contrast how different communities have changed over time. For example: parks and playground equipment, different economic communities, different kinds of schools, compare rural and urban communities		

Discipline: History Topic: Multiple Perspectives					
SS K.4.2 Recognize different perspectives of events. SS 1.4.2 Identify multiple perspectives of diverse family traditions. SS 2.4.2 Compare multiple perspectives of events within neighborhoods. SS 3.4.2 Describe and explain multiple perspectives of events within a community. SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups. SS 5.4.2 Describe and explain multiple perspectives of historical events in the PreColumbian era through the Constitution including marginalized and underrepresented groups.					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.4.2.a Compare perspectives of self and others. For example: events that occurred on the	SS 1.4.2.a Compare and contrast family traditions across cultures. For example: holidays, celebrations, milestones	SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event. For example: Compare	SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.	SS 4.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.	SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

playground		and contrast different holiday displays in your neighborhood.	For example: local cultural figures, landmarks, celebrations, cultural events	For example: The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal, Standing Bear testimony	For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies
			SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community. For example: widening a street, where to construct a park or building	SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history. For example: texts and primary documents, primary documents from differing groups of people	SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history. For example: Battle for the Old Northwest, Atlantic Slave Trade

Discipline: History
Topic: Historical Analysis and Interpretation

SS K.4.3 Identify historical people, events, and symbols.
 SS 1.4.3 Describe historical people, events, and symbols.
 SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.
 SS 3.4.3 Select past and current events and people relevant to the community.
 SS 4.4.3 Analyze past and current events throughout Nebraska history.
 SS 5.4.3 Analyze past and current events and challenges from the PreColumbian era through the Constitution.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.4.3.a Recognize historical people from a variety of cultures. For example: George Washington, Harriet Tubman, Crazy Horse, Martin Luther King, Jr.	SS 1.4.3.a Identify the contributions of historical people. For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche	SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood For example: What parks or community buildings are there? When were they built?	SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents. For example: local cultural figures, landmarks, celebrations, cultural events	SS 4.4.3.a Analyze key sources in Nebraska history to determine credibility and context. For example: accounts from settlers and Nebraska tribes, foundational documents in Nebraska	SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. For example: Native American cultures, exploration, conflict, colonization, the

					emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols
<p>SS K.4.3.b Identify symbols of the United States.</p> <p>For example: American flag, bald eagle, Washington Monument, Statue of Liberty</p>	<p>SS 1.4.3.b Identify symbols of the United States.</p> <p>For example: national anthem, other patriotic songs</p>		<p>SS 3.4.3.b Identify how decisions affected events in a community.</p> <p>For example: decisions on location, growth, etc.</p>	<p>SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.</p> <p>For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001</p>	
<p>SS K.4.3.c Differentiate between stories from the present and the past.</p> <p>For example: literary and informational, history vs. historical fiction, past and present including different cultural perspectives</p>	<p>SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.</p> <p>For example: show and tell of an artifact from the past, visiting a museum</p>				

Discipline: History
Topic: Historic Inquiry and Research

SS K.4.4 Develop historical inquiry and research skills.
SS 1.4.4 Develop historical inquiry and research skills.
SS 2.4.4 Develop historical inquiry and research skills.
SS 3.4.4 Develop historical inquiry and research skills.
SS 4.4.4 Develop historical inquiry and research skills.
SS 5.4.4 Apply the inquiry process to construct and answer historical questions.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>SS K.4.4.a Construct questions about personal history.</p> <p>For example: "How did my family come to live in this place?" "Where were other members of my family born?"</p>	<p>SS 1.4.4.a Construct and answer questions about family history.</p> <p>For example: "Where was I born?" "What do my family members remember from when I was a small child?"</p>	<p>SS 2.4.4.a Construct and answer questions about neighborhood history.</p> <p>For example: What parks or community buildings are there? When were they built?</p>	<p>SS 3.4.4.a Construct and answer questions about multiple community histories from viewpoints of that community.</p> <p>For example: How does the founding of a town differ for different groups? Why?</p>	<p>SS 4.4.4.a Construct and answer questions about Nebraska history.</p> <p>For example: Why did people migrate and/or relocate to Nebraska?</p>	<p>SS 5.4.4.a Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources.</p> <p>For example: Why did people migrate to the Americas?</p>
<p>SS K.4.4.b Identify and cite appropriate sources when conducting historical research.</p> <p>For example: "My family member gave me this picture."</p>	<p>SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.</p> <p>For example: the title and author of the text from which information was taken</p>	<p>SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.</p> <p>For example: identifying titles and authors of texts where students located information</p>	<p>SS 3.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.</p> <p>For example: Local newspapers, town charters, and local treaties</p>	<p>SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.</p> <p>For example: document archives, newspapers, interviews</p>	<p>SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.</p> <p>For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources</p>
<p>SS K.4.4.c Gather and communicate historical information.</p> <p>For example: pictures, posters, and oral narratives</p>	<p>SS 1.4.4.c Gather and communicate historical information about families.</p> <p>For example: picture, posters, and oral narratives</p>	<p>SS 2.4.4.c Gather and present historical information about a neighborhood.</p> <p>For example: Ask questions of a guest speaker in the classroom.</p>	<p>SS 3.4.4.c Gather and communicate historical information about the community.</p> <p>For example: Interview a community member, find community resources</p>	<p>SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.</p> <p>For example: collect oral histories from community members, research</p>	<p>SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.</p>

				newspaper archives	For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation
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K-5 Instructional Materials

Grade Level/Course	Resource(s)
Kindergarten	TCI Social Studies Alive <i>Me and My World (2022)</i>
First Grade	TCI Social Studies Alive <i>My School & Family (2022)</i>
Second Grade	TCI Social Studies Alive <i>My Community (2022)</i>
Third Grade	TCI Social Studies Alive <i>Our Community & Beyond (2022)</i>
Fourth Grade	Gibbs Smith Education <i>The Nebraska Adventure (2021)</i> EverFi Vault Program (2021)
Fifth Grade	TCI Social Studies Alive <i>America's Past (2022)</i> EverFi Vault Program (2021)

Secondary Social Studies Standards Matrix

Discipline: Civics Topic: Forms and Functions of Governments						
SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.1.1.a Analyze the different forms of government through	SS 7.1.1.a Describe different forms and structures of	SS 8.1.1.a Identify and describe the different systems of			SS HS.1.1.a Examine the historical foundation that	SS HS.1.1.a Examine the historical foundation that

<p>the study of early civilizations.</p> <p>For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy</p>	<p>government around the world and how they address the needs of the citizens.</p> <p>For example: republic, monarchy, authoritarian/dictatorship, how nationstates interact, unlimited forms of government, limited forms of government, imperialism</p>	<p>government.</p> <p>For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate</p>			<p>influenced the creation of the United States Constitution.</p> <p>For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, and the imbalance of representation</p>	<p>influenced the creation of the United States Constitution.</p> <p>For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, and the imbalance of representation</p>
<p>SS 6.1.1.b Identify the development of written laws and artifacts.</p> <p>For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities</p>	<p>SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.</p> <p>For example: any governments of major societies from post-classical societies up to present that could include French Revolution, Justinian’s Code, Iroquois Confederacy, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control</p>	<p>SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.</p> <p>For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act</p>			<p>SS HS.1.1.b Evaluate the structure of American constitutional government.</p> <p>For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated /implied powers, electoral college, Bill of Rights, Reconstruction amendments, Prohibition, women's vote</p>	<p>SS HS.1.1.b Evaluate the structure of American constitutional government.</p> <p>For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated /implied powers, electoral college, Bill of Rights, Reconstruction amendments, Prohibition, women's vote</p>
<p>SS 6.1.1.c</p>	<p>SS 7.1.1.c Analyze</p>	<p>SS 8.1.1.c Examine</p>			<p>SS HS.1.1.c Analyze</p>	<p>SS HS.1.1.c Analyze</p>

<p>Communicate the various ways governmental decisions have impacted people, places, and history.</p> <p>For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy</p>	<p>how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p>For example: increased role and influence of technology on society, impact of global conflicts on local communities</p>	<p>the development of foundational laws and other documents in the United States government.</p> <p>For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights</p>			<p>the functions of United States government and its outcomes.</p> <p>For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications</p>	<p>the functions of United States government and its outcomes.</p> <p>For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications</p>
<p>SS 6.1.1.d Investigate important government principles.</p> <p>For example: democracy, rule of law, justice, equality, toleration</p>		<p>SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.</p> <p>For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican-American War</p>			<p>SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes.</p> <p>For example: city council, school board, county government, regional boards, grassroots, local organizations, community organizations</p>	<p>SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes.</p> <p>For example: city council, school board, county government, regional boards, grassroots, local organizations, community organizations</p>
		<p>SS 8.1.1.e Describe how important government principles are shown in American government.</p> <p>For example: freedom, individual rights, representative</p>			<p>SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.</p> <p>For example: bicameral/unicameral,</p>	<p>SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.</p> <p>For example: bicameral/unicameral,</p>

		democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty			reapportionment/redistricting, branches of government, judiciary process, penal system	reapportionment/redistricting, branches of government, judiciary process, penal system
		<p>SS 8.1.1.f Analyze the development and significance of political parties in the United States.</p> <p>For example: Federalists and Antifederalists</p>	<p>SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.</p> <p>For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties</p>		<p>SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.</p> <p>For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties</p>	<p>SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.</p> <p>For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties</p>
					<p>SS HS.1.1.g Analyze the roles that political parties have played in the United States.</p> <p>For example: Republican Party - Civil War, Populist Party - Progressive movement, Democratic Party - New Deal, Southern Strategy- Dixiecrats, emergence of the Tea Party Movement, hyperpartisanship</p>	<p>SS HS.1.1.g Analyze the roles that political parties have played in the United States.</p> <p>For example: Republican Party - Civil War, Populist Party - Progressive movement, Democratic Party - New Deal, Southern Strategy- Dixiecrats, emergence of the Tea Party Movement, hyperpartisanship</p>
			<p>SS HS.1.1.h Analyze United States foreign policy issues.</p> <p>For example: methods, approaches, events, and their outcomes on various groups of people</p>		<p>SS HS.1.1.h Analyze United States foreign policy issues.</p> <p>For example: methods, approaches, events, and their outcomes on various groups of people</p>	<p>SS HS.1.1.h Analyze United States foreign policy issues.</p> <p>For example: methods, approaches, events, and their outcomes on various groups of people</p>

Discipline: Civics
Topic: Civic Participation

SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.
 SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.
 SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.
 SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>SS 6.1.2.a Describe ways individuals participate in the political process.</p> <p>For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership</p>	<p>SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.</p> <p>For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting</p>	<p>SS 8.1.2.a Demonstrate ways individuals participate in the political process.</p> <p>For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information</p>			<p>SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.</p> <p>For example: lobbying, voting, contacting government officials, petitioning, civil disobedience, tribal voting, tribal government officials, analyze past voting patterns and discuss methods to increase participation in voting</p>	<p>SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.</p> <p>For example: lobbying, voting, contacting government officials, petitioning, civil disobedience, tribal voting, tribal government officials, analyze past voting patterns and discuss methods to increase participation in voting</p>
<p>SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p>For example: military service, voting, civic engagement, decision</p>	<p>SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.</p> <p>For example: treaties, aftermath of global</p>	<p>SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.</p> <p>For example: Pledge of Allegiance, "The Star-Spangled</p>			<p>SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.</p> <p>For example: Pledge</p>	<p>SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.</p> <p>For example: Pledge</p>

<p>making, leadership</p>	<p>conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)</p>	<p>Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs</p>			<p>of Allegiance, "The Star-Spangled Banner," "America the Beautiful," Dr. Martin Luther King, Jr. Day and "I Have a Dream" speech, George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, 4th of July, Hispanic Heritage month, tribal flag songs</p>	<p>of Allegiance, "The Star-Spangled Banner," "America the Beautiful," Dr. Martin Luther King, Jr. Day and "I Have a Dream" speech, George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, 4th of July, Hispanic Heritage month, tribal flag songs</p>
	<p>SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.</p> <p>For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns</p>	<p>SS 8.1.2.c Demonstrate civic engagement.</p> <p>For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.), USCIS Citizenship test, communicating through civil discourse</p>	<p>SS HS.1.2.c Engage and reflect on participation in civic activities.</p> <p>For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning</p>	<p>SS HS.1.2.c Engage and reflect on participation in civic activities.</p> <p>For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning</p>	<p>SS HS.1.2.c Engage and reflect on participation in civic activities.</p> <p>For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning</p>	<p>SS HS.1.2.c Engage and reflect on participation in civic activities.</p> <p>For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning</p>
		<p>SS 8.1.2.d Describe</p>			<p>SS HS.1.2.d</p>	<p>SS HS.1.2.d</p>

		<p>how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws</p>			<p>Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.</p> <p>For example: students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities</p>	<p>232</p> <p>Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.</p> <p>For example: students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities</p>
		<p>SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche</p>			<p>SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.</p> <p>For example: Watergate, Civil Rights movement, Suffrage movement</p>	<p>SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.</p> <p>For example: Watergate, Civil Rights movement, Suffrage movement</p>
			<p>SS HS.1.2.f Analyze various media sources for accuracy and perspective.</p> <p>For example: news media literacy, online civic reasoning</p>	<p>SS HS.1.2.f Analyze various media sources for accuracy and perspective.</p> <p>For example: news media literacy, online civic reasoning</p>	<p>SS HS.1.2.f Analyze various media sources for accuracy and perspective.</p> <p>For example: news media literacy, online civic reasoning</p>	<p>SS HS.1.2.f Analyze various media sources for accuracy and perspective.</p> <p>For example: news media literacy, online civic reasoning</p>

Discipline: Economics
Topic: Economic Decision Making

SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.
SS 7.2.1 Not addressed at this level.
SS 8.2.1 Not addressed at this level.
SS HS.2.1 Apply economic concepts that support rational decision making.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.</p> <p>For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert</p>			<p>Financial Literacy Requirement</p>	<p>Financial Literacy Requirement</p>	<p>Financial Literacy Requirement</p>	<p>SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.</p> <p>For example: PACED decision making model (Problem, Alternatives, Criteria, Evaluate, Decision); Some potential topics could include options for energy sources, center pivot irrigation, oil pipeline through Nebraska, use of pesticides and fertilizers. Decisions made by businesses and social issues including corporate social responsibility programs, green energy, living wage, paid parental leave, equal pay, social entrepreneurship (businesses that aim to</p>

						234 solve social problems).
<p>SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.</p> <p>For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.</p>			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	<p>SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.</p> <p>For example: Research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities</p>

Discipline: Economics Topic: Financial Literacy						
<p>SS 6.2.2 Not addressed at this level SS 7.2.2 Not addressed at this level SS 8.2.2 Understand personal and business financial management. SS HS.2.2 Develop a plan to support short- and long-term goals.</p>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		SS 8.2.2.a Identify	Financial Literacy	Financial Literacy	Financial Literacy	SS HS.2.2.a Develop a

		<p>skills for future financial success.</p> <p>For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.</p>	Requirement	Requirement	Requirement	<p style="text-align: right;">235</p> <p>budget using a financial record keeping tool.</p> <p>For example: Mint.com, spreadsheet, Quicken, journal on paper</p>
		<p>SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p> <p>For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.</p>	Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	<p>SS HS.2.2.b Compare and contrast different types of banking accounts and features.</p> <p>For example: checking, savings, money market, CDs</p>
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	<p>SS HS.2.2.c Assess the effects of taxes on personal income.</p> <p>For example: state income tax, federal income tax, social security, property tax, sales tax, etc.</p>
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	<p>SS HS.2.2.d Compare and contrast possible career choices.</p>

SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			Financial Literacy	Financial Literacy	Financial Literacy	SS HS.2.3.a Compare

			Requirement	Requirement	Requirement	<p style="text-align: right;">236</p> <p>and contrast the costs and benefits of different types and sources of credit and debt.</p> <p>For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates, etc.</p>
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	<p>SS HS.2.3.b Investigate strategies to effectively manage debt and factors that influence credit ratings.</p> <p>For example: Credit cards, auto loans, mortgages, extended warranties</p>

SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	<p>SS HS.2.4.a Explain the importance of saving and investing early to ensure financial security.</p> <p>For example: compound interest, use rule of 72, time value of money</p>
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	<p>SS HS.2.4.b Develop an investment strategy to achieve short- and long-term goals utilizing a variety of</p>

						<p style="text-align: right;">237</p> <p>investment vehicles.</p> <p>For example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. rental</p>
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	<p>SS HS.2.4.c Examine appropriate and cost effective risk management strategies.</p> <p>For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection</p>

Discipline: Economics
Topic: Exchange and Markets

SS 6.2.3 Explain the interdependence of producers and consumers.
 SS 7.2.3 Not addressed at this level.
 SS 8.2.3 Not addressed at this level.
 HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>SS 6.2.3.a Identify producers and consumers for Ancient civilizations.</p> <p>For example: Examine</p>			<p>SS HS.2.5.a Summarize the role of competition, markets, and prices.</p> <p>For example: Use</p>	<p>SS HS.2.5.a Summarize the role of competition, markets, and prices.</p> <p>For example: Use</p>	<p>SS HS.2.5.a Summarize the role of competition, markets, and prices.</p> <p>For example: Use</p>	<p>SS HS.2.5.a Summarize the role of competition, markets, and prices.</p> <p>For example: Use</p>

<p>the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.</p>			<p>product and factor market/circular flow; compare market structures (perfect competition to monopoly)</p>	<p>product and factor market/circular flow; compare market structures (perfect competition to monopoly)</p>	<p>product and factor market/circular flow; compare market structures (perfect competition to monopoly)</p>	<p>product and factor market/circular flow; compare market structures (perfect competition to monopoly)</p>
<p>SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p>For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.</p>			<p>SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.</p> <p>For example: changes in demand and supply, changes in quantity demanded and quantity supplied</p>	<p>SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.</p> <p>For example: changes in demand and supply, changes in quantity demanded and quantity supplied</p>	<p>SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.</p> <p>For example: changes in demand and supply, changes in quantity demanded and quantity supplied</p>	<p>SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.</p> <p>For example: changes in demand and supply, changes in quantity demanded and quantity supplied</p>
			<p>SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.</p> <p>For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.</p>	<p>SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.</p> <p>For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.</p>	<p>SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.</p> <p>For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.</p>	<p>SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.</p> <p>For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.</p>
			<p>SS HS.2.5.d Investigate possible</p>	<p>SS HS.2.5.d Investigate possible</p>	<p>SS HS.2.5.d Investigate possible</p>	<p>SS HS.2.5.d Investigate possible</p>

			causes and consequences of shortages and surpluses. For example: use current events and public policy - rent control and minimum wage, etc.	causes and consequences of shortages and surpluses. For example: use current events and public policy - rent control and minimum wage, etc.	causes and consequences of shortages and surpluses. For example: use current events and public policy - rent control and minimum wage, etc.	causes and consequences of shortages and surpluses. For example: use current events and public policy - rent control and minimum wage, etc.
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Discipline: Economics
Topic: National Economy

SS 6.2.4 Not addressed at this level
 SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.
 SS 8.2.4 Justify and debate economic decisions made by North American societies.
 SS HS.2.6 Explain how economic institutions impact different individuals and various groups.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems. For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.	SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States. For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.			SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice. For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, and business partnerships	SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice. For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, and business partnerships
	SS 7.2.4.b Identify the relationships between diverse socioeconomic	SS 8.2.4.b Explain how tax revenues are collected and	SS HS.2.6.b Calculate and describe the impact of economic		SS HS.2.6.b Calculate and describe the impact of economic	SS HS.2.6.b Calculate and describe the impact of economic

	<p>groups and their economic systems in the modern world.</p> <p>For example: Compare tax structures in various countries and how the people are impacted.</p>	<p>distributed.</p> <p>For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.</p>	<p>indicators.</p> <p>For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates</p>		<p>indicators.</p> <p>For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates</p>	<p>indicators.</p> <p>For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates</p>
		<p>SS 8.2.4.c Describe the progression of money and its role in early United States history.</p> <p>For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.</p>			<p>SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</p> <p>For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy</p>	<p>SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</p> <p>For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy</p>

<p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</p>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	<p>SS 7.2.5.a Define the government's role in various economic systems.</p> <p>For example:</p>		<p>SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.</p>		<p>SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.</p>	<p>SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.</p>

	<p>democratic governments' impact on capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba</p>		<p>For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property</p>		<p>For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property</p>	<p>For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property</p>
	<p>SS 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p> <p>For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.</p>					
	<p>SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p>For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time.</p>					

SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			<p>SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.</p> <p>For example: disaster relief, flood control, military and armed forces, ownership of resources</p>		<p>SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.</p> <p>For example: disaster relief, flood control, military and armed forces, ownership of resources</p>	<p>SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.</p> <p>For example: disaster relief, flood control, military and armed forces, ownership of resources</p>
			<p>SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.</p> <p>For example: Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.</p>		<p>SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.</p> <p>For example: Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.</p>	<p>SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.</p> <p>For example: Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.</p>
					<p>SS HS.2.8.c Critique government policies and regulations in areas of market failure.</p> <p>For example: monopolies, externalities, non-enforcement of property rights</p>	<p>SS HS.2.8.c Critique government policies and regulations in areas of market failure.</p> <p>For example: monopolies, externalities, non-enforcement of property rights</p>

SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
					SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior. For example: alcohol tax, home mortgage interest deduction, sales tax, etc.	²⁴³ SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior. For example: alcohol tax, home mortgage interest deduction, sales tax, etc.
					SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt. For example: Spending resources to service the debt impacts opportunities for using the funds for other needs.	SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt. For example: Spending resources to service the debt impacts opportunities for using the funds for other needs.

Discipline: Economics
Topic: Global Economy

SS 6.2.5 Not addressed at this level
 SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.
 SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.
 SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	SS 7.2.6.a Explain how individuals gain	SS 8.2.5.a Explain that currency must be	SS HS.2.10.a Explore comparative	SS HS.2.10.a Explore comparative	SS HS.2.10.a Explore comparative	SS HS.2.10.a Explore comparative

	<p>through specialization and voluntary trade and how international trade affects the domestic economy.</p> <p>For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, etc.</p>	<p>converted to make purchases in other countries.</p> <p>For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.</p>	<p>advantage among different countries.</p> <p>For example: research on what different countries produce when they specialize in those products</p>	<p>advantage among different countries.</p> <p>For example: research on what different countries produce when they specialize in those products</p>	<p>advantage among different countries.</p> <p>For example: research on what different countries produce when they specialize in those products</p>	<p>advantage among different countries.</p> <p>For example: research on what different countries produce when they specialize in those products</p>
		<p>SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.</p> <p>For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.</p>	<p>SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p> <p>For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.</p>	<p>SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p> <p>For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.</p>	<p>SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p> <p>For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.</p>	<p>SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p> <p>For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.</p>

Discipline: Geography
Topic: Location and Place

SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.
 SS 7.3.1 Not addressed at this level.
 SS 8.3.1 Not addressed at this level.
 SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p> <p>For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)</p>			<p>SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.</p> <p>For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway and rail networks</p>			
<p>SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p>For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron</p>			<p>SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p>For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of</p>		<p>SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p>For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of</p>	

			Land Use		Land Use	246
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Discipline: Geography
Topic: Regions

SS 6.3.2 Not addressed at this level
 SS 7.3.2 Evaluate how regions form and change over time.
 SS 8.3.2 Examine how regions form and change over time.
 SS HS.3.2 Evaluate how regions form and change over time.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	<p>SS 7.3.2.a Classify physical and human characteristics of places and regions. For example: climate, landforms, languages, religions</p>	<p>SS 8.3.2.a Evaluate physical and human characteristics of places and regions. For example: climate, landforms, religious groups, ethnic groups</p>	<p>SS HS.3.2.a Analyze physical and human processes that shape places and regions. For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections</p>	<p>SS HS.3.2.a Analyze physical and human processes that shape places and regions. For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections</p>		
	<p>SS 7.3.2.b Interpret the impact of land and water features on human decisions. For example: location of settlements and transportation with respect to physical features</p>	<p>SS 8.3.2.b Determine the impact of land and water features on human decisions. For example: location of settlements and transportation with respect to physical features</p>	<p>SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time. For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration,</p>	<p>SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time. For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration,</p>	<p>SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time. For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration,</p>	

			urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)	urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)	urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)	
	<p>SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.</p> <p>For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure</p>	<p>SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.</p> <p>For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure</p>	<p>SS HS.3.2.c Evaluate the interdependence of places and regions.</p> <p>For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory</p>	<p>SS HS.3.2.c Evaluate the interdependence of places and regions.</p> <p>For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory</p>	<p>SS HS.3.2.c Evaluate the interdependence of places and regions.</p> <p>For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory</p>	

Discipline: Geography
Topic: Human Environment Interaction

SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.
 SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
 SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
 SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.</p> <p>For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</p>	<p>SS 7.3.3.a Explain the impact of natural processes on human and physical environments.</p> <p>For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</p>	<p>SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.</p> <p>For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</p>	<p>SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.</p> <p>For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect</p>			
<p>SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.</p> <p>For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources</p>	<p>SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.</p> <p>For example: rivers, floods, precipitation, drought, use of natural resources</p>	<p>SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.</p> <p>For example: rivers, wetlands, forests, treeless plains, precipitation, drought</p>	<p>SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.</p> <p>For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and</p>	<p>SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.</p> <p>For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and</p>		

			environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification	environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification	
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Discipline: Geography
Topic: Movement

SS 6.3.4 Interpret and summarize patterns of culture around the world.
 SS 7.3.4 Examine and interpret patterns of culture around the world.
 SS 8.3.4 Not addressed at this level.
 SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.</p> <p>For example: characteristics of river civilizations</p>	<p>SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.</p> <p>For example: elements of culture including languages, religions, foods, arts, clothing, education, etc.</p>		<p>SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.</p> <p>For example: urban models, Demographic Transition Model, rural organization</p>	<p>SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.</p> <p>For example: urban models, Demographic Transition Model, rural organization</p>	<p>SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.</p> <p>For example: urban models, Demographic Transition Model, rural organization</p>	

			(long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert’s Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography	(long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert’s Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography	(long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert’s Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography	
<p>SS 6.3.4.b Explain how cultural diffusion occurs.</p> <p>For example: trade routes, migration, conquest/empire building</p>	<p>SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p>For example: migration, conquering, trade</p>		<p>SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.</p> <p>For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact</p>	<p>SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.</p> <p>For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact</p>		

			on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism	on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism		
			<p>SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology</p>	<p>SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology</p>	<p>SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology</p>	

Discipline: Geography
Topic: Geospatial Skills and Geo-literacy

SS 6.3.5 Not addressed at this level

SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.

SS 8.3.5 Not addressed at this level.

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	<p>SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.</p> <p>For example: Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).</p>		<p>SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p> <p>For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan</p>			
	<p>SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</p> <p>For example: geographic concentration of manufacturing, banking, or industries, urbanization, availability of arable land, water and suitable climate for</p>		<p>SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p> <p>For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining</p>			

farming, access to resources for development	market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).			253
	<p>SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p> <p>For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections</p>			

Discipline: History	
Topic: Change, Continuity and Context	
<p>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</p> <p>SS 7.4.1 Compare patterns of continuity and change over time in world history.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in United States history.</p> <p>HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</p>	

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>For example: Chavin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam</p>	<p>SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism, Silk Road, Trans-Saharan Trade, Incas, Mayans, Aztecs</p>	<p>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>For example: Columbian Exchange, European colonization and Native American response, Colonial America, Great Awakening, Benjamin Franklin, George Washington, Thomas Jefferson, establishing a nation, Manifest Destiny, Indian Removal Act, slavery, expansion and reform, Dred Scott decision, secession, Abraham Lincoln, Civil War and Reconstruction, Standing Bear, rise of corporations, growth of organized labor, assembly line, immigration, industrialization John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, democratic ideals, patriotism, citizen's rights</p>			<p>SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.</p> <p>For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of "separate but equal" to change over time?</p>	<p>SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.</p> <p>For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of "separate but equal" to change over time?</p>
<p>SS 6.4.1.b Analyze the impact of historical events in the world</p>	<p>SS 7.4.1.b Analyze the impact of historical events in the world</p>	<p>SS 8.4.1.b Evaluate the impact of historical events in the</p>			<p>SS HS.4.1.b (US) Select, record, and interpret key national</p>	<p>SS HS.4.1.b (US) Select, record, and interpret key national</p>

<p>using symbols, maps, documents, and artifacts. For example: Hammurabi's Code, symbols of world religions</p>	<p>using symbols, maps, documents, and artifacts. For example: trade routes</p>	<p>United States using symbols, maps, documents, and artifacts. For example: founders and founding documents, national symbols</p>			<p>events in chronological order. For example: Progressive Era, Women's Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States</p>	<p>events in chronological order. For example: Progressive Era, Women's Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States</p>
					<p>SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. For example: 19th Amendment, Brown v. Board of Education of Topeka, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality</p>	<p>SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. For example: 19th Amendment, Brown v. Board of Education of Topeka, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality</p>

Discipline: History
Topic: Multiple Perspectives

- SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.
- SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.
- SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p>For example: Macedonian Empire, Persian Empire</p>	<p>SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p>For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange</p>	<p>SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p>For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement</p>			<p>SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p> <p>For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement</p>	<p>SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p> <p>For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement</p>
<p>SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>For example: foundational texts of world religions</p>	<p>SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>For example: foundational texts of world religions</p>	<p>SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>For example: The Bill of Rights, slavery, Gettysburg Address, "The New Colossus" poem</p>			<p>SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing</p>	<p>SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing</p>

					strategies in the struggle to gain black equality	strategies in the struggle to gain black equality
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SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
 SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
 SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
 SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>For example: religious, ethnic and racial groups</p>	<p>SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>For example: religious, ethnic and racial groups</p>	<p>SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.</p>			<p>SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.</p> <p>For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations</p>	<p>SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.</p> <p>For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations</p>
<p>SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>For example: inclusion of non-Eurasian civilizations</p>	<p>SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>For example: civilizations from all regions of the world</p>	<p>SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican-American</p>			<p>SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of</p>	<p>SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of</p>

		War.			1964, West Virginia v. Barnette, United Farm Workers	1964, West Virginia v. Barnette, United Farm Workers
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Discipline: History
Topic: Historical Analysis and Interpretation

SS 6.4.4 Interpret and evaluate sources for historical context.
SS 7.4.4 Analyze and interpret sources for perspective and historical context.
SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>SS 6.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.</p>	<p>SS 7.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings.</p>	<p>SS 8.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.</p>			<p>SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.</p> <p>For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits</p>	<p>SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.</p> <p>For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits</p>
<p>SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p>For example: agriculture, technology, written laws</p>	<p>SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p>For example: migrations, declarations of war, treaties, alliances,</p>	<p>SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>For example: political party platforms, continuing debates about role of</p>			<p>SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.</p> <p>For example: Jane Addams on settlement houses, Franklin Roosevelt's "Four</p>	<p>SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.</p> <p>For example: Jane Addams on settlement houses, Franklin Roosevelt's "Four</p>

	epidemics	government			Freedoms” Speech, Martin Luther King, Jr.’s “Letter from Birmingham Jail,” Equal Rights Amendment	Freedoms” Speech, Martin Luther King, Jr.’s “Letter from Birmingham Jail,” Equal Rights Amendment
			<p>SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.</p> <p>For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations</p>		<p>SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.</p> <p>For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations</p>	<p>SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.</p> <p>For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations</p>
					<p>SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation</p>	<p>SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation</p>

Discipline: History
Topic: Historical Inquiry and Research

SS 6.4.5 Apply the inquiry process to construct and answer historical questions.
SS 7.4.5 Apply the inquiry process to construct and answer historical questions.
SS 8.4.5 Apply the inquiry process to construct and answer historical questions.
SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.</p> <p>For example: What defines an empire?</p>	<p>SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.</p> <p>For example: Students engage in inquiry and gather evidence to provide a response.</p>	<p>SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources.</p> <p>For example: Why is the Gettysburg Address considered an important statement of American national ideals?</p>			<p>SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.</p> <p>For example: "Why did the United States enter World War I?"</p>	<p>SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.</p> <p>For example: "Why did the United States enter World War I?"</p>
<p>SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p>For example: Hammurabi's Code, Twelve Tables</p>	<p>SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p>For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.</p>	<p>SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.</p> <p>For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives</p>			<p>SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.</p> <p>For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press</p>	<p>SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.</p> <p>For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press</p>

					coverage of events leading up to American entry.	coverage of events leading up to American entry.
SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources. For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation	SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources. For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation	SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources. For example: primary sources, secondary sources, popular media, scholarly perspectives			SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History. For example: Compare the sources and determine an initial answer to the inquiry.	SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History. For example: Compare the sources and determine an initial answer to the inquiry.
					SS HS.4.5.d (US) Synthesize historical information to create new understandings. For example: Compare the answer students have created to secondary sources and potentially revise students' answers.	SS HS.4.5.d (US) Synthesize historical information to create new understandings. For example: Compare the answer students have created to secondary sources and potentially revise students' answers.
					SS HS.4.5.e (US) Communicate inquiry results within a historical context. For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"	SS HS.4.5.e (US) Communicate inquiry results within a historical context. For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"

Discipline: World History
Topic: Change, Continuity, and Context

HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
				SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world. For example: How did the rise of totalitarianism lead to war?		
				SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order. For example: emergence of new states and cultures, increased interregional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events		
				SS HS.4.1.c (WLD) Evaluate the impact of people, events, and		

				<p>ideas, including various cultures and ethnic groups, on the world.</p> <p>For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration</p>		
--	--	--	--	---	--	--

Discipline: World History Topic: Multiple Perspectives						
SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
				<p>SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p> <p>For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution</p>		
				<p>SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple</p>		

				<p>perspectives of the same event.</p> <p>For example: compare accounts from colonizers and colonized, impact of trade on different population groups</p>		264
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SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
				<p>SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.</p> <p>For example: diverse groups of historical figures and examples from political, religious, and ethnic groups</p>		
				<p>SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>For example: diverse groups of historical actors and examples from national, religious, and ethnic groups</p>		

Discipline: World History
Topic: Historical Analysis and Interpretation

SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
				<p>SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.</p> <p>For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art</p>		
				<p>SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.</p> <p>For example: written and visual documents</p>		
				<p>SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.</p> <p>For example: patterns of migration and</p>		

				immigration, wars, diplomacy, government structures, religious movements		
				SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues. For example: current events from various international news sources		

Discipline: World History
Topic: Historical Inquiry and Research

SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
				SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry. For example: "Can peace lead to war?"		
				SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. For example: Examine the Treaty of Versailles and the		

				<p>League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.</p>	
				<p>SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.</p> <p>For example: Compare the sources and determine an initial answer to the inquiry.</p>	
				<p>SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.</p> <p>For example: Compare the answer students have created to secondary sources and potentially revise students' answers.</p>	
				<p>SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p> <p>For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"</p>	

6-8 Instructional Materials

Grade Level/Course	Resource(s)
Ancient Civilizations 6	Teachers' Curriculum Institute (TCI) Social Studies History Alive! The Ancient World (2017)
World Studies 7	Teachers' Curriculum Institute (TCI) Social Studies History Alive! The Medieval World and Beyond (2017) Geography Alive! Regions and People (2019)
United States History 8	Teachers' Curriculum Institute (TCI) Social Studies History Alive! The United States Through Industrialism (2017) EverFi FamilySmart Program (2022)

9-12 Instructional Materials

Grade Level/Course	Resource(s)
World Geography	Teachers' Curriculum Institute (TCI) Social Studies Geography Alive! Regions and People (2019)
Advanced Placement® Human Geography	Bedford Freeman and Worth Human Geography (2021)
World History	SAVVAS World History: The Modern Era (2022)
Advanced Placement® World History	Bedford Freeman and Worth Ways of the World (2020)
United State History	SAVVAS United States History: Reconstruction to the Present (2022)
Advanced Placement® United States History	Bedford Freeman and Worth America's History (2021)
United States Government	SAVVAS

and Politics	Magruder's American Government (2022)
Advanced Placement® United States Government and Politics	Bedford Freeman and Worth American Government (2021)
World Religions	Cengage RELG4 (2020)
Human Diversity	SAVVAS Racial and Ethnic Groups (2012)
International Relations	Cengage International Relations: Perspectives, Controversies, and Readings (2016)
Introduction to Behavior Science	OpenStax Psychology 2e OpenStax Introduction to Sociology 3e
Sociology	SAVVAS Sociology: A Down To Earth Approach (2020)
Psychology	Bedford Freeman and Worth Thinking about Psychology
Advanced Placement® Psychology	Bedford Freeman and Worth Meyers AP Psychology 3rd Edition(2021)
Law Studies	Cengage CJ5 (2019)
Advanced Placement® European History	Bedford Freeman and Worth McKay's The History of Western Heritage (2020)

Appendix

K-12 Social Studies Courses and Electives

Introduction

The K-12 Social Studies courses on the following page provides a listing of all required and elective courses offered to Millard Public School students. It provides an overall course sequence.

