

NOTICE OF MEETING

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, March 16, 2015** 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.

Dave Anderson
Secretary

3-13-15

THE DAILY RECORD OF OMAHA

LYNDA K. HENNINGSSEN, Publisher
PROOF OF PUBLICATION

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

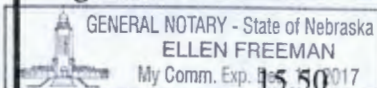
J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in THE DAILY RECORD, of Omaha, on
March 13, 2015

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



Publisher's Fee \$
Additional Copies \$
Total \$

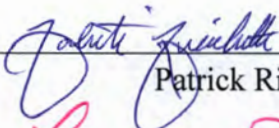
Subscribed in my presence and sworn to before
me this 13th day of
March 15

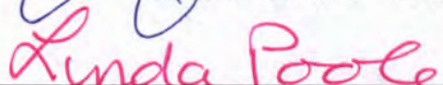
Notary Public in and for Douglas County,
State of Nebraska

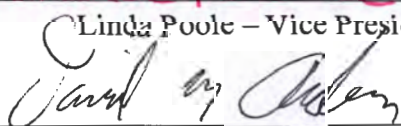
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

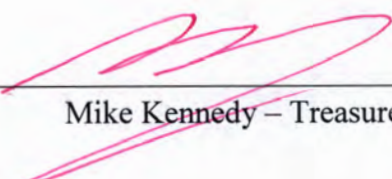
The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on March 16, 2015, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

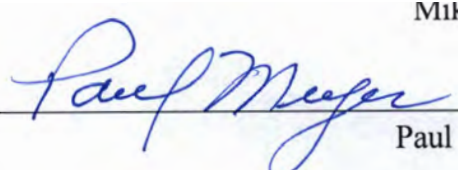
Dated this 16th day of March, 2015


Patrick Ricketts – President


Linda Poole – Vice President


Dave Anderson – Secretary


Mike Kennedy – Treasurer


Paul Meyer

Libby Baxter – MNHS Representative

Jordan Newsom – MSHS Representative

Kellie Ecklund – MWHS Representative

BOARD OF EDUCATION SIGN IN

March 16, 2015

NAME:

REPRESENTING:

MATTHEW HEYS

MEA

Beverly Wehr

Paraprofessionals

Elan Pigula

Paraprofessionals

Jennifer Ensz

Bank of the West

Paul Teeter

Project Wee Care

Marvin Teeter

Project Wee Care

Cindy Schaff

MPS

Laurie Fitzpatrick

MPS

Doug Churchill

MSAP

Justin Loewer

Project Wee Care

Michelle Till Bergman

Project Wee Care

PAUL GONZALES

E & A CONSULTING GROUP, Inc

Van Delay

MWHS music dept.

Kelley Stilwell

MWHS Music dept.

Alusca Gunning

MWHS Music dept.

Gabriel Arras

MWHS Music dept.

MATT TURNER

PROJECT WEE CARE

BOARD OF EDUCATION SIGN IN

March 16, 2015

NAME: _____

REPRESENTING:

Lakia Shea	ELL Program MBS
Debbie Martyn	Musical Leadership team
Danille Bliss	NEI
Nancy Grosman	Kohler
Matl Scott	MEP
Jeri Leach	Project Wee Care
Steve Andersen	MBCF/Project Wee Care
Janet Nelson	MBCF/POC
April Link	BCCDM Architects
Kristin + Trenton Daubendiek	Boy Scout Troop 405



BOARD OF EDUCATION MEETING



MARCH 16, 2015

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
March 16, 2015

AGENDA

A. Call to Order

The Public Meeting Act is posted on the wall and available for public inspection.

B. Pledge of Allegiance

C. Roll Call

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

E. Routine Matters

1. *Approval of Board of Education Minutes, March 2, 2015
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File
4. Summary of Board Committee of the Whole Meeting – March 9, 2015

F. Information Items

1. Project Wee Care Award Presentation
2. Superintendent's Comments
3. Board Comments/Announcements
4. Report from Student Representatives

G. Unfinished Business

H. New Business

1. Award of Contract for Willowdale Elementary O-C (Sampson)
2. Award of Contract for Cody Elementary Flooring Replacements Project
3. Award of Contract for Millard North High School Tennis Court Resurfacing Project
4. Award of Contract for Abbott Elementary Project
5. Approval of the 2015-2016 Student Meal Prices
6. Revised Millard Public Schools Teacher Evaluation Handbook
7. Approval of Personnel Actions: Resignations, Recommended to Hire, Leave of Absence, and Contract Amendment