In addition to maintaining the current Social Studies course offerings the Curriculum Planning Committee (CPC) has proposed one additional High School elective.

K-12 Social Studies Courses and Electives

Elementary

Kindergarten Social Studies

1st Grade Social Studies

2nd Grade Social Studies

3rd Grade Social Studies

4th Grade Social Studies

5th Grade Social Studies

Middle School

Ancient Civilizations 6

World Geography 7, proposed name change to World Studies 7

American History 8, proposed name change to United States History 8

Law and Public Service 6

High School

World Geography

Advanced Placement® Human Geography

World History

Advanced Placement® World History

United States History

Advanced Placement® United States History

United States Government and Economics

Advanced Placement® United States Government and Politics

World Religions

Human Diversity

International Relations

Introduction to Behavioral Science

Sociology

Psychology

Advanced Placement® Psychology

Law Studies

Advanced Placement® European History

International Baccalaureate® Programme Courses:

IB Early Modern World History SL/HL I

IB History of the Americas HL II

IB Psychology SL

IB Theory of Knowledge I

Middle School Social Studies Restructured, Redesigned and Proposed Course Description Proposals

All proposed courses will be implemented during the 2022-23 school year

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
World Geography 7	World Studies 7	A change in name and course description from <i>World Geography 7</i> to <i>World Studies 7</i> aligns with the grade level unbanding within the NDE Standards. The 7th grade standards in <i>World Studies</i> encompasses all disciplines: Civics, Economics, Geography, and History.
American History 8	United States History 8	A change in name from <i>American History 8</i> to <i>United States History 8</i> parallels the course title within the NDE Standards. The naming of this course aligns with our high school course offering: <i>United States History</i> .

Ancient Civilizations 6

Students will study cultures of the Eastern Hemisphere from Pre-History through the Middle Ages while incorporating geography, history, government, culture, and economics. Students will participate in engaging activities and build critical thinking skills using primary and secondary sources. Current events will be included throughout the year.

World Studies 7

Students will develop critical thinking and problem-solving skills as they examine specific historical ideas, beliefs, and themes while analyzing how individuals and societies have changed over time. Students will further develop understanding of fundamental geographic concepts and processes, economic reasoning, and demographics of the world. Major significant local, national, and world events will be utilized throughout the course.

United States History 8

Students will study history through a chronological approach emphasizing the social and political impact of the development of the United States. The course begins with a review of early explorers, early colonization, and events leading up to the American Revolution. A detailed study of the United States Constitution through the Gilded Age.

9-12 Restructured, Redesigned and Proposed Courses: Rationale

All proposed courses will be implemented during the 2022-23 school year

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
AP Comparative Government	AP Psychology becomes a yearlong course	The course content for AP Psychology was designed to be a yearlong course. In Millard, we have required a semester of Psychology as a prerequisite to a semester-long AP Psychology course. This proposal moves AP Psychology to a yearlong course and removes the Psychology prerequisite.

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of 9-12 Business, Marketing and Management Framework- Part II and Instructional Materials Proposal

MEETING DATE: April 18, 2022

**BACKGROUND/
DESCRIPTION:**

The 9-12 Business, Marketing and Management Framework was approved by the Board of Education on April 20, 2020. Since that time, the 9-12 Business, Marketing and Management writing teams have met to review, align, and recommend curricular resources. In March 2022, the K-12 Business and Information Technology Curriculum Planning Committee confirmed the recommendations for 9-12 Business, Marketing and Management Instructional Materials. Two opportunities were provided to the community to preview the proposed materials and resources. Following the community review meetings, recommendations were submitted to the Educational Services Division.

The attached recommendation for instructional materials which align to the previously adopted Framework is being brought to the Board of Education for approval. The instructional materials assist students and staff in meeting the standards and indicators while providing opportunities for students to explore, think critically, and problem-solve within each Business, Marketing and Management course.

As we have increased access to evolving technologies for our students, we have been able to utilize more digital resources for our instructional program. Creative Commons licensing has also increased the availability of Open Educational Resources (OER) available at no cost. The total amount for the adoption would be \$200,105.55.

ACTION DESIRED: Approval of 9-12 Business, Marketing and Management Framework - Part II and Instructional Materials Proposal

**POLICY/
STRATEGIC PLAN
REFERENCE:**

Strategy 2: We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.

**RESPONSIBLE
PERSON(S):**

Dr. Heather Phipps, Dr. Anthony Weers, and Diane Reiners

**SUPERINTENDENT'S
APPROVAL:**



9-12 Business, Marketing and Management Instructional Materials Proposal

9-12 Business, Marketing and Management Instructional Materials Selection

The 9-12 Business, Marketing and Management writing team met throughout 2020-2021 and 2021-2022 school years to review, align, and recommend curricular resources. Writing Team members selected resources based on the 9-12 Business, Marketing and Management Framework standards and indicators. In addition, the following factors were considered during the resource evaluation:

- materials that challenge students to make connections with other curricular disciplines
- features to increase student engagement, collaboration, and personalization
- components that will develop critical thinking skills and enhanced problem-solving
- quality online, interactive simulations, and activities

9-12 Business and Information Technology Curriculum Planning Committee Review

Due to the COVID pandemic and the shortage of substitute teachers, the K-12 Business and Information Technology Curriculum Planning Committee received a summary of the Phase II events, a list of instructional materials, and a form to indicate their approval of the materials in March 2022. The Curriculum Planning Committee concurred with the recommendations.

9-12 Business, Marketing and Management Materials Community Review

In addition to the instructional materials process noted above, two opportunities were provided to the community to preview the proposed materials and resources. The two preview sessions were held on Thursday, March 24 and Tuesday, March 29, 2022. A total of 19 community members attended. Conversation centered around the new materials for Business, Marketing and Management, especially on the two new courses Entrepreneurship and Digital Marketing.

9-12 Business, Marketing and Management Instructional Materials Proposal

Members of the K-12 Business and Information Technology Curriculum Planning Committee reviewed the writing team list of instructional materials and approved the print, digital and hardware resources. Educational Services recommends the following instructional materials adoption to begin with the 2022-2023 school year.

High School

Course	Resources	Unit Cost	Sub Total
Business Law & Ethics	Law for Business and Personal Use, 19e (previously adopted textbook, extra student copies)	\$29.57	\$443.55
	Law for Business & Personal Use, teacher edition w/ online access to instructor resources (updated instructor materials)	\$167.25	\$501.75
	You Be the Judge (district license)	\$3,450.00	\$3,450.00
Intro to Business	Retaining previously adopted textbook & using Open Education Resources		\$0.00
Management & Leadership	Retaining previously adopted textbook & using Open Education Resources		\$0.00
Entrepreneurship	BizInnovator StartUp	\$149.00	\$4,199.72
Personal Finance	Using Open Educational Resources		\$0.00
Accounting I	MindTap K12 Instant Access - Century 21 Accounting General Journal, 11th edition (digital acct.)	\$34.29	\$36,000.00
	Century 21 Accounting General Journal, 11th edition (teacher edition)	\$241.75	\$725.25
	Century 21 Accounting General Journal, 11th edition (working papers, print copy)	\$45.50	\$273.00
Accounting II & III	Hornngren Accounting- Financial Chapters, 13 edition	\$154.99	\$8,524.45
Accounting II, III & Managerial	Hornngren Accounting, 13 edition w/ MyLab	\$109.00	\$92,391.60
Managerial Acct.	Hornngren Accounting- Managerial Chapters, 13 edition	\$154.99	\$2,324.85
AP Macroeconomics AP Microeconomics	McConnell, Economics, AP Edition, 2021, 22e, student textbook w online access, 7 yr.	\$184.41	\$27,661.50
	McConnell, Economics, AP Edition, 2021, 22e, teacher edition		\$0.00
	McConnell, Economics, AP Edition, 2021, 22e, teacher online access, 7 yr.		\$0.00
Entertainment & Sports Marketing	Sports & Entertainment Marketing, 5 edition, student	\$52.50	\$472.50
	Sports & Entertainment Marketing, 5 edition, teacher	\$65.75	\$591.75
Marketing	Class Track, Competition University	\$305.00	\$6,405.00
	Essentials of Marketing, 7 yr online access (updated instructor materials)	\$135.69	\$814.14
Applied Marketing	Prep Track, Competition University	\$305.00	\$6,405.00
	IPEVO Document Camera	\$219.99	\$439.98
	Shipping & Handling		\$8,481.51
Total			\$200,105.55

Perkins Grant

Course	Resources	Sub Total
All Business courses	Knowledge Matters-Virtual Business Simulations full access (pending grant approval 2022)	\$16,866.00
Entrepreneurship	Knowledge Matters-Virtual Business Entrepreneurship Simulation	\$23,964.00
Digital Marketing	HS Mimic Social Simulation w/ Marketing Strategies, StuKent	\$22,950.00
	Total	\$63,780.00

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Business, Marketing, and Management Framework

Part I: 9-12

April 20, 2020

Part II: April 18, 2022



Notice of Non-Discrimination

The Millard School District does not discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission to or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 4001.2. School personnel or job applicant complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3. Complaints by students or parents regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 5010.2. Student or parent complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.

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Millard Public Schools Mission and Beliefs

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee each student demonstrates the character, knowledge, and skills necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that engages and challenges all students.

Millard Public Schools Beliefs

Beliefs are the foundation of the Millard Public School District's Strategic Plan. The belief statements are an expression of the fundamental values, ethical codes, overriding convictions and principles for the District.

- 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.
- Shaping and developing character is the shared responsibility of the individual, family, school, and community.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Educated and engaged citizens are necessary to sustain our democratic society.
- All schools are accountable to the community.
- Public education benefits the entire community and is the shared responsibility of all.
- Excellence is worth the investment.

9-12 Business, Marketing and Management Philosophy

The Millard Public Schools Business Marketing and Management curriculum provides a quality, rigorous, career relevant education and focuses on solving real-world issues and problems that prepares students for personal and professional excellence. The curriculum is designed for all students to develop the skills to live and work as productive global citizens.

Academic and College and Career Readiness Essential Learning Outcomes

This framework aligns to the academic and college and career readiness outcomes approved by the Board of Education in Rule 6110.1.

**K-12 Business and Information Technology Curriculum Planning Committee
2019-2020**

Jennifer Allen	West High	9-12 Administrator
Derek Babb	University of Nebraska-Omaha	Cybersecurity Instructor
Janet Butler	West High	Business Teacher
Sean Carlson	Millard North Middle	6-8 Administrator
Lynette Dergan	Andersen Middle	Teacher Librarian
Brian Dorn	University of Nebraska-Omaha	Computer Science Associate Professor
Allison Goodman	North High	Business Teacher
Jeff Gustafson	North High	Business Teacher
Ashli Hudson	South High	Business Teacher
Brian Hull	South High	Technology Mini Magnet Teacher
Amanda Hunt	Willowdale Elementary	K-5 Administrator
Marlene Hunt	Holling Heights Elementary	Teacher Librarian
Monica Hutfles	Ron Witt Support Services Center	K-12 High Ability Learner Program Facilitator
Kevin Keller	Kiewit Middle	Computer Teacher
Jessica Lee	Ezra Elementary	2-3 Grade Teacher
Mindy Longe	West High	Teacher Librarian
Emily Mildemberger	Upchurch Elementary	Teacher Librarian
Melanie Olson	Don Stroh Administration Center	Coordinator of Secondary Programs
Tim Richt	North High	Business Teacher
Jonathan Ringenberg	North High	Computer Science Teacher
Jamie Robinson	South High	Business Teacher
Susan Schiltz	Beadle Middle	Computer Teacher
Melissa Schram	West High	Business Teacher
Kaye Schweigert	Ron Witt Support Services Center	Special Education 6-8 Program Facilitator
Jody Sempek	Ron Witt Support Services Center	K-5 Curriculum and Instruction Facilitator
Sarah Svacina	Aldrich Elementary	Teacher Librarian
Thomas Whissinand	Reagan Elementary	4-5 Grade Teacher
Wendy Wight	Ron Witt Support Services Center	Special Education 9-12 Program Facilitator

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator; Dr. Angela Daigle, Library Services Department Head; and Nikki Schafer, Instructional Technology Facilitator for Millard Public Schools.

In consultation with Andy DeFreece, Director of Elementary and Early Childhood Education; Anthony Weers, Ed.D., Director of Secondary Education; and Heather Phipps, Ed.D., Associate Superintendent of Educational Services.

K-12 Business and Information Technology Community Focus Group

Jessica Barry		Conagra Brands, IT Interns Supervisor
Art Brown		Metropolitan Community College, Dean of Information Technology
Andy DeFreece	Parent	Millard Public Schools, Director of Elementary and Early Childhood Education
Jacqui Garrison		Nebraska Department of Education, IT Curriculum Specialist
Sydney Kobza		Nebraska Department of Education, Business, Marketing and Management Curriculum Specialist
Mike Lechtenberger		Mutual of Omaha and Nebraska Technology Talent Commission
Lori Lothringer		Metropolitan Community College, Dean of Business
Melanie Olson	Parent	Millard Public Schools, Coordinator of Secondary Programs
Dave Reed		Creighton University, Computer Science
Julie Sigmon		Omaha Zoo, STEM Ecosystem
Jona Van Deun	Parent	Nebraska Technology Talent Commission
Anthony Weers		Millard Public Schools, Director of Secondary Education
Tori Young	Parent	Client Resources INC

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator; Dr. Angela Daigle, Library Services Department Head; and Nikki Schafer, Instructional Technology Facilitator for Millard Public Schools.

In consultation with Andy DeFreece, Director of Elementary and Early Childhood Education; Anthony Weers, Ed.D., Director of Secondary Education; and Heather Phipps, Ed.D., Associate Superintendent of Educational Services.

**9-12 Business, Marketing and Management Writing Teams
Focus Area**

Kristen Blessing	South High	Finance
Ashley Dworak	West High	Marketing, Business Administration and Work-Based Learning
Janine Ellis	West High	Finance and Marketing
Allison Goodman	North High	Marketing and Work-Based Learning
Jeff Gustafson	North High	Finance
Lynn Hill	South High	Business Administration and Marketing
Brady Hohl	West High	Business Administration and Marketing
Emily Janda	North High	Business Administration, Finance and Work-Based Learning
Taylor Mendenhall	South High	Business Administration and Finance
Mike Mingo	North High	Marketing
Jessica Nelson	South High	Business Administration, Finance and Marketing
Nicki Patterson	South High	Finance and Marketing
Scott Persigehl	North High	Business Administration and Finance
Tim Richt	North High	Business Administration
Jamie Robinson	South High	Business Administration, Finance and Work-Based Learning
Melissa Schram	West High	Finance
Matt Starks	West High	Business Administration and Marketing
Elizabeth Swedlund	North High	Business Administration
Seth White	West High	Finance

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator for Millard Public Schools.

**Timeline for MEP Cycle Procedures
9-12 Business, Marketing and Management**

September 17, 2019	K-12 Business and Information Technology Curriculum Planning Committee: provided Phase I overview and orientation to Google Drive folder documents
October 1, 2019	K-12 Business and Information Technology Curriculum Planning Committee: met to determine research areas based on current data, education trends, and critical issues
October 23, 2019	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> ● Current Reality ● Marketing Best Practices-eRetailing and Niche ● Capstone and Workplace Learning Opportunities
December 3, 2019	Business and Information Technology Community Focus Group: provided input on issues related to wellness education
January 14, 2020	K-12 Business and Information Technology Curriculum Planning Committee: met to synthesize research findings and curricular groups drafted scope and sequence for 9-12 Business, Marketing and Management
February 6, 2020 and February 27, 2020	K-12 Business and Information Technology Curriculum Planning Committee: met to draft scope and sequence the standards and indicators for 9-12 Business, Marketing and Management
March 10, 2020	K-12 Business and Information Technology Curriculum Planning Committee: developed philosophy statement and course descriptions and reviewed the proposed 9-12 Business, Marketing and Management Career Pathway standards and indicators
April 20, 2020	9-12 Business, Marketing and Management Framework submitted to Board of Education for approval
September 2021-April 2022	9-12 Writing groups met to development course guides and to select the instructional materials
April 18, 2022	9-12 Business, Marketing and Management, Part II Framework submitted to Board of Education for approval

Introduction to Business, Marketing, and Management Matrix

Introduction

This matrix displays the Millard Public Schools 9-12 Business, Marketing, and Management Standards and Indicators. These Millard Standards and Indicators include Nebraska Social Studies and Business Standards in effect during the 2019-2020 school year. National Business Education Association and MBA Research and Curriculum Center were reviewed as part of the creation of the Millard Standards and Indicators. The Nebraska and professional organization standards are referenced in parentheses within cells where there is a direct association.

The matrix documents the scope and sequence for courses within three career pathways and a Career and Technical Education (CTE) Work-Based Learning experience:

- 9-12 Business, Management, and Administration
- 9-12 Finance
- 9-12 Marketing
- 11-12 CTE Work-Based Learning

Legend



Cell without shading: National, State, or Millard concept standard or indicator exists



Shaded cell: No National, State or Millard concept standard or indicator exists

The Business, Marketing, and Management Standards and Indicators within the Framework are listed by course.

Nomenclature

The Standards and Indicators are sequenced in the following matrix. Each section leads with a Comprehensive Standard followed by specific standards and indicators as noted. Nomenclature for the standards and indicators is as follows:

BMM	Business, Marketing and Management
M	Millard Standard

State and National Standards and Indicators are sequenced in parentheses where there is a direct correlation.

SS	Nebraska Social Studies Standards: Economics
	State Business Standards and Indicators identified by Program of Study
12	High School

Comprehensive Career Pathway Standards

BA	Business Management and Administration Pathway
FI	Finance
MK	Marketing
WBL	CTE Work-Based Learning

Course Level Standards

Business Management and Administration Pathway (BA)

IB	Introduction to Business
ML	Management and Leadership
BL	Business Law and Ethics
EN	Entrepreneurship

Finance Pathway (FI)*Accounting Focus:*

AC1	Accounting I
AC2	Accounting II
AC3	Accounting III
MA	Managerial Accounting

Economics Focus:

PF	Personal Finance
MIC	Advanced Placement [®] Microeconomics
MAC	Advanced Placement [®] Macroeconomics

Marketing Pathway (MK)

EM	Entertainment and Sports Marketing
MK	Marketing
DM	Digital Marketing
AM	Applied Marketing

Examples

BMM.M.12.BA.EN.2	BMM.	=Business, Marketing and Management Framework,
	M.	=Millard Standard,
	12.	=by Grade 12,
	BA.	=Comprehensive Pathway Standard-Business, Management and Administration Pathway,
	EN.	=Course Level Standard-Entrepreneurship,
	2	=Course Standard
BMM.M.12.FI.PF.4.a	BMM.	=Business, Marketing and Management Framework,
	M.	=Millard Standard,
	12.	=by Grade 12,
	FI.	= Comprehensive Pathway Standard-Finance,
	PF.	=Course Level Standard-Personal Finance,
	4.	=Course Standard,
	a	=Indicator

9-12 Comprehensive Business, Management and Administration Pathway Standard: Students will demonstrate competency in the practices and skills of the Business, Management and Administration Pathway.				
Pathway Standards and Indicators				
Concept Strands	Introduction to Business	Management and Leadership	Business Law and Ethics	Entrepreneurship
Entrepreneurship & Business Structure	BMM.M.12.BA.IB.1 Students will identify the organization of a business.	BMM.M.12.BA.ML.1 Students will analyze the organization of a business.	BMM.M.12.BA.BL.1 Students will describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace.	BMM.M.12.BA.EN.1 Students will evaluate business ownership as related to entrepreneurship. (BMM.HS.3.29)
	BMM.M.12.BA.IB.1.a Define and provide examples of the basic forms of business ownership (e.g. sole proprietorship, partnership, and corporation)	BMM.M.12.BA.ML.1.a Describe the interaction between and among management levels	BMM.M.12.BA.BL.1.a Explain the legal procedures for forming and running a sole proprietorship	BMM.M.12.BA.EN.1.a Identify and compare advantages and disadvantages of various forms of business ownership (BMM.HS.3.29.a)
	BMM.M.12.BA.IB.1.b Identify levels of management	BMM.M.12.BA.ML.1.b Describe the role of self-managed work teams	BMM.M.12.BA.BL.1.b Distinguish between the different types of partnerships and their powers and duties	BMM.M.12.BA.EN.1.b Explain the legal and ethical issues affecting businesses (BMM.HS.3.29.b)
	BMM.M.12.BA.IB.1.c Describe types of organizational structure	BMM.M.12.BA.ML.1.c Identify the factors that influence an organization's structure (e.g., size, environment, human resources, technology, and strategy)	BMM.M.12.BA.BL.1.c Differentiate between other partnership- type business organizations (e.g., joint ventures, limited partnership associations, and registered partnerships having limited liability)	BMM.M.12.BA.EN.1.c Evaluate the history and development of successful and non-successful entrepreneurial ventures (BMM.HS.3.29.c)
	BMM.M.12.BA.IB.2 Students will discuss a business organization's competitive position within the industry.	BMM.M.12.BA.ML.2 Students will examine the role of organized labor and its influence on government and business.	BMM.M.12.BA.BL.1.d Differentiate between types of corporations (e.g., profit, nonprofit, professional, domestic, foreign, and alien)	BMM.M.12.BA.EN.1.d Identify and evaluate the methods of entering an entrepreneurial venture (BMM.HS.3.29.d)
	BMM.M.12.BA.IB.2.a Identify ways organizations compete (e.g., quality, service, status, price)		BMM.M.12.BA.BL.1.e Explain the steps involved in forming and terminating a corporation	BMM.M.12.BA.EN.1.e Analyze the risks of starting a new business, buying an existing and becoming a franchise business (BMM.HS.3.29.e)
	BMM.M.12.BA.IB.2.b Define market share		BMM.M.12.BA.BL.1.f Explain the advantages and disadvantages of a limited liability company and the steps in forming one	BMM.M.12.BA.EN.2 Students will develop the elements, design, and rationale of a business plan. (BMM.HS.3.31)

Entrepreneurship & Business Structure	BMM.M.12.BA.IB.3 Students will explore the traits of an entrepreneur.			BMM.M.12.BA.EN.2.a Investigate the importance of a business plan and consider economic concepts
				BMM.M.12.BA.EN.2.b Design the components of a business plan (BMM.HS.3.31.b)
Management	BMM.M.12.BA.IB.4 Students will describe the management functions and their implementation and integration within the business environment.	BMM.M.12.BA.ML.3 Students will evaluate the management functions and their implementation and integration within the business environment.	BMM.M.12.BA.BL.2 Students will analyze the role and importance of employment law as it relates to the conduct of business.	BMM.M.12.BA.EN.3 Students will integrate the management skills necessary to successfully operate and grow an entrepreneurial venture. (BMM.HS.3.30)
	BMM.M.12.BA.IB.4.a Explain the management functions of planning, organizing, leading, and controlling	BMM.M.12.BA.ML.3.a Explain the importance of motivation in leadership	BMM.M.12.BA.BL.2.a Explain the doctrine of employment-at-will	BMM.M.12.BA.EN.3.a Assess the importance of the management functions of planning, controlling, organizing, staffing, and implementing (BMM.HS.3.30.a)
	BMM.M.12.BA.IB.4.b Describe the decision-making process	BMM.M.12.BA.ML.3.b Discuss characteristics of effective and ineffective leaders	BMM.M.12.BA.BL.2.b Describe the wrongful discharge exceptions to employment-at-will, including implied contract, promissory estoppel, and public policy tort	BMM.M.12.BA.EN.3.b Develop vision, mission, goals, objectives and policies for an entrepreneurial venture (BMM.HS.3.30.b)
		BMM.M.12.BA.ML.3.c Discuss the importance of vision, mission, goals, and objectives setting within the context of the business environment	BMM.M.12.BA.BL.2.c Determine what questions can and cannot be asked during an employment interview	
		BMM.M.12.BA.ML.3.d Discuss how accountability for decision-making is assured in an organization	BMM.M.12.BA.BL.2.d Describe the employer's responsibilities to verify an employee's citizenship status in the U.S.	
		BMM.M.12.BA.ML.3.e Differentiate between leading and managing	BMM.M.12.BA.BL.2.e Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act, the Uniformed Services Employment and Reemployment Rights Act, Older Workers Benefit Protection Act and the Genetic Information) Nondiscrimination Act (GINA)	
		BMM.M.12.BA.ML.4	BMM.M.12.BA.BL.2.f Identify legislation that regulates employment conditions (e.g., Fair	

		Students will identify the leadership style most appropriate for a given situation.	Labor Standards Act, Immigration Reform and Control Act, Employment Retirement Income Security Act (ERISA), and Occupational Safety and Health Act	
Management (cont.)		BMM.M.12.BA.ML.4.a Explain the steps in the control process	BMM.M.12.BA.BL.2.g Identify legislation that guarantees worker benefits (e.g., unemployment insurance, pension protection, workers' compensation, and Social Security legislation)	
		BMM.M.12.BA.ML.5 Students will analyze management theories and their application within the business environment.		
		BMM.M.12.BA.ML.6 Students will apply human resource functions and their importance to an organization's successful operation.		
		BMM.M.12.BA.ML.6.a Define human resource planning		
		BMM.M.12.BA.ML.6.b Identify activities of the human resource unit		
		BMM.M.12.BA.ML.6.c Identify and explain recruitment sources and selection tools and explain how they are used (e.g., interviews, tests, and reference checks)		
		BMM.M.12.BA.ML.6.d Identify legislation affecting the recruitment and selection processes (e.g., affirmative action, Americans with Disabilities Act, and Genetic Information Nondiscrimination Act)		
		BMM.M.12.BA.ML.6.e Explain the purpose of orientation and training in successful employee performance		
		BMM.M.12.BA.ML.6.f Discuss why professional development is a shared responsibility between a business and an employee		

		BMM.M.12.BA.ML.6.g Explain the purpose of employee evaluations and the impact of performance appraisals		
		BMM.M.12.BA.ML.6.h Discuss the legal implications and processes relating to separation, termination, and transition		
Management (cont.)		BMM.M.12.BA.ML.7 Students will apply operations management principles and procedures to the design of an operations plan.		
		BMM.M.12.BA.ML.7.a Explain the benefits of establishing and maintaining close working relationships with suppliers		
		BMM.M.12.BA.ML.7.b Identify factors considered when selecting suppliers (e.g., quality, price, and reliable delivery)		
		BMM.M.12.BA.ML.7.c Identify methods of inventory control and potential concerns		
Marketing	BMM.M.12.BA.IB.5 Students will explore the process involved in marketing information management.	BMM.M.12.BA.ML.8 Students will identify and interpret the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image.	BMM.M.12.BA.BL.3 Students will analyze the protections afforded consumers through consumer laws.	BMM.M.12.BA.EN.4 Students will integrate the marketing skills necessary to successfully operate and grow an entrepreneurial venture. (BMM.HS.3.30)
	BMM.M.12.BA.IB.5.a Identify the steps in market research process	BMM.M.12.BA.ML.8.a Establish and follow ethical business practices	BMM.M.12.BA.BL.3.a Describe consumer protection and product liability laws and warranties	BMM.M.12.BA.EN.4.a Evaluate the specific target market for the entrepreneurial venture (BMM.HS.3.30.e)
	BMM.M.12.BA.IB.6 Students will explore the sales process in marketing.	BMM.M.12.BA.ML.8.b Analyze tools and strategies to disseminate financial information to assist business decision-making	BMM.M.12.BA.BL.3.b Define common, unfair, and deceptive practices	BMM.M.12.BA.EN.4.b Relate the brand image to the entrepreneurial venture and product and/or service in a competitive market (BMM.3.30.f)
	BMM.M.12.BA.IB.6.a Identify the 7 steps of the sales process		BMM.M.12.BA.BL.3.c Identify and state the purpose of legislation that regulates consumer credit	BMM.M.12.BA.EN.4.c Develop a marketing plan and strategies to position the product and/or service in the consumer market (BMM.3.30.g)
	BMM.M.12.BA.IB.7 Students will explore the nature of pricing functions.		BMM.M.12.BA.BL.3.d Explain the legal rules that apply to personal property, real property, and intellectual property	

	BMM.M.12.BA.IB.7.a Examine pricing strategies used in the business environment in which it is implemented		BMM.M.12.BA.BL.3.e Understand the legal issues dealing with technology and business	
	BMM.M.12.BA.IB.8 Students will explore the role of promotion as a marketing function.			
Marketing (cont.)	BMM.M.12.BA.IB.8.a Identify the components of the promotional mix and the role of promotion in marketing			
	BMM.M.12.BA.IB.9 Students will explore product planning and development.			
	BMM.M.12.BA.IB.9.a Explain the concept of product mix			
	BMM.M.12.BA.IB.9.b Differentiate between a product and a service			
	BMM.M.12.BA.IB.9.c Identify the 8 steps of developing a new product			
	BMM.M.12.BA.IB.10 Students will explore economic principles and concepts, which form the basis of marketing activities.			
	BMM.M.12.BA.IB.10.a Interpret the economic principles that form the bases of marketing and business activities			
	BMM.M.12.BA.IB.11 Students will explore channel member roles and responsibilities.			
	BMM.M.12.BA.IB.11.a Explore the concept of a channel management of distribution			
Finance	BMM.M.12.BA.IB.12 Students will select a rational decision-making process as it applies to the roles of citizens, workers, and consumers.	BMM.M.12.BA.ML.9 Students will analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.		BMM.M.12.BA.EN.5 Students will integrate the financial skills necessary to successfully operate and grow an entrepreneurial venture. (BMM.HS.3.30)
	BMM.M.12.BA.IB.12.a Define and give examples of economic wants	BMM.M.12.BA.ML.9.a Identify risks to business		BMM.M.12.BA.EN.5.a Establish financial goals and objectives (BMM.HS.3.30.c)
	BMM.M.12.BA.IB.12.b Explain how every individual defines wants and needs differently	BMM.M.12.BA.ML.10 Students will manage policy and strategy for corporate and business finance.		BMM.M.12.BA.EN.5.b Explain the financial resources and documents used in making entrepreneurial business decisions

				(BMM.HS.3.30.d)
	BMM.M.12.BA.IB.12.c Apply a rational decision-making process to personal buying decisions	BMM.M.12.BA.ML.10.a Compare risk-management strategies and techniques		
	BMM.M.12.BA.IB.12.d Distinguish between goods and services			
Finance (cont.)	BMM.M.12.BA.IB.13 Students will demonstrate financial planning and decision making with accounting principles in business.			
	BMM.M.12.BA.IB.13.a Explain the concepts of accounting and financial records used by businesses			
Global Awareness	BMM.M.12.BA.IB.14 Students will determine the issues of corporate culture and managing in the global environment.	BMM.M.12.BA.ML.11 Students will examine the issues of corporate culture and managing in the global environment.	BMM.M.12.BA.BL.4 Students will identify the legal environment of businesses, domestic and international.	BMM.M.12.BA.EN.6 Students will investigate the role of entrepreneurship in the global economy. (BMM.HS.3.32)
	BMM.M.12.BA.IB.14.a Define and discuss the value and challenges of diversity in global organizations	BMM.M.12.BA.ML.11.a Identify examples of the economic impact of globalization in business	BMM.M.12.BA.BL.4.a Discuss the impact of the laws of sample countries other than the U.S. and Canada on contractual transactions	BMM.M.12.BA.EN.6.a Explore entrepreneurial venture opportunities in international trade (BMM.HS.3.32.a)
	BMM.M.12.BA.IB.14.b Identify similarities and differences between and among cultures	BMM.M.12.BA.ML.11.b Discuss the impact of diversity within the global business environment		BMM.M.12.BA.EN.6.b Analyze global issues and trends for entrepreneurial ventures (BMM.HS.3.32.b)
	BMM.M.12.BA.IB.14.c Define and provide an example of global corporate social responsibility	BMM.M.12.BA.ML.11.c Explain the value and pitfalls of having a global partner		BMM.M.12.BA.EN.6.c Determine the impact of cultural and social requirements on international trade (BMM.HS.3.32.c)
Ethics	BMM.M.12.BA.IB.15 Students will examine the role of ethics and social responsibility in decision-making.	BMM.M.12.BA.ML.12 Students will justify the role of ethics and social responsibility in decision-making.	BMM.M.12.BA.BL.5 Students will analyze the relationship between ethics and the law.	
	BMM.M.12.BA.IB.15.a Explain the importance of ethical standards in conducting business	BMM.M.12.BA.ML.12.a Examine a business code of ethics	BMM.M.12.BA.BL.5.a Explain the relationship between law and ethics	
	BMM.M.12.BA.IB.15.b Describe ethical dilemmas faced by managers	BMM.M.12.BA.ML.12.b Explain the importance of an ethical work environment	BMM.M.12.BA.BL.5.b Describe the role of values in constructing an ethical code and a legal system	

	BMM.M.12.BA.IB.15.c Identify ways in which an organization demonstrates social responsibility (e.g., providing jobs, paying taxes, and contributing to community projects)	BMM.M.12.BA.ML.12.c Identify the impact of unethical behavior on a business	BMM.M.12.BA.BL.5.c Distinguish unethical from illegal conduct and their consequences	
		BMM.M.12.BA.ML.12.d Identify guidelines for ethical decision-making	BMM.M.12.BA.BL.5.d Identify factors that contribute to developing ethical and legal lifestyles	
		BMM.M.12.BA.ML.12.e Identify ethical considerations resulting from various situations (e.g., technological advances, global competition, employer-employee relationships, and consumer relations)		
Ethics (cont.)		BMM.M.12.BA.ML.12.f Identify ways in which an organization demonstrates social responsibility toward its internal and external stakeholders and discuss its impacts		
	BMM.M.12.BA.IB.16 Students will analyze the relationship between ethics and law in the business environment.		BMM.M.12.BA.BL.6 Students will describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.	BMM.M.12.BA.EN.7 Students will integrate the legal skills necessary to successfully operate and grow an entrepreneurial venture. (BMM.HS.3.30)
	BMM.M.12.BA.IB.16.a Explore the legal aspects of business structures		BMM.M.12.BA.BL.6.a Describe the branches of the federal government as presented in the U.S. Constitution	BMM.M.12.BA.EN.7.a Analyze the legal issues and government compliances affecting entrepreneurial ventures (BMM.HS.3.30.h)
	BMM.M.12.BA.IB.17 Students will explore contract law.		BMM.M.12.BA.BL.6.b Identify the purposes of statutory law	BMM.M.12.BA.EN.7.b Identify the legal documents and financial records for business operations (BMM.HS.3.30.i)
	BMM.M.12.BA.IB.17.a Identify the required elements to create a contract		BMM.M.12.BA.BL.6.c Explain the roles and powers of the local, state, and federal governments	
			BMM.M.12.BA.BL.6.d Identify the basic freedoms guaranteed by the Bill of Rights	
			BMM.M.12.BA.BL.6.e Explain how courts make law using precedent and the role of stare decisions	
Legal Issues			BMM.M.12.BA.BL.6.f Explain how to read both case and statutory citations	

			BMM.M.12.BA.BL.6.g Differentiate among cases that belong in the federal and state, territory, and province court systems	
			BMM.M.12.BA.BL.6.h Explain the role of the national and state, territory, and province appellate courts	
			BMM.M.12.BA.BL.6.i Explain the roles of the U.S. Supreme Court and supreme courts in the states, territories, and provinces	
			BMM.M.12.BA.BL.6.j Distinguish between procedural law and substantive law	
			BMM.M.12.BA.BL.6.k Differentiate the differences between civil and criminal law and trials	
			BMM.M.12.BA.BL.6.l Describe the appellate process in criminal and civil cases	
			BMM.M.12.BA.BL.6.m Differentiate between categories of crime (e.g., treason, felony, and misdemeanor)	
Legal Issues (cont.)			BMM.M.12.BA.BL.6.n Define different types of business crime (e.g. arson, forgery, white collar, and embezzlement)	
			BMM.M.12.BA.BL.6.o Identify different areas of civil law that impact businesses (e.g. tort, contract, and property law)	
			BMM.M.12.BA.BL.6.p Distinguish between a tort and a crime	
			BMM.M.12.BA.BL.6.q Differentiate between and give examples of negligence and intentional torts	
			BMM.M.12.BA.BL.6.r Define “negligence per se” and give examples of circumstances under which it applies	
			BMM.M.12.BA.BL.7 Students will analyze the relationships between contract law, law of sales, and consumer law.	