I. Reports

1. Legislative Update
2. Strategy 3.1- Bullying Report
3. Construction Report - Sampson
4. Selective Abandonment Report – Increase Open Enrollment
5. Selective Abandonment Report – Reduction of Paraprofessional Hours
6. Selective Abandonment Report – Middle School Alternative Program
7. Selective Abandonment Report – Tech Mini-Magnet –Millard South High School
8. Selective Abandonment Report – Career Academies
 - a. Culinary Skills
 - b. DLM Academy (Distribution and Logistics Management)

Board Meeting Agenda
 March 16, 2015
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9. Selective Abandonment Report – High School World Languages
 - a. Latin – Millard North High School
 - b. Latin – Millard West High School
 - c. Japanese – Millard North High School
 10. Selective Abandonment Report – Travel to Conferences/Conventions
 11. Selective Abandonment Report – District Teacher-Leader Positions
- J. Future Agenda Items/Board Calendar
1. Spring Break – No School March 16 – 20, 2015
 2. Annual Luncheon for Retired Certified Staff on Tuesday, March 17, 2015 at 12:00 noon at the Millard South High School Cafeteria
 3. Board of Education Meeting on Monday, April 6, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 4. Board of Education Meeting on Monday, April 20, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 5. Board of Education Meeting on Monday, May 4, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 6. Employee Recognition Dinner on Wednesday, May 6, 2015 at the Georgetown Club, 2440 S. 141 Cir. Social at 5:30 p.m. and dinner at 6:00 p.m.
 7. Committee of the Whole Meeting on Monday, May 11, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 8. Foundation Hall of Fame Banquet on Friday, May 15, 2015 at 6:00 p.m. at Embassy Suites, LaVista
 9. Board of Education Meeting on Monday, May 18, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 10. High School Graduation on Sunday, May 24, 2015 at the Century Link
 MWHS at 1:00 pm, MNHS at 4:00 pm, MSHS at 7:00 pm
 11. Board of Education Meeting on Monday, June 1, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 12. Committee of the Whole Meeting on Monday, June 8, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 13. Board of Education Meeting on Monday, July 6, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.
- L. Adjournment:

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

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
March 16, 2015

ADMINISTRATIVE MEMORANDUM

A. Call to Order

The Public Meeting Act is posted on the wall and available for public inspection

B. Pledge of Allegiance

C. Roll Call

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

*E.1. Motion by _____, seconded by _____, to approve the Board of Education Minutes, March 2, 2015
(See enclosure.)

*E.2. Motion by _____, seconded by _____, to approve the bills. (See enclosure.)

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

E.4. Summary of Board Committee of the Whole Meeting - March 9, 2015

F.1. Project Wee Care Award Presentation

F.2. Superintendent's Comments

F.3. Board Comments/Announcements

F.4. Report from Student Representatives

H.1. Motion by _____, seconded by _____, that the contract for the Willowdale Elementary Project be awarded to Mecor-Henne Contracting, Inc. in the amount of \$606,500 (with such amount including the Base Bid and Alternate #1) and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to such project. (See enclosure.)

H.2. Motion by _____, seconded by _____, that contract for the Cody Elementary Flooring Project be awarded to Baldwin Carpet, Inc. in the amount of \$94,000 (with such amount including the Base Bid only) and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to such project. (See enclosure.)

H.3. Motion by _____, seconded by _____, that contract for the North High School Tennis Court Project be awarded to Upper Midwest Athletic Construction in the amount \$95,350.71 (with such amount including the Base Bid only) and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to such project. (See enclosure.)

H.4. Motion by _____, seconded by _____, that the contract for the Abbott Elementary Project be awarded to Prairie Construction in the amount of \$702,400 (with such amount including the Base Bid and Alternate #1) and that the associate superintendent for general administration be authorized to execute any and all documents related to such project. (See enclosure.)

Board Meeting Agenda
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- H.5. Motion by _____, seconded by _____, that paid student meal prices for school year 2015-2016 be established as follows: Elementary School Breakfast (\$1.40) and Lunch (\$2.35); Middle School Breakfast (\$1.60) and Lunch (\$2.55); High School Breakfast (\$1.85) and Lunch (\$3.05) as submitted. Adult prices will be adjusted accordingly per USDA and State requirements. (See enclosure.)
- H.6. Motion by _____, seconded by _____, to approve the Revised Millard Public Schools Staff Evaluation Process to be implemented in the 2015-2016 school year pending approval from the Nebraska Department of Education. (See enclosure.)
- H.7. Motion by _____, seconded by _____, to approve Personnel Actions: Resignations, Recommendation to Hire, Leave of Absence, and Contract Amendment (See enclosure.)