			BMM.M.12.BA.BL.7.a Identify the required elements to create a contract	
			BMM.M.12.BA.BL.7.b Differentiate among contractual characteristics (e.g., bilateral and unilateral, express and implied, and oral and written)	
			BMM.M.12.BA.BL.7.c Explain how offer and acceptance can create contractual rights and duties	
			BMM.M.12.BA.BL.7.d Define counteroffer and describe the effects of a counteroffer in various contractual situations	
Legal Issues (cont.)			BMM.M.12.BA.BL.7.e Determine when an agreement is definite enough to be enforced as a contract	
			BMM.M.12.BA.BL.7.f Define and distinguish between different types of consideration	
			BMM.M.12.BA.BL.7.g Identify categories of people who lack contractual capacity	
			BMM.M.12.BA.BL.7.h List the ways a contract can be discharged	
			BMM.M.12.BA.BL.7.i Describe breach of contract	
			BMM.M.12.BA.BL.7.j Describe the remedies available when a contract is breached	
Technology	BMM.M.12.BA.IB.18 Students will explain the information and technology tools to conduct business effectively and efficiently.	BMM.M.12.BA.ML.13 Students will utilize information and technology tools to conduct business effectively and efficiently.		BMM.M.12.BA.EN.8 Students will integrate technology and innovation necessary to successfully operate and grow an entrepreneurial venture. (BMM.HS.3.30)
	BMM.M.12.BA.IB.18.a Define and explore e-commerce	BMM.M.12.BA.ML.13.a Describe how organizations access, share, and protect information		BMM.M.12.BA.EN.8.a Incorporate emerging technologies for innovation and growth (BMM.HS.3.30.j)

		BMM.M.12.BA.ML.13.b Use appropriate technology tools for business applications		
		BMM.M.12.BA.ML.13.c Interpret, analyze, and synthesize information for decision-making		
		BMM.M.12.BA.ML.13.d Synthesize information for management decision making		
College and Career Readiness	BMM.M.12.BA.IB.19 Students will identify personal management skills to function effectively and efficiently in a business environment.	BMM.M.12.BA.ML.14 Students will develop and demonstrate personal management skills to function effectively and efficiently in a business environment. (State Management)		BMM.M.12.BA.EN.9 Students will explore the characteristics of an entrepreneur. (BMM.HS.3.28)
	BMM.M.12.BA.IB.19.a Explain the importance of time management	BMM.M.12.BA.ML.14.a Evaluate and modify a time management plan as appropriate		BMM.M.12.BA.EN.9.a Analyze personal strengths, skills, and talents necessary to be an entrepreneur (BMM.H.S.3.28.a)
	BMM.M.12.BA.IB.19.b Determine personal life stressors and the appropriate reactions in dealing with them	BMM.M.12.BA.ML.14.b Identify stressors in the business environment and appropriate reactions in dealing with them		BMM.M.12.BA.EN.9.b Identify responsible behavior, attitude and leadership ability (BMM.HS.3.28.b)
College and Career Readiness (cont.)	BMM.M.12.BA.IB.19.c Explain the importance of effective communication and the various types of communication in business	BMM.M.12.BA.ML.14.c Explain how emotional intelligence is used by some organizations when evaluating managers		BMM.M.12.BA.EN.9.c Demonstrate problem solving skills (BMM.HS.3.28.c)
	BMM.M.12.BA.IB.20 Students will explore career opportunities in business.	BMM.M.12.BA.ML.14.d Identify effective communication skills and issues that prevent success for the business environment		BMM.M.12.BA.EN.9.d Exhibit personal goal setting (BMM.HS.3.28.d)
		BMM.M.12.BA.ML.14.e Explain why different management styles can be equally effective and successful		BMM.M.12.BA.EN.9.e Compare and contrast successful and unsuccessful entrepreneurs at a local, state, national global level (BMM.HS. 3.28.e)
				BMM.M.12.BA.EN.10 Students will analyze entrepreneurial opportunities. (BMM.HS.3.33)
				BMM.M.12.BA.EN.10.a Research opportunities in entrepreneurship (BMM.HS.3.33.a)
				BMM.M.12.BA.EN.10.b Discuss advantages and disadvantages of entrepreneurship as a career choice (BMM.HS.3.33.b)

9-12 Comprehensive Finance Pathway Standard: Students will demonstrate competency in the practices and skills of the Finance Pathway.				
Finance-Accounting Pathway Standards and Indicators				
Concept Strands	Accounting I	Accounting II	Accounting III	Managerial Accounting
	BMM.M.12.FI.AC1.1 Students will investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting. (State Accounting 5)	BMM.M.12.FI.AC2.1 Students will describe roles accountants play in business and society.	BMM.M.12.FI.AC3.1 Students will describe roles accountants play in business and society.	BMM.M.12.FI.MA.1 Students will demonstrate the skills and competencies required to be successful in the accounting profession.
Accounting Profession	BMM.M.12.FI.AC1.1.a State and explain the professional designations and certifications and education requirements in the accounting profession	BMM.M.12.FI.AC2.1.a Identify the major-policy setting bodies in the accounting profession and explain their roles	BMM.M.12.FI.AC3.1.a Identify the major-policy setting bodies in the accounting profession and explain their roles	BMM.M.12.FI.MA.1.a Demonstrate ethical decision-making skills and conduct in a business scenario
		BMM.M.12.FI.AC2.1.b Explain how current events impact the accounting profession	BMM.M.12.FI.AC3.1.b Explain how current events impact the accounting profession	BMM.M.12.FI.MA.1.b Demonstrate the ability to work within a team concept
		BMM.M.12.FI.AC2.1.c Explain the need for a code of ethics in accounting and ethical responsibilities required for accountants	BMM.M.12.FI.AC3.1.c Explain the need for a code of ethics in accounting and ethical responsibilities required for accountants	BMM.M.12.FI.MA.1.c Demonstrate the appropriate use of information technology with accounting practices
		BMM.M.12.FI.AC2.1.d Identify and use information technology productively	BMM.M.12.FI.AC3.1.d Identify and use information technology productively	
Accounting Principles	BMM.M.12.FI.AC1.2	BMM.M.12.FI.AC2.2	BMM.M.12.FI.AC3.2	BMM.M.12.FI.MA.2

	Students will identify and describe generally accepted accounting principles (GAAP) with financial transactions.	Students will explain how the application of GAAP impacts the recording of financial transactions and the preparation of financial statements.	Students will explain how the application of GAAP impacts the recording of financial transactions and the preparations of financial statements.	Students will analyze how the application of GAAP impacts the recording of financial transactions and the preparations of financial statements.
	BMM.M.12.FI.AC1.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses	BMM.M.12.FI.AC2.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses	BMM.M.12.FI.AC3.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses	BMM.M.12.FI.MA.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses
	BMM.M.12.FI.AC1.2.b Complete the steps in the accounting cycle and prepare financial statements	BMM.M.12.FI.AC2.2.b Complete the steps in the accounting cycle and prepare financial statements. Discuss the differences between U.S. GAAP and International Financial Reporting (IFRS)	BMM.M.12.FI.AC3.2.b Complete the steps in the accounting cycle and prepare financial statements. Discuss the differences between U.S. GAAP and International Financial Reporting (IFRS)	BMM.M.12.FI.MA.2.b Apply the U.S. GAAP and International Financial Reporting Standards (IFRS)
	BMM.M.12.FI.AC1.2.c Identify the major-policy setting bodies in the accounting profession	BMM.M.12.FI.AC2.2.c Explain the roles of the Financial Accounting Standards Board (FASB), Securities and Exchange Commission (SEC), and International Accounting Standards Board (ISAB)		BMM.M.12.FI.MA.2.c Demonstrate the understanding of the Financial Accounting Standards Board (FASB), Securities and Exchange Commission (SEC), and International Accounting Standards Board (ISAB)
Accounting Processes	BMM.M.12.FI.AC1.3 Students will apply generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BMM.M.12.FI.AC2.3 Students will apply and interpret generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BMM.M.12.FI.AC3.3 Students will apply and interpret generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BMM.M.12.FI.MA.3 Students will apply and evaluate generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.
	BMM.M.12.FI.AC1.3.a Describe the purpose of the accounting system	BMM.M.12.FI.AC2.3.a Analyze and describe how business transactions impact the accounting equation	BMM.M.12.FI.AC3.3.a Analyze and describe how business transactions impact the accounting equation	BMM.M.12.FI.MA.3.a Identify and explain the three phases of the management cycle
	BMM.M.12.FI.AC1.3.b Describe the purpose of the journals and ledgers and their relationship	BMM.M.12.FI.AC2.3.b Apply the double-entry system of accounting to record business transactions in journals and ledgers and prepare a trial balance	BMM.M.12.FI.AC3.3.b Apply the double-entry system of accounting to record business transactions in journals and ledgers and prepare a trial balance	BMM.M.12.FI.MA.3.b Identify and explain the four business processes
	BMM.M.12.FI.AC1.3.c Apply the double-entry system of accounting to record business transactions in journals and ledgers and prepare a trial balance	BMM.M.12.FI.AC2.3.c Describe the criteria to determine revenue and expense recognition and record transactions	BMM.M.12.FI.AC3.3.c Describe the criteria to determine revenue and expense recognition and record transactions	BMM.M.12.FI.MA.3.c Analyze and describe how business transactions impact the accounting equation
	BMM.M.12.FI.AC1.3.d Prepare a Bank Reconciliation	BMM.M.12.FI.AC2.3.d Explain the need for adjusting entries and record the transactions	BMM.M.12.FI.AC3.3.d Explain the need for adjusting entries and record the transactions	BMM.M.12.FI.MA.3.d Prepare the financial statements for the different types of business operations and ownership structures to prepare the post-closing trial balance
		BMM.M.12.FI.AC2.3.e Explain the purposes of the closing process and record the transactions	BMM.M.12.FI.AC3.3.e Explain the purposes of the closing process and record the transactions	BMM.M.12.FI.MA.3.e Explain how inventory differs for manufacturing and merchandising businesses
		BMM.M.12.FI.AC2.3.f	BMM.M.12.FI.AC3.3.f	BMM.M.12.FI.MA.3.f

		Prepare the financial statements for the different types of business operations and ownership structures to prepare the post-closing trial balance	Prepare the financial statements for the different types of business operations and ownership structures to prepare the post-closing trial balance	Distinguish between capital expenditures and revenue expenditures
		BMM.M.12.FI.AC2.3.g Describe the differences between the periodic and perpetual inventory system and record transaction	BMM.M.12.FI.AC3.3.g Explain the methods to determine the value of accounts receivable	BMM.M.12.FI.MA.3.g Record direct materials and direct labor transactions
		BMM.M.12.FI.AC2.3.h Describe the difference between the gross price method and the net price method and record transactions	BMM.M.12.FI.AC3.3.h Record transactions for accounts receivable, including uncollectible accounts, write offs and recoveries	
		BMM.M.12.FI.AC2.3.i Calculate cost of goods sold and ending inventory using LIFO, FIFO and Average costing methods		
Financial Reports	BMM.M.12.FI.AC1.4 Students will create financial reports to support GAAP and the accounting cycle.	BMM.M.12.FI.AC2.4 Students will prepare and interpret annual reports and financial statements to make informed business decisions.	BMM.M.12.FI.AC3.4 Students will prepare and interpret annual reports and financial statements to make informed business decisions.	BMM.M.12.FI.MA.4 Students will evaluate annual reports and financial statements to make informed business decisions.
	BMM.M.12.FI.AC1.4.a Identify the sources for obtaining financial reports	BMM.M.12.FI.AC2.4.a Describe the information provided in each financial statement and how the statements articulate with each other	BMM.M.12.FI.AC3.4.a Describe the information provided in each financial statement and how the statements articulate with each other	BMM.M.12.FI.MA.4.a Explain how and why the conceptual framework of accounting and generally accepted accounting principles provides guidance and structure for preparing financial statements
	BMM.M.12.FI.AC1.4.b Identify the sections in an annual report and explain the purpose of each section	BMM.M.12.FI.AC2.4.b Prepare the financial statements for the different types of business operations and ownership structures	BMM.M.12.FI.AC3.4.b Prepare the financial statements for the different types of business operations and ownership structures	BMM.M.12.FI.MA.4.b Describe the information provided in each financial statement and how the statements articulate with each other
	BMM.M.12.FI.AC1.4.c Describe the users and uses of financial information	BMM.M.12.FI.AC2.4.c Identify and explain the types of audit opinions	BMM.M.12.FI.AC3.4.c Identify and explain the types of audit opinions	BMM.M.12.FI.MA.4.c Identify and explain the types of audit opinions
	BMM.M.12.FI.AC1.4.d Describe the relationship between assets, liabilities, and equity on the balance sheet	BMM.M.12.FI.AC2.4.d Identify the different formats of an income statement	BMM.M.12.FI.AC3.4.d Identify the different formats of an income statement	BMM.M.12.FI.MA.4.d Identify the different formats of an income statement
	BMM.M.12.FI.AC1.4.e Identify the classifications in an income statement and explain their relationship (revenue, expenses, gains, losses)		BMM.M.12.FI.AC3.4.e Explain the accounting methods used to determine the value of accounts receivable to be reported on the balance sheet and describe the effect on the income statement	BMM.M.12.FI.MA.4.e Explain the accounting methods used to determine the value of accounts receivable to be reported on the balance sheet and describe the effect on the income statement
			BMM.M.12.FI.AC3.4.f Recognize the primary areas of analysis (trend analysis, profitability, liquidity, capital structure) and explain	BMM.M.12.FI.MA.4.f Recognize the primary areas of analysis (trend analysis, profitability, liquidity, capital structure) and explain

			the information that can be obtained from each type of analysis	the information that can be obtained from each type of analysis
			BMM.M.12.FI.AC3.4.g Perform a horizontal and vertical analysis of the income statement and balance sheet	BMM.M.12.FI.MA.4.g Perform a horizontal and vertical analysis of the income statement and balance sheet
			BMM.M.12.FI.AC3.4.h Assess profitability by calculating and interpreting financial ratios (gross profit margin, operating profit margin, net profit margin, return on assets, sales turnover)	BMM.M.12.FI.MA.4.h Assess profitability by calculating and interpreting financial ratios (gross profit margin, operating profit margin, net profit margin, return on assets, sales turnover)
			BMM.M.12.FI.AC3.4.i Calculate and interpret the current ratio and debit-equity ratio	BMM.M.12.FI.MA.4.i Calculate and interpret the current ratio and debit-equity ratio
Financial Reports (cont.)			BMM.M.12.FI.AC3.4.j Calculate the return on sales, earnings per share, and DuPont ROI	BMM.M.12.FI.MA.4.j Calculate the return on sales, earnings per share, and DuPont ROI
				BMM.M.12.FI.MA.4.k Research industry averages and explains their use in assessing the financial statements
				BMM.M.12.FI.MA.4.l Identify and describe the cost flow assumptions for inventory and explain the impact on the balance sheet and income statement
Compliance	BMM.M.12.FI.AC1.5 Students will apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. (State Accounting 4)	BMM.M.12.FI.AC2.5 Students will apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. (State Accounting 4)		
	BMM.M.12.FI.AC1.5.a Prepare and maintain payroll reports (State Accounting 4.1)	BMM.M.12.FI.AC2.5.a Prepare payroll reports to calculate net pay and employee tax deductions		
Financial Analysis		BMM.M.12.FI.AC2.6 Students will identify analysis options for financial planning and decision-making for capital investment activities.	BMM.M.12.FI.AC3.5 Students will identify analysis options for financial planning and decision-making for operating activities.	BMM.M.12.FI.MA.5 Students will evaluate Financial Planning and decision-making for operating activities.

		BMM.M.12.FI.AC2.6.a Distinguish between capital expenditures and revenue expenditures	BMM.M.12.FI.AC3.5.a Calculate the operating cycle and accounts payable in turnover days	BMM.M.12.FI.MA.5.a Identify and explain variable costs, fixed costs, and mixed costs
		BMM.M.12.FI.AC2.6.b Determine the cost of property, plant and equipment, natural resources and intangible assets	BMM.M.12.FI.AC3.5.b Calculate the quick ratio	BMM.M.12.FI.MA.5.b Use high-low analysis to determine variable costs, fixed costs, and mixed costs
		BMM.M.12.FI.AC2.6.c Identify, calculate and record depreciation, depletion and amortization and the impact when assets are sold, disposed, or rendered obsolete	BMM.M.12.FI.AC3.6 Students will identify analysis options for financial planning and decision-making and financial reporting for financing activities.	BMM.M.12.FI.MA.5.c Calculate break-even point and perform cost-volume-profit analysis
			BMM.M.12.FI.AC3.6.a Identify and describe the different classes of stock and explain the rights afforded of each class of stock	BMM.M.12.FI.MA.5.d Identify and explain product costs
			BMM.M.12.FI.AC3.6.b Calculate the Return on Common Equity	BMM.M.12.FI.MA.5.e Analyze a make-or-buy decision and/or accept-reject decision
Financial Analysis (cont.)			BMM.M.12.FI.AC3.6.c Describe the difference between cash dividends, stock dividends and stock splits, and the impact on the financial statements	BMM.M.12.FI.MA.6 Students will evaluate Financial Planning and decision-making for capital investment activities.
			BMM.M.12.FI.AC3.6.d Calculate the carrying value, interest expense and cash payment for note payable transactions	BMM.M.12.FI.MA.6.a Use time value of money concepts to solve present value and future value problems
			BMM.M.12.FI.AC3.6.e Identify and record transactions for accounts payable, other short-term debt and long-term debt instruments	BMM.M.12.FI.MA.6.b Use net present value concepts to make investments decisions
			BMM.M.12.FI.AC3.6.f Record interest expense and transactions for bond issued at face value, a premium, and a discount	BMM.M.12.FI.MA.7 Students will evaluate Financial Planning and decision-making and financial reporting for financing activities.
			BMM.M.12.FI.AC3.7 Students will identify financial reporting for cash flow.	BMM.M.12.FI.MA.7.a Compare and contrast debt equity financing; review debit-to-equity ratio
			BMM.M.12.FI.AC3.7.a Identify and explain the business activities reported in a statement of	BMM.M.12.FI.MA.7.b Calculate TIE and ROE

			cash flows (operating, investing, financing)	
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9-12 Comprehensive Finance Pathway Standard: Students will demonstrate competency in the practices and skills of the Finance Pathway.			
Finance-Economics Pathway Standards and Indicators			
Concept Strands	Personal Finance	Advanced Placement® Microeconomics	Advanced Placement® Macroeconomics
Financial Goal Setting	BMM.M.12.FE.PF.1 Students will develop and evaluate a plan to manage their money to achieve personal goals. (State Finance 1)		
	BMM.M.12.FE.PF.1.a Compare and contrast possible career choices (SS HS.2.2.d)		
	BMM.M.12.FI.PF.2 Students will identify various forms of income and analyze factors that affect income as a part of the career decision-making process. (State Finance Benchmark 1.1)		
	BMM.M.12.FI.PF.2.a Assess the incentives for investing in personal education, skills, and talents (e.g., Research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities) (SS HS.2.1.b)		
	BMM.M.12.FI.PF.3 Students will describe the impact of taxes to calculate the gross and net pay for personal financial planning. (BMM.HS.8.9.c.d.)		
	BMM.M.12.FI.PF.4 Students will compare and investigate personal income tax forms. (BMM.HS.8.9.e)		
	BMM.M.12.FI.PF.4.a Assess the effects of taxes on personal income. (e.g., state income tax, federal income tax, social security, property tax, sales tax, etc.) (SS HS.2.2.c)		
Buying Goods and Services	BMM.M.12.FI.PF.5 Students will apply economic concepts that support rational decision-making. (SS HS.2.1)		
	BMM.M.12.FI.PF.5.a		

	Apply opportunity costs and trade-offs to personal decision-making		
Buying Goods and Services (cont.)	BMM.M.12.FI.PF.5.b Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis (for example: PACED decision-making model (Problem, Alternatives, Criteria, Evaluate, Decision); Some potential topics could include options for energy sources, center pivot irrigation, oil pipeline through Nebraska, use of pesticides and fertilizers. Decisions made by businesses and social issues including corporate social responsibility programs, green energy, living wage, paid parental leave, equal pay, social entrepreneurship (businesses that aim to solve social problems) (SS HS.2.1.a)		
	BMM.M.12.FI.PF.5.c Recognize and assume responsibility for the consequences of economic choices		
	BMM.M.12.FI.PF.6 Students will recognize and predict the impact that various economic systems will have on people. (SS 12.2.5)		
	BMM.M.12.FI.PF.6.a Compare and evaluate the various economic systems (e.g., traditional, command, market, mixed) (SS 12.2.5.a)		
	BMM.M.12.FI.PF.7 Students will apply decision-making skills and models to maximize consumer satisfaction when buying goods and services. (State Finance 5)		
	BMM.M.12.FI.PF.7.a Discuss how competition affects price and helps the consumer		
	BMM.M.12.FI.PF.7.b Apply comparison-shopping skills to purchasing decisions (BMM.HS.8.12.c.2.b)		
	BMM.M.12.FI.PF.7.c Compare the advantages and disadvantages of buying versus leasing (e.g., vehicle, tools, furniture, and housing) (BMM.HS.8.12.c.2.c)		
	BMM.M.12.FI.PF.8 Students will develop a plan to support short- and long-term goals. (BMM.HS.8.9)		

Buying Goods and Services (cont.)	BMM.M.12.FI.PF.8.a Develop a budget using a financial record keeping tool. (for example: Mint.com, spreadsheet, Quicken, journal on paper) (SS HS.2.2.a)		
	BMM.M.12.FI.PF.8.b Define and categorize fixed and variable expenses		
	BMM.M.12.FI.PF.8.c Adjust and revise a budget based on unplanned expenses and changes to income		
Banking and Savings	BMM.M.12.FI.PF.9 Evaluate savings, investments, and risk management strategies to achieve financial goals. (SS HS.2.4)		
	BMM.M.12.FI.PF.9.a Distinguish between the various types of financial institutions and the basic services provided (BMM.HS.8.10.a)		
	BMM.M.12.FI.PF.9.b Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, and other emerging payment forms etc.) (BMM.HS.8.10.b)		
	BMM.M.12.FI.PF.9.c Compare and contrast different types of banking accounts and features. (e.g., checking, savings, money market, CDs) (SS HS.2.2.b)		
	BMM.M.12.FI.PF.9.d Recognize the cost of interest rates and fees associated with financial services (BMM.HS.8.10.e)		
	BMM.M.12.FI.PF.10 Students will evaluate saving strategies to achieve financial goals.		
	BMM.M.12.FI.PF.10.a Explain the importance of saving to ensure financial security		
	BMM.M.12.FI.PF.10.b Compares varying saving instruments and methods and understand why people save		
	BMM.M.12.FI.PF.10.c		

	Recognize the interest earned with simple and compound interest (BMM.HS.8.10.e)		
Banking and Savings (cont.)	BMM.M.12.FI.PF.10.d Explain the importance of saving and investing early to ensure financial security (for example: compound interest, use rule of 72, time value of money) (SS HS.2.4.a)		
	BMM.M.12.FI.PF.10.e Explain the role the FDIC plays in protecting savings		
Using Credit	BMM.M.12.FI.PF.11 Students will critique strategies used to establish, build, maintain, monitor, and control credit. (SS HS.2.3)		
	BMM.M.12.FI.PF.11.a Compare and contrast the costs and benefits of different types and sources of credit and debt. (for example: credit card interest rates, personal loans rates, mortgage rates, student loan rates, etc.) (SS HS.2.3.a)		
	BMM.M.12.FI.PF.11.b Identify the C's of creditworthiness e.g., collateral, character, capacity, conditions. (BMM.HS.8.11.a)		
	BMM.M.12.FI.PF.11.c Investigate strategies to effectively manage debt and factors that influence credit ratings. (e.g., credit cards, auto loans, mortgages, extended warranties) (SS HS.2.3.b)		
	BMM.M.12.FI.PF.11.d Explain sources of financing and how credit grace periods, methods of interest calculations, and fees affect borrowing costs (BMM.HS.8.11.c)		
	BMM.M.12.FI.PF.11.e Understand the rights and responsibilities of consumers according to credit legislation (for example: truth-in-lending, fair credit reporting, equal credit opportunity, fair debt collection) (BMM.HS.8.11.d)		
	BMM.M.12.FI.PF.11.f Explain the importance of credit ratings and credit scores and the effect on a credit report and the cost of credit (BMM.HS.8.11.e)		
	BMM.M.12.FI.PF.11.g		

	Identify methods to resolve credit discrepancies and prevent identity theft (BMM.HS.8.11.f)		
Investment	BMM.M.12.FI.PF.12 Students will evaluate savings, investments, and risk management strategies to achieve financial goals. (SS HS.2.4)		
	BMM.M.12.FI.PF.12.a Identify the risk/return trade-offs for saving and investing		
	BMM.M.12.FI.PF.12.b Analyze the impact of compounding and the importance of starting early investment plan early		
	BMM.M.12.FI.PF.13 Students will develop an investment strategy to achieve short and long-term goals utilizing a variety of investment vehicles.		
	BMM.M.12.FI.PF.13.a Develop an investment strategy to achieve short-and long-term goals utilizing a variety of investment vehicles (for example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. rental) (SS HS2.4.b)		
	BMM.M.12.FI.PF.14 Students will explore the protection and management of assets.		
	BMM.M.12.FI.PF.14.a Define insurance terminology (BMM.HS.8.13.a)		
	BMM.M.12.FI.PF.14.b Identify risk management strategies (e.g., retention, avoidance, reduction, transfer) (BMM.HS.8.13.b)		
	BMM.M.12.FI.PF.14.c Examine appropriate and cost-effective risk management strategies. (For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection) (SS HS.2.4.c)		
	BMM.M.12.FI.PF.15 Students will describe problems that can occur when an individual is a victim of identity theft.		
BMM.M.12.FI.PF.15a			

	Give specific examples on how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft		
Investment (cont.)	BMM.M.12.FI.PF.15.b Describe conditions under which individuals should and should not disclose their social security number, account numbers or other sensitive personal information		
Scarcity and Markets		BMM.M.12.FI.MIC.1 Students will evaluate and explain Basic Economic Concepts.	
		BMM.M.12.FI.MIC.1.a Describe economic concepts, principles, and models	
		BMM.M.12.FI.MIC.1.b Describe the similarities, differences, and limitations of economic concepts, principles, or models	
		BMM.M.12.FI.MIC.1.c Draw an accurately labeled graph or visual to represent an economic model or market	
		BMM.M.12.FI.MIC.1.d Identify an economic concept, principle, or model using quantitative data or calculations	
		BMM.M.12.FI.MIC.2 Students will analyze and critique supply and demand.	
		BMM.M.12.FI.MIC.2.a Draw an accurately labeled graph or visual to represent an economic model or market	
		BMM.M.12.FI.MIC.2.b Determine the effect(s) of a change in an economic situation using quantitative data or calculations	
		BMM.M.12.FI.MIC.2.c Explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome using economic concepts, principles, and models	
		BMM.M.12.FI.MIC.2.d Determine the outcome of an economic situation using economic concepts, principles, or models	
		BMM.M.12.FI.MIC.3	

Costs, Benefits, and Marginal Analysis		Students will examine and explain basic economic concepts.	
		BMM.M.12.FI.MIC.3.a Identify an economic concept, principle, or model using quantitative data or calculations	
Costs, Benefits, and Marginal Analysis (cont.)		BMM.M.12.FI.MIC.3.b Interpret a specific economic outcome using quantitative data or calculations	
		BMM.M.12.FI.MIC.4 Students will differentiate and interpret Production, Cost, and the Perfect Competition Model.	
		BMM.M.12.FI.MIC.4.a Identify an economic concept, principle, or model using quantitative data or calculations	
		BMM.M.12.FI.MIC.4.b Explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome using economic concepts, principles, and models	
Production Choices and Behavior		BMM.M.12.FI.MIC.5 Students will analyze and evaluate Production, Cost, and the Perfect Competition Model.	
		BMM.M.12.FI.MIC.5.a Describe economic concepts, principles, or models	
		BMM.M.12.FI.MIC.5.b Draw an accurately labeled graph or visual to represent an economic model or market	
		BMM.M.12.FI.MIC.5.c Describe the similarities, differences, and limitations of economic concepts, principles, or models	
		BMM.M.12.FI.MIC.5.d Explain how a specific economic outcome occurs, or what action should be taken in order to achieve a specific economic outcome using economic concepts, principles, and models	
		BMM.M.12.FI.MIC.6 Students will analyze and evaluate Imperfect Competition.	
		BMM.M.12.FI.MIC.6.a Describe the similarities, differences, and limitations of economic concepts, principles, or models	

		BMM.M.12.FI.MIC.6.b Demonstrate your understanding of a specific economic situation on an accurately labeled graph or visual	
Production Choices and Behavior (cont.)		BMM.M.12.FI.MIC.6.c Demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual	
		BMM.M.12.FI.MIC.6.d Interpret a specific economic outcome using quantitative data or calculations	
		BMM.M.12.FI.MIC.7 Students will examine and interpret Factor Markets.	
		BMM.M.12.FI.MIC.7.a Describe economic concepts, principles, or models	
		BMM.M.12.FI.MIC.7.b Determine the effect(s) of one or more changes on other economic markets	
		BMM.M.12.FI.MIC.7.c Interpret a specific economic outcome using quantitative data or calculations	
		BMM.M.12.FI.MIC.7.d Explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome using economic concepts, principles, or models	
Market Efficiency and Public Policy		BMM.M.12.FI.MIC.8 Students will analyze and critique Supply and Demand.	
		BMM.M.12.FI.MIC.8.a Demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual	
		BMM.M.12.FI.MIC.9 Students will identify and explain Market Failure and the Role of Government.	
		BMM.M.12.FI.MIC.9.a Explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome using economic concepts, principles, and models	
		BMM.M.12.FI.MIC.9.b	

		Demonstrate your understanding of a specific economic situation on an accurately labeled graph or visual	
		BMM.M.12.FI.MIC.9.c Identify an economic concept, principle, or model illustrated by an example	
Market Efficiency and Public Policy (cont.)		BMM.M.12.FI.MIC.9.d Demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual	
		BMM.M.12.FI.MIC.9.e Describe economic concepts, principles, or models	
Macro-Economic Measurements			BMM.M.FI.MAC.1 Students will identify and critique Economic Indicators and The Business Cycle.
			BMM.M.FI.MAC.1.a Describe economic concepts, principles, and models
			BMM.M.FI.MAC.1.b Describe the similarities, differences, and limitations of economic concepts, principles, or models
			BMM.M.FI.MAC.1.c Identify an economic concept, principle, and model illustrated by an example
			BMM.M.FI.MAC.1.d Interpret a specific economic outcome using quantitative data or calculations
			BMM.M.FI.MAC.1.e Determine the outcome of an economic situation using economic concepts, principles, or models
			BMM.M.FI.MAC.1.f Identify an economic concept, principle, or model using quantitative data or calculations
			BMM.M.FI.MAC.1.g Describe economic concepts, principles, and models
			BMM.M.FI.MAC.2 Students will inspect and assess the Financial Sector.
			BMM.M.FI.MAC.2.a Describe the similarities, differences, and limitations of economic concepts, principles, or models
			BMM.M.FI.MAC.2.b

			Describe economic concepts, principles, and models
			BMM.M.FI.MAC.2.c Identify an economic concept, principle, and model illustrated by an example
Macro-Economic Measurements (cont.)			BMM.M.FI.MAC.3 Students will compare and debate Long-Run Consequences of Stabilization Policies.
			BMM.M.FI.MAC.3.a Explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome Using economic concepts, principles, and models
			BMM.M.FI.MAC.4 Students will classify and interpret the Open Economy-International Trade and Finance.
			BMM.M.FI.MAC.4.a Describe economic concepts, principles, and models
Macroeconomic Markets			BMM.M.FI.MAC.5 Students will analyze and explain Basic Economic Concepts.
			BMM.M.FI.MAC.5.a Identify an economic concept, principle, and model using quantitative data or calculations
			BMM.M.FI.MAC.5.b Draw an accurately labeled graph or visual to represent an economic model or market
			BMM.M.FI.MAC.5.c Demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual
			BMM.M.FI.MAC.6 Students will inspect and assess the Financial Sector.
			BMM.M.FI.MAC.6.a Draw an accurately labeled graph or visual to represent an economic model or market
			BMM.M.FI.MAC.6.b Demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual
			BMM.M.FI.MAC.7 Students will classify and interpret the Open Economy-International Trade and Finance.