I. Reports

1. Legislative Update
2. Strategy 3.1 Action Step #3 Update - Bullying Prevention
3. Construction Report - Sampson
4. Selective Abandonment Report - Increase Open Enrollment
5. Selective Abandonment Report – Reduction of Paraprofessional Hours
6. Selective Abandonment Report - Middle School Alternative Program
7. Selective Abandonment Report - Tech Mini-Magnet –Millard South High School
8. Selective Abandonment Report - Career Academies
 - a. Culinary Skills
 - b. DLM Academy (Distribution and Logistics Management)
9. Selective Abandonment Report - High School World Languages
 - a. Latin – Millard North High School
 - b. Latin – Millard West High School
 - c. Japanese – Millard North High School
10. Selective Abandonment Report - Travel to Conferences/Conventions
11. Selective Abandonment Report - District Teacher-Leader Positions

J. Future Agenda Items/Board Calendar

1. Spring Break – No School March 16 – 20, 2015
2. Annual Luncheon for Retired Certified Staff on Tuesday, March 17, 2015 at 12:00 noon at the Millard South High School Cafeteria
3. Board of Education Meeting on Monday, April 6, 2015 at 6:00 p.m. at the Don Stroh Administration Center
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- K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

L. Adjournment

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

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

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 2, 2015, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, February 27, 2015; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

President, Pat Ricketts, announced that the open meetings laws are posted and available for public inspection. Mr. Ricketts asked everyone to join in the Pledge of Allegiance.

Roll call was taken: Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Meyer were present.

Dave Anderson made a motion to excuse Mike Kennedy and Mike Pate from the meeting, seconded by Paul Meyer. Voting in favor of said motion was: Mr. Poole, Mr. Meyer, Mr. Anderson and Mr. Ricketts. Voting against were: None. Motion carried.

Pat Ricketts announced the proper time for public questions and comments on agenda items only. There were no questions or comments.

Motion was made by Linda Poole, seconded by Dave Anderson, to approve the Board of Education Minutes from February 16, 2015, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Meyer. Voting against were: None. Motion carried.

Awards were presented to Employees of the Month, Amy Stenger, fifth grade teacher at Rohwer Elementary and Kay Boyle, Food Service bookkeeper and secretary.

Showcase highlighted High School All- State Musicians, Middle School All-State Musicians including UNO Honor Choir, Scholastic State Art Awards (6-12) and Nebraska Young Artists

Superintendent's Comments:

1. Dr. Sutfin attended a meeting today with the Learning Community Superintendent's where legislation was the topic of discussion. He stated that Senator Sullivan has reworked some of the proposals coming from the Learning Community Superintendents into what is now called the 80/20 Rule. Dr. Sutfin explained that this is a spin-off of the common levy. The common levy is currently at ninety five cents. With the 80/20 Rule, 80% comes to us and the 20% is shared. He said the same thing would happen with property value. This new proposal would be beneficial to a few districts and hurtful to other districts.

After several hours of debate at the meeting, the Superintendents decided they would respond to Senator Sullivan asking her to go back and look at the report that the Superintendents originally submitted. There were four specific recommendations in the original report. The report was the common ground for all school districts involved.

- 1.) To move open enrollment transportation outside of TEEOSA or return to option enrollment.
- 2.) Return core service dollars to the school districts through the service unit.
- 3.) Eliminate the common levy.
- 4.) Increase poverty and ELL funding.

Dr. Sutfin thinks there will be a division amongst the Learning Community Schools with the plan the way it is being changed. He said if we can get back to the four points that were worked on together, then we would have an opportunity for consensus.

Board of Education Minutes
 March 2, 2015
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Board Comments:

Paul Meyer: Mr. Meyer reported that he is reading to students this week at Black Elk, Cather and Neihardt Elementary Schools. Mr. Meyer brought up his concern for Millard employees not signing the 79-8, 108 Teachers and employees; pledge; form. He read the first part that states: *All persons engaged in teaching in the public schools of the State of Nebraska and all other employees paid from public school funds, shall sign the following pledge.* Mr. Meyer said this will be brought up again at the State Board of Education meeting this Friday. Mr. Meyer hopes that Millard will have all employees sign the form to keep from being fined in the future.

Mrs. Poole asked if there were any schools that have their employees sign this form. Duncan Young reported that he had checked with schools in our surrounding area and a few in out-state Nebraska. Mr. Young reported that none of those schools were requiring their staff to sign this form.

Pat Ricketts: Mr. Ricketts recognized the boy scout in the audience and had him introduce himself. Mr. Ricketts is reading to kindergarten and fourth grade classes in honor of Dr. Seuss week. It is *Teacher Appreciation Week* and on behalf of the Board, Mr. Ricketts thanked the teachers in our district for their continuous hard work and determination.

Student Reports:

Libby Baxter, student representative from Millard North High School, Jordon Newsom, student representative from Millard South High School and Kellie Ecklund, student representative from Millard West High School reported on the academic and athletic happenings at their respective school.

Unfinished Business:

Policy 4160 was read by Dave Anderson. Motion by Dave Anderson, seconded by Linda Poole, to approve Policy 4160 – Human Resources – Evaluation. Voting in favor of said motion was: Mr. Meyer, Mr. Anderson, Mr. Ricketts, and Mrs. Poole. Voting against was: None. Motion carried.

New Business:

Motion by Dave Anderson, seconded by Linda Poole, to approve Rule 4160.1 – Human Resources – Evaluation: Certificated Staff. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, that the contract for the Cooling Towers Package A Project be awarded to Grunwald Mechanical Contractors & Engineers in the amount of \$107,950 (with such amount including the Base Bid only) and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to such project. Nate Sheets with Morrissey Engineering was available to address questions from the Board. Voting in favor of said motion was: Mr. Ricketts, Mrs. Poole, Mr. Meyer and Mr. Anderson. Voting against was: None. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, that the contract for the Cooling Towers Package B Project be awarded to Grunwald Mechanical Contractors & Engineers in the amount of \$188,513 (with such amount including the Base Bid only) and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to such project. Nate Sheets with Morrissey Engineering was available to address questions from the Board. Voting in favor of said motion was: Mr. Meyer, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, that the low bidder on the Harvey Oaks Elementary Lighting Project be permitted to withdraw its bid due to a clerical error and that the contract be awarded to OK Electric in the amount of \$259,370 and that the Associate Superintendent for General Administration be authorized to execute any and

Board of Education Minutes
 March 2, 2015
 Page 3

all document related to such project. Andy Lange with Morrissey Engineering was available to address questions from the Board. Voting in favor of said motion was: Mrs. Poole, Mr. Meyer, Mr. Anderson and Mr. Ricketts. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, that the Temporary Construction Easement and Permanent Maintenance Easement for LS Partners, LLC regarding District property located at North Middle School be approved as submitted. Ken Fossen addressed questions from the Board members. Voting in favor of said motion was: Mr. Ricketts, Mrs. Poole, Mr. Meyer and Mr. Anderson. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to approve Personnel Actions: Voluntary Separation Program: Cindy L. Chevalier, Lorene M. Larsen, Cynthia E. Schave, Mary M. McCabe, Frank P. Ryan, Jill a. Krueger; Resignations: Joshua R. Weber, Colleen A. Lacroix, Alison Pavelka, Rebecca J. Meduna, Susan M. Sullivan; Recommendations to Hire: Emma Beck, Emily A. Kmiecik, Andrea B. Turner, Heather M. Artz; Voluntary Separation: Paula Betzold. Voting in favor of said motion was: Mr. Meyer, Mr. Anderson, Mrs. Poole and Mr. Meyer. Voting against was: None. Motion carried.

Reports:

Enrollment Report: Dr. Williams reported that comparing numbers to this same time last year, we are up 221 students PK-12 and up 211 students K-12.

Legislative Update: Nolan Beyer presented the legislative update report. He said the State Education Committee met in executive session last week. Mr. Beyer reviewed what has been taking place with bills that would have an impact on the Millard district. He stated there is an obstacle for *LB343- Provide funding for schools offering certain programs and courses as prescribed*. Senator Sullivan, the chair person for LB343, expressed her unwillingness to vote for this bill unless it is included with-in the TEEOSA formula. Dr. Sutfin stated that he has worked on selling LB343 across the entire State of Nebraska *as funding outside of TEEOSA* and for us to turn around and support this bill if it goes inside of TEEOSA would be a poor decision on our part. He feels the other districts would not trust us in the future and we may lose their support.

Mr. Beyer said Senator Kolowski will visit with Senator Sullivan and see exactly what her plan would be and how she would plan to place it in TEEOSA. Mr. Beyer and Bill Mueller will work with the other Senators to see where they stand with this bill.

Next Thursday is the last day that a Senator can designate a bill as a priority bill. Mr. Beyer said a Senator would only want to use his priority on a bill that has been voted out of Committee or has a good chance to do so. He said the next few days are important as we protect our interest with the Learning Community.

Pat Ricketts adjourned the meeting at 7:28 p.m.