			BMM.M.FI.MAC.7.a Identify an economic concept, principle, or model using quantitative data or calculations
			BMM.M.FI.MAC.7.b Draw an accurately labeled graph or visual to represent an economic model or market
Macroeconomic Markets (cont.)			BMM.M.FI.MAC.7.c Demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual
			BMM.M.FI.MAC.7.d Determine the outcome of an economic situation using economic concepts, principles, or models
			BMM.M.FI.MAC.7.e Determine the effect(s) of one or more changes on other economic markets
Macroeconomic Models			BMM.M.FI.MAC.8 Students will analyze and explain Basic Economic Concepts.
			BMM.M.FI.MAC.8.a Describe economic concepts, principles, or models
			BMM.M.FI.MAC.8.b Draw an accurately labeled graph or visual to represent an economic model or market
			BMM.M.FI.MAC.9 Students will examine and measure National Income and Price Determination.
			BMM.M.FI.MAC.9.a Draw an accurately labeled graph or visual to represent an economic model or market
			BMM.M.FI.MAC.9.b Determine the effect(s) of a change in an economic situation using quantitative data or calculations
			BMM.M.FI.MAC.9.c Draw an accurately labeled graph or visual to represent an economic model or market
			BMM.M.FI.MAC.9.d Describe economic concepts, principles, or models
			BMM.M.FI.MAC.9.e Demonstrate understanding of a specific economic situation on an accurately labeled graph or visual
			BMM.M.FI.MAC.9.f Demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual
			BMM.M.FI.MAC.9.g

			Determine the outcome of an economic situation using economic concepts, principles, or models
			BMM.M.FI.MAC.10 Students will compare and debate Long-Run Consequences of Stabilization Policies.
Macroeconomic Models (cont.)			BMM.M.FI.MAC.10.a Demonstrate your understanding of a specific economic situation on an accurately labeled graph or visual
			BMM.M.FI.MAC.10.b Explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome using economic concepts, principles, or models
			BMM.M.FI.MAC.10.c Demonstrate your understanding of a specific economic situation on an accurately labeled graph or visual
Macroeconomic Policies			BMM.M.FI.MAC.11 Students will examine and measure National Income and Price Determination.
			BMM.M.FI.MAC.11.a Explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome using economic concepts, principles, and models
			BMM.M.FI.MAC.11.b Describe economic concepts, principles, or models
			BMM.M.FI.MAC.12 Students will inspect and assess the Financial Sector.
			BMM.M.FI.MAC.12.a Determine the effect(s) of a change in an economic situation using quantitative data or calculations
			BMM.M.FI.MAC.12.b Explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome using economic concepts, principles, and models
			BMM.M.FI.MAC.13 Students will compare and debate Long-Run Consequences of Stabilization Policies.
			BMM.M.FI.MAC.13.a

			Explain how a specific economic outcome occurs when there are multiple contributing variables or what multiple actions should be taken in order to achieve a specific economic outcome using economic concepts, principles, and models
Macroeconomic Policies (cont.)			BMM.M.FI.MAC.13.b Determine the outcome of an economic situation using economic concepts, principles, or models
			BMM.M.FI.MAC.13.c Determine the effect(s) of one or more changes on other economic markets
			BMM.M.FI.MAC.13.d Explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome using economic concepts, principles, and models

9-12 Comprehensive Marketing Pathway Standard: Students will demonstrate competency in the practices and skills of the Marketing Pathway.				
Pathway Standards and Indicators				
Concept Strands	Entertainment and Sports Marketing	Marketing	Digital Marketing	Applied Marketing
Marketing	BMM.M.12.MK.EM.1 Students will recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. (NBEA)	BMM.M.12.MK.MK.1 Students will recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. (NBEA)	BMM.M.12.MK.DM.1 Students will recognize the customer-oriented nature of digital marketing and analyze the impact of marketing activities on the individual, business, and society.	BMM.M.12.MK.AM.1 Students will examine and illustrate marketing, the marketing concept, and marketing management. (BBM. HS.6.22)
	BMM.M.12.MK.EM.1.a Analyze how the elements of the marketing mix create an image of personality for a product or company (NBEA)	BMM.M.12.MK.MK.1.a Analyze how the elements of the marketing mix create an image of personality for a product or company (NBEA)	BMM.M.12.MK.DM.1.a Analyze how the elements of the marketing mix create an image of personality for a product or company (NBEA)	BMM.M.12.MK.AM.1.a Define the role of marketing in organizations BBM. (HS.6.22A)
		BMM.M.12.MK.MK.1.b Describe market segmentation and how it is used by companies (NBEA)	BMM.M.12.MK.DM.1.b Explain the impact digital marketing has on the promotion of businesses and products	BMM.M.12.MK.AM.1.b Describe how marketers create value for a product or service (BBM. HS.6.22.b)
		BMM.M.12.MK.MK.2 Students will analyze the marketing mix and their interrelationship with the marketing process and their role in positioning. (NBEA)	BMM.M.12.MK.DM.2 Students will analyze the importance of digital marketing.	BMM.M.12.MK.AM.1.c Explain why marketing is important both within and outside the firm (BBM. HS.6.22.c)
		BMM.M.12.MK.MK.2.a Identify products considering consumer needs and wants	BMM.M.12.MK.DM.2.a Identify the difference between traditional marketing and digital marketing strategies	BMM.M.12.MK.AM.2 Students will analyze the environment in which firms operate to develop effective marketing strategies and decisions. (BMM. HS.6.23)
		BMM.M.12.MK.MK.2.b Develop ideas for improving and modifying existing products and services	BMM.M.12.MK.DM.2.b Describe characteristics of digital marketing	BMM.M.12.MK.AM.2.a Develop marketing strategies to guide marketing tactics (BMM. HS.6.23.a)
			BMM.M.12.MK.DM.2.c Develop ideas for digital marketing strategies	BMM.M.12.MK.AM.2.b Select strategy to obtain the best return on marketing investment (BMM. HS.6.23.b)
			BMM.M.12.MK.DM.2.d Analyze the advantages and disadvantages of digital marketing	BMM.M.12.MK.AM.2.c Evaluate marketing mix strategies in response to market opportunities and customer expectations (BMM. HS.6.23.c)

Marketing (cont.)			BMM.M.12.MK.DM.2.e Examine the social, ethical, and regulatory aspects of digital media marketing (e.g., clicks, walls, phish, etc.)	
Marketing Information Management	BMM.M.12.MK.EM.2 Students will explore the values of product research and development in entertainment or sports.	BMM.M.12.MK.MK.3 Students will examine the concepts and develop the tools used to create marketing information management.	BMM.M.12.MK.DM.3 Students will explore the values of product research and development within digital marketing.	BMM.M.12.MK.AM.3 Students will review methods of information gathering and investigate research techniques. (BMM.HS.6.24)
	BMM.M.12.MK.EM.2.a Discuss the issues related to selection of product and brand naming	BMM.M.12.MK.MK.3.a Discuss the reasons for conducting market research	BMM.M.12.MK.DM.3.a Discuss the issues related to selection of product and brand naming	BMM.M.12.MK.AM.3.a Discuss the reasons for conducting market research
	BMM.M.12.MK.EM.2.b Evaluate the importance of market segmentation	BMM.M.12.MK.MK.3.b Describe primary and secondary data	BMM.M.12.MK.DM.3.b Evaluate the importance of market segmentation	BMM.M.12.MK.AM.3.b Describe primary and secondary data
		BMM.M.12.MK.MK.3.c Identify sources of secondary data for research purposes	BMM.M.12.MK.DM.3.c Explain the importance of online brand image and reputation	BMM.M.12.MK.AM.3.c Analyze sources of secondary data for research purposes
		BMM.M.12.MK.MK.3.d Identify methods for collecting primary data	BMM.M.12.MK.DM.4 Students will conduct a digital marketing content audit using performance metrics.	BMM.M.12.MK.AM.3.d Discuss the steps in market research process
		BMM.M.12.MK.MK.3.e Discuss the steps in market research process	BMM.M.12.MK.DM.4.a Explore data measurement, analytics, and key performance indicators that digital marketers use	BMM.M.12.MK.AM.3.e Evaluate the steps involved in interpreting research data, including collecting, analyzing and reporting key findings
		BMM.M.12.MK.MK.3.f Evaluate the steps involved in interpreting research data, including collecting, analyzing and reporting key findings		BMM.M.12.MK.AM.3.f Conduct marketing research
		BMM.M.12.MK.MK.3.g Conduct primary marketing research		BMM.M.12.MK.AM.3.g Develop marketing strategies based on marketing research
				BMM.M.12.MK.AM.3.h Develop a business plan based on marketing research
				BMM.M.12.MK.AM.3.i Demonstrates ethical leadership via development of business plan
				BMM.M.12.MK.AM.3.j Demonstrates critical thinking via data analysis
				BMM.M.12.MK.AM.3.k

				Demonstrate collaboration and teamwork via development of business plan
	BMM.M.12.MK.EM.3 Students will explore why individuals, businesses and governments trade goods and services.	BMM.M.12.MK.MK.4 Students will explain how the sales process impacts business and the economy.	BMM.M.12.MK.DM.5 Students will explore why individuals, businesses and governments trade goods and services.	BMM.M.12.MK.AM.4 Students will demonstrate the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.
	BMM.M.12.MK.EM.3.a Identify the sales process	BMM.M.12.MK.MK.4.a Examine the seven steps of the selling process	BMM.M.12.MK.DM.5.a Explain how sales efforts affect customer decisions	BMM.M.12.MK.AM.4.a Demonstrate the selling techniques used to aid customers and clients in making buying decisions
	BMM.M.12.MK.EM.3.b Explain how sales efforts affect customer decisions	BMM.M.12.MK.MK.4.b Explain the process and techniques of both retail and business –to-business selling	BMM.M.12.MK.DM.5.b Recognize the importance of e-commerce to sell products	BMM.M.12.MK.AM.4.b Differentiate ethical issues involved in personal selling
Sales	BMM.M.12.MK.EM.3.c Recognize the importance of e-commerce to sell products	BMM.M.12.MK.MK.4.c Demonstrate a sales presentation	BMM.M.12.MK.DM.6 Students will analyze an e-commerce website for effectiveness and optimization.	BMM.M.12.MK.AM.4.c Evaluate the impact of evolving technologies on personal selling
		BMM.M.12.MK.MK.4.d Identify customer buying motives for use in selling	BMM.M.12.MK.DM.7 Students will understand the role of the digital marketing funnel and customer relationships within the digital marketing industry.	BMM.M.12.MK.AM.4.d Demonstrate communication in the sales process
		BMM.M.12.MK.MK.4.e Demonstrate the selling techniques used to aid customers and clients in making buying decisions	BMM.M.12.MK.DM.7.a Analyze and explain a firm’s digital marketing and/or sales funnel of the buyer’s journey	BMM.M.12.MK.AM.4.e Integrate technology to process sales activities
		BMM.M.12.MK.MK.4.f Effectively demonstrate management of customer objectives during the selling process		
		BMM.M.12.MK.MK.4.g Demonstrate effective suggestion selling and closing sale techniques		
		BMM.M.12.MK.MK.4.h Demonstrate ways to prepare for selling		
Pricing	BMM.M.12.MK.EM.4 Students will explore concepts and processes associated with successful financial planning in entertainment and sports marketing.	BMM.M.12.MK.MK.5 Students will explain pricing strategies used in the business environment in which it is implemented.	BMM.M.12.MK.DM.8 Students will explore concepts and processes associated with successful financial planning in digital marketing.	BMM.M.12.MK.AM.5 Students will demonstrate the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value.

	BMM.M.12.MK.EM.4.a Discuss pricing strategies used to increase sales in entertainment and sports marketing	BMM.M.12.MK.MK.5.a Explain how price influences consumer purchase decisions	BMM.M.12.MK.DM.8.a Discuss pricing strategies used to increase sales in digital marketing	BMM.M.12.MK.AM.5.a Identify the factors that contribute to a product's price (cost, quality, competition, and brand loyalty)
Pricing (cont.)		BMM.M.12.MK.MK.5.b Create a purchasing plan for resale and pricing policies		BMM.M.12.MK.AM.5.b Discuss how evolving technologies provide greater options for buyers and increase price competition
		BMM.M.12.MK.MK.5.c Calculate overall price using basic pricing formulas		BMM.M.12.MK.AM.5.c Explain factors affecting price decisions
		BMM.M.12.MK.MK.5.d Explain factors affecting pricing decisions		BMM.M.12.MK.AM.5.d Use pricing terminology and techniques correctly and effectively in a business plan
		BMM.M.12.MK.MK.5.e Demonstrate pricing math to calculate market ups and markdowns		BMM.M.12.MK.AM.5.e Plan and implement a pricing strategy
				BMM.M.12.MK.AM.5.f Describe the nature of profit and loss statements
Promotion	BMM.M.12.MK.EM.5 Students will develop an entertainment or sports promotion utilizing the promotional mix.	BMM.M.12.MK.MK.6 Students will demonstrate the components of the promotional mix.	BMM.M.12.MK.DM.9 Students will develop a digital marketing promotion plan utilizing the promotional mix.	BMM.M.12.MK.AM.6 Students will be able to demonstrate the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
	BMM.M.12.MK.EM.5.a Identify various sales methodologies used in entertainment and sports marketing	BMM.M.12.MK.MK.6.a Explain why organizations use promotions	BMM.M.12.MK.DM.9.a Identify various sales methodologies used in digital marketing	BMM.M.12.MK.AM.6.a Explain the promotional mix concept and its role in marketing
	BMM.M.12.MK.EM.5.b Explain strategies for attracting secondary sales (ticket sales etc.)	BMM.M.12.MK.MK.6.b Evaluate the effectiveness of various forms of promotion	BMM.M.12.MK.DM.9.b Explain the types of media used in digital marketing	BMM.M.12.MK.AM.6.b Demonstrate the use of direct marketing to attract attention and to build a brand
	BMM.M.12.MK.EM.5.c Analyze the importance of special promotional events	BMM.M.12.MK.MK.6.c Develop sales promotion plan	BMM.M.12.MK.DM.9.c Identify the purpose, audience, and audience need for digital marketing strategies	BMM.M.12.MK.AM.6.c Explain the nature of public relations
	BMM.M.12.MK.EM.5.d Explain the types of media used in entertainment and sports advertising	BMM.M.12.MK.MK.6.d Explain the relationship of merchandising and visual merchandising	BMM.M.12.MK.DM.10 Students will be able to demonstrate the concepts and strategies needed to communicate information.	BMM.M.12.MK.AM.6.d Demonstrate the purpose and importance of advertising
	BMM.M.12.MK.EM.5.e Explain the types of entertainment or sports advertising	BMM.M.12.MK.MK.6.e Evaluate the sales and sales support structure of a retail establishment		BMM.M.12.MK.AM.6.e Develop a promotional mix strategy
		BMM.M.12.MK.MK.6.f		

		Discuss the elements of visual merchandising and the artistic design of creating a display		
Product / Service Management	BMM.M.12.MK.EM.6 Students will explore product / service planning and development.	BMM.M.12.MK.MK.7 Students will explain how businesses plan what to produce and sell, and how they position and manage these products.	BMM.M.12.MK.DM.11 Students will explore product/service planning and development.	BMM.M.12.MK.AM.7 Students will be able to demonstrate the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
		BMM.M.12.MK.MK.7.a Describe factors used by marketers to position product/ businesses	BMM.M.12.MK.DM.11.a Describe factors used by marketers to position product/ businesses	BMM.M.12.MK.AM.7.a Compare and contrast consumer wants and needs in the global environment and how this drives product development and positioning
		BMM.M.12.MK.MK.7.b Propose a new or modified product to market to consumers incorporating product – planning / branding principles in a small group application	BMM.M.12.MK.DM.11.b Explain the branding strategies	BMM.M.12.MK.AM.7.b Determine ethical issues associated with product development
		BMM.M.12.MK.MK.7.c Identify the impact of product life cycles on marketing decisions	BMM.M.12.MK.DM.11.c Demonstrate how a brand engages with consumers in an online setting	
		BMM.M.12.MK.MK.7.d Explain the branding strategies		
		BMM.M.12.MK.MK.7.e Explain functions of packaging		
		BMM.M.12.MK.MK.7.f Explain extended product features		
College / Career Readiness	BMM.M.12.MK.EM.7 Students will explain college or career objectives.	BMM.M.12.MK.MK.8 Students will develop college or career objectives.	BMM.M.12.MK.DM.12 Students will explain college or career objectives.	BMM.M.12.MK.AM.8 Students will be able to demonstrate concepts, tools, and strategies used to explore, obtain, and develop in a business career.
	BMM.M.12.MK.EM.7.a Determine the career opportunities available in the entertainment or sports industry	BMM.M.12.MK.MK.8.a Evaluate their personal attributes and present themselves in a positive manner	BMM.M.12.MK.DM.12.a Determine the career opportunities available in the digital marketing industry	BMM.M.12.MK.AM.8.a Demonstrate how to make effective decisions, to use career information, and to manage personal career plans
	BMM.M.12.MK.EM.7.b Analyze the impact of technology in the entertainment or sports industries	BMM.M.12.MK.MK.8.b Explain employment opportunities in a variety of businesses	BMM.M.12.MK.DM.12.b Explain employment opportunities in a variety of businesses	BMM.M.12.MK.AM.8.b Explain the concepts, strategies, and systems used to obtain and convey ideas and information
		BMM.M.12.MK.MK.8.c Demonstrate positive human relations and communication skills		BMM.M.12.MK.AM.8.c Apply verbal skills to obtain and convey information
				BMM.M.12.MK.AM.8.d Demonstrate techniques, strategies, and systems used to foster self-understanding and enhance

				relationships with others (Emotional intelligence)
College / Career Readiness (cont.)				BMM.M.12.MK.AM.8.e Use communication skills to foster ethical interactions (Emotional intelligence)
				BMM.M.12.MK.AM.8.f Demonstrate specific marketing skills competencies
				BMM.M.12.MK.AM.8.g Explain techniques, strategies, and systems used to foster self-understanding and enhance relationships with others
Economics	BMM.M.12.MK.EM.8 Students will explain how markets, prices and competition influence economic behavior.	BMM.M.12.MK.MK.9 Students will examine economic principles and concepts, which form the basis of marketing activities.	BMM.M.12.MK.DM.13 Students will explain how markets, prices and competition influence economic behavior.	BMM.M.12.MK.AM.9 Students will demonstrate an understanding of the economic principles and concepts fundamental to marketing activities and business operations.
	BMM.M.12.MK.EM.8.a Discuss the profit motive and describe economic utility as it applies to entertainment or sports marketing	BMM.M.12.MK.MK.9.a Interpret the economic principles that form the bases of marketing and business activities	BMM.M.12.MK.DM.13.a Discuss the profit motive and describe economic utility as it applies to digital marketing	BMM.M.12.MK.AM.9.a Summarize the key principles on which a modified free enterprise system is based
	BMM.M.12.MK.EM.8.b Discuss funding and revenue sources for entertainment or sports businesses	BMM.M.12.MK.MK.9.b Evaluate the major components of the free enterprise	BMM.M.12.MK.DM.13.b Discuss the return on investment in regards to digital marketing	BMM.M.12.MK.AM.9.b Assess various types of economic measurements
	BMM.M.12.MK.EM.8.c Discuss the economic impact of global marketing as it applies to local, national and/or international sporting and entertainment events	BMM.M.12.MK.MK.9.c Assess the roles of the government and consumer in the free enterprise system		BMM.M.12.MK.AM.9.c Discuss the role of the government and the consumer in a market economy
		BMM.M.12.MK.MK.9.d Analyze how the free enterprise system answers the three basic economic questions		BMM.M.12.MK.AM.9.d Differentiate economic systems in global economies
		BMM.M.12.MK.MK.9.e Examine the various economic indicators in the free enterprise system		
		BMM.M.12.MK.MK.9.f Apply technical reading strategies for information as it relates to marketing		
Entrepreneurship		BMM.M.12.MK.MK.10 Students will explain the concept of starting a new business or venture.		BMM.M.12.MK.AM.10 Students will demonstrate an understanding of the concepts, processes and skills associated with identifying new ideas, opportunities

				and methods and with creating or starting new projects or ventures.
Entrepreneurship (cont.)		BMM.M.12.MK.MK.10.a Explain the terms entrepreneur and entrepreneurship		BMM.M.12.MK.AM.10.a Assess the impact of entrepreneurship on the local community and its economy
		BMM.M.12.MK.MK.10.b Describe the differences between being an entrepreneur and being an employee		BMM.M.12.MK.AM.10.b Develop a business plan for a small business or a franchise
		BMM.M.12.MK.MK.10.c Examine forms of entrepreneurship and success/failure examples		BMM.M.12.MK.AM.10.c Examine the skills of human resource management that are critical to success in operating a small business
		BMM.M.12.MK.MK.10.d Explain the concept of private enterprise		BMM.M.12.MK.AM.10.d Demonstrate collaboration with peers
				BMM.M.12.MK.AM.10.e Demonstrate written and oral communication skills
				BMM.M.12.MK.AM.10.f Demonstrate time management during production of a small business plans
				BMM.M.12.MK.AM.10.g Demonstrate team building through production of a small business plan
				BMM.M.12.MK.AM.10.h Demonstrate problem solving through production of a small business plan
				BMM.M.12.MK.AM.10.i Understand the tools techniques, and systems that businesses use to plan, staff, lead, and organized its human resources
Distribution / Channel Management		BMM.M.12.MK.MK.11 Students will explain the concepts and processes needed to identify, select, monitor and evaluate channels of distribution.	BMM.M.12.MK.DM.14 Students will be able to understand the importance of content distribution and how it is deployed.	BMM.M.12.MK.AM.11 Students will demonstrate an understanding of the concepts and processes needed to identify, select, monitor and evaluate channels of distribution.
		BMM.M.12.MK.MK.11.a Demonstrate an understanding of distribution principles	BMM.M.12.MK.DM.14.a Understand how to perform search engine optimization on a website	BMM.M.12.MK.AM.11.a Compare distribution channels to minimize costs and determine cost effective strategies
		BMM.M.12.MK.MK.11.b Identify channel members		BMM.M.12.MK.AM.11.b

				Describe the use of technology in the channel management function
		BMM.M.12.MK.MK.11.c Compare channels of distribution for consumer and industrial products		
		BMM.M.12.MK.MK.11.d Explain distribution planning		
Distribution / Channel Management (cont.)		BMM.M.12. MK.MK 11.e Explain the effect of e-commerce on distribution planning		
Industry Trends	BMM.M.12.MK.EM.9 Students will analyze trends in the entertainment or sports industry.		BMM.M.12.MK.DM.15 Students will explore past and current trends in digital marketing.	
	BMM.M.12.MK.EM.9.a Analyze growth and trends of entertainment or sports as an industry in local, state, national, and international areas		BMM.M.12.MK.DM.15.a Identify digital marketing strategies	
	BMM.M.12.MK.EM.9.b Investigates the history of entertainment or sports as a factor in economic growth and marketing			
	BMM.M.12.MK.EM.9.c Evaluate the entertainment or sports industry as a valuable segment of the economy			
	BMM.M.12.MK.EM.9.d Analyze entertainment or sports concepts in the business environment in which they are implemented			
Project Management				BMM.M.12.MK.AM.12 Students will demonstrate the importance of an effective marketing plan. (BMM.HS.6.31)
				BMM.M.12.MK.AM.12.a Explain why a marketing plan is vital (BMM.HS.6.31.a)
				BMM.M.12.MK.AM.12.b Apply project management competencies in working with a viable business in the creation of a marketing plan (BMM.HS.6.31.b)
				BMM.M.12.MK.AM.12.c Analyze current marketing strategies utilized by business (BMM.HS.6.31.c)

				BMM.M.12.MK.AM.12.d Initiate marketing plan by identifying target market, conducting market analysis, and reviewing SWOT analysis (BMM.HS.6.31.d)
Project Management (cont.)				BMM.M.12.MK.AM.12.e Develop marketing strategies to position and/or reposition business effectively (BMM.HS.6.31.e)
				BMM.M.12.MK.AM.12.f Access cost effectiveness of recommended marketing strategies (BMM.HS.6.31.f)
				BMM.M.12.MK.AM.12.g Monitor and evaluate performance of marketing plan (BMM.HS. 6.31.g)

11-12 Career and Technical Education Work-Based Learning Experiences Students will synthesize knowledge, skills and practices required for future careers.	
Career and Technical Education (CTE) Internship Standards and Indicators	
Concept Strands	CTE Internship
Work-Trait Qualities	CTE.M.HS.WBL.1 Students will set and pursue career, educational, and personal goals.
	CTE.M.HS.WBL.1.a Demonstrate concepts used to explore, obtain career and potential postsecondary education opportunities
	CTE.M.HS.WBL.1.b Demonstrate work-based learning strategies
	CTE.M.HS.WBL.1.c Secure employment in a paid workplace environment
	CTE.M.HS.WBL.2 Students will understand the connection between school and their postsecondary and career goals.
	CTE.M.HS.WBL.2.a Explore career options
	CTE.M.HS.WBL.2.b Develop an awareness of the requirements of careers to effectively plan postsecondary and career pursuits
	CTE.M.HS.WBL.3 Students will model mature professional behaviors and rise to the expectations of employers while demonstrating good work habits.
	CTE.M.HS.WBL.3.a Demonstrate positive attitude, personal fitness, appearance and readiness to work
	CTE.M.HS.WBL.3.b Apply ethical personal and workplace practices
	CTE.M.HS.WBL.3.c Demonstrate the MPS College and Career Readiness Skills applicable to the work environment (Critical Thinking & Problem-solving; Creativity & Innovation; Collaboration & Teamwork; Citizenship & Personal Responsibility)
	CTE.M.HS.WBL.3.d Demonstrate the MPS Character Traits at all times (Trustworthiness; Responsibility; Respect; Citizenship)
	CTE.M.HS.WBL.4 Students will build networks that will support learning and expand future opportunities.
	CTE.M.HS.WBL.4.a Foster positive relationships with adults
Job/Position Expectations	CTE.M.HS.WBL.5 Students will develop leadership skills and a sense of responsibility.
	CTE.M.HS.WBL.5.a Follow all operational and workplace guidelines
	CTE.M.HS.WBL.5.b Complete all assigned work tasks in a timely manner and with quality
	CTE.M.HS.WBL.6 Students will solve problems cooperatively and creatively.
	CTE.M.HS.WBL.6.a Know who to contact when questions occur
	CTE.M.HS.WBL.7 Students comply with workplace policies, procedures and expectations.
	CTE.M.HS.WBL.7.a Demonstrate workplace protocols

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**Business, Marketing and Management
9-12 Proposed Instructional Materials**

Business Management and Administration Career Pathway Courses			
Introduction to Business	Management and Leadership	Business Law and Ethics	Entrepreneurship
<ul style="list-style-type: none"> ● BUSN8 (2016), Cengage* ● Virtual Business-Restaurant, Knowledge Matters ● Venture, EVERFI 	<ul style="list-style-type: none"> ● MGMT7 (2015), Cengage* ● Virtual Business-Management, Knowledge Matters 	<ul style="list-style-type: none"> ● Law for Business & Personal Use (2012), Cengage* ● You Be the Judge (2011), B.E. Publishing 	<ul style="list-style-type: none"> ● Youth Entrepreneur Academy ● BizInnovator, Jacobsen Institute ● Virtual Business-Entrepreneurship, Knowledge Matters
Finance Career Pathway Courses			
	Personal Finance	AP Microeconomics	AP Macroeconomics
<i>Economic Focus</i>	<ul style="list-style-type: none"> ● NextGen Personal Finance ● EVERFI (Financial Literacy)* ● Marketplaces, EVERFI ● Virtual Business-Personal Finance, Knowledge Matters 	<ul style="list-style-type: none"> ● Economics, 22nd edition (2021), McGraw-Hill 	<ul style="list-style-type: none"> ● Economics, 22nd edition (2021), McGraw-Hill
	Accounting I	Accounting II & III	Managerial Accounting
<i>Accounting Focus</i>	<ul style="list-style-type: none"> ● Century 21 Accounting-General Journal, (2019) MindTap, Cengage ● Virtual Business-Accounting, Knowledge Matters 	<ul style="list-style-type: none"> ● Horngren's Accounting-Financial Chapters, (2021) w/ MyLab Accounting, Savvas 	<ul style="list-style-type: none"> ● Horngren's Accounting-Managerial Chapters, (2021) w/ MyLab Accounting, Savvas
Marketing Career Pathway Courses			
Entertainment & Sports Marketing	Marketing	Digital Marketing	Applied Marketing
<ul style="list-style-type: none"> ● Sports/Entertainment Marketing, (2016), Cengage* ● Virtual Business-Sports/Entertainment Marketing, Knowledge Matters 	<ul style="list-style-type: none"> ● Marketing Essentials, (2016), McGraw-Hill* ● Class Track--Marketing 101, Competition University ● Virtual Business-Retailing, Knowledge Matters 	<ul style="list-style-type: none"> ● HS Mimic Social Simulation w/ Marketing Strategies, StuKent 	<ul style="list-style-type: none"> ● Prep Track, Competition University

*Previous adopted and approved during the 2015 curriculum cycle.

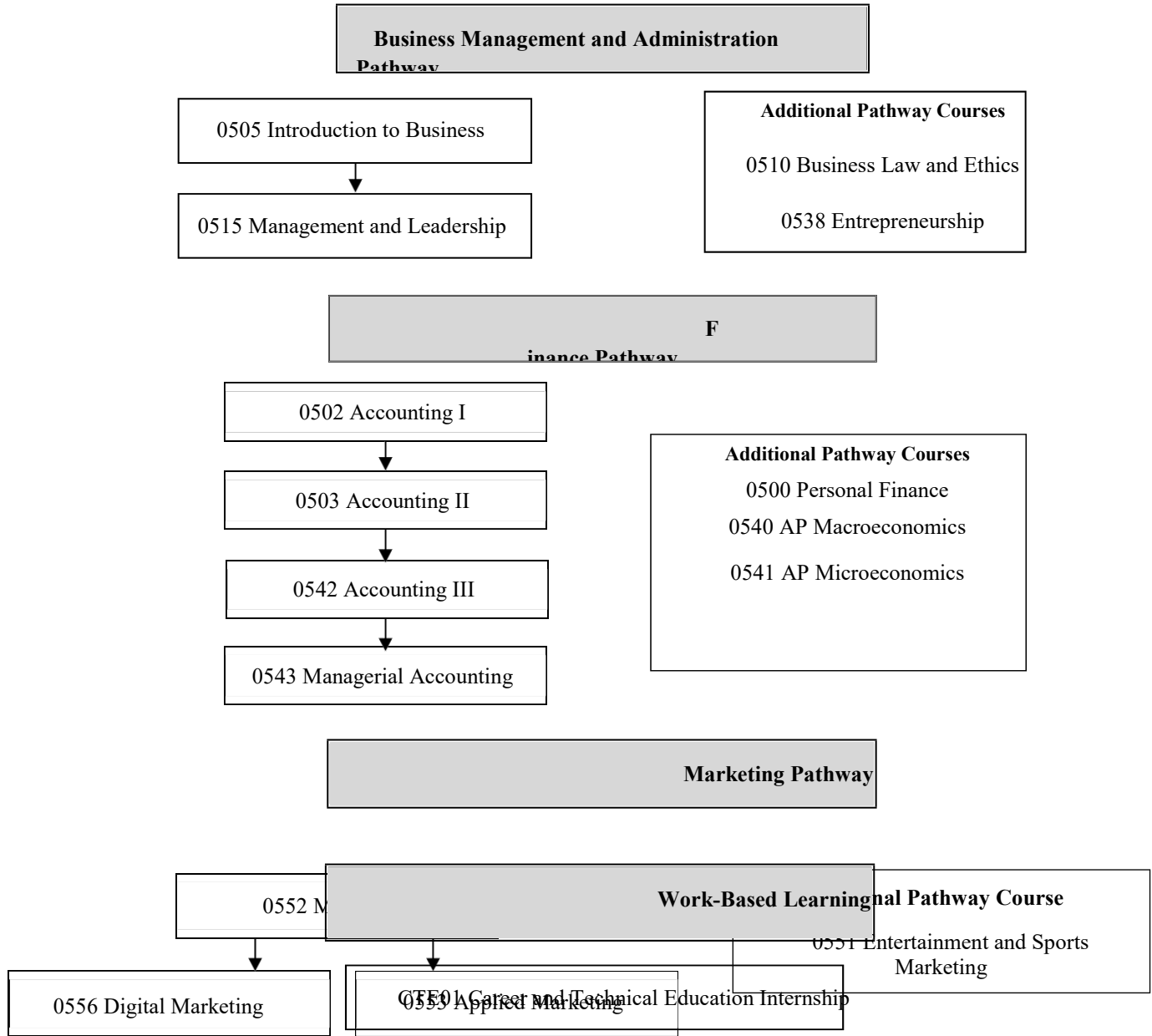
9-12 Business, Marketing and Management Proposed and Redesigned Courses

Previous Course	Proposed Course	Rationale
Introduction to Business, Marketing and Management <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	Introduction to Business <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Course aligns to NDE Program of Study
Management and Leadership <ul style="list-style-type: none"> ● 11-12 Grade ● 5 Credits 	Management and Leadership <ul style="list-style-type: none"> ● 11-12 Grade ● 5 Credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Course aligns to NDE Program of Study
Business Law <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	Business Law and Ethics <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Course aligns to NDE Program of Study
International Business <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	Entrepreneurship <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Abandon course and concept of global business will be infused throughout all business courses ● Course aligns to NDE Program of Study
Personal Finance <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	Personal Finance <ul style="list-style-type: none"> ● 10-12 Grade ● 5 Credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Added rigor for upper grade levels ● 2019 State Social Studies Financial Literacy Standards are embedded
Accounting I <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	Accounting I <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Course aligns to NDE Program of Study
Accounting II <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	Accounting II <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Course aligns to NDE Program of Study
Accounting III <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	Accounting III <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught

		<ul style="list-style-type: none"> ● Course aligns to NDE Program of Study
Managerial Accounting <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	Managerial Accounting <ul style="list-style-type: none"> ● 9-12 Grade ● 5 Credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught
Advanced Placement® Macroeconomics <ul style="list-style-type: none"> ● 9-12 grade ● 5 credits 	Advanced Placement® Macroeconomics <ul style="list-style-type: none"> ● 9-12 grade ● 5 credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Course aligns with requirements of College Board ● Course aligns to NDE Program of Study
Advanced Placement® Microeconomics <ul style="list-style-type: none"> ● 9-12 grade ● 5 credits 	Advanced Placement® Microeconomics <ul style="list-style-type: none"> ● 9-12 grade ● 5 credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Course aligns with requirements of College Board ● Course aligns to NDE Program of Study
Merchandise Marketing <ul style="list-style-type: none"> ● 9-12 grade ● 5 credits 	Digital Marketing <ul style="list-style-type: none"> ● 9-12 grade ● 5 credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Covers online & social media concepts
Sports and Entertainment Marketing <ul style="list-style-type: none"> ● 9-12 grade ● 5 credits 	Entertainment and Sport Marketing <ul style="list-style-type: none"> ● 9-12 grade ● 5 credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Title adjusted due to confusion with Physical Education course
Marketing <ul style="list-style-type: none"> ● 11-12 grade ● 10 credits 	Marketing <ul style="list-style-type: none"> ● 10-12 grade ● 10 credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Earlier entry point for Marketing ● Course aligns to NDE Program of Study
Advanced Marketing <ul style="list-style-type: none"> ● 11-12 grade ● 10 credits 	Applied Marketing <ul style="list-style-type: none"> ● 11-12 grade ● 10 credits 	<ul style="list-style-type: none"> ● Ensures Millard Business, Marketing and Management Standards and Indicators are taught ● Blended Learning class for junior and seniors ● Repeatable course with different projects ● Course aligns to NDE Program of Study
Marketing Internship		<ul style="list-style-type: none"> ● Abandon specialized internship courses to expand focus for all CTE content areas
<i>Dropped Business- Management & Leadership Internship course</i>	Career and Technical Education Internship <ul style="list-style-type: none"> ● 11-12 grade level ● 5 credits/semester 	<ul style="list-style-type: none"> ● Expanded Work-Based Learning Experience-Internship course for all students in Career and Technical Education (CTE) ● Aligns with Nebraska Perkins V State Plan Strategic Priorities

	(maximum of 10 credits in a school year)	
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9-12 Business, Marketing and Management



Students who complete a single pathway are encouraged to expand their knowledge by completing an additional pathway.

9-12 Business, Marketing, and Management Course Descriptions

0505 Introduction to Business

5 Credits

Course Description: Students will learn the basics of the business world and how it functions by examining economics, accounting, marketing, management, and entrepreneurship. Concepts in this course will provide a background for other business courses, assist with consumer decision-making and, help to develop skills that employers seek in potential employees.

Prerequisite(s): None

0515 Management and Leadership

11-12

5 Credits

Course Description: Students will examine the characteristics of a strong business leader. This course addresses characteristics, organization, and operation of business as major sectors of the economy. Students will investigate management issues involved in planning, organizing, leading, and controlling an organization. This course is recommended for all students planning to major in Business in college.

Prerequisite(s): None

0510 Business Law and Ethics

5 Credits

Course Description: Students will develop an understanding of laws and regulations that impact business. Topics include corporate law, contracts, consumer protection, and employment law. Students will also acquire knowledge of business torts, sources of law, and the legal procedures of the United States judicial system.

Prerequisite(s): None

0538 Entrepreneurship

5 Credits

Course Description: Students will learn the essentials of starting and operating a new business by producing a business plan for an entrepreneurial venture. They will explore the big picture of entrepreneurship in the United States understanding the impact on the national and global economy. In this course, students will develop their leadership, communication, and human relations skills.

Prerequisite(s): None

0502 Accounting I

5 Credits

Course Description: Students will learn the accounting cycle, record financial transactions, and prepare financial statements for a service business. This course is a comprehensive introduction to basic accounting as the first in a sequence of courses that prepares students for careers in business and college-level accounting.

Prerequisite(s): None

0503 Accounting II

5 Credits

Course Description: Students will expand their understanding of accounting principles by learning to analyze records, interpret financial data, and apply adjustments for a merchandising partnership or corporation. This is the second in a sequence of courses that prepares students for careers in business and college-level accounting.

Prerequisite(s): Accounting I

0542 Accounting III

5 Credits

Course Description: Students will further develop their understanding of advanced accounting concepts. Students will evaluate financial planning and decision-making for operating activities and capital investments. This course will expand student accounting knowledge to understand corporate accounting. Accounting III is strongly recommended for students planning to major in Business in college.

Prerequisite(s): Accounting II

0543 Managerial Accounting **5 Credits**

Course Description: Students will learn how to provide accounting information to assist management in decision-making, planning, and control. Budgeting, management decision-making, financial statement analysis and statements of cash flows will be covered in this course. Managerial Accounting is strongly recommended for students planning to major in Business in college.

Prerequisite(s): Accounting III

0500 Personal Finance **10-12** **5 Credits**

Course Description: Students will learn the skills necessary to manage their financial resources for lifetime financial security. The goal of Personal Finance is to help students to become financially responsible, conscientious members of society. This course develops students' understanding and skills in areas such as financial goal setting, buying goods and services, banking and savings, using credit, investment, and protection management. This course fulfills the Financial Literacy Graduation Requirement.

Prerequisite(s): None

0540 AP Macroeconomics **5 Credits**

Course Description: Advanced Placement® Macroeconomics is a fast-paced college-level course that focuses on the decision making of individuals, businesses, and the government. Students will study a variety of economic theories and analyze their practical application in the real world. This course will cover macroeconomics. Macroeconomics focuses on the economy as a whole, including economic measures, economic growth, fiscal policy, monetary policy, and international economics. This course will prepare students to take the Advanced Placement® Macroeconomics exam. Students are encouraged to enroll in both AP Macroeconomics and AP Microeconomics during the same academic year.

Prerequisite(s): Extensive math skills are not required; however, the ability to analyze graphs and charts is essential.

0541 AP Microeconomics **5 Credits**

Course Description: Advanced Placement® Microeconomics is a fast-paced college-level course that focuses on the decision making of individuals, businesses, and the government. Students will study a variety of economic theories and analyze their practical application in the real world. Advanced Placement® Microeconomics focuses on the supply and demand for products, the labor markets, and the role of competition in a free market system. This course will prepare students to take the Advanced Placement® Microeconomics exam. Students are encouraged to enroll in both AP Macroeconomics and AP Microeconomics during the same academic year.

Prerequisite(s): Extensive math skills are not required; however, the ability to analyze graphs and charts is essential.

0551 Entertainment and Sports Marketing **5 Credits**

Course Description: Students will develop skills in the areas of event management, sponsoring, ticket marketing, branding, roles of public relations, and career opportunities as they relate to the entertainment and sports industries. Entertainment and Sports Marketing is a specialized course to develop marketing knowledge and skills related to the growing event marketing industry. Students enrolled in this course are eligible to participate in DECA.

Prerequisite(s): None

0552 Marketing **10-12** **10 Credits**

Course Description: Students will understand the functions of marketing, including product service management, promotion, pricing, selling, and channel management. Students will apply communication, leadership, and technology skills while developing their employability and career development strategies. Students enrolled in this course are eligible to participate in DECA.

Prerequisite(s): None

0556 Digital Marketing**5 Credits**

Course Description: No longer is Digital Marketing simply a buzzword. Digital Marketing transforms how businesses market and communicate to consumers. This one-semester course will expand students' knowledge in marketing through exploration of emerging technologies and incorporate the use of current digital marketing and traditional marketing strategies. Students enrolled in this course are eligible to participate in DECA.

Prerequisite(s): Marketing

0553 Applied Marketing**11-12****10 Credits**

Course Description: Students will apply concepts of business development to conduct market research analysis, create start-up business plans, and propose promotional activities for current businesses and local organizations. Students will demonstrate communication, interpersonal, leadership, and technology skills while developing their employability and career development strategies in project-based activities. Applied Marketing is recommended for college bound students and/or students who are interested in starting their own business. Students enrolled in this course are eligible to participate in DECA.

Prerequisite(s): Marketing

CTE01 Career and Technical Education Internship**11-12****5 Credits/Semester**

Course Description: At this capstone level, students will demonstrate the specific technical and career-readiness skills they have gained through their previous Career and Technical Education preparation coursework. This workplace experience is a proactive approach to bridge education and workplace performances. Work-Based Learning Experiences provide supervised on-the-job opportunities for students to continue to develop and demonstrate their academic, technical, and career readiness skills.

Students are required to:

- participate in a paid internship learning experience.
- work part-time, 120 hours minimum (approx. 7 hours/week).
- complete Work-Based Learning Experience documents.
- participate in Safety and Equipment Training where required.

Prerequisite(s): Concurrent classroom instruction in a career and technical education course that aligns with internship focus

AGENDA SUMMARY SHEET

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Agenda Item: Approval of PK-12 English Language Arts Modified Framework

Meeting Date: April 18, 2022

Background/Description: The Board of Education approved the Language Arts Framework Part I on May 15, 2017. The Board then approved Part II of the Framework, including the instructional materials, on February 19, 2018. Millard operates a seven-year curriculum cycle, but there are times when the state adopts new standards outside of the Millard timeline. The state adopted new English Language Arts Standards on September 2, 2021. Nebraska Statute 79-79-760.02 states that no later than one year following the adoption or modification of state standards, districts will adopt standards that may be equal to or exceed in rigor. We therefore worked this year to review our standards and make any modifications needed to be in alignment with the new state standards.

Tonight we bring the modified English Language Arts Framework for approval. There is no cost involved in this as none of the instructional materials will change as a result of this revision.

Action Desired: Approval of PK-12 English Language Arts Modified Framework

Policy/Strategic Plan Reference: Strategy 2 - We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.

Responsible Person(s): Dr. Heather Phipps, Dr. Anthony Weers, Andy DeFreece, Jody Sempek, and Jan Dahlgaard

Superintendent Approval:



PK – 12

English Language Arts

Framework

Part I: PK-12
May 15, 2017

Part II: PK-12
February 19, 2018

Part II B: High School Language Arts Electives
March 4, 2019

Modified: April 18, 2022



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District Mission and Beliefs English Language Arts Philosophy

District Mission:

The mission of the Millard Public Schools is to guarantee each student demonstrates the character, knowledge, and skills necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that engages and challenges all students.

District Beliefs:

We believe:

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

English Language Arts Philosophy Statement PK-12:

English Language Arts is a framework of developing skills which students implement across all subject areas and grade levels. Learners who experience reading, writing, speaking, listening, and critical thinking in an engaging and rigorous environment will be prepared for college and career opportunities and be lifelong learners. Students will experience and produce print and digital materials in a setting that encourages choice and empowerment.

Academic and College and Career Readiness Essential Learning Outcomes

This framework aligns to the academic and college and career readiness outcomes approved by the Board of education in Rule 6110.1.

English Language Arts Curriculum Planning Committee Members 2016-17

Elementary

Stephanie Mackel - PreK/Wheeler
 Renee Broesch - Kindergarten/Abbott
 Mandie Hamaker - Grade 1/Neihardt
 Melanie Gibbons - Grade 2/Willowdale
 Dianna Ringleb - Grade 3/Black Elk
 Kate Solberg - Grade 3/Core Knowledge/Cather
 Helen Lykke-Wisler - Grade 4/Ezra
 Amy Stenger - Grade 5/Rohwer
 Lori Adam - Primary Montessori/Montclair
 Marsha Edquist - IB Primary Years Programme/Aldrich
 Bunny Rothenberg - Literacy Intervention/Bryan
 Jennifer Hellbusch - HAL/Administrative Intern/Reagan
 Stephanie Kastrup - HAL/Administrative Intern/Upchurch
 Sarah Haver - Teacher Librarian/Sandoz
 Colleen Ballard - Administrator/Norris
 Tracy Logan - Administrator/Wheeler
 Gina Rudloff - Administrator/Cottonwood

Secondary

Erika Campbell - High School Special Education/West
 Flamina Harrison - Middle Level Montessori/Central Middle
 Ashley Andersen - IB Middle Years Programme/North Middle
 Erin Dietsch - Teacher Librarian/Russell Middle
 Stacy Kolvek - Reading 6/Andersen Middle
 Scott Bougger - Reading 7/Central Middle
 Emily Rakowsky - English 6/Kiewit Middle
 Nikki Guynan - English 7/Beadle Middle
 Melissa Betts - English 8/Russell Middle
 Mary Kay Desjardins - English 10/Literacy/South
 Lloyd Hoshaw - Advanced Placement/Electives/Department Head/West
 Kara Radtke - English 9/Honors 9/English 10/West
 Rebecca Peterson - English 9/Honors 9/North High
 Justin Sonnenfelt - English 11/Electives/Horizon
 Leslie Irwin - Advanced Placement/IB Programme/Department Head/North High
 Rhonda Betzold - IB Programme/Honors/North High
 Steve Kerkman - Electives/Department Head/Early College/South
 Heather Daubert - Administrator/Beadle Middle
 Michelle Klug - Administrator/South
 Marshall Smith - Administrator/Kiewit Middle

District

Lori Bartels – Coordinator of K-5 Special Education
 Tricia Gillett – PK-12 Speech Language Pathologist Department Head
 Pam Erixon - English Language Learners District Support Specialist
 Sheila Bolmeier - Instructional Technology MEP Facilitator
 Julia Siniard – K-5 District Interventionist
 Shelley Schmitz – 6-12 District Interventionist
 Cheris Kite - Early Childhood & Literacy Intervention Curriculum & Instruction MEP Facilitator
 Jody Sempek - K-5 Language Arts Curriculum & Instruction MEP Facilitator
 Jan Dahlgaard - 6-12 Language Arts Curriculum & Instruction MEP Facilitator

Phase 1 PreK-12 Research SubCommittees 2016-17

Curriculum & Instruction: Reading

Lori Adam, Montclair
 Scott Bougger, Central
 Mary Kay Desjardins, South
 Marsha Edquist, Aldrich
 Mandie Hamaker, Neihardt
 Amy Stenger, Rohwer

Curriculum & Instruction: Writing

Melissa Betts, Russell
 Tracy Logan, Wheeler
 Helen Lykke-Wisler, Ezra Millard
 Rebecca Peterson, North High
 Justin Sonnenfelt, Horizon

Growth for Subgroup Populations

Colleen Ballard, Norris
 Sheila Bolmeier, Instructional Technology MEP
 Facilitator
 Pam Erixon, ELL District Support Specialist
 Nikki Guynan, Beadle
 Sarah Haver, Sandoz
 Steve Kerkman, South
 Emily Rakowsky, Kiewit
 Gina Rudloff, Cottonwood
 Shelley Schmitz, 6-12 District Interventionist

Growth for On/Above-Level Students

Ashley Andersen, North Middle
 Jennifer Hellbusch, Reagan
 Stacy Kolvek, Andersen
 Marshall Smith, Kiewit

Kate Solberg, Cather

Literacy Intervention (Research-based)

Lori Bartels, Coordinator of K-5 Special Education
 Renee Broesch, Abbott
 Erika Campbell, West
 Tricia Gillett, Speech Language Pathologist
 Department Head
 Stephanie Kastrup, Upchurch
 Cheri Kite, Early Childhood & Literacy Intervention
 Bunny Rothenberg, Bryan
 Julia Siniard, K-5 District Interventionist

Technology

Erin Dietsch, Russell
 Melanie Gibbons, Willowdale
 Flamina Harrison, Central
 Michelle Klug, South
 Stephanie Mackel, Wheeler
 Dianna Ringleb, Black Elk

AP Culture

Rhonda Betzold, North High
 Heather Daubert, Beadle
 Lloyd Hoshaw, West
 Leslie Irwin, North High
 Kara Radtke, West

Phase II: PK-12 Field Study Committee

Preschool:

Caroline Ososki, Bryan
 Kathy Paradies-Beene, Bryan

Ally Logan, Hitchcock
 Holli Reab, Hitchcock

Angie Hughes, Neihardt
 Sommer Ruhland, Neihardt

Elementary:

Lisa Shields, Wheeler
 Michelle Sobotka, Wheeler
 Kerri White, Wheeler
 Katrina Partusch, Wheeler
 Kristin Lutes, Disney
 Anne Servais, Disney
 Missy Croom, Norris
 Melissa Daharsh, Norris
 Emilee Blackstone, Neihardt
 Mandie Hamaker, Neihardt
 Aimee Schultz, Neihardt
 Gillian White, Neihardt
 Rachael Barbour, Neihardt
 Korryn Phillips, Harvey Oaks
 Morgan Rickley, Harvey Oaks
 Melanie Gibbons, Willowdale

Nicole Jamison, Willowdale
 Barb Hove, Willowdale
 Cathy Greenwald, Willowdale
 Michelle Fuller, Holling Heights
 Kelli Hesse, Holling Heights
 Megan Hall, Holling Heights
 Mariann Bakk, Holling Heights
 Kim Brown, Holling Heights
 Liz Braun, Cottonwood
 Amy Rangeloff, Cottonwood
 Brittany Wunderlich, Upchurch
 Jessica Cinnamon, Upchurch
 Alicia Ketcham, Upchurch
 Sara Mau, Upchurch
 Cathy Hall, Aldrich
 Katie Thompson, Aldrich

Michelle Leibrock, Aldrich
 Helen Lykke-Wisler, Ezra
 Jaci Goldhorn, Ezra
 Heather Loewen, Ezra
 Jamie Schnieber, Cody
 Katie Backhuus, Cody
 Amy Badura, Black Elk
 Taylor Muehlich, Black Elk
 Casey Hoffman, Black Elk
 Emily Lyon, Black Elk
 Alexandria Peterson, Wheeler
 Jackie Polacek, Wheeler
 Patty McGregor, Wheeler
 Brooke Zuniga, Wheeler
 Deb Ashmore, Wheeler
 Amy Stenger, Rohwer

Jennifer Gabrielson, Rohwer

Alissa Goodding, Hitchcock

Secondary:

Amy Arens, AMS
 Stacy Kolvek, AMS
 Jamie Wingender, AMS
 Jennifer Hussey, AMS
 Amanda Ostle, AMS
 Jordan Siepker, AMS
 Sarah Feik, BMS
 Chelsea Herbolsheimer, BMS
 Kim Rannells, BMS
 Sara Buelt, BMS
 Cara Schrock, BMS
 Shannon Stamper, BMS
 Scott Bougger, CMS
 Stephanie Heater, CMS
 Kailey McCoy, CMS

Emily Rakowsky, KMS
 Pat Leamen, KMS
 Megan Glover, KMS
 Erin Dahl, KMS
 Megan Patton-Paulson, KMS
 Hank Plugge, KMS
 Michael Gunter, NMS
 Ryan Butler, NMS
 Sandra Segal, RMS
 Molly Erickson, RMS
 Nicci Dill, RMS
 Amanda Niemiec, RMS
 Missy Betts, RMS
 Julie Kerkman, RMS
 Zac Ward, RMS

Rebecca Peterson, MNHS
 Joshua Lingenfelter, MNHS
 Dana Moore, MNHS
 Sarah Martin, MNHS
 MaRanda Nickolite, MNHS
 Sarah Martin, MSHS
 Johanna Hon, MSHS
 Jackie Bass, MSHS
 Andrew Kanago, MSHS
 Joanne Miller, MSHS
 Kara Radtke, MWHS
 Kayla Vavra, MWHS
 Patty Knudson, MWHS
 Delanie Frye, MWHS
 Marilyn Kerkhove, MWHS

Phase II: High School Electives Committee 2018-2019

Sarah Crotzer, MNHS
 Christine Kaldahl, MSHS
 Carol Mertl, MSHS
 Mark Hilburn, MWHS
 Becky Terrell, MNHS
 Amber Wormington, MSHS
 Lloyd Hoshaw, MWHS
 Leslie Irwin, MNHS
 Jim Mercer, MWHS
 Kaeleb Bessmer, MNHS
 Kelly Lawrence, MSHS
 Stacy Tramontozzi, MSHS
 Kristen Roduner, MWHS
 Chris Carroll, MNHS
 Tessa Adams, MSHS
 Mike Catron, MWHS
 Monica Kauffman, MNHS

Tonya Nauslar, MNHS
 Mary Kay Desjardins, MSHS
 Marilyn Kerkhove, MWHS
 Monica Bachman, MSHS
 Breanne Campbell, MWHS
 Nancy Poma, KLHHS
 Sabrina Denney Bull, MNHS
 Rebecca Johnson, MSHS
 Jennifer Jerome, MWHS
 Aarron Schurrevich, MNHS
 James Constantino, MSHS
 Ryan Wiegert, MWHS
 Michelle Williamson, MNHS
 Robyn Baker, MSHS
 Brooke Phillips, MWHS
 Andy Kanago, MSHS
 Patty Knudson, MWHS

Kari Murphy, MNHS
 Vickie Weidenhamer, MSHS
 Matt Smith, MWHS
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 Rebecca Peterson, MNHS
 Jackie Bass, MSHS
 Beth Rips, MWHS
 Allycia Gutierrez, MNHS
 Holly Hartel, MSHS
 Kara Radtke, MWHS
 Michael McCauley, MNHS
 Michael Davis, MWHS
 Amber Ripa, MNHS
 Steve Kerkman, MSHS
 Lauren McKenzie, MWHS

English Language Arts Timeline of Curriculum Cycle Meetings

Phase I (2016-2017) Elementary & Secondary

Date	Group -- Purpose
September 22, 2016	Language Arts Curriculum Planning Committee –Orientation to the Phase I process, role of group, Data Book, and other resources
October 18, 2016	CPC Meeting #1--Identified critical issues to be researched during Phase I; review parameters and data
October 27, 2016	CPC Meeting #2—Defined research groups and generated research questions
November 10 or 15 or 17, 2016	Language Arts Research Subcommittees – Began research on seven critical issues identified in October
December 13, 2016	Community Focus Group—Discussed the critical Language Arts skills and concepts needed to be successful in the community
January 24, 2017	Curriculum Planning Committee -- Research Presentations
January 26, 2017	Curriculum Planning Committee – Finished discussions from research presentations and completed Framework writing
March 2, 2017	Secondary Members of Curriculum Planning Committee—Developed course notes and course sequence
March 15, 2017	Secondary Vendor Fair—previewed six products from four vendors
March 16, 2017	Elementary Vendor Fair—previewed four products from four vendors
April 26, 2017	Secondary Members of Curriculum Planning Committee—Developed individual course frameworks for all high school courses

Phase II (2017-2018) Elementary & Secondary Required Courses

Date	Group -- Purpose
July 31, 2017 and August 1, 2017	Field Study Training Product #1
August 2017- October 2017	Field Test of Product #1
September 28, 2017 and October 3, 2017	Field Study Training Product #2

October 2017 - December 2017	Field Test of Product #2
December 19, 2017 and December 20, 2017	Field Study Committee Recommendation
January 2018	Curriculum Planning Committee Recommendation
January 18, 2018 and January 23, 2018	Community Review Nights

Phase II (2018-2019) High School Electives Courses

Date	Group -- Purpose
September 2018 - November 2018	Course creation committee members evaluate and select instructional materials.
January 17, 2019	Curriculum Planning Committee Recommendation
January 31, 2019 and February 5, 2019	Community Review Nights

Phase IV (2021-2022) PK, Elementary, & Secondary Mid-Cycle Refresh

Date	Group -- Purpose
August 2021 - March 2022	With the adoption of the Nebraska Department of Education English Language Arts Standards, the MEP Curriculum & Instruction Facilitators modified the content standards and indicators matrix in order to meet these requirements.

Introduction to PK-12 English Language Arts Matrix

Introduction

New English Language Arts Standards and Indicators were approved by the Nebraska State Board of Education on September 2, 2021. The MEP Curriculum & Instruction Facilitators reviewed and revised the 2014 Millard Board of Education-Approved PK-12 Language Arts Matrix.

Legend

Cell without text: No State or Millard indicator exists.

Nomenclature

The nomenclature for the standards and indicators is as follows:

LA	Language Arts
S	State Standard
M	Millard Standard
K-12	Grade Level
1-4	Comprehensive Standards
F	Foundations of Reading
RP	Reading Prose & Poetry
RI	Reading Informational Text
V	Vocabulary
FW	Foundations of Writing
W	Writing
SL	Speaking & Listening
1-6	Grade Level Expectations
	Foundations of Reading
	1 – Concepts of Print
	2 – Phonological Awareness
	3 – Phonics & Word Analysis
	4 – Fluency
	Reading Prose & Poetry
	Reading Informational Text
	1 and 2 - Central Ideas & Details
	3 and 4 - Author’s Craft
	5, 6, and 7 - Knowledge and Ideas
	8 - Range of Reading and Level of Text Complexity
	Vocabulary
	1 - Acquisition and Use
	2 - Context and Connotation
	Writing
	1 and 2 - Foundations of Writing (FW)
	1 and 2 - Production of Writing (W)
	3, 4, 5 and 6 - Modes of Writing
	Speaking & Listening
	1 - Comprehension and Collaboration
	2 - Presentation of Knowledge and Ideas

Example

LA S K.F.1.a	English Language Arts, State Standards, Grade Kindergarten, Comprehensive Standard (Foundations of Reading), Grade Level Expectation 1 (Concepts of Print), Curricular Indicator a.
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PK Language & Literacy Early Learning Guidelines

(LL.01) Listening and Understanding	
Demonstrates continual growth in understanding increasingly complex and varied vocabulary	
3-4 years	4-5 years
<i>Children begin to listen to directions and conversations with understanding. Later, children begin to listen to stories that are read aloud, and show understanding through body language, pointing to pictures, or retelling the story.</i>	<i>Children begin to provide basic answers to specific questions about details of a story (e.g., who, what, where, or when). Later, children begin to provide a summary of a story highlighting key ideas in the story and how they relate to one another.</i>
Listens to others and responds to feelings and expressed ideas	Retells 2-3 key events from a well-known story
Demonstrates understanding of the meaning of stories, songs, and poems	Demonstrates understanding of home and/or English languages during social interactions, program directions, and activities
Follows single, multistep, and complex directions in order. At first with adult support and later on their own	Understands increasingly complex sentences that include multiple concepts
Listens to stories that are read aloud, and shows understanding through body language, pointing to pictures, or retelling the story	
(LL.02) Speaking and Communicating	
Develops foundational skills to communicate effectively for a variety of purposes	
3-4 years	4-5 years
<i>Children begin to use complex gestures and actions to enhance communication. Later, children begin to use expanded sentences when communicating with others.</i>	<i>Children begin to use complex sentences. Later, children begin to use increasing variety and specificity of words to communicate their thoughts and ideas.</i>
Greets and initiates interactions with adults and peers	Attempts to independently solve problems through communicating with other children
Uses sentences that include two or more separate ideas using new vocabulary that has been introduced	Follows agreed upon rules for discussions
Understands different rules for using language and variation in voice level	Understands and uses most question words
Begins to understand body language as a nonverbal means of communication	Uses many frequently occurring prepositions
Uses some question words and some prepositions	Begins to use new words and phrases acquired through conversations and exposures to texts
Speaks clearly, or uses alternative communication methods, to be understood by unfamiliar listeners	Uses increasingly longer and more complex sentences to communicate ideas
Uses non-verbal communication to enhance message (e.g., eye contact as culturally and individually appropriate, facial expression, gestures)	Changes word tense to indicate time
Uses social conventions in language with adult support	Uses language to share ideas and gain information
Uses simple pronouns (e.g., I, me, you, mine, he)	Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing)
Demonstrates an emerging understanding of basic grammar rules, overgeneralization of grammar rules is common	Maintains a topic of conversation through multiple exchanges
(LL.03) Phonological Awareness	
Demonstrates knowledge of phonological awareness	
3-4 years	4-5 years
<i>Children begin to engage in word and sound play with adults. Later, children begin to distinguish between words that contain similar sounding phonemes (e.g., cat-hat).</i>	<i>Children begin to demonstrate basic knowledge of letter-sound correspondence. Later, children begin to identify, blend, and segment syllables in spoken words.</i>
Shows enjoyment of rhymes and alliteration	Makes rhymes to simple words
Listens to two words and determines whether or not they rhyme	Demonstrates phonemic awareness by playing with sounds to create new words
Notices that several words or names begin with the same sound	Able to distinguish and count syllables in words
Claps hands for each syllable in words	Isolates the initial sound in some words
Recognizes rhyming words in songs, chants or poems	Produces rhyming words or words that have same initial sound
Identifies when initial sounds in words are the same (e.g., pumpkin, puppet)	Progresses in listening and telling differences in phonemes
Distinguishes individual words in a sentence	Isolates beginning and ending sounds of printed or spoken words
(LL.04) Book Knowledge and Appreciation	
Demonstrates interest in and appreciation of reading-related activities	
3-4 years	4-5 years

<i>Children begin to understand that books are comprised of written words. Later, children begin to increase their knowledge about books and how they typically are read (e.g., holds book right side up, turns pages front to back).</i>	<i>Children begin to know features of books such as title, author, and illustrator. Later, children begin to independently choose to "read" books and select a variety of texts including fiction and non-fiction.</i>
Demonstrates interest in and appreciation of reading-related activities	Utilizes books as a source of information
Relates events in story to own knowledge and experience	Identifies main components of a story (major plot points)
Begins to sequence, predict, and retell a story (e.g., tells about the story from the pictures)	Asks people to read stories, signs, or notes
Asks people to read stories, signs, and notes	Knows how to care for books
Understands that print carries meaning	Shows knowledge of basic print conventions when "reading" picture books
Answers questions about a story that has been read or repeats parts of the story	Pretends to read book titles/simple stories
Chooses a favorite book	Knows specific words related to books such as author and illustrator
Tells stories to others, real and imaginary	
Demonstrates an interest in different types of literature (e.g., nonfiction, poetry)	

(LL.05) Print Awareness and Early Writing
Conveys meaning through drawing, letters, and words

3-4 years

4-5 years

<i>Children begin to engage in writing activities that consist largely of drawing and scribbling. Children begin to recognize symbols have meaning. Later, children begin to draw or "write" to convey an idea, event or story. Children continue to progress in identifying of letters.</i>	<i>Children begin to use drawing, scribbling, and letters as a form of communication. Children begin to recognize that letters make sounds. Later, children begin to write for a variety of purposes and demonstrate understanding of many print conventions. Children continue to recognize most uppercase and some lowercase letters.</i>
Shows an awareness of print as a form of meaningful communication (e.g., asks people to read notes, signs)	Recognizes writing as a way of communicating for a variety of purposes (e.g., giving information, sharing stories, or giving an opinion)
Shows an interest in early writing	Identifies some letters and numbers and progresses in the identification of letters
Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories	Uses pretend writing in play as a purposeful activity
Copies simple lines and shapes	Recognizes and/or writes own name on artwork or possessions
Writes some letter-like forms and letters with adult support	Progressively uses drawing, scribbling, letter-like form, and letters to intentionally convey meaning
Identifies his/her writing as distinct from his/her drawing	Recognizes that letters of the alphabet have distinct sound(s) associated with them
Labels a drawing with several randomly placed, letter-like shapes	Attends to the beginning letters in sounds and words
Recognizes that the letters of the alphabet are a special category of visual graphics that can be named	Recognizably writes a majority of letters in their name
Shows awareness of letters (sings ABC song, recognizes letter(s) from own name)	Copies environmental print from signs/labels posted around room
Creates writing with the intent of communicating (e.g., makes a pretend list)	Makes some letter-sound connections (e.g., identifies letters and associates the correct sounds with letters)
"Reads" familiar environmental print (e.g., logos, signs)	May use invented spelling consisting of salient or beginning sounds to write words (e.g., B for ball or L for elevator)
Recognize the letters in their own name	

Course

Preschool

Materials

Creative Curriculum
Lively Letters

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.			Mastered at Grade 2 and blended with other skills at this grade level.		
	LA.S.K.F.1 <i>Demonstrate knowledge of the organization and basic concepts of print.</i>	LA.S.1.F.1 <i>Demonstrate knowledge of the organization and basic concepts of print.</i>	LA.S.2.F.1 <i>Demonstrate knowledge of the organization and basic concepts of print.</i>			
	LA.S.K.F.1.a a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text.	LA.S.1.F.1.a a. Recognize the distinguishing features of a sentence.	LA.S.2.F.1.a a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.			
	LA.S.K.F.1.b b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.					
	LA.S.K.F.1.c c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.					
	LA.S.K.F.1.d d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.					
	Phonological Awareness Demonstrate phonological awareness through oral activities.			Mastered at Grade 2 and blended with other skills at this grade level.		
	LA.S.K.F.2 <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i>	LA.S.1.F.2 <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i>	LA.S.2.F.2 <i>Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).</i>			
	LA.S.K.F.2.a a. Segment and count spoken sentences into words.	LA.S.1.F.2.a a. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.	LA.S.2.F.2.a a. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.			
	LA.S.K.F.2.b b. Recognize and begin to produce oral rhymes.	LA.S.1.F.2.b b. Delete initial and final phonemes in words.	LA.S.2.F.2.b b. Substitute sounds in words with five or more phonemes.			
	LA.S.K.F.2.c c. Count, produce, and segment spoken words into syllables and identify syllable parts.	LA.S.1.F.2.c c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.	LA.S.2.F.2.c c. Delete initial and final phonemes in words including words with blends.			

Foundations of Reading

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	LA.S.K.F.2.d d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).	LA.S.1.F.2.d d. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words (e.g., "Say 'map.' Say it again and instead of /p/ say /t/. What is the new word? 'Mat'").				
	LA.S.K.F.2.e e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;'" e.g., "Say 'cowboy.' Say it again but don't say 'cow'").					
	LA.S.K.F.2.f f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.					
Phonics and Word Analysis						
Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.						
LA.S.K.F.3 <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i>	LA.S.1.F.3 <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i>	LA.S.2.F.3 <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i>	LA.S.3.F.3 <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i>	LA.S.4.F.3 <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i>	LA.S.5.F.3 <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i>	
LA.S.K.F.3.a a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant.	LA.S.1.F.3.a a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.	LA.S.2.F.3.a a. Decode words with variable vowel teams and vowel diphthongs.	LA.S.3.F.3.a a. Decode words with common Latin suffixes.	LA.S.4.F.3.a a. Decode words with common Latin derived words.	LA.S.5.F.3.a a. Decode words with common Greek derived words.	
LA.S.K.F.3.b b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.	LA.S.1.F.3.b b. Decode and encode simple words with r-controlled vowels.	LA.S.2.F.3.b b. Decode regularly spelled two-syllable words with long vowels.	LA.S.3.F.3.b b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.	LA.S.4.F.3.b b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.	LA.S.5.F.3.b b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	
LA.S.K.F.3.c c. Decode consonant-vowel-consonant (CVC) words.	LA.S.1.F.3.c c. Decode and encode regularly spelled one-syllable words.	LA.S.2.F.3.c c. Decode words with open and closed syllables and consonant -le.	LA.S.3.F.3.c c. Decode multisyllabic words.			
LA.S.K.F.3.d d. Encode consonant-vowel-consonant (CVC) words.	LA.S.1.F.3.d d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.	LA.S.2.F.3.d d. Decode words with common Anglo roots and suffixes.				
LA.S.K.F.3.e e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	LA.S.1.F.3.e e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.	LA.S.2.F.3.e e. Decode words with silent letter combinations.				

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		LA.S.1.F.3.f f. Decode and encode words with inflectional endings.				
		LA.S.1.F.3.g g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.				
		LA.S.1.F.3.h h. Recognize and read grade-appropriate, irregularly spelled words.				
Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.						
	LA.S.K.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	LA.S.1.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	LA.S.2.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	LA.S.3.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.	LA.S.4.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.	LA.S.5.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.
	LA.S.K.F.4.a a. Recognize upper and lowercase letters automatically and accurately.	LA.S.1.F.4.a a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.	LA.S.2.F.4.a a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.	LA.S.3.F.4.a a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	LA.S.4.F.4.a a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	LA.S.5.F.4.a a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.
	LA.S.K.F.4.b b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.	LA.S.1.F.4.b b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	LA.S.2.F.4.b b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	LA.S.3.F.4.b b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	LA.S.4.F.4.b b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	LA.S.5.F.4.b b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.
	LA.S.K.F.4.c c. Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words or those included in instructional materials).	LA.S.1.F.4.c		LA.S.3.F.4.c c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).		
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.						
	LA.S.K.RP.1 With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	LA.S.1.RP.1 Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.	LA.S.2.RP.1 Recount narratives and determine their central message, lesson, or moral.	LA.S.3.RP.1 Identify the central idea and explain how key details support that idea.	LA.S.4.RP.1 Determine a theme in a literary text and how it is conveyed through key details.	LA.S.5.RP.1 Explain the theme in a literary text and how it is conveyed through key details.
	LA.S.K.RP.2 With prompting and support, identify main character(s), setting, and important events in a literary text.	LA.S.1.RP.2 Identify the main character(s), setting, and important events, drawing on key details in a literary text.	LA.S.2.RP.2 Describe characters and how they interact with one another.	LA.S.3.RP.2 Explain how characters respond to major events and challenges in a literary text.	LA.S.4.RP.2 Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.	LA.S.5.RP.2 Compare and contrast two or more characters, settings, or events in a literary text or texts.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.						
	LA.S.K.RP.3 With prompting and support, define the role of author and illustrator in a literary text.	LA.S.1.RP.3 Explain the difference between the roles of author and narrator or speaker in a literary text.	LA.S.2.RP.3 Determine and explain who is telling a story within and across literary texts.	LA.S.3.RP.3 Determine and explain the point of view in a literary text.	LA.S.4.RP.3 Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.	LA.S.5.RP.3 Describe how a narrator or speaker's point of view influences the meaning of a literary text.