Future Agenda Items/Board Calendar:

1. Committee of the Whole Meeting on Monday, March 9, 2015 at 6:00 p.m. at the Don Stroh Administration Center
2. Board of Education Meeting on Monday, March 16, 2015 at 6:00 p.m. at the Don Stroh Administration Center
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Board of Education Minutes

March 2, 2015

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7. Board of Education Meeting on Monday, April 20, 2015 at 6:00 p.m. at the Don Stroh Administration Center
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MWHS at 1:00 pm, MNHS at 4:00 pm, MSHS at 7:00 pm



Secretary, Dave Anderson

Millard Public Schools

March 16, 2015

Millard Public Schools Check Register Prepared for the Board Meeting for Mar 16, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	421342	02/26/2015	011651	AMERICAN EXPRESS	\$4,903.43
	421343	02/26/2015	132607	BLAIR COMMUNITY SCHOOLS	\$80.00
	421344	02/26/2015	138630	CARRIER ENTERPRISE LLC	\$685.04
	421345	02/26/2015	132423	HEWLETT PACKARD CO	\$669.78
	421346	02/26/2015	134241	IOWA CITY WEST HIGH SCHOOL	\$375.00
	421347	02/26/2015	132668	MIKE KENNEDY	\$816.83
	421348	02/26/2015	100058	LINCOLN EAST HIGH SCHOOL	\$554.00
	421349	02/26/2015	100204	MARIAN HIGH SCHOOL	\$276.00
	421350	02/26/2015	107724	NATIONAL FORENSIC LEAGUE	\$480.00
	421351	02/26/2015	131412	NE DEPT OF HEALTH & HUMAN SERVICES	\$15.00
	421352	02/26/2015	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$125.00
	421353	02/26/2015	081630	SAMS CLUB DIRECT	\$75.39
	421375	03/05/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$238.82
	421376	03/05/2015	139745	ANDREW J KUBIK	\$200.00
	421378	03/05/2015	099928	NATIONAL SPEECH & DEBATE ASSN/NFL	\$630.00
	421379	03/05/2015	081630	SAMS CLUB DIRECT	\$538.17
	421380	03/05/2015	107354	STEPHEN W. VENTEICHER	\$100.00
	421381	03/05/2015	135863	RUDOLPH A VLCEK III	\$156.25
	421382	03/05/2015	136453	WESTIN HOTEL MANAGEMENT LP	\$461.70
	421383	03/05/2015	138505	DANIEL P WOOTTON	\$100.00
	421385	03/16/2015	140391	ALLY FINANCIAL INC	\$394.00
	421386	03/16/2015	138259	JENNIFER ANDERSEN	\$47.46
	421387	03/16/2015	136056	DAVE ANDERSON	\$73.99
	421388	03/16/2015	136956	RAYMOND J SAVARD	\$3,000.00
	421389	03/16/2015	109814	CARLEEN BABANI	\$45.83
	421390	03/16/2015	140545	ELIZABETH M BARRY	\$60.00
	421391	03/16/2015	107979	LORI BARTELS	\$350.85
	421392	03/16/2015	135223	AARON BEARINGER	\$1,420.51
	421394	03/16/2015	132390	STEVEN BESCH	\$183.60
	421395	03/16/2015	019111	BISHOP BUSINESS EQUIPMENT	\$25,329.92
	421396	03/16/2015	140564	NAOMI BISHOP	\$50.00
	421397	03/16/2015	133791	WENDY BOUKAL	\$99.30
	421399	03/16/2015	138032	DENISE CANIGLIA	\$79.00
	421400	03/16/2015	138642	DIAN CARLSON	\$75.28
	421401	03/16/2015	023968	JAY CARLSON	\$34.26
	421402	03/16/2015	132428	JENNIFER CARSON	\$331.42
	421403	03/16/2015	108436	COX COMMUNICATIONS INC	\$41.16
	421404	03/16/2015	106893	WICHITA WATER CONDITIONING INC	\$78.73