Poetry

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Reading Prose and Poetry	LA.S.K.RP.4 With prompting and support, identify the basic characteristics of literary text.	LA.S.1.RP.4 Identify the basic characteristics of literary text, drawing on a wide range of text types.	LA.S.2.RP.4 Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	LA.S.3.RP.4 Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.	LA.S.4.RP.4 Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).	LA.S.5.RP.4 Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	
	Knowledge and Ideas						
	Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.						
	LA.S.K.RP.5 With prompting and support, compare and contrast the experiences of characters in familiar stories.	LA.S.1.RP.5 Compare and contrast the experiences of characters in familiar stories.	LA.S.2.RP.5 Compare and contrast two or more versions of the same literary text by different authors or from different cultures.	LA.S.3.RP.5 Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).	LA.S.4.RP.5 Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.	LA.S.5.RP.5 Compare and contrast the treatment of themes and topics in literary texts of the same genre.	
	LA.S.K.RP.6 With prompting and support, ask and answer questions about key details in a literary text.	LA.S.1.RP.6 Ask and answer questions about key details in a literary text.	LA.S.2.RP.6 Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.	LA.S.3.RP.6 Explain what the text says explicitly and draw inferences when asking and answering questions.	LA.S.4.RP.6 Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.	LA.S.5.RP.6 Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	
	LA.S.K.RP.7 With prompting and support, make connections between own experiences and other cultures in literary texts.	LA.S.1.RP.7 Make connections between own experiences and other cultures in literary texts.	LA.S.2.RP.7 Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	LA.S.3.RP.7 Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.	LA.S.4.RP.7 Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.	LA.S.5.RP.7 Explain the relationships between two or more characters, events, or ideas in a range of literary texts.	
	Range of Reading and Level of Text Complexity						
	Read and comprehend complex, grade-level literary texts independently and proficiently.						
	LA.S.K.RP.8 Actively engage in group reading activities with purpose and understanding.	LA.S.1.RP.8 With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.	LA.S.2.RP.8 With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.	LA.S.3.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.	LA.S.4.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.	LA.S.5.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.	
	Central Ideas and Details						
Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.							
LA.S.K.RI.1 With prompting and support, identify the main topic and key details in an informational text.	LA.S.1.RI.1 Identify the main topic and key details in an informational text.	LA.S.2.RI.1 Identify the main topic and key details in a multi-paragraph text.	LA.S.3.RI.1 Identify the central idea and explain how key details support that idea.	LA.S.4.RI.1 Determine the central idea of an informational text and how it is conveyed through key details.	LA.S.5.RI.1 Explain the central idea in an informational text and how it is conveyed through key details.		
LA.S.K.RI.2 With prompting and support, identify key individuals, events, or pieces of information in an informational text.	LA.S.1.RI.2 Identify key individuals, events, or pieces of information in an informational text.	LA.S.2.RI.2 Describe the connections between individuals, historical events, scientific ideas, or steps in a process.	LA.S.3.RI.2 Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.	LA.S.4.RI.2 Analyze an individual, event, scientific idea or concept, or steps in a process.	LA.S.5.RI.2 Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.		
Author's Craft							
Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.							
LA.S.K.RI.3 With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.	LA.S.1.RI.3 Define the role of the author and illustrator in presenting the ideas or information in a text.	LA.S.2.RI.3 Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.	LA.S.3.RI.3 Determine and explain the author's purpose in an informational text.	LA.S.4.RI.3 Compare and contrast authors' perspectives in multiple informational texts of the same topic.	LA.S.5.RI.3 Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.		

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Reading Information	LA.S.K.RI.4 With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.	LA.S.1.RI.4 Use text features (titles, headings, visuals) to predict or confirm the topic of a text.	LA.S.2.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.	LA.S.3.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.	LA.S.4.RI.4 Describe the overall structure of an informational text and how it contributes to meaning.	LA.S.5.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.	
	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.						
	LA.S.K.RI.5 With prompting and support, identify basic similarities and differences between two informational texts on the same topic.	LA.S.1.RI.5 Identify basic similarities and differences between two informational texts on the same topic.	LA.S.2.RI.5 Compare and contrast the two most important ideas presented by two informational texts on the same topic.	LA.S.3.RI.5 Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.	LA.S.4.RI.5 Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.	LA.S.5.RI.5 Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.	
	LA.S.K.RI.6 With prompting and support, explain the difference between facts and opinions about a topic.	LA.S.1.RI.6 Identify an author's opinion(s) about a text.	LA.S.2.RI.6 Explain an author's opinion(s) and supporting evidence from the text.	LA.S.3.RI.6 Identify an author's claim(s) and explain how the author supports the claim(s) in the text.	LA.S.4.RI.6 Identify an author's claim(s) and explain how the author supports the claim in the text.	LA.S.5.RI.6 Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).	
	LA.S.K.RI.7 With prompting and support, make connections between own experiences and other cultures in informational texts.	LA.S.1.RI.7 Make connections between own experiences and other cultures in informational texts.	LA.S.2.RI.7 Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	LA.S.3.RI.7 Compare and contrast topics and/or patterns of events in a range of informational texts.	LA.S.4.RI.7 Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.	LA.S.5.RI.7 Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.	
	Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level informational texts independently and proficiently.						
	LA.S.K.RI.8 Actively engage in group reading activities with purpose and understanding.	LA.S.1.RI.8 With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.	LA.S.2.RI.8 With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.	LA.S.3.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.	LA.S.4.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.	LA.S.5.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 5 independently and proficiently.	
	Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.						
LA.S.K.V.1 Recognize and use conversational and grade-level academic vocabulary.	LA.S.1.V.1 Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.	LA.S.2.V.1 Recognize and use conversational and grade-level academic vocabulary.	LA.S.3.V.1 Acquire and use grade-level academic vocabulary appropriately.	LA.S.4.V.1 Acquire and use grade-level academic vocabulary appropriately.	LA.S.5.V.1 Acquire and use grade-level academic vocabulary appropriately.		
LA.S.K.V.1.a a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).	LA.S.1.V.1.a a. Use sentence-level context clues to determine the meaning of a word or phrase.	LA.S.2.V.1.a a. Use sentence-level context clues to determine the meaning of a word or phrase.	LA.S.3.V.1.a a. Use sentence-level context clues to determine the meaning of a word or phrase.	LA.S.4.V.1.a a. Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.	LA.S.5.V.1.a a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.		
LA.S.K.V.1.b b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.	LA.S.1.V.1.b b. Use commonly occurring affixes to determine the meaning of unknown words.	LA.S.2.V.1.b b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).	LA.S.3.V.1.b b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).	LA.S.4.V.1.b b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).	LA.S.5.V.1.b b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.		
LA.S.K.V.1.c c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.	LA.S.1.V.1.c c. Identify commonly occurring root words and their inflectional forms.	LA.S.2.V.1.c c. Use known root words to determine the meaning of unknown words (e.g., addition, additional).	LA.S.3.V.1.c c. Use known root words to determine the meaning of unknown words (e.g., company, companion).	LA.S.4.V.1.c c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.	LA.S.5.V.1.c c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.		

Vocabulary

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		d. Determine the meanings of key words and phrases using provided reference materials and classroom resources. LA.S.1.V.1.d	d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse). LA.S.2.V.1.d	d. Determine the meanings of key words and phrases using reference materials and classroom resources. LA.S.3.V.1.d		
			e. Determine the meanings of key words and phrases using provided reference materials and classroom resources. LA.S.2.V.1.e			
Context and Connotation						
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.						
LA.S.K.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	LA.S.1.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	LA.S.2.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	LA.S.5.V.2
LA.S.K.V.2.a	a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.	LA.S.1.V.2.a	a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.	LA.S.2.V.2.a	a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).	LA.S.5.V.2.a
LA.S.K.V.2.b	b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.	LA.S.1.V.2.b	b. Define words by their category and simple attributes (e.g., a duck is a bird that swims).	LA.S.2.V.2.b	b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	LA.S.5.V.2.b
LA.S.K.V.2.c	c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.	LA.S.1.V.2.c	c. Ask and answer questions about key words and phrases to determine their meaning.	LA.S.3.V.2.c	c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).	LA.S.5.V.2.c
LA.S.K.V.2.d	d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.	LA.S.1.V.2.d	d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).			
Foundations of Writing				Mastered at Grade 2 and blended with other skills at this grade level.		
Apply handwriting skills to communicate ideas and information.						
LA.S.K.FW.1	Demonstrate basic handwriting skills.	LA.S.1.FW.1	Demonstrate and apply handwriting skills.	LA.S.2.FW.1	Demonstrate and apply handwriting skills.	
LA.S.K.FW.1.a	a. Identify and match upper and lowercase manuscript letters.	LA.S.1.FW.1.a	a. Print all upper and lowercase manuscript letters using correct formation.	LA.S.2.FW.1.a	a. Write legibly using correct formation of letters with automaticity and proper spacing.	
LA.S.K.FW.1.b	b. Print many upper and lowercase manuscript letters using reference materials and classroom resources.	LA.S.1.FW.1.b	b. Write the common grapheme (letter or letter group) for each phoneme.			

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5					
LA.S.K.FW.1.c	c. Write left to right and use appropriate spacing between letters and words.	LA.S.1.FW.1.c	c. Use appropriate spacing between letters and words.								
LA.S.K.FW.2	Demonstrate sound-letter concepts when writing.	LA.S.1.FW.2	Demonstrate sound-letter concepts when writing.	LA.S.2.FW.2	Demonstrate sound-letter concepts when writing.						
LA.S.K.FW.2.a	a. Segment phonemes orally in single-syllable words.	LA.S.1.FW.2.a	a. Segment phonemes in two- and three-phoneme syllables.	LA.S.2.FW.2.a	a. Write common graphemes (letters or letter groups) for each phoneme.						
LA.S.K.FW.2.b	b. Demonstrate understanding that syllables are organized around vowel sounds.	LA.S.1.FW.2.b	b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.								
LA.S.K.FW.2.c	c. Form upper and lowercase manuscript letters using reference materials and classroom resources.										
LA.S.K.FW.2.d	d. Write left to right and use appropriate spacing between letters and words.										
Production of Writing											
Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.											
LA.S.K.W.1	With prompting and support, form and use complete simple sentences in shared language activities.	LA.S.1.W.1	Write and expand grammatically correct simple sentences and paragraphs.	LA.S.2.W.1	Write and expand grammatically correct sentences (e. g. declarative, imperative, interrogative, exclamatory).	LA.S.3.W.1	Write paragraphs using a variety of sentence types.	LA.S.4.W.1	Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.	LA.S.5.W.1	Create grammatically correct multi-paragraph compositions with varied sentence structures.
LA.S.K.W.1.a	a. Capitalize the first word in a sentence and the pronoun I.	LA.S.1.W.1.a	a. Capitalize proper nouns (e.g., days of the week, names of people).	LA.S.2.W.1.a	a. Capitalize proper nouns (e.g., holidays, countries, product names).	LA.S.3.W.1.a	a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.	LA.S.4.W.1.a	a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).	LA.S.5.W.1.a	a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.
LA.S.K.W.1.b	b. Recognize and name end punctuation.	LA.S.1.W.1.b	b. Use end punctuation, commas in dates, and commas to separate single words in a series.	LA.S.2.W.1.b	b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.	LA.S.3.W.1.b	b. Use commas in addresses and closings of letters; use quotation marks in dialogue; use an apostrophe to form and use possessives.	LA.S.4.W.1.b	b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.	LA.S.5.W.1.b	b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.
LA.S.K.W.1.c	c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).	LA.S.1.W.1.c	c. Identify and use nouns (e.g., common, proper), pronouns (e. g., personal and possessive), verbs (e. g., past, present), and descriptive adjectives.	LA.S.2.W.1.c	c. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.	LA.S.3.W.1.c	c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.	LA.S.4.W.1.c	c. Identify and use simple appositive phrases.	LA.S.5.W.1.c	c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5						
Writing	LA.S.K.W.1.d	d. Form regular plural nouns by adding /s/ or /es/.	LA.S.1.W.1.d	d. Form and use regular and frequently occurring irregular plural nouns.	LA.S.2.W.1.d	d. Maintain consistent verb tense across sentences or paragraphs.	LA.S.3.W.1.d	d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.	LA.S.4.W.1.d	d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).	LA.S.5.W.1.d	d. Distinguish between and use types of adjectives (e.g., comparative, superlative).
	LA.S.K.W.1.e	e. Use interrogatives to ask questions.	LA.S.1.W.1.e	e. Use subject-verb agreement in simple and compound sentences.			LA.S.3.W.1.e	e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.	LA.S.4.W.1.e	e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they' [e]).	LA.S.5.W.1.e	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.
	LA.S.K.W.1.f	f. Use subject-verb agreement in simple sentences.					LA.S.3.W.1.f	f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.	LA.S.4.W.1.f	f. Identify and revise fragment and run-on sentences in speaking and writing.		
							LA.S.3.W.1.g	g. Use frequently occurring prepositions and prepositional phrases.				
	LA.S.K.W.2	<i>With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience,</i>	LA.S.1.W.2	<i>Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.S.2.W.2	<i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.S.3.W.2	<i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.S.4.W.2	<i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.S.5.W.2	<i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>
	LA.S.K.W.2.a	a. Use prewriting activities and resources to generate ideas.	LA.S.1.W.2.a	a. Use prewriting activities and resources to generate and organize ideas.	LA.S.2.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	LA.S.3.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	LA.S.4.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	LA.S.5.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.
	LA.S.K.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.S.1.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.S.2.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.S.3.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.S.4.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.S.5.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
	LA.S.K.W.2.c	c. Use feedback from others to improve writing and/or add details.	LA.S.1.W.2.c	c. Use feedback from others to improve writing and/or add details.	LA.S.2.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	LA.S.3.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	LA.S.4.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	LA.S.5.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
	LA.S.K.W.2.d	d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA.S.1.W.2.d	d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA.S.2.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	LA.S.3.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	LA.S.4.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	LA.S.5.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
	LA.S.K.W.2.e	e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.	LA.S.1.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.S.2.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA.S.3.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	LA.S.4.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	LA.S.5.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
				LA.S.2.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.S.3.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.S.4.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.S.5.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		LA.S.1.W.5.a a. Introduce a topic.	LA.S.2.W.5.a a. Introduce a topic or text.	LA.S.3.W.5.a a. Introduce a topic and group related information together, including illustrations when useful to provide clarity.	LA.S.4.W.5.a a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.	LA.S.5.W.5.a a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
		LA.S.1.W.5.b b. Develop a topic using supporting facts and details.	LA.S.2.W.5.b b. Develop a topic with facts, details, and definitions.	LA.S.3.W.5.b b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.	LA.S.4.W.5.b b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	LA.S.5.W.5.b b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
		LA.S.1.W.5.c c. Use words and phrases related to the topic.	LA.S.2.W.5.c c. Use words and phrases related to the topic.	LA.S.3.W.5.c c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	LA.S.4.W.5.c c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	LA.S.5.W.5.c c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.
		LA.S.1.W.5.d d. Provide a sense of closure.	LA.S.2.W.5.d d. Provide a concluding statement or section.	LA.S.3.W.5.d d. Provide a concluding statement or section related to the topic.	LA.S.4.W.5.d d. Provide a concluding statement or section related to the information or explanation(s).	LA.S.5.W.5.d d. Provide a concluding statement or section related to the information or explanation(s).
LA.S.K.W.6	With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.	LA.S.1.W.6 With prompting and support, identify information from provided sources to answer a question.	LA.S.2.W.6 Locate information from provided sources to answer questions about a topic.	LA.S.3.W.6 Locate evidence from literary and/or informational text sources to answer questions about a topic.	LA.S.4.W.6 Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.	LA.S.5.W.6 Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.
		LA.S.1.W.6.a a. Retell or recall information from provided sources.	LA.S.2.W.6.a a. Retell information from provided sources to support ideas while avoiding plagiarism.	LA.S.3.W.6.a a. Paraphrase information from sources to support ideas while avoiding plagiarism.	LA.S.4.W.6.a a. Paraphrase information and evidence to support ideas while avoiding plagiarism.	LA.S.5.W.6.a a. Paraphrase information and evidence to support ideas while avoiding plagiarism.
		LA.S.1.W.6.b b. Use provided print and/or digital tools to gather information and ideas to answer questions.	LA.S.2.W.6.b b. Identify print and digital tools to gather information and ideas and answer questions.	LA.S.3.W.6.b b. Identify print and digital tools to gather information and ideas to answer questions.	LA.S.4.W.6.b b. Identify print and digital tools to gather information and evidence.	LA.S.5.W.6.b b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
		LA.S.1.W.6.c c. Sort evidence and information into categories.	LA.S.2.W.6.c c. Sort evidence and information into categories.	LA.S.3.W.6.c c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	LA.S.4.W.6.c c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	LA.S.5.W.6.c c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
		LA.S.1.W.6.d d. Use provided print and/or digital tools to gather information and ideas and to answer questions.	LA.S.2.W.6.d d. Demonstrate academic integrity by referencing sources in writing and speaking.	LA.S.3.W.6.d d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	LA.S.4.W.6.d d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	LA.S.5.W.6.d d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials). LA.S.1.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.2.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.3.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.4.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.5.W.6.e

Comprehension and Collaboration
Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

Speaking and Listening	LA.S.K.SL.1	<i>With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.</i>	LA.S.1.SL.1	<i>Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.</i>	LA.S.2.SL.1	<i>Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.</i>	LA.S.3.SL.1	<i>Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.</i>	LA.S.4.SL.1	<i>Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.</i>	LA.S.5.SL.1	<i>Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.</i>
	LA.S.K.SL.1.a	a. Ask pertinent questions to acquire or confirm information.	LA.S.1.SL.1.a	a. Ask pertinent questions to acquire or confirm information.	LA.S.2.SL.1.a	a. Ask pertinent questions to acquire or confirm information.	LA.S.3.SL.1.a	a. Ask relevant questions to build on ideas and acquire or confirm information.	LA.S.4.SL.1.a	a. Ask relevant questions to build on ideas or acquire or confirm information.	LA.S.5.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
	LA.S.K.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.S.1.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.S.2.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.S.3.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.	LA.S.4.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.S.5.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
	LA.S.K.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.S.1.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.S.2.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.S.3.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.S.4.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.S.5.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
	LA.S.K.SL.1.d	d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	LA.S.1.SL.1.d	d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	LA.S.2.SL.1.d	d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	LA.S.3.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	LA.S.4.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	LA.S.5.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).
	LA.S.K.SL.1.e	e. Complete a task following one/two-step directions.	LA.S.1.SL.1.e	e. Complete a task following one/two-step directions.	LA.S.2.SL.1.e	e. Complete a task following multi-step directions.	LA.S.3.SL.1.e	e. Complete a task following multi-step directions.	LA.S.4.SL.1.e	e. Complete a task following multi-step directions.	LA.S.5.SL.1.e	e. Complete a task following multi-step directions.

Presentation of Knowledge and Ideas
Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

Speaking and Listening	LA.S.K.SL.2	<i>With prompting and support, describe familiar people, places, things, and events, and provide additional detail.</i>	LA.S.1.SL.2	<i>Tell a story or recount experiences with appropriate facts and pertinent descriptive details.</i>	LA.S.2.SL.2	<i>Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</i>	LA.S.3.SL.2	<i>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</i>	LA.S.4.SL.2	<i>Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.</i>	LA.S.5.SL.2	<i>Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.</i>
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FOUNDATIONS OF READING

Strand	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Concepts of Print	Foundations of Reading mastered in K-5 (Grade 6-12 starts at Reading Prose & Poetry)							
Phonological Awareness	Mastered at Grade 2 and blended with other skills at this grade level.							
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in	Mastered at Grade 2 and blended with other skills at this grade level.							
L.A.S.5.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.								
L.A.S.5.F.3.a a. Decode words with common Greek derived words.								
L.A.S.5.F.3.b b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.								
Fluency Read grade-level texts with sufficient accuracy and fluency to support	Mastered at Grade 2 and blended with other skills at this grade level.							
L.A.S.5.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.								
L.A.S.5.F.4.a a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.								
L.A.S.5.F.4.b b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.								

Reading Prose and Poetry

Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.								
L.A.S.8.RP.1 Explain the theme in a literary text and how it is conveyed through key details.	L.A.S.6.RP.1 Determine the implied or explicit theme of a literary text and how it develops over the course of a text.	L.A.S.7.RP.1 Determine two or more implied or explicit themes in a literary text and how they are supported with key details.	L.A.S.8.RP.1 Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.	L.A.M.9.RP.1 Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	L.A.S.10.RP.1 Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	L.A.M.11.RP.1 Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	L.A.S.12.RP.1 Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	
L.A.S.8.RP.2 Compare and contrast two or more characters, settings, or events in a literary text or texts.	L.A.S.6.RP.2 Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.	L.A.S.7.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	L.A.S.8.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	L.A.M.9.RP.2 Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	L.A.S.10.RP.2 Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	L.A.M.11.RP.2 Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	L.A.S.12.RP.2 Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.								
L.A.S.8.RP.3 Describe how a narrator or speaker's point of view influences the meaning of a literary text.	L.A.S.6.RP.3 Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.	L.A.S.7.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.	L.A.S.8.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.	L.A.M.9.RP.3 Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.	L.A.S.10.RP.3 Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.	L.A.M.11.RP.3 Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	L.A.S.12.RP.3 Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	
L.A.S.8.RP.4 Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	L.A.S.6.RP.4 Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g. theme, setting, or plot).	L.A.S.7.RP.4 Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.	L.A.S.8.RP.4 Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.	L.A.M.9.RP.4 Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.	L.A.S.10.RP.4 Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.	L.A.M.11.RP.4 Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	L.A.S.12.RP.4 Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.								
L.A.S.8.RP.5 Compare and contrast the treatment of themes and topics in literary texts of the same genre.	L.A.S.6.RP.5 Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.	L.A.S.7.RP.5 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.	L.A.S.8.RP.5 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.	L.A.M.9.RP.5 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).	L.A.S.10.RP.5 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).	L.A.M.11.RP.5 Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	L.A.S.12.RP.5 Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	
L.A.S.8.RP.6 Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	L.A.S.6.RP.6 Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	L.A.S.7.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	L.A.S.8.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	L.A.M.9.RP.6 Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	L.A.S.10.RP.6 Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	L.A.M.11.RP.6 Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	L.A.S.12.RP.6 Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	

Strand	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9	Grades 10	Grades 11	Grades 12	
Reading Informational Text	<p>L.A.S.5.RP.7</p> <p>Explain the relationships between two or more characters, events, or ideas in a range of literary texts.</p>	<p>L.A.S.6.RP.7</p> <p>Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.</p>	<p>L.A.S.7.RP.7</p> <p>Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.</p>	<p>L.A.S.8.RP.7</p> <p>Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.</p>	<p>L.A.M.9.RP.7</p> <p>Analyze multiple perspectives within and across a wide range of literary texts.</p>	<p>L.A.S.10.RP.7</p> <p>Analyze multiple perspectives within and across a wide range of literary texts.</p>	<p>L.A.M.11.RP.7</p> <p>Analyze and evaluate multiple perspectives within and across a wide range of literary texts.</p>	<p>L.A.S.12.RP.7</p> <p>Analyze and evaluate multiple perspectives within and across a wide range of literary texts.</p>	
	Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary texts independently and proficiently.								
	<p>L.A.S.5.RP.8</p> <p>Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.</p>	<p>L.A.S.6.RP.8</p> <p>Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>L.A.S.7.RP.8</p> <p>Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>L.A.S.8.RP.8</p> <p>Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.</p>	<p>L.A.M.9.RP.8</p> <p>Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>L.A.S.10.RP.8</p> <p>Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>L.A.M.11.RP.8</p> <p>Read and comprehend a wide range of literary texts in the 11-CCR grade band independently and proficiently, with scaffolding as needed at the high end of the range.</p>	<p>L.A.S.12.RP.8</p> <p>Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.</p>	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.									
<p>L.A.S.5.RI.1</p> <p>Explain the central idea in an informational text and how it is conveyed through key details.</p>	<p>L.A.S.6.RI.1</p> <p>Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.</p>	<p>L.A.S.7.RI.1</p> <p>Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.</p>	<p>L.A.S.8.RI.1</p> <p>Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.</p>	<p>L.A.M.9.RI.1</p> <p>Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.</p>	<p>L.A.S.10.RI.1</p> <p>Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.</p>	<p>L.A.M.11.RI.1</p> <p>Evaluate the development of central ideas over the course of an informational text or texts.</p>	<p>L.A.S.12.RI.1</p> <p>Evaluate the development of central ideas over the course of an informational text or texts.</p>		
<p>L.A.S.5.RI.2</p> <p>Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.</p>	<p>L.A.S.6.RI.2</p> <p>Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.</p>	<p>L.A.S.7.RI.2</p> <p>Analyze the relationships between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.</p>	<p>L.A.S.8.RI.2</p> <p>Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.</p>	<p>L.A.M.9.RI.2</p> <p>Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.</p>	<p>L.A.S.10.RI.2</p> <p>Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.</p>	<p>L.A.M.11.RI.2</p> <p>Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.</p>	<p>L.A.S.12.RI.2</p> <p>Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.</p>		
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.									
<p>L.A.S.5.RI.3</p> <p>Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.</p>	<p>L.A.S.6.RI.3</p> <p>Explain how an author establishes and conveys a perspective or purpose in an informational text.</p>	<p>L.A.S.7.RI.3</p> <p>Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.</p>	<p>L.A.S.8.RI.3</p> <p>Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>L.A.M.9.RI.3</p> <p>Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>L.A.S.10.RI.3</p> <p>Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>L.A.M.11.RI.3</p> <p>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.</p>	<p>L.A.S.12.RI.3</p> <p>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.</p>		
<p>L.A.S.5.RI.4</p> <p>Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.</p>	<p>L.A.S.6.RI.4</p> <p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>L.A.S.7.RI.4</p> <p>Analyze how the major sections of text contribute to the development of ideas in an informational text.</p>	<p>L.A.S.8.RI.4</p> <p>Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.</p>	<p>L.A.M.9.RI.4</p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>L.A.S.10.RI.4</p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>L.A.M.11.RI.4</p> <p>Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.</p>	<p>L.A.S.12.RI.4</p> <p>Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.</p>		
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.									
<p>L.A.S.5.RI.5</p> <p>Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.</p>	<p>L.A.S.6.RI.5</p> <p>Compare and contrast one author's presentation of information with that of another.</p>	<p>L.A.S.7.RI.5</p> <p>Analyze how the major sections of text contribute to the development of ideas in an informational text.</p>	<p>L.A.S.8.RI.5</p> <p>Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.</p>	<p>L.A.M.9.RI.5</p> <p>Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.</p>	<p>L.A.S.10.RI.5</p> <p>Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.</p>	<p>L.A.M.11.RI.5</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.</p>	<p>L.A.S.12.RI.5</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.</p>		
<p>L.A.S.5.RI.6</p> <p>Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).</p>	<p>L.A.S.6.RI.6</p> <p>Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.</p>	<p>L.A.S.7.RI.6</p> <p>Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.</p>	<p>L.A.S.8.RI.6</p> <p>Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.</p>	<p>L.A.M.9.RI.6</p> <p>Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.</p>	<p>L.A.S.10.RI.6</p> <p>Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.</p>	<p>L.A.M.11.RI.6</p> <p>Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.</p>	<p>L.A.S.12.RI.6</p> <p>Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.</p>		
<p>L.A.S.5.RI.7</p> <p>Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.</p>	<p>L.A.S.6.RI.7</p> <p>Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.</p>	<p>L.A.S.7.RI.7</p> <p>Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.</p>	<p>L.A.S.8.RI.7</p> <p>Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.</p>	<p>L.A.M.9.RI.7</p> <p>Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.</p>	<p>L.A.S.10.RI.7</p> <p>Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.</p>	<p>L.A.M.11.RI.7</p> <p>Analyze and evaluate multiple perspectives within and across a wide range of informational texts.</p>	<p>L.A.S.12.RI.7</p> <p>Analyze and evaluate multiple perspectives within and across a wide range of informational texts.</p>		
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level informational texts independently and proficiently.									
<p>L.A.S.5.RI.B</p> <p>Read and comprehend a wide range of informational texts of appropriate complexity for Grade 5 independently and proficiently.</p>	<p>L.A.S.6.RI.B</p> <p>Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>L.A.S.7.RI.B</p> <p>Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>L.A.S.8.RI.B</p> <p>Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.</p>	<p>L.A.M.9.RI.B</p> <p>Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>L.A.S.10.RI.B</p> <p>Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>L.A.M.11.RI.B</p> <p>Read and comprehend a wide range of informational texts in the 11-CCR grade band independently and proficiently, with scaffolding as needed at the high end of the range.</p>	<p>L.A.S.12.RI.B</p> <p>Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.</p>		
Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.									
<p>L.A.S.5.V.1</p> <p>Acquire and use grade-level academic vocabulary appropriately.</p>	<p>L.A.S.6.V.1</p> <p>Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p>	<p>L.A.S.7.V.1</p> <p>Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p>	<p>L.A.S.8.V.1</p> <p>Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p>	<p>L.A.M.9.V.1</p> <p>Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p>	<p>L.A.S.10.V.1</p> <p>Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p>	<p>L.A.M.11.V.1</p> <p>Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p>	<p>L.A.S.12.V.1</p> <p>Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p>		
<p>L.A.S.5.V.1.a</p> <p>a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.</p>	<p>L.A.S.6.V.1.a</p> <p>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</p>	<p>L.A.S.7.V.1.a</p> <p>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</p>	<p>L.A.S.8.V.1.a</p> <p>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</p>	<p>L.A.M.9.V.1.a</p> <p>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</p>	<p>L.A.S.10.V.1.a</p> <p>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</p>	<p>L.A.M.11.V.1.a</p> <p>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</p>	<p>L.A.S.12.V.1.a</p> <p>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</p>		
<p>L.A.S.5.V.1.b</p> <p>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.</p>	<p>L.A.S.6.V.1.b</p> <p>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).</p>	<p>L.A.S.7.V.1.b</p> <p>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).</p>	<p>L.A.S.8.V.1.b</p> <p>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).</p>	<p>L.A.M.9.V.1.b</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).</p>	<p>L.A.S.10.V.1.b</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).</p>	<p>L.A.M.11.V.1.b</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p>L.A.S.12.V.1.b</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>		

Strand	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Vocabulary	LA.5.V.1.c c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.	LA.6.V.1.c c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	LA.7.V.1.c c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	LA.8.V.1.c c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	LA.9.V.1.c c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.	LA.10.V.1.c c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.	LA.11.V.1.c c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	LA.12.V.1.c c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	
	Context and Connotation								
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.								
	LA.5.V.2 <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.6.V.2 <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.7.V.2 <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.8.V.2 <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.9.V.2 <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.10.V.2 <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.11.V.2 <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.12.V.2 <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	
	LA.5.V.2.a a. Interpret figurative language, including similes and metaphors, in context.	LA.6.V.2.a a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.	LA.7.V.2.a a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.	LA.8.V.2.a a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.	LA.9.V.2.a a. Interpret figures of speech (e.g., verbal irony, puns) in context.	LA.10.V.2.a a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.	LA.11.V.2.a a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.	LA.12.V.2.a a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.	
LA.5.V.2.b b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.	LA.6.V.2.b b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).	LA.7.V.2.b b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).	LA.8.V.2.b b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).	LA.9.V.2.b b. Analyze nuances in the meanings of words with similar denotations.	LA.10.V.2.b b. Analyze nuances in the meanings of words with similar denotations.	LA.11.V.2.b b. Analyze nuances in the meanings of words with similar denotations.	LA.12.V.2.b b. Analyze nuances in the meanings of words with similar denotations.		
LA.5.V.2.c c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	LA.6.V.2.c c. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).	LA.7.V.2.c c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).	LA.8.V.2.c c. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).						
Foundations of Writing									
Mastered at Grade 2									
Production of Writing									
Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.									
LA.5.W.1 <i>Create grammatically correct multi-paragraph compositions with varied sentence structures.</i>	LA.6.W.1 <i>Create grammatically correct multi-paragraph compositions with varied sentence structures.</i>	LA.7.W.1 <i>Create grammatically correct multi-paragraph compositions with varied sentence structures.</i>	LA.8.W.1 <i>Create grammatically correct multi-paragraph compositions with varied sentence structures.</i>	LA.9.W.1 <i>Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.</i>	LA.10.W.1 <i>Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.</i>	LA.11.W.1 <i>Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.</i>	LA.12.W.1 <i>Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.</i>		
LA.5.W.1.a a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.	LA.6.W.1.a a. Apply knowledge of rules for capitalization.	LA.7.W.1.a a. Apply knowledge of rules for capitalization.	LA.8.W.1.a a. Apply knowledge of rules for capitalization.	LA.9.W.1.a a. Apply knowledge of rules for capitalization.	LA.10.W.1.a a. Apply knowledge of rules for capitalization.	LA.11.W.1.a a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.	LA.12.W.1.a a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.		
LA.5.W.1.b b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.	LA.6.W.1.b b. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.	LA.7.W.1.b b. Use a comma to separate coordinate adjectives.	LA.8.W.1.b b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.	LA.9.W.1.b b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.	LA.10.W.1.b b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.	LA.11.W.1.b b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	LA.12.W.1.b b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.		
LA.5.W.1.c c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.	LA.6.W.1.c c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses.	LA.7.W.1.c c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial, modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative)).	LA.8.W.1.c c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).	LA.9.W.1.c c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	LA.10.W.1.c c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.				
LA.5.W.1.d d. Distinguish between and use types of adjectives (e.g., comparative, superlative).	LA.6.W.1.d d. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.	LA.7.W.1.d d. Use a variety of prepositional and appositive phrases in sentences and paragraphs.	LA.8.W.1.d d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g., indicative, subjunctive, conditional, imperative).	LA.9.W.1.d d. Select and use verbs with appropriate voice and mood.	LA.10.W.1.d d. Select and use verbs with appropriate voice and mood.				
LA.5.W.1.e e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	LA.6.W.1.e e. Identify and use verb tenses (e.g., progressive).	LA.7.W.1.e e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	LA.8.W.1.e e. Use appropriate parallel structure in words, phrases, and clauses.	LA.9.W.1.e e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.	LA.10.W.1.e e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.				
	LA.6.W.1.f f. Distinguish between and use different types of phrases (e.g., prepositional and appositive).	LA.7.W.1.f f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.	LA.8.W.1.f f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.						
	LA.6.W.1.g g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.								
LA.5.W.2 <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.6.W.2 <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.7.W.2 <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.8.W.2 <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.9.W.2 <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.10.W.2 <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.11.W.2 <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.12.W.2 <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>		
LA.5.W.2.a a. Use prewriting activities and resources to plan, organize, and draft writing.	LA.6.W.2.a a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.	LA.7.W.2.a a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.	LA.8.W.2.a a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	LA.9.W.2.a a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	LA.10.W.2.a a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	LA.11.W.2.a a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	LA.12.W.2.a a. Identify and use resources and inquiry tools to plan, organize, and draft writing.		
LA.5.W.2.b b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.6.W.2.b b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.7.W.2.b b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.8.W.2.b b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.9.W.2.b b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.10.W.2.b b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.11.W.2.b b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.12.W.2.b b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.		
LA.5.W.2.c c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	LA.6.W.2.c c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	LA.7.W.2.c c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	LA.8.W.2.c c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	LA.9.W.2.c c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	LA.10.W.2.c c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	LA.11.W.2.c c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	LA.12.W.2.c c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.		