Millard Public Schools Check Register Prepared for the Board Meeting for Mar 16, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	421405	03/16/2015	134983	DAKTRONICS INC	\$225.00
	421406	03/16/2015	136391	JEROME DARTMANN	\$25.00
	421407	03/16/2015	136181	MARY DICKERSON	\$154.88
	421411	03/16/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$15.00
	421412	03/16/2015	038100	ELECTRICAL ENGINEERING & EQPT CO	\$863.28
	421415	03/16/2015	137543	MEGAN GEERTS	\$398.74
	421416	03/16/2015	139115	ANDREA GEVESHAUSEN	\$54.61
	421417	03/16/2015	136046	JODI GROSSE	\$292.00
	421418	03/16/2015	140575	WALTER R HAMILTON	\$50.00
	421419	03/16/2015	132489	CHARLES HAYES	\$152.00
	421420	03/16/2015	130283	KARA HUTTON	\$3,107.17
	421421	03/16/2015	132128	MEGAN HYLOK	\$90.88
	421422	03/16/2015	133397	HY-VEE INC	\$2,498.49
	421423	03/16/2015	132878	HY-VEE INC	\$414.60
	421424	03/16/2015	136349	SCOTT INGWERSON	\$1,970.66
	421425	03/16/2015	131157	CHRISTINE JANOVEC-POEHLMAN	\$1,916.82
	421426	03/16/2015	137214	DAVID KAHM	\$50.00
	421427	03/16/2015	140643	STEPHANIE KASTANEK	\$21.38
	421428	03/16/2015	140579	MERAY KIM	\$50.00
	421430	03/16/2015	138422	JAMIE KOSELUK	\$40.00
	421432	03/16/2015	136085	CYNTHIA LANGDON	\$29.15
	421433	03/16/2015	140690	BAILY LARSON	\$50.00
	421434	03/16/2015	140159	STEPHEN LERNER	\$10.87
	421435	03/16/2015	139414	CHRISTOPHER LOOFE	\$1,136.51
	421436	03/16/2015	135376	CASEY LUNDGREN	\$316.00
	421438	03/16/2015	140691	JAMIE MATSON	\$37.44
	421439	03/16/2015	136742	FRANCES MCCOY	\$12.91
	421440	03/16/2015	140346	MEGAN MCENANEY	\$34.29
	421442	03/16/2015	133998	SUZANNE MELLIGER	\$403.42
	421443	03/16/2015	064950	MIDWEST METAL WORKS INC	\$25.00
	421445	03/16/2015	140541	SRIDEVI NARAYANAN	\$50.00
	421446	03/16/2015	099928	NATIONAL SPEECH & DEBATE ASSN/NFL	\$360.00
	421447	03/16/2015	068343	NEBRASKA ASSN OF SCHOOL BOARDS	\$10,868.00
	421448	03/16/2015	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$100.00
	421450	03/16/2015	134628	AMY NUNAMAKER	\$462.50
	421452	03/16/2015	140007	JACQUELINE OSTRONIC	\$35.00
	421454	03/16/2015	138288	PAPIO TRANSPORT SCHOOL SERVICE INC	\$12,610.00
	421456	03/16/2015	139085	SOUTH SARPY SCHOOL DISTRICT 46	\$140.00

Millard Public Schools Check Register Prepared for the Board Meeting for Mar 16, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	421458	03/16/2015	109845	CHRISTINA PREUSS	\$32.37
	421459	03/16/2015	137208	NITHYA RAJAGOPALAN	\$40.00
	421460	03/16/2015	140069	ALEXANDER RENES	\$97.71
	421461	03/16/2015	140692	ANJALI RENUKUNTA	\$50.00
	421462	03/16/2015	131615	RUSSELL MIDDLE SCHOOL	\$300.00
	421463	03/16/2015	081725	KIMBERLEY SAUM-MILLS	\$52.00
	421464	03/16/2015	138568	PEGGY A SCHLIEKER	\$406.25
	421466	03/16/2015	138267	NATHAN SEGGERMAN	\$27.49
	421467	03/16/2015	137681	ANNE SERVAIS	\$21.72
	421469	03/16/2015	139007	MEGAN SIEBE	\$72.00
	421470	03/16/2015	139430	KARLA SULLIVAN	\$31.89
	421471	03/16/2015	138412	MICHAEL SUTHERLAND	\$90.00
	421472	03/16/2015	133688	MONICA SWIFT	\$7.50
	421473	03/16/2015	140699	PEGGY J TRACEY	\$475.00
	421474	03/16/2015	090242	UNITED PARCEL SERVICE	\$674.32
	421475	03/16/2015	140297	NANCY WAGEMANN	\$22.40
	421477	03/16/2015	135626	CARMEN WORICK	\$131.00
	421478	03/16/2015	135890	YOUTH FRONTIERS INC	\$895.00
	421479	03/16/2015	135647	LACHELLE ZUHLKE	\$294.54
	421497	03/16/2015	139797	US BANK NATIONAL ASSOCIATION	\$9,067.00
01 - Total					\$95,035.51
02	24917	02/26/2015	081630	SAMS CLUB DIRECT	\$302.09
	24918	03/16/2015	010061	BULLER FIXTURE COMPANY	\$1,380.00
	24919	03/16/2015	106893	WICHITA WATER CONDITIONING INC	\$10.17
	24920	03/16/2015	140164	SHEA DELANIE	\$71.24
	24921	03/16/2015	140665	TISHEONA D ELLIS	\$48.65
	24922	03/16/2015	137890	JARED A GARDNER	\$64.29
	24923	03/16/2015	140452	JOSHUA HARVIE	\$85.14
	24924	03/16/2015	010280	SAMUEL A PULLEN INC	\$106.24
	24925	03/16/2015	139422	TYLER JOHNSON	\$71.24
	24926	03/16/2015	137162	TAYLOR M KIM	\$90.35
	24927	03/16/2015	138824	TRAYTAISA S MAYFIELD	\$33.01
	24928	03/16/2015	139546	JARED A MCCURRY	\$33.01
	24929	03/16/2015	139053	ALLYSSA M MERRITT	\$52.13
	24930	03/16/2015	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	\$165.65
	24931	03/16/2015	139861	ALYSSA C MOWERY	\$48.65
	24932	03/16/2015	140453	ARNOLDO MUNIZ	\$52.13
	24933	03/16/2015	137786	SOPHIA O NICHOLS	\$62.55

Millard Public Schools Check Register Prepared for the Board Meeting for Mar 16, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
02	24934	03/16/2015	102445	EDRIE PEARCE	\$233.95
	24935	03/16/2015	138825	ASHLEY M PETERS	\$90.35
	24936	03/16/2015	139863	ELIZABETH E PFISTER	\$48.65
	24937	03/16/2015	138867	BRANDI R WASHINGTON	\$52.13
	24938	03/16/2015	137785	BRET A WATSON	\$60.81
	24939	03/16/2015	139374	CLAYTON DEAN WEDERQUIST	\$34.75
	24940	03/16/2015	137672	CARLY J WHITE	\$90.35
	24941	03/16/2015	139865	JASMINE R WRIGHT	\$74.71
02 - Total					\$3,362.24
06	421345	02/26/2015	132423	HEWLETT PACKARD CO	\$637.34
	421384	03/16/2015	010040	A & D TECHNICAL SUPPLY CO INC	\$105.84
	421410	03/16/2015	136245	DONOVAN PROPERTIES LLC	\$1,716.48
	421431	03/16/2015	058775	LAMP RYNEARSON ASSOCIATES INC	\$2,303.08
06 - Total					\$4,762.74
07	421384	03/16/2015	010040	A & D TECHNICAL SUPPLY CO INC	\$447.04
	421398	03/16/2015	140288	CALVIN L HINZ ARCHITECTS PC	\$675.00
	421409	03/16/2015	107232	DLR GROUP INC	\$1,840.00
	421431	03/16/2015	058775	LAMP RYNEARSON ASSOCIATES INC	\$31,999.50
	421444	03/16/2015	134532	MORRISSEY ENGINEERING INC	\$8,000.00
	421457	03/16/2015	073210	PRAIRIE CONSTRUCTION COMPANY	\$225,954.46
07 - Total					\$268,916.00
11	421393	03/16/2015	131326	KAREN BENSON	\$106.61
	421399	03/16/2015	138032	DENISE CANIGLIA	\$49.22
	421407	03/16/2015	136181	MARY DICKERSON	\$182.71
	421408	03/16/2015	135509	DIGIORGIO'S SPORTSWEAR INC	\$240.00
	421414	03/16/2015	139443	TIFFANY FRAZIER	\$37.66
	421423	03/16/2015	132878	HY-VEE INC	\$97.34
	421429	03/16/2015	139364	AMY KOPANIC	\$638.86
	421448	03/16/2015	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$800.00
	421449	03/16/2015	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$100.00
	421451	03/16/2015	099658	OMAHA CHILDRENS MUSEUM	\$1,000.00
	421455	03/16/2015	140422	AMY PETRICEK	\$70.56
	421465	03/16/2015	082395	CLAUDIA K SCHULTE	\$153.00
	421468	03/16/2015	136257	LYNSEY SHARON	\$38.25
11 - Total					\$3,514.21
17	421437	03/16/2015	140309	M E COLLINS CONTRACTING CO INC	\$11,000.00
	421476	03/16/2015	135746	NICOLE WEIDEMAN	\$305.59
17 - Total					\$11,305.59