Strand	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Writing	LA.5.5.W.2.d d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	LA.5.6.W.2.d d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	LA.5.7.W.2.d d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	LA.5.8.W.2.d d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	LA.5.9.W.2.d d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	LA.5.10.W.2.d d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	LA.5.11.W.2.d d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	LA.5.12.W.2.d d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	
	LA.5.5.W.2.e e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	LA.5.6.W.2.e e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.5.7.W.2.e e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.5.8.W.2.e e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.5.9.W.2.e e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.5.10.W.2.e e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.5.11.W.2.e e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.5.12.W.2.e e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	
	LA.5.5.W.2.f f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.								
	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.								
	LA.5.5.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.	LA.5.6.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.	LA.5.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.	LA.5.8.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.	LA.5.9.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.	LA.5.10.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.	LA.5.11.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.	LA.5.12.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.	
	LA.5.5.W.3.a a. Establish a situation and introduce a narrator and/or characters.	LA.5.6.W.3.a a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.	LA.5.7.W.3.a a. Engage and orient the reader by establishing a context and introducing a narrator and/or character (s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically.	LA.5.8.W.3.a a. Engage and orient the reader by establishing a context, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.	LA.5.9.W.3.a a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	LA.5.10.W.3.a a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	LA.5.11.W.3.a a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	LA.5.12.W.3.a a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
	LA.5.5.W.3.b b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.	LA.5.6.W.3.b b. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.	LA.5.7.W.3.b b. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.	LA.5.8.W.3.b b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings.	LA.5.9.W.3.b b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	LA.5.10.W.3.b b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	LA.5.11.W.3.b b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	LA.5.12.W.3.b b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	
	LA.5.5.W.3.c c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.	LA.5.6.W.3.c c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.	LA.5.7.W.3.c c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.	LA.5.8.W.3.c c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	LA.5.9.W.3.c c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	LA.5.10.W.3.c c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	LA.5.11.W.3.c c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	LA.5.12.W.3.c c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
	LA.5.5.W.3.d d. Provide a conclusion related to the creative or expressive event or experience.	LA.5.6.W.3.d d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.	LA.5.7.W.3.d d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.	LA.5.8.W.3.d d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.	LA.5.9.W.3.d d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.	LA.5.10.W.3.d d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.	LA.5.11.W.3.d d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.	LA.5.12.W.3.d d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.	
	LA.5.5.W.3.e e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.	LA.5.6.W.3.e e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.	LA.5.7.W.3.e e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.	LA.5.8.W.3.e e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.	LA.5.9.W.3.e e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	LA.5.10.W.3.e e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	LA.5.11.W.3.e e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	LA.5.12.W.3.e e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	
LA.5.5.W.4 Write opinion pieces that explain a perspective with supporting reasons and evidence.	LA.5.6.W.4 Write arguments that explain a perspective with supporting reasons and evidence.	LA.5.7.W.4 Write arguments that explain a perspective with supporting reasons and evidence.	LA.5.8.W.4 Write arguments that explain a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.	LA.5.9.W.4 Write arguments that explain a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.	LA.5.10.W.4 Write arguments that explain a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.	LA.5.11.W.4 Write arguments that explain a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.	LA.5.12.W.4 Write arguments that explain a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.		
LA.5.5.W.4.a a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.	LA.5.6.W.4.a a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.	LA.5.7.W.4.a a. Develop a structure to clearly and logically introduce a claim where appropriate.	LA.5.8.W.4.a a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.	LA.5.9.W.4.a a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.	LA.5.10.W.4.a a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.	LA.5.11.W.4.a a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.	LA.5.12.W.4.a a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.		
LA.5.5.W.4.b b. Use facts and details to support reasons and/or evidence.	LA.5.6.W.4.b b. Use relevant evidence from two or more credible sources.	LA.5.7.W.4.b b. Explain and cite relevant evidence from multiple credible sources.	LA.5.8.W.4.b b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.	LA.5.9.W.4.b b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	LA.5.10.W.4.b b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	LA.5.11.W.4.b b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	LA.5.12.W.4.b b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.		
LA.5.5.W.4.c c. Use words, phrases, and key vocabulary to connect ideas.	LA.5.6.W.4.c c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.	LA.5.7.W.4.c c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim (s) and supporting evidence.	LA.5.8.W.4.c c. Explain and cite relevant evidence from multiple credible sources.	LA.5.9.W.4.c c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	LA.5.10.W.4.c c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	LA.5.11.W.4.c c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	LA.5.12.W.4.c c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.		
LA.5.5.W.4.d d. Provide a concluding statement or section related to the perspective.	LA.5.6.W.4.d d. Provide a concluding statement or section that follows from the argument presented.	LA.5.7.W.4.d d. Provide a concluding statement or section that follows from the argument(s) presented.	LA.5.8.W.4.d d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.	LA.5.9.W.4.d d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.	LA.5.10.W.4.d d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.	LA.5.11.W.4.d d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.	LA.5.12.W.4.d d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.		
LA.5.5.W.4.e e. Adapt style and tone appropriate to the norms and conventions of the task and discipline.				LA.5.9.W.4.e e. Provide a conclusion that follows from and supports the argument(s) presented.	LA.5.10.W.4.e e. Provide a conclusion that follows from and supports the argument(s) presented.	LA.5.11.W.4.e e. Provide a conclusion that follows from and supports the argument(s) presented.	LA.5.12.W.4.e e. Provide a conclusion that follows from and supports the argument(s) presented.		
LA.5.5.W.4.f f. Provide a conclusion that follows from and supports the argument(s) presented.									

Strand	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA.5.5.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.	LA.6.5.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.	LA.7.5.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.	LA.8.5.W.5 Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.	LA.9.5.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.	LA.10.5.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.	LA.11.5.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.	LA.12.5.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.
	LA.5.5.W.5.a a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.	LA.6.5.W.5.a a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.	LA.7.5.W.5.a a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.	LA.8.5.W.5.a a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.	LA.9.5.W.5.a a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.	LA.10.5.W.5.a a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.	LA.11.5.W.5.a a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.	LA.12.5.W.5.a a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
	LA.5.5.W.5.b b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	LA.6.5.W.5.b b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.	LA.7.5.W.5.b b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.	LA.8.5.W.5.b b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	LA.9.5.W.5.b b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.	LA.10.5.W.5.b b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.	LA.11.5.W.5.b b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.	LA.12.5.W.5.b b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
	LA.5.5.W.5.c c. Use linking words and phrases to connect ideas and categories of information.	LA.6.5.W.5.c c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.	LA.7.5.W.5.c c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.	LA.8.5.W.5.c c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.	LA.9.5.W.5.c c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.	LA.10.5.W.5.c c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.	LA.11.5.W.5.c c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.	LA.12.5.W.5.c c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
	LA.5.5.W.5.d d. Provide a concluding statement or section related to the information or explanation(s).	LA.6.5.W.5.d d. Provide a concluding statement or section that follows from the information or explanation(s).	LA.7.5.W.5.d d. Provide a concluding statement or section that follows from the information or explanation(s).	LA.8.5.W.5.d d. Provide a concluding statement or section that follows from the information or explanation(s).	LA.9.5.W.5.d d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	LA.10.5.W.5.d d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	LA.11.5.W.5.d d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	LA.12.5.W.5.d d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
					LA.9.5.W.5.e e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	LA.10.5.W.5.e e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	LA.11.5.W.5.e e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	LA.12.5.W.5.e e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.
	LA.5.5.W.6 Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.	LA.6.5.W.6 Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.	LA.7.5.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.	LA.8.5.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).	LA.9.5.W.6 Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).	LA.10.5.W.6 Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).	LA.11.5.W.6 Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).	LA.12.5.W.6 Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).
	LA.5.5.W.6.a a. Paraphrase information and evidence to support ideas while avoiding plagiarism.	LA.6.5.W.6.a a. Paraphrase and quote evidence to support ideas while avoiding plagiarism.	LA.7.5.W.6.a a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.	LA.8.5.W.6.a a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.	LA.9.5.W.6.a a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	LA.10.5.W.6.a a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	LA.11.5.W.6.a a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	LA.12.5.W.6.a a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.
	LA.5.5.W.6.b b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.	LA.6.5.W.6.b b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.	LA.7.5.W.6.b b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.	LA.8.5.W.6.b b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.	LA.9.5.W.6.b b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	LA.10.5.W.6.b b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	LA.11.5.W.6.b b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	LA.12.5.W.6.b b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
	LA.5.5.W.6.c c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	LA.6.5.W.6.c c. Select and use appropriate note-taking formats to collect and organize information.	LA.7.5.W.6.c c. Select and use appropriate note-taking formats to collect and organize information.	LA.8.5.W.6.c c. Select and use appropriate note-taking formats to collect and organize information.	LA.9.5.W.6.c c. Select and use appropriate note-taking formats to collect and organize information.	LA.10.5.W.6.c c. Select and use appropriate note-taking formats to collect and organize information.	LA.11.5.W.6.c c. Select and use appropriate note-taking formats to collect and organize information.	LA.12.5.W.6.c c. Select and use appropriate note-taking formats to collect and organize information.
	LA.5.5.W.6.d d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.	LA.6.5.W.6.d d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.	LA.7.5.W.6.d d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.	LA.8.5.W.6.d d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.	LA.9.5.W.6.d d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).	LA.10.5.W.6.d d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).	LA.11.5.W.6.d d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).	LA.12.5.W.6.d d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).
	LA.5.5.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	LA.6.5.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	LA.7.5.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	LA.8.5.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	LA.9.5.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	LA.10.5.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	LA.11.5.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	LA.12.5.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
	Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.							
	LA.5.5.SL.1 Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.	LA.6.5.SL.1 Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.	LA.7.5.SL.1 Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.	LA.8.5.SL.1 Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.	LA.9.5.SL.1 Initiate and participate in structured discussions and collaborations about grade-level topics and texts.	LA.10.5.SL.1 Initiate and participate in structured discussions and collaborations about grade-level topics and texts.	LA.11.5.SL.1 Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new.	LA.12.5.SL.1 Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new.
	LA.5.5.SL.1.a a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	LA.6.5.SL.1.a a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	LA.7.5.SL.1.a a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	LA.8.5.SL.1.a a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	LA.9.5.SL.1.a a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	LA.10.5.SL.1.a a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	LA.11.5.SL.1.a a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	LA.12.5.SL.1.a a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
	LA.5.5.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.6.5.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.7.5.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.8.5.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.9.5.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.10.5.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.11.5.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.12.5.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.

Strand	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12			
	LA.5.SL.1.c	LA.5.SL.1.d	LA.5.SL.1.e	LA.5.SL.1.c	LA.5.SL.1.d	LA.5.SL.1.e	LA.5.SL.1.c	LA.5.SL.1.d	LA.5.SL.1.e	LA.5.SL.1.c	LA.5.SL.1.d	LA.5.SL.1.e	LA.5.SL.1.c	LA.5.SL.1.d	LA.5.SL.1.e	LA.5.SL.1.c		
Speaking and Listening	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).	e. Complete a task following multi-step directions.	c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	e. Complete a task following multi-step directions.	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	e. Complete a task following complex, multi-step directions.	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	e. Complete a task following complex, multi-step directions.	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	e. Complete a task following complex, multi-step directions.	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	e. Complete a task following complex, multi-step directions.
	Presentation of Knowledge and Ideas																	
	Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.																	
	LA.5.SL.2	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.	Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.	LA.5.SL.2	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.	LA.5.SL.2	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.	LA.5.SL.2	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	LA.5.SL.2	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	LA.5.SL.2	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
	LA.5.SL.2.a	b. Convey a perspective with clear reasoning and support.	b. Convey a perspective with clear reasoning and support.	b. Convey a perspective with clear reasoning and valid evidence.	LA.5.SL.2.a	b. Convey a perspective with clear reasoning and support.	b. Convey a perspective with clear reasoning and valid evidence.	LA.5.SL.2.a	b. Convey a perspective with clear reasoning and valid evidence.	b. Convey a perspective with clear reasoning and valid evidence.	LA.5.SL.2.a	b. Convey a perspective with clear reasoning and valid evidence.	b. Convey a perspective with clear reasoning and valid evidence.	LA.5.SL.2.a	b. Convey a perspective with clear reasoning and valid evidence.	b. Convey a perspective with clear reasoning and valid evidence.	LA.5.SL.2.a	b. Convey a perspective with clear reasoning and valid evidence.
	LA.5.SL.2.b	c. Identify the purpose and credibility of information being presented.	c. Analyze the purpose and credibility of information being presented.	c. Analyze the purpose and credibility of information being presented.	LA.5.SL.2.b	c. Analyze the purpose and credibility of information being presented.	c. Analyze the purpose and credibility of information being presented.	LA.5.SL.2.b	c. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political).	c. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political), and determine its credibility.	LA.5.SL.2.b	c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	LA.5.SL.2.b	c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.	c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.	LA.5.SL.2.b	c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.
	LA.5.SL.2.c	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	LA.5.SL.2.c	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	LA.5.SL.2.c	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	LA.5.SL.2.c	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	LA.5.SL.2.c	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	LA.5.SL.2.c	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
	LA.5.SL.2.d	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA.5.SL.2.d	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA.5.SL.2.d	e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA.5.SL.2.d	e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA.5.SL.2.d	e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	LA.5.SL.2.d	e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
	LA.5.SL.2.e				LA.5.SL.2.e			LA.5.SL.2.e			LA.5.SL.2.e			LA.5.SL.2.e			LA.5.SL.2.e	
	Materials	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		
Wonders (McGraw-Hill, 2017) Open Court (McGraw-Hill, 2016) Core Knowledge		My Perspectives (Pearson, 2017) Literature (McDougal-Litell, 2008)	English Language Arts 6 Creative Writing 6 Young Adult Literature 6 Honors English 6	My Perspectives (Pearson, 2017) Literature (McDougal-Litell, 2008)	English Language Arts 7 Creative Writing 7 Young Adult Literature 7 Honors English 7	My Perspectives (Pearson, 2017) Literature (McDougal-Litell, 2008)	English Language Arts 8 Creative Writing 8 Young Adult Literature 8 Honors English 8	My Perspectives (Pearson, 2017) Literature (McDougal-Litell, 2008)	Mirrors and Windows (EMC Publishing, 2016) Collections (FHM, 2017)	Mirrors and Windows (EMC Publishing, 2016) Collections (FHM, 2017)	Mirrors and Windows (EMC Publishing, 2016) Collections (FHM, 2017)	Mirrors and Windows (EMC Publishing, 2016) Collections (FHM, 2017)	Mirrors and Windows (EMC Publishing, 2016) Collections (FHM, 2017)	Mirrors and Windows (EMC Publishing, 2016) Collections (FHM, 2017)	Mirrors and Windows (EMC Publishing, 2016) Collections (FHM, 2017)	Mirrors and Windows (EMC Publishing, 2016) Collections (FHM, 2017)	Mirrors and Windows (EMC Publishing, 2016) Collections (FHM, 2017)	
Courses	Grade 5 Language Arts		English Language Arts 6 Creative Writing 6 Young Adult Literature 6 Honors English 6		English Language Arts 7 Creative Writing 7 Young Adult Literature 7 Honors English 7		English Language Arts 8 Creative Writing 8 Young Adult Literature 8 Honors English 8		English 9 Honors English 9 English 9 Literacy Enrichment		English 10 Honors English 10 English 10 Literacy Enrichment		English 11		English 12			
								Speech Debate Competitive Debate Forensics: Competitive Speech Introduction to Journalism, Photojournalism, and Broadcast Journalism Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies	Speech Debate Competitive Debate Forensics: Competitive Speech Introduction to Journalism, Photojournalism, and Broadcast Journalism Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies	Speech Debate Competitive Debate Forensics: Competitive Speech Introduction to Journalism, Photojournalism, and Broadcast Journalism Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies	Speech Debate Competitive Debate Forensics: Competitive Speech Introduction to Journalism, Photojournalism, and Broadcast Journalism Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies	Speech Debate Competitive Debate Forensics: Competitive Speech Introduction to Journalism, Photojournalism, and Broadcast Journalism Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies	Speech Debate Competitive Debate Forensics: Competitive Speech Introduction to Journalism, Photojournalism, and Broadcast Journalism Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies	Speech Debate Competitive Debate Forensics: Competitive Speech Introduction to Journalism, Photojournalism, and Broadcast Journalism Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies	Speech Debate Competitive Debate Forensics: Competitive Speech Introduction to Journalism, Photojournalism, and Broadcast Journalism Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies	Speech Debate Competitive Debate Forensics: Competitive Speech Introduction to Journalism, Photojournalism, and Broadcast Journalism Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies		

Appendix

March 2019

Modified: April 2022

PK-12 English Language Arts Courses and Electives

Introduction

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

Background

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

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

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

It was determined to continue to offer the same courses PK-7th grades. The committee decided to add an Honors English 8 course to the middle school offerings, along with English 8. In addition, it was decided to create a specific focus in ninth through eleventh grades:

- English 9: Introduction to Composition and Literature
- English 10: World Literature and Composition
- English 11: American Literature and Composition
- Elective courses were also part of these discussions and decisions were made to abandon, replace, or rewrite a course with the end result being the same number of course options for our students but with some reorganization. Supporting documentation for these decisions is included within the appendix section.

Language Arts Courses and Electives

Preschool Language Arts
 Kindergarten Language Arts
 Grade 1 Language Arts
 Grade 2 Language Arts
 Grade 3 Language Arts
 Grade 4 Language Arts
 Grade 5 Language Arts
 English Language Arts 6
 Honors English 6 (Bridge to Early College)
 Creative Writing 6
 Young Adult Literature 6
 English Language Arts 7
 Honors English 7 (Bridge to Early College)
 Creative Writing 7
 Young Adult Literature 7
 English Language Arts 8
 Honors English 8
 Creative Writing 8
 Young Adult Literature 8
 English 9: Introduction to Literature and Composition
 English 10: World Literature and Composition
 English 11: American Literature and Composition
 Honors English 9: World Literature and Advanced Composition
 Honors English 10: American Literature and Advanced Composition
 Global Perspectives through Literature (1 semester)
 English 9 Literacy Enrichment (2 semesters; English and elective credit)
 English 10 Literacy Enrichment (2 semesters; English and elective credit)
 Literacy Enrichment 11 (2 semesters; elective credit)
 AP Language and Composition (2 semesters)
 AP Literature and Composition (2 semesters)
 Introduction to Journalism, Photojournalism, and Broadcast Journalism (1 semester)
 Advanced Journalism (2 semesters; repeatable)
 Yearbook (2 semesters; repeatable)
 Broadcast Journalism (2 semesters; repeatable)
 Speech (1 semester)
 Forensics: Competitive Speech (2 semesters; repeatable)
 Debate (1 semester)
 Competitive Debate (2 semesters; repeatable)
 Theatre Appreciation (1 semester)
 Theatre and Performance I (1 semester)
 Theatre and Performance: Advanced Studies (1 semester; repeatable)
 Theatre Technology (1 semester; repeatable)
 Media Analysis (1 semester)
 Literacy for Life (1 semester)
 Popular Genres in Literature (1 semester)
 Creative Writing (1 semester)
 College Writing (1 semester)
 Literature and Film (1 semester)
 Contemporary Literature (1 semester)

AGENDA SUMMARY SHEET

Agenda Item: Approval of Middle School Electives Instructional Materials for 2022-2023

Meeting Date: April 18, 2022

Background

/Description:

The Bridge to Early College Program was approved by the Board of Education in May 2019. The next step in the curriculum process was to select and develop instructional materials for the courses, Honors English 6 and 7, Leadership in Bridge to Early College 6, 7, and 8. Millard teachers used a combination of purchased materials, open education resources (OER), and teacher-created resources to develop the materials for these courses. The first-year/first-level courses and the second-year/second-level courses were approved over the past two school years. Tonight, we bring the third level of the Bridge to Early College elective, Leadership in Bridge to Early College 8, materials to the Board for approval.

Action Desired: Approval of Middle School Leadership in Bridge to Early College Elective Instructional Materials

Policy / Strategic Plan

Reference: Strategy 2: We will develop and implement plans to differentiate and expand our instructional delivery system to meet each student's needs in a changing world.

Responsible Person(s): Dr. Heather Phipps, Dr. Tony Weers, Dr. Melanie Olson, Diane Reiners, and Nichole Schwab.

Superintendent's Signature:



Proposal for Leadership in Bridge to Early College 8 Instructional Materials

Course	Cost	Primary Instructional Resources
Leadership in Bridge to Early College 8	\$0	MBA Research and Curriculum Center, 2021 States Connection Membership Millard - Created College and Career Readiness Skill Lessons <ul style="list-style-type: none"> ● Project Launch ● Ethics ● Project Development ● My Vision ● It's a Wrap

Estimated cost for adoption:

Estimated total cost of \$0 for implementation.

Middle School Electives Implementation

Background

The Bridge to Early College Program was approved by the Board of Education in May 2019. The next step in the curriculum process was to select and develop instructional materials for the courses, Honors English 6 and 7, Leadership in Bridge to Early College 6, 7, and 8. Millard teachers used a combination of purchased materials, open education resources (OER), and teacher-created resources to develop the materials for these courses.

Leadership in Bridge to Early College 8 Course Development

The writing team members met on a variety of in-person days during the 2021-22 school year to develop this 6-week (hexter) elective course. This course focuses on MPS College and Career Readiness Standards and leadership skills to be implemented in their Bridge to Early College Program next fall. The writing team developed a course guide and instructional resources to engage students to reflect and act on what it means to employ self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Community Review Nights

In addition to the instructional materials processes noted above, an opportunity was provided to community members to preview the proposed materials and resources on Thursday, March 24, 2022 and again on Tuesday, March 29, 2022. A total of 19 community members attended.

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: April 18, 2022

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Executive Director of Activities, Athletics, & External Affairs

ACTION DESIRED: Approval

BACKGROUND: The position was advertised on Millard's job posting website, Career Link (Regionally and Nationally) and the NCSA website. Two internal and eight external applications were received. The applications were reviewed by Dr. Kevin Chick, Dr. John Schwartz and Dr. Jim Sutfin. Two internal and one external candidates were interviewed for the position. The interview team included Dr. Kevin Chick, Dr. John Schwartz, Dr. Kim Saum-Mills, Dr. Heather Phipps, Chad Meisgeier, Jessica Carson, Rebecca Kleeman, Marian Fey, Jeanine Beaudin, Steve Throne, Tassie Little, Michelle Klug, Jason Farwell, Dr. Greg Tiemann.

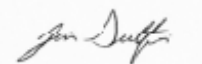
RECOMMENDATION: The Superintendent's recommendation is approval of Chad Zimmerman for Executive Director of Activities, Athletics, & External Affairs. Previous Experience includes; Assistant Principal, Activities and Athletic Director, Millard Public Schools (2011-Present); Assistant Principal, Millard Public Schools (2008-2011); Industrial Technology Teacher, Westside Community Schools (1999-2008)

EDUCATION: BA – University of NE, Lincoln – Secondary Education (1999)
 MA – Doane College – Curriculum and Instruction (2004)
 MA – Doane College – Educational Leadership (2007)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Dr. Kevin Chick, Associate Superintendent of Human Resources

SUPERINTENDENT APPROVAL: 

AGENDA SUMMARY SHEET

Agenda Item: Human Resources

Meeting Date: April 18, 2022

Background

Description: Personnel Items: (1) Recommendation to Hire; (2) Resignation Agenda; (3) Contract Addendum; (4) Leave of Absence Agenda

Action Desired: Approval

**Policy /
Strategic Plan Reference:** N/A

Responsible Person(s): Dr Kevin Chick
Associate Superintendent of Human Resources

Superintendent's Signature:



April 18, 2022

TEACHER RECOMMENDED FOR HIRE

Recommend: The following teachers be hired for the 2022-2023 school year:

1. Kara A. Yeacker – MA – Marygrove College, Michigan. Preschool teacher at Neihardt Elementary School for the 2022-2023 school year. Previous Experience: Clarkston School District, MI (2003-Present); Waterford School District, MI (1988-1997)
2. Chelsey M. Vasos – MA – University of Nebraska, Omaha. Grade 3 teacher at Upchurch Elementary School for the 2022-2023 school year. Previous Experience: Millard Public Schools (2015-2017)
3. Jamie L. Hendricks – MA+15 – University of Nebraska, Lincoln. Special Education Resource teacher at Millard South High School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2008-Present); Wymore Southern High School, (2000-2004)
4. Gabrielle G. McKenna – BA—University of Nebraska, Lincoln. Grade 2 teacher at Willowdale Elementary Schools for the 2022-2023 school year.
5. Andrea N. McKeighan – BA – University of Nebraska, Lincoln. Grade 5 teacher at Aldrich Elementary School for the 2022-2023 school year. Previous Experience: Lincoln Public Schools (2016-Present)
6. Miranda H. Cormaci –Education Specialist – University of Nebraska, Omaha. School Psychologist for the 2022-2023 school year. Previous Experience: (2020-Present)
7. Tyler A. Niehus – MA – University of Nebraska, Kearney. Administrative Intern at Reeder Elementary School for the 2022-2023 school year. Previous Experience: Douglas County West Community Schools (2012-Present)
8. Jill L. Zeigle – MA – University of Nebraska, Omaha. Teacher Librarian at Montclair Elementary School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2016-Present)
9. Cassandra K. Rathman – MA – University of Nebraska, Omaha. Music teacher for Millard Public Schools for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2018-Present)
10. Erin L. Roche – MA+18 – Doane University. Grade 4 teacher at Aldrich Elementary School for the 2022-2023 school year. Previous Experience: Papillion-La Vista Schools (2009-Present)
11. Sara A. Connell – MA – University of Nebraska, Omaha. Grade 3 teacher at Holling Heights Elementary School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2016-Present)

12. Dawn M. Goodland – MA – University of Denver. Grade 2 teacher at Cottonwood Elementary School for the 2022-2023 school year. Previous Experience: Arizona Public Schools (2012-2016)
13. Sara E. Urban – BA – University of Nebraska, Lincoln. Grade 1 teacher at Cather Elementary School for the 2022-2023 school year.
14. Cailynn E. Walls – BA – University of Northern Colorado. Grade 5 teacher at Neihardt Elementary School for the 2022-2023 school year. Previous Experience: Colorado Public Schools (2019-Present)
15. Peyton J. Barnes – BA – Wayne State College. Physical Education teacher at Upchurch Elementary School for the 2022-2023 school year.
16. Kelly A. Glaser – MA – University of Nebraska, Lincoln. Math teacher at Millard South High School for the 2022-2023 school year. Previous Experience: Lincoln Public School (2019-Present)
17. Ryan J. Sutter – MA+12 – University of Nebraska, Omaha. Spanish teacher at Millard West High School for the 2022-2023 school year. Previous Experience: Millard Public Schools (2015-2021)
18. William D. Synowiecki – BA – University of Nebraska, Lincoln. Social Studies teacher at Millard South High School for the 2022-2023 school year.
19. Lukas D. Ziemba – BA+9 – University of Nebraska, Lincoln. English teacher at Millard North High School for the 2022-2023 school year. Previous Experience: Norfolk Public Schools (2019-Present)
20. Dax R. VanLengen – BA – Wayne State College. Language Arts teacher at Kiewit Middle School for the 2022-2023 school year.
21. Kaitlyn N. Little – BA – University of Nebraska, Lincoln. Business teacher at Millard North High School for the 2022-2023 school year.
22. Katherine L. Van Ravenhorst – MA+18 – Bellevue University. Counselor at Millard West High School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2015-2021)
23. Laura L. Cushing – MA+9 – University of Nebraska, Kearney. Language Arts teacher at Millard South High School for the 2022-2023 school year. Previous Experience: Papillion La Vista Public Schools (2014-Present), Grand Island Public Schools (2007-2014)
24. Erin E. Sackett – MA+9 – Creighton University. Business teacher at Millard South High School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2017-Present)
25. Amanda S. Wyatt – MA – Creighton University. PAC teacher at Andersen Middle School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2015-Present), Great Bend School District, KS (2012-2014)
26. Sofia G. Lunbery – BA – Peru State. Science teacher at Millard North Middle School for the 2022-2023 school year. Previous Experience: Alliance Public Schools (2020-Present)

27. Deborah R. Buchholz – MA+34 – University of Arizona. Spanish teacher at Millard West High School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2018-Present), Schuyler Public Schools (2009-2013)
28. Lincoln B. Chamberlin – BA – University of Nebraska, Lincoln. Language Arts teacher at Millard Central Middle School for the 2022-2023 school year. Previous Experience: Lincoln Public Schools (2019-Present)
29. Sarah P. Siedlik – MA+27 – University of Kansas. Business teacher at Millard South High School for the 2022-2023 school year. Previous Experience: Plattsmouth Public Schools (2016-Present)
30. Laura M. Ricceri – MA+36 – Drake University. Math teacher at Kiewit Middle School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2013-Present), Des Moines Public Schools (2008-2013)
31. Anna M. Perilo – MA – Touro College, NY. Elementary CORE Kindergarten teacher at Cather Elementary School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2017-Present); Success Academy Charter School, NY (2016-2017)
32. Haley R. Spreitzer – BA – Northwest Missouri State University. Grade 5 teacher at Reagan Elementary for the 2022-2023 school year.
33. Veronica M. Beasley – MA – University of Nebraska, Kearney. Business teacher at Millard South High School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2021-Present)
34. Matthew K. Goedecken – MA – Kansas State University. Math teacher at Millard North Middle School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2020-Present); Lincoln Public Schools (2018-2019)
35. Amanda M. Sauer – MA – Peru State. Spanish teacher at Andersen Middle School for the 2022-2023 school year. Previous Experience: Elkhorn Public Schools (2013-Present), St. Patrick's Parochial School, Elkhorn, NE (2012-2013)
36. Michaela R. O'Grady – BA – University of Nebraska, Lincoln. Primary Montessori teacher at Montclair Elementary School for the 2022-2023 school year.
37. Payton K. Perez – MA – University of Nebraska, Omaha. Special Education teacher at Morton Elementary School for the 2022-2023 school. Previous Experience: Bellevue Public Schools (2020-Present)
38. Nicole E. Root – BA – University of Nebraska, Lincoln. Special Education teacher at Millard North Middle School for the 2022-2023 school year. Previous Experience: Lincoln Public Schools (2021-Present)
39. Sandy G. Estee – MA+9 – University of Nebraska, Omaha. Speech Language Pathologist for Millard Public Schools for the 2022-2023 school year. Previous Experience: Boys Town National Research Hospital (2015-Present)
40. Jessica L. Lahman – MA – University of Nebraska, Omaha. Math teacher at Millard South High School for the 2022-2023 school year. Previous Experience: Omaha Public Schools (2013-2022)

April 18, 2022

RESIGNATIONS**Recommend: The following resignation(s) be accepted:**

1. Lydia V. Swanson – Business teacher at Millard West High School. Resigning at the end of the 2021-2022 school year for employment outside of education.
2. Candace A. Tipler – Math teacher at Andersen Middle School. Resigning at the end of the 2021-2022 school year to take a teaching position with Omaha Public Schools.
3. Elizabeth E. Walker – Music teacher at Disney Elementary School. Resigning at the end of the 2021-2022 school year for personal family reasons.
4. Hannah M. Heser – English teacher at Millard North High School. Resigning at the end of the 2021-2022 school year because of family relocation.
5. Amanda Noonan – Math teacher at Beadle Middle School. Resigning at the end of the 2021-2022 school year for employment outside of education.
6. Karisa J. Riesselman – Grade 2 teacher at Bryan Elementary School. Resigning at the end of the 2021-2022 for personal family reasons.
7. Nicolett S. Carey – Grade 1 teacher at Reagan Elementary School. Resigning at the end of the 2021-2022 school year because of family relocation.
8. Kendal J. Runde – Administrative Intern at Norris Elementary School. Resigning at the end of the 2021-2022 school year for an administrative position with Westside Community Schools.
9. Timothy C. Cannon – Social Studies teacher at Millard North High School. Retiring at the end of the 2021-2022 school year.
10. Jonathan W. Ringenberg – Math teacher at Millard North High School. Resigning at the end of the 2021-2022 school year for employment outside of education.
11. Erin E. Dahl – Science teacher at Kiewit Middle School. Resigning at the end of the 2021-2022 school year for employment outside of education.
12. Jacqueline A. Bass – Language Arts teacher at Millard South High School. Resigning at the end of the 2021-2022 school year for employment outside of education.
13. Kayla N. Calvert – World Language teacher at Andersen Middle School. Resigning at the end of the 2021-2022 school year to take a teaching position with Omaha Public Schools.
14. Rachel E. Wright – Math teacher at Millard North High School. Resigning at the end of the 2021-2022 school year because of family relocation.
15. Scott E. Bougger – Language Arts teacher at Central Middle School. Resigning at the end of the 2021-2022 school year to take a teaching position with Gretna Public Schools.
16. Lisa M. Groth – Science teacher at Millard South High School. Retiring at the end of the 2021-2022 school year.
17. Sydney B. Fahner – Family and Consumer Science teacher at Millard South High School. Resigning at the end of the 2021-2022 school year because of family relocation.
18. Amanda S. Swolley – Grade 2 teacher at Cody Elementary School. Resigning for personal reasons at the end of the 2021-2022 school year.

19. John D. Herse – Elementary Support teacher for Millard Public Schools. Resigning at the end of the 2021-2022 school year to take a teaching position out of the United States.
20. Christi A. Calder – Social Studies teacher at Central Middle School. Resigning at the end of the 2021-2022 school year because of family relocation.
21. Jaqueline R. Kral – Elementary Support teacher for Millard Public Schools. Resigning at the end of the 2021-2022 school year because of family relocation.
22. Carina S. Rolf – Grade 6 teacher at Central Middle School. Resigning at the end of the 2021-2022 school year for personal reasons.
23. Carrie A. Swaney – Special Education/Vision Impaired teacher at Cottonwood Elementary School. Resigning at the end of the 2021-2022 school year to take a teaching position with Blair Community Schools.
24. Kristine L. Koch – Grade 5 teacher at Ezra Elementary School. Resigning at the end of the 2021-2022 school year for personal reasons.
25. Erica J. Bellows – Math teacher at Millard South High School. Resigning at the end of the 2021-2022 school year because of personal family reasons.
26. Katherine A. Schwab – Science teacher at Millard West High School. Resigning at the end of the 2021-2022 school year because of family relocation.
27. Katherine J. Lethcoe – Administrative Intern at Cody Elementary School. Resigning at the end of the 2021-2022 school year to take an administrative position with Bennington Public School District.
28. Sarah M. Lewald – Language Arts teacher at Millard North High School. Resigning at the end of the 2021-2022 school year for employment outside of education.
29. Heidi L. Berry – Montessori Preschool teacher at Montclair Elementary School. Resigning at the end of the 2021-2022 school year for personal reasons.
30. Mary A. Bruegman – Vocal Music teacher (Part-Time) at Montclair Elementary School. Resigning at the end of the 2021-2022 school year to further her education.
31. Jessica D. Watts – Speech Language Pathologist at Cody Elementary School. Resigning at the end of the 2021-2022 school year for personal family reasons.
32. Corissa A. Hays – Grade 5 teacher at Montclair Elementary School. Resigning at the end of the 2021-2022 school year for personal reasons.
33. Kayla M. Florom – Special Education Behavior teacher at Cottonwood Elementary School. Resigning at the end of the 2021-2022 school year for employment outside of education.
34. Hope R. Hibler – Language Arts teacher at Millard North Middle School. Resigning at the end of the 2021-2022 school year to take a teaching position with Bellevue Public School District.
35. Jessica R. Wentling – Language Arts teacher at Millard North High School. Resigning at the end of the 2021-2022 school year for employment outside of education.
36. Sarah L. Mahrt – Grade 3 teacher at Cottonwood Elementary School. Resigning at the end of the 2021-2022 school year because of personal reasons.
37. Drew T. Spooner – Grade 1 teacher at Morton Elementary School. Resigning at the end of the 2021-2022 school year to take a teaching position with Elkhorn Public Schools.
38. Kelsey J. Gansebom – Speech Language Pathologist at Rockwell Elementary School. Resigning at the end of the 2021-2022 school year because of family relocation.

39. Allison M. DeVries – Grade 3 teacher at Holling Heights Elementary School. Resigning at the end of the 2021-2022 school year to take a CADRE teaching position with Millard Public Schools.
40. Karla P. Carlson – ELL teacher at Bryan Elementary School. Resigning at the end of the 2021-2022 school year to take a CADRE teaching position with Millard Public Schools.
41. Hayley Coburn – Elementary Support teacher for Millard Public Schools. Resigning at the end of the 2021-2022 school year to take a CADRE teaching position with Millard Public Schools.
42. Carly M. Hope – Elementary Support teacher for Millard Public Schools. Resigning at the end of the 2021-2022 school year to take a CADRE teaching position with Millard Public Schools.

April 18, 2022

AMENDMENT TO CONTINUING CONTRACTS

Recommend: Amendment to the following contract:

1. Adelene R. Oliver – Grade 4 teacher at Wheeler Elementary School. Amend contract from (1.0) FTE to (.5) FTE EL teacher at Morton Elementary for the 2022-2023 school year.

April 18, 2022

LEAVE OF ABSENCE

Recommend: The following Leave of Absence be accepted:

1. Alexandria M. Carlson – Math teacher at Russell Middle School. Requesting a Leave of Absence for the 2022-2023 school year for personal family reasons.
2. Madison M. Niemeyer – Kindergarten teacher at Wheeler Elementary School. Requesting a Leave of Absence for the 2022-2023 school year for personal family reasons.

AGENDA SUMMARY SHEET

Agenda Item: High School Small Class Size Report

Meeting Date: April 18, 2022

**Background/
Description:**

On April 6, 2015, the Selective Abandonment Report regarding High School Small Class Size Analysis was shared with the Board of Education. At that time, it was recommended that Educational Services reinstate the Board of Education Policy: Curriculum, Instruction, and Assessment: Secondary Class Size, which was approved by the Board of Education on May 5, 2015, as Policy 6225. The policy calls for an annual Board of Education report of course class sizes within secondary schools with recommendation of courses to be combined, canceled, or to be monitored based on enrollment of 14 or less students for three consecutive school years.

Action Desired: Information Only

**Policy/Strategic Plan
Reference:**

District Strategic Plan: Parameter – No existing program, course, and/or service will be maintained unless it: meets a clearly demonstrated mission related need and survives a cost-benefit analysis and periodic evaluation.

Responsible Person(s): Dr. Heather Phipps, Dr. Tony Weers, Dr. Melanie Olson

Superintendent's Approval:

A handwritten signature in cursive script, appearing to read "Jim Duffin", is written in black ink on a light-colored rectangular background.

As per Board of Education Policy 6225, an analysis of course sizes within the high schools has been completed. A list of courses that have not met the minimum class size of 14 students and recommendations for consideration are noted. Enrollment history is gathered from Synergy (Millard Public Schools Student Information System) records.

The following statement was posted inside the cover of the 2022-2023 High School Curriculum Handbook and Registration Guide:

It is the intent of District and High School administrators to offer all courses and programs as noted within the 2022-2023 High School Curriculum Handbook and Registration Guide.

However, courses and/or program offerings may be canceled due to budget constraints and/or low enrollment numbers.

Cancel

AP Music Theory at Millard North High School is being recommended for cancellation due to the class size of less than 14 consecutively over the past two years and including the upcoming school year based on early enrollment figures.

Retain and Continue to Monitor

Based on the increase or fluctuation of class size for the following courses, they are being recommended to be retained and monitored. While some have been below 15 students for three consecutive school years, consideration was given to monitor and allow buildings to adjust accordingly during the next school year pending student enrollment.

Building	Course Code	Course Name	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Early Enrollment
North HS	0730 A/B	Advanced Studio Art	10	8	10	12
	0709	Commercial Graphic Design	9	11	9	12
	0384 A/B	AP Physics 2: Algebra-based	4	7	9	13
	0375 A/B	IB Biology SL	7	9	3	15
	0381 A/B	IB Physics HL I	8	10	7	7
	0380 A/B	IB Physics SL	4	3	5	11
	0321A/B	Intro IB Chemistry and IB Physics	5	8	10	17
	0077	Broadcast Journalism	9	10	10	16
	0025	Theater and Performance: Advanced	13	9	9	11
0161 A/B	IB Latin SL	2	6	3	8	
South HS	0540	AP Macroeconomics	14	8	7	17
	0119A/B	AP German	9	5	10	14
	0023 A/B	Competitive Debate	11	14	14	11
	0370A/B	AP Chemistry	14	13	13	14
West HS	0139 A/B	AP French	9	8	2	7
	0257 A/B	AP Computer Science A	13	14	14	15
	0799	AP Music Theory	10	7	5	11
	0815 A/B	Athletic Training and Sports Injury	7	13	13	11
	0514 A/B	Marketing Internship	8	7	13	10
	0077	Broadcast Journalism	3	7	13	15
	0023 A/B	Competitive Debate	6	11	2	10

Combine with another Course

Due to low class sizes consecutively the past three years, the following courses are being recommended for combination with a similar course. These courses will continue to be monitored during the 2022-2023 school year.

Building	Course Code	Course Name	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Early Enrollment
Millard North	0728 A/B	IB Visual Arts HL I combined with	4	4	2	1
	0729 A/B	IB Visual Arts HL II and	2	4	2	0
	0706 A/B	Intro IB Visual Arts	4	7	6	4
	0554 A/B	IB Business Management SL/HL I combined with	9	10	11	13
	0555 A/B	IB Business Management SL/HL II	5	4	6	8
	0074 A/B	IB Film HL I combined with	4	3	7	9
	0075 A/B	IB Film HL II	1	3	3	2
	0767 A/B	IB Music SL Band combined with	13	9	6	8
	0769 A/B	IB Music SL Orchestra	5	13	11	13
	0120A/B	IB German B SL combined with	7	4	8	5
0119A/B	AP German					
0139 A/B	AP French combined with	12	12	7	5	
0140 A/B	IB French B SL	11	5	13	7	
0266 A/B	IB Computer Science HL I combined with IB Computer Science HL II	3	10	7	20	
Millard South	0137A/B	French IV combined with Honors French III or French IV	12	11	13	3
Millard West	0021A/B	Forensics: Competitive Speech combined with Speech	9	10	6	6

AGENDA SUMMARY SHEET

Agenda Item: Committee on American Civics Report

Meeting Date: April 18, 2022

Background

Description: During the 2019 Legislative Session, the Governor signed LB399, referred to as the “Americanism” bill because of its requirements regarding American history and civics instruction in the classroom, into law. As required in the statute, this is the annual report on the Committee on American Civics.

Action Desired: Information Only

Policy/Strategic

Plan Reference: LB399

Responsible Person(s): Dr. Heather Phipps, Dr. Tony Weers, Andy DeFreece, Ellen Kramer, Matt Scott, and Nichole Schwab

Superintendent’s Approval:



COMMITTEE ON AMERICAN CIVICS

For the 2021-2022 school year, the Board appointed the following three members to serve on the Committee on American Civics: Dave Anderson, Amanda McGill Johnson, and Mike Pate.

The Committee on American Civics met on the following dates during this school year: October 11, 2021 and March 14, 2022. The Committee accepted public testimony at both the October 2020 and March 2021 meetings, but no speakers were present.

Minutes of meetings have been kept and show the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed.

The Committee completed the following tasks:

- Confirmed the District's social studies curriculum is aligned with NDE standards.
- Confirmed that the District's social studies curriculum stresses the required patriotic themes.
- Confirmed that the District's social studies curriculum includes a requirement, in accordance with state law, that high school students (i) complete a written test; (ii) attend a public meeting; or (iii) present or write a paper on an appropriate topic.
 - In Millard, eighth graders complete a report, and high students attend a public meeting and reflect on their learning.
- Confirmed that the curriculum approved by the Committee is available for public inspection.
- Confirmed that the District's social studies curriculum includes all required components, in accordance with state law and NDE standards, including (a) one hour per week of patriotic instruction for grade levels below sixth grade; (b) a set amount of time to teach American history for grade levels from fifth grade to eighth grade; and (c) at least two courses in high school that teach American civics.
- Confirmed that the District will conduct appropriate patriotic exercises for the following holidays: George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day.

Because this is an adoption year for special studies instructional materials, the committee had the opportunity to review all of the materials that would then be shared with the community at two Community Review Nights. Those materials were then presented to the Board for approval.

AGENDA SUMMARY SHEET

Agenda Item: International Baccalaureate Primary Years Programme (IB PYP) at Black Elk Elementary Program Evaluation

Meeting Date: April 18, 2022

Background/

Description: International Baccalaureate Primary Years Programme (IB PYP) at Black Elk Elementary set out to enhance student achievement, provide parent choice with regards to their child's education, promote inquiry from staff and students, combat declining student enrollment by attracting students from across the district and the Metro area, enhance the positive school culture, and promote an international mindedness in our student population.

Per Policy 10,001.1, we conduct a program evaluation in the fifth year of any new program.

Action Desired: Information Only

**Policy /
Strategic Plan**

Reference: Strategic Plan Parameters:
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.

**Responsible
Person(s):** Dr. Darin Kelberlau, Dr. Heather Phipps, Sharon Freeman

Superintendent's Signature:



Summary of Findings

Based on the original goals of implementing the International Baccalaureate Primary Years Programme (IB PYP) at Black Elk Elementary, this evaluation focused on the following:

To what extent does IB PYP.....

- **Combat declining student enrollment by attracting students from across the district and the metro area**
 - The enrollment at Black Elk has been trending up over the past years. It has reached an all time high of 594 during the 2021-22 school year.
- **Enhance the positive school culture**
 - The results of the MPS Engagement surveys indicate that all stakeholder groups – students, parents, and staff – are extremely positive, engaged, and supportive of Black Elk Elementary. Over 92% of the surveyed stakeholders graded the school building an “A” or “B.”
 - The engagement of Black Elk parents is also apparent in their involvement with numerous school / district activities and groups.
- **Enhance student achievement**
 - IB PYP students at Black Elk achieve at high levels – at or above MPS peers in most testing events and both subjects.
 - IB PYP students outgrew their MPS peers in the 2020-21 school year.
- **Provide parent choice with regards to their child’s education**
 - IB PYP provides another opportunity for parents to choose at Millard Public Schools.
- **Promote inquiry from staff and students**
 - The School Authorization Report by the visiting team from IB cited many pieces of evidence that support inquiry at Black Elk.
- **Promote an international mindedness in our student population**
 - The school building has become more diverse in student makeup.
 - The IB official review indicated that there are various items that focus on international mindedness. The report commended the building in this area and was noted as a strength.

International Baccalaureate Primary Years Programme (IB PYP) Program Evaluation

Introduction and Purpose

Per Policy 10,001.1, the Department of Assessment, Research, and Evaluation conducts a program evaluation in the fifth year of any new program.

What is the International Baccalaureate Primary Years Programme in Millard Public Schools?

The following information, from the Board of Education report, “Mini-Magnet Phases I and II -- Proposal for International Baccalaureate Primary Years Programme (IB PYP) at Black Elk” provides context.

Background Information

The School Improvement Team at Black Elk Elementary is proposing the development of the International Baccalaureate-Primary Years Programme within their school that would encompass the existing Millard curriculum. An additional program will help to:

- Enhance student achievement
- Provide parent choice with regards to their child’s education
- Promote inquiry from staff and students
- Combat declining student enrollment by attracting students from across the district and the metro area
- Enhance the positive school culture
- Promote an international mindedness in our student population

Program Goals

The overarching goal of the International Baccalaureate-Primary Years Programme will be to ensure high academic growth and success. In addition the Programme aims to:

- Provide an opportunity for parent choice in education programs
- Create international mindedness in students and staff
- Promote inquiry from students and staff that allows students to go above and beyond the curriculum
- Allows for service learning projects created by students, finding ways to give back to our community
- Create a culturally responsible school and community
- Increase enrollment at Black Elk Elementary

Program Curriculum

The International Baccalaureate (IB) Primary Years Programme (PYP) serves all children, kindergarten through 5th grade, by providing an educational framework based upon best practices regarding how children learn. The PYP focuses on the development of the whole child, inside and outside of the classroom. In a PYP school, the existing curriculum is organized into five elements: knowledge, concepts, skills, attitudes, and action. Units of inquiry are built at each grade level around six main themes: Who We Are; Where We Are in Place and Time; How We Express Ourselves; How the World Works; How We Organize Ourselves; and Sharing the Planet. The purpose of these units is to help students deepen their understanding of core concepts by making connections across curricular areas and in a variety of learning experiences. The Millard Public Schools' curriculum standards and indicators would serve as instructional goals in each unit of inquiry and concept-based lesson. Lesson development and implementation requires teachers to work in collaborative teams to build and implement units, reflect on student responses, and revise lessons.

Students in PYP schools are required to study a second language. Exposure to the language, rather than fluency, is expected at the elementary level.

The PYP requires that teachers maintain individual portfolios of student achievement as an important mechanism for documenting progress.

Community service is also a key component of the IB framework, referred to as action in the PYP. Beginning in kindergarten and continuing through each grade level, students develop and carry out age-appropriate service learning activities.

Implementation of PYP requires several years of extensive teacher training and professional development. All teachers must have at least one level 1 training prior to the authorization visit. The visiting teams from IB-PYP review the units of inquiry created by teachers and look for evidence of participation by all staff members and students in the school. If the school meets the IB standards of implementation, the school is authorized and becomes an IB World School. IB World Schools must be reauthorized, with an IB-PYP visitation, every five years.

The calendar for the PYP program at Black Elk will be the same as other Millard elementary schools.

Curriculum Alignment

The IB PYP identifies six themes that provide the organizing structure for the content or program of inquiry. Because IB-PYP is not a prescriptive program, it is an excellent fit with the Nebraska State Standards of Learning and the Millard curriculum. It is a framework for making connections across and within disciplines of the existing standards and curriculum. The current

Millard curriculum will be molded into the framework of the PYP. The IB PYP is designed to embrace and build upon a school's curriculum, to extend, enrich and deepen student knowledge. The Millard Public Schools' curriculum grade level standards and indicators would serve as instructional goals in each unit of inquiry and concept-based lesson. Lesson development and implementation requires teachers to work collaboratively to build and implement units of inquiry, reflect on student responses, and revise lessons.

Curriculum Materials

The current Millard curriculum will be used and restructured in pacing to align to the PYP scope and sequence. The current Millard curriculum will be molded into the IB PYP Program of Inquiry. Additional foreign language curriculum and materials would need to be obtained in order to effectively implement the foreign language requirement at Black Elk.

Support Programs

The IB PYP at Black Elk will include self-contained classrooms designed to encourage student collaboration. Flexible grouping techniques will be used to ensure differentiation for all learners. Instruction will take place primarily in small groups focused on structured, guided inquiry. Additionally, the program will follow the MTSS model; when students are not progressing, district MTSS procedures will be followed and students who qualify for intervention will participate in district approved intervention programs. Students who qualify for special programs will be eligible to participate in intervention, special education, and the High Ability Learner program.

Students attending the PYP at Black Elk who speak English as a second language will be assessed as all other Millard students. Students qualifying for the program will be offered the option to participate in the Millard English Language Learner Program.

Student Assessment

Assessment at the school will align with that of the IB PYP Programme. Assessment in the IB Programme is integral with planning, teaching and learning, and aligns with the Millard Instructional Model of Planning, Instruction, and Assessment. The IB PYP requires that the school provide evidence of student learning over time across the curriculum in the form of student portfolios. As a compilation and demonstration of consolidation of student learning, students will complete the PYP exhibition as a culminating project in the final year of the program.

This program evaluation sets out to address the following guiding questions. To what extent does the IB PYP...

- Combat declining student enrollment by attracting students from across the district and the metro area
- Enhance the positive school culture
- Enhance student achievement
- Provide parent choice with regards to their child's education
- Promote inquiry from staff and students
- Promote an international mindedness in our student population

Background on Black Elk Elementary

English Learners

The percent of English Learners (EL) at Black has increased since 2016-17.

Table 1: English Learners at NE, MPS, Black Elk Elementary

Years	State	District	School
2016-2017	7.28%	1.81%	*%
2017-2018	6.87%	1.56%	*%
2018-2019	7.16%	2.24%	2.63%
2019-2020	7.43%	2.56%	3.63%
2020-2021	7.25%	2.67%	4.94%

* masked for groups with fewer than 10 students

High Ability Learners

The percentage of High Ability Learners at Black Elk has been between approximately 8.5% and 10.5%. The 2020-21 is the lowest rate in the past five years.

Table 2: High Ability Learners at Black Elk Elementary

Data Years	Percentage
2016-2017	9.92%
2017-2018	9.30%
2018-2019	8.65%
2019-2020	10.46%
2020-2021	8.45%

Student Mobility

Mobility rates at Black Elk have been on the rise since 2017-18, with a highest rate of 15.54% in 2020-21.

Table 3: Mobility Rates at NE, MPS, and Black Elk Elementary

Years	State	District	School
2016-2017	11.08%	8.60%	11.45%
2017-2018	10.86%	7.75%	9.04%
2018-2019	10.32%	8.51%	10.70%
2019-2020	8.36%	6.82%	11.25%
2020-2021	9.12%	9.63%	15.54%

*Mobility is calculated by the total number of students that enter or leave between October 1 and the last day of school / total number of students. A student can be counted only once.

Free / Reduced Priced Lunches

Similar to Nebraska and Millard Public Schools, the percentage of students enrolled in Free/Reduced priced lunches at Black Elk Elementary has increased. Rates for this year are at all time highs for both the school district and building.

Table 4: Percentage of Students Enrolled in Free / Reduced Priced Lunches at Black Elk Elementary

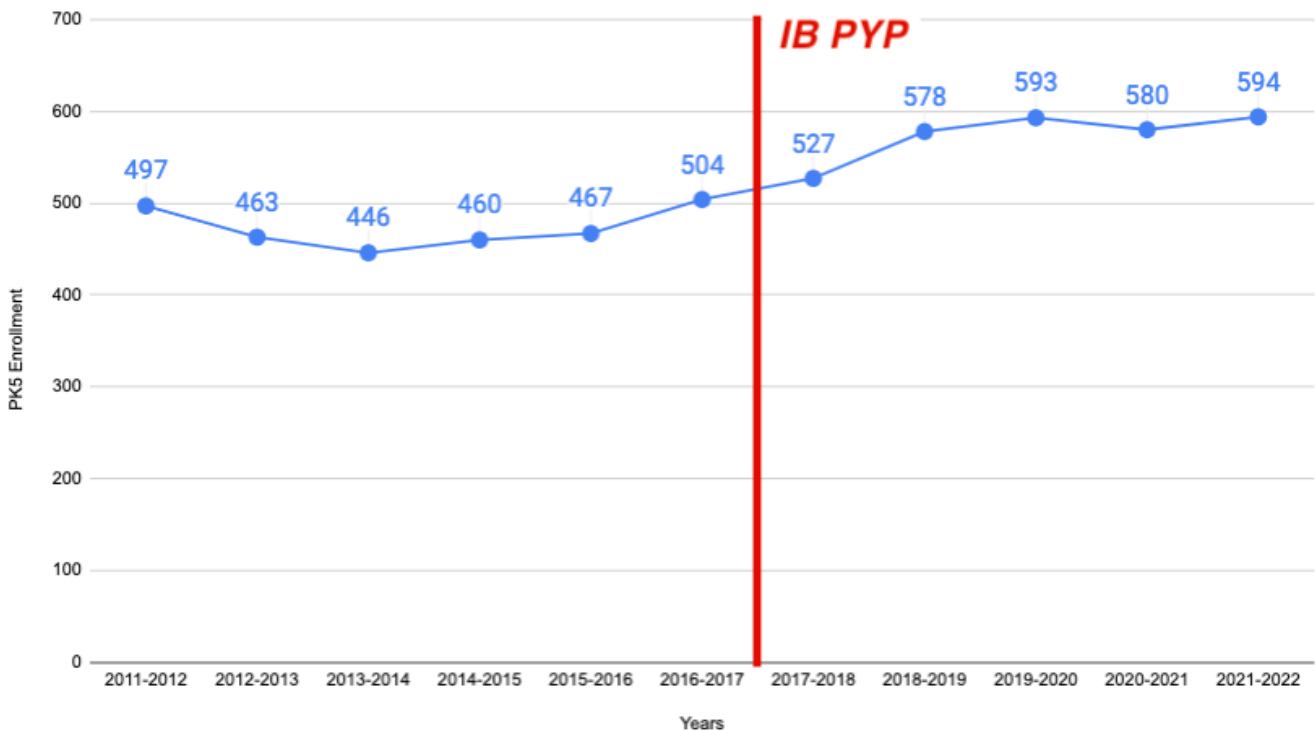
Years	State	District	School
2016-2017	44.65%	20.91%	17.26%
2017-2018	45.83%	20.76%	17.65%
2018-2019	45.21%	20.94%	17.30%
2019-2020	45.60%	21.99%	18.38%
2020-2021	46.33%	23.75%	23.97%
2021-2022		26.90%	28.40%

To what extent does the IB PYP combat declining student enrollment by attracting students from across the district and the metro area?

Enrollment over the years at Black Elk Elementary decreased to less than 500 students through 2015-16. However, with the addition of IB PYP, the building enrollment has increased to nearly 600 in 2021-22.

Figure 1: Black Elk Elementary Building Enrollment Information

Black Elk Elementary Enrollment



One goal of implementing the IB PYP at Black Elk Elementary was to increase enrollment to better utilize the capacity of the school building. The program could draw students from outside the Black Elk attendance area. The table below shows the school of residence of Black Elk students who do not live in the Black Elk neighborhood.

Table 5: School of Residence for Black Elk Students

School of Attendance	School of Residence	2017-18	2018-19	2019-20	2020-21	2021-22
Black Elk	Non MPS	135	123	69	45	36
	Abbott					1
	Ackerman	20	23	26	28	32
	Bryan	2	3	4	5	5
	Cody	1	1	1	1	1
	Disney		1	3	2	2
	Ezra	4	4	3	2	
	Harvey Oaks	1	1	1	1	1
	Hitchcock	1	1	1	2	2
	Holling Heights	5	6	8	7	8
	Morton	1	2	4	6	6
	Neihardt	14	15	18	15	14
	Norris	4	5	5	3	4
	Reagan	8	9	8	7	9
	Reeder	17	15	15	9	9
	Rockwell	3	4	5	6	8
	Rohwer	6	6	8	8	9
	Sandoz		6	6	7	5
	Upchurch	8	10	10	12	11
	Wheeler	28	29	26	24	23
Willowdale	7	5	2	2	2	
Total		265	269	223	192	188

To what extent does IB PYP enhance the positive school culture?

Parents - Parents completed the MPS Engagement Survey in the fall of 2019. Due to the COVID-19 pandemic, MPS chose not to administer the survey during the fall of 2020. The Engagement Surveys were implemented again in the fall of 2021.

The survey consists of items that seek input regarding self involvement (Self), school (Building), and the Millard Public Schools (District). The survey topics include Basic Needs, Climate & Culture, Communication, and Leadership. The final section asks the respondent to answer the question, Which grade would you give the district / building / self: A, B, C, D, F?

Table 6: 2019 Parent Engagement Results by Lens, Domain, “Grade”

		2019		2021	
		Black Elk	MPS	Black Elk	MPS
LENS	District	3.33	3.31	3.04	3.13
	Building	3.55	3.50	3.26	3.40
	Self	3.55	3.52	3.40	3.43
DOMAIN	Basic Needs	3.44	3.40	3.20	3.31
	Climate & Culture	3.54	3.49	3.26	3.36
	Communication	3.45	3.44	3.30	3.37
	Leadership	3.39	3.34	3.10	3.25
A or B	District	90%	93%	75%	83%
	Building	97%	96%	92%	94%
	Self	94%	91%	87%	90%

The parent engagement scores were slightly lower than other MPS parents of 4th and 5th grade students. However, the parent support for Black Elk is extremely positive – 92% of parents gave their school an A or B.

Students -- Students in grades 3 - 5 completed the MPS Engagement Survey in the fall of 2019. Like the Parent survey, MPS chose not to administer the student survey during the fall of 2020. For the fall of 2021, students in grades 4 and 5 completed the engagement survey.

Table 7: 2019 Student Engagement Results by Lens, Domain, “Grade”

		2019		2021	
		Black Elk	MPS	Black Elk	MPS
LENS	Building	3.61	3.47	3.51	3.42
	Self	3.58	3.52	3.46	3.40
DOMAIN	Academics / Study	3.58	3.47	3.47	3.40
	Future	3.59	3.52	3.52	3.46
	Safety & Kindness	3.60	3.49	3.48	3.38
A or B	Building	91%	91%	93%	90%
	Self	93%	92%	91%	92%

The students at Black Elk had higher engagement results than other 4th and 5th graders throughout the Millard School District. Students are engaged and overall positive relative to the various categories.

Staff -- Staff completed the MPS Engagement Survey in the fall of 2019. Due to the COVID pandemic MPS chose not to administer the survey during the fall of 2020. Staff also completed the survey in the fall of 2021.

Table 8: 2019 Staff Engagement Results by Lens, Domain, “Grade”

		2019		2021	
		Black Elk	MPS	Black Elk	MPS
LENS	District	3.31	3.26	3.17	3.02
	Building	3.53	3.38	3.34	3.22
	Self	3.73	3.66	3.49	3.53
DOMAIN	Basic Needs	3.32	3.29	3.21	3.11
	Climate & Culture	3.53	3.44	3.34	3.28
	Communication	3.57	3.48	3.43	3.34
	Leadership	3.48	3.35	3.36	3.16
	Professional Growth	3.52	3.32	3.23	3.21
	Instructional	3.70	3.72	3.50	3.57
A or B	District	92%	94%	92%	88%
	Building	94%	93%	96%	87%
	Self	100%	100%	100%	99%

The results for the staff at Black Elk had higher scores, with few exceptions, than other staff within MPS. The Black Elk staff are an engaged group with positive scores. The building grade of 96% is quite high.

Parent Involvement

There are many opportunities for the parents to be involved at Black Elk Elementary.

Parent Nights for Families

- IB informational nights
- Curriculum Night
- Open House
- Parent-Teacher Conferences

Building Teams and Events

- Watch D.O.G.S.
- School Improvement Team
- Parent Teacher Team Meetings and Sponsored Events
- Celebration of Nations Event
- Classroom Presentations
- Volunteer and Service Learning Opportunities
- 5th Grade Exhibition

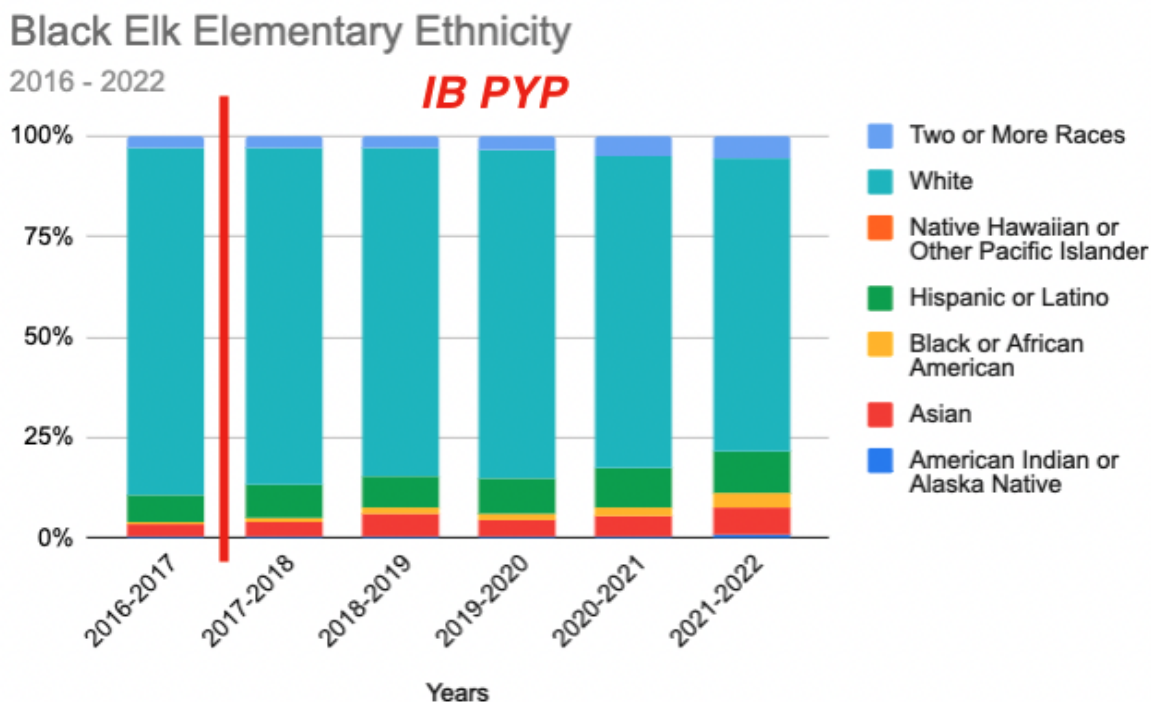
Also, Black Elk families are represented on district teams, such as the Superintendent Advisory Committee. It is quite evident that the families of Black Elk are extremely active in school events and the education of their students.

To what extent does IB PYP promote international mindedness in our student population?

Cultural Diversity

Ethnicity breakdown is displayed below. There is more diversity at Black Elk Elementary currently, as compared to prior to implementing the IB PYP in the 2016-17 school year.

Figure 2: Black Elk Elementary Ethnicity Distribution Over Time



The counts for the display above of students are listed below in table format.

Table 9: Black Elk Elementary Ethnicity Distribution

Years	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2016-2017	1	15	5	33	0	436	14
2017-2018	1	20	4	46	0	440	16
2018-2019	1	34	9	46	0	471	17
2019-2020	2	26	9	51	0	486	19
2020-2021	2	31	12	55	0	450	30
2021-2022	6	40	19	63	0	433	33

In June 2019, an external team from IB audited Black Elk Elementary. This team was to ensure that our school met the requirements set by IB. Practices and processes were reviewed through

provided artifacts, conversations, and observations. This School Authorization report provided a recap of evidence from the visit. Two items to note on this topic were:

- The IB visiting team reported findings ... “conversations with parents, students, and teachers have provided evidence promoting international-mindedness and attributes of the IB learner profile across the school community.”
 - The school was commended for this area (Practice A.4). Commendations are school practices that are beyond the requirements and will benefit the implementation of the programme.
- The programme of inquiry (POI) shows particular units with lines of inquiry that focus on the study of the host or home country, the culture of individual students and the culture of others, including their belief systems. (Practice C2.7.a)
- The programme of inquiry has central ideas and lines of inquiry that focus on commonality, diversity and multiple perspectives. (Practice C2.8)

Figure 3 below illustrates the birth country for our current Black Elk Students.

Figure 3: Birth Country for Black Elk Elementary Students



Birth countries include: United States, India, Tajikistan, South Africa, United States Minor Outlying Islands, Afghanistan, Brazil, United Kingdom (Great Britain), Dominican Republic, Mexico, and Philippines.

To what extent does IB PYP enhance student achievement at Black Elk Elementary?

The following table lists the median national percentile rank on MAP Growth for IB PYP students and MPS elementary students by testing season for the past five school years. IB PYP students achieve at or above other MPS students in most testing events and both subjects.

Table 10: MAP Growth Median National Percentile of IB PYP Students vs. MPS Elementary Students by Testing Event

		IBPYP			MPS		
		Fall	Winter	Spring	Fall	Winter	Spring
Language Arts	2017-18	69	71	69	69	69	70
	2018-19	66	68	70	67	71	71
	2019-20	65	70		68	72	
	2020-21	71	72	72	71	73	74
	2021-22	71	72		71	74	
Mathematics	2017-18	67	65	72	65	64	69
	2018-19	69	71	72	67	68	70
	2019-20	68	70		67	72	
	2020-21	69	73	77	68	73	76
	2021-22	71	73		73	75	

The table below measures growth on MAP Growth within school years for IB PYP students and MPS elementary students. The median national growth percentile from fall to spring over the three school years indicate that IB PYP students did not grow as much pre-COVID. However, in the 2020-21 school year, the IB PYP students grew much more than other MPS elementary students. Note: Due to COVID there were no spring testing results for 2020.

Table 11: MAP Growth Median Growth Percentile (National) of IB PYP vs. MPS Elementary Students by School Year from Fall to Spring

		IBPYP	MPS
		Spring	Spring
Language Arts	2017-18	67.5	70
	2018-19	65	71
	2020-21	72	60
Mathematics	2017-18	64	70
	2018-19	59	70
	2020-21	75	71

To what extent does IB PYP promote inquiry from staff and students?

The external review team found many many pieces of evidence that indicates Black Elk promotes inquiry within students and staff. They noted the following:

- Library environment and physical layout (Practice B2.6)
- The schedule allows for in-depth inquiry (Practice B2.10)
- Staff use of the programme of inquiry (POI) and PYP planners and including single-subject teachers in staff development meetings to increase collaboration with the POI (Practice C.1.1.a)
- Units of inquiry in Spanish (Practice C1.1.b)
- Subject-specific scope and sequence documents (Practice C1.3.a)
- Teachers and coordinator can describe the process to ensure balance and articulation (Practice C1.3.b)
- Teachers can explain how assessed student work informs revision of the POI (Practice C1.7)
- The six units of inquiry are established (Practice C2.1.a)
- The programme of inquiry is coherent, horizontally and vertically articulated (Practice C2.1.b)
- The five essential elements of the PYP are in place (Practice C2.1.d)
- Inquiry units are shared through newsletters, SeeSaw, and hallway displays (Practice C2.2)
- Teachers are able to describe how previous units of inquiry have been significant, relevant, engaging and challenging. (Practice C2.6.a)
- The PYP coordinator and teachers are actively engaged in the review and refinement of the curriculum documents. (Practice C2.9.a)
- Samples of student work as well as conversations with the students and teachers confirm that the PYP units of inquiry have been taught. The grade level teams have showcased

evidence of learning in all their units of inquiry throughout the year in hallway displays. (Practice C3.1)

- All classroom teachers, in all PYP year/grade levels, take responsibility at least for the language of instruction, mathematics, social studies and science to support the PYP model of transdisciplinary teaching and learning. This is achieved by collaboratively designing, planning and facilitating with the specialist teachers to deliver the subjects included in each unit of inquiry. The delivery of the unit of inquiry, or subjects included in each unit of inquiry, is a shared responsibility within the teaching team. (Practice C3.1.b)
- Classroom observations show students engaged in inquiry where students explore, wonder and question in both grade level classrooms, single-subject classrooms, and resource/support classrooms. (Practice C3.2.a)
- Student work provides evidence of regular opportunities for student reflection on learning engagements, especially the units of inquiry as documented in their digital portfolios. (Practice C3.13)

To what extent does IB PYP provide parent choice with regards to their child’s education?

- The IB PYP at Black Elk Elementary is an educational program available to families.

Appendix

[Report](#) on School Authorization at Black Elementary

June 13, 2019