Millard Public Schools Check Register Prepared for the Board Meeting for Mar 16, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	421354	02/26/2015	095362	NANCY R MCGRATH-USE 139352	\$285.00
	421377	03/05/2015	135166	RONDA LOVERIDGE	\$1,377.00
	421413	03/16/2015	099776	ORVILLE EICH	\$4,242.60
	421437	03/16/2015	140309	M E COLLINS CONTRACTING CO INC	\$604.35
	421441	03/16/2015	140110	GEORGIA HOLDINGS INC	\$1,840.00
50 - Total					\$8,348.95
Overall - Total					\$395,245.24

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 01/01/2015 to 01/31/2015.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
DSAC	Don Stroh Administration Center					
A	ACTIVITY GENERAL					
1010	General Admin	146,091.37	120.51	0.00	0.00	146,211.88
1025	Savings	317.49	0.00	0.00	0.00	317.49
1030	Staff Vending	7,538.19	0.00	0.00	0.00	7,538.19
	A Totals:	153,947.05	120.51	0.00	0.00	154,067.56
E	ADMINISTRATIVE CUSTODIAL					
5005	Activity Express	87,995.94	2,485.00	2,125.10	0.00	88,355.84
5011	Creative Cottage Crafts	1,866.05	0.00	0.00	0.00	1,866.05
5060	Hospitality	4.59	100.00	100.00	0.00	4.59
5062	Ed Services Hospitality	198.87	0.00	0.00	0.00	198.87
5080	Media	0.00	0.00	0.00	0.00	0.00
5096	MPS Activities Calendar	25,642.91	0.00	0.00	0.00	25,642.91
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	923.43	0.00	0.00	0.00	923.43
5176	Student Showcase	60.00	0.00	0.00	0.00	60.00
5177	Staff Development	0.00	0.00	0.00	0.00	0.00
5178	STOP Hunger	4.84	0.00	0.00	0.00	4.84
5225	WF Student Donation	5,660.18	0.00	0.00	0.00	5,660.18
5250	Instrument Rental	40,019.00	270.00	0.00	0.00	40,289.00
5255	South Swim Lessons	1,200.00	0.00	0.00	0.00	1,200.00
5260	North Swim Lessons	0.00	0.00	0.00	0.00	0.00
5265	West Swim Lessons	1,280.00	0.00	0.00	0.00	1,280.00
5270	North Open Swim	0.00	0.00	0.00	0.00	0.00
5275	West Open Swim	2,887.00	0.00	0.00	0.00	2,887.00
5280	South Open Swim	1,527.00	0.00	0.00	0.00	1,527.00
5285	Maintenance Vending	445.12	0.00	0.00	0.00	445.12
5290	Tech Vending	2,168.89	0.00	367.69	0.00	1,801.20
5295	Facility Use Rental Fee	47,383.25	7,411.50	111,883.25	0.00	-57,088.50
5300	Facility Use Building Access	24,543.04	14,432.00	24,543.04	0.00	14,432.00
5305	Facility Use Staffing	22,222.25	6,108.25	23,073.71	0.00	5,256.79
5310	Check Collection	483.15	97.50	97.50	0.00	483.15
	E Totals:	266,515.51	30,904.25	162,190.29	0.00	135,229.47
Q	STUDENT FEE FUND					
7195	HAL Field Trips	2,046.91	1,080.75	1,571.96	0.00	1,555.70
	Q Totals:	2,046.91	1,080.75	1,571.96	0.00	1,555.70
	DSAC Totals:	422,509.47	32,105.51	163,762.25	0.00	290,852.73

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Abbott	Abbott Elementary					
A	ACTIVITY GENERAL					
1010	General Admin	22,442.12	259.61	31.64	0.00	22,670.09
1020	Volunteers-General	575.06	38.00	0.00	0.00	613.06
1030	Staff Vending	471.12	0.00	0.00	0.00	471.12
	A Totals:	23,488.30	297.61	31.64	0.00	23,754.27
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	0.00	0.00	0.00	0.00	0.00
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	-177.41	0.00	0.00	177.41	0.00
4660	Spanish Club	0.00	0.00	0.00	0.00	0.00
4710	Student Council	1,931.42	73.18	79.46	-177.41	1,747.73
4760	World Language	102.48	0.00	0.00	0.00	102.48
	D Totals:	1,856.49	73.18	79.46	0.00	1,850.21
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	3,900.65	95.05	0.00	0.00	3,995.70
5180	Teacher Fund/Grants	584.08	20.00	0.00	0.00	604.08
	E Totals:	4,484.73	115.05	0.00	0.00	4,599.78
Q	STUDENT FEE FUND					
7000	KG Field Trips	-79.22	0.00	0.00	0.00	-79.22
7010	1st Grade Field Trips	-283.66	0.00	0.00	0.00	-283.66
7020	2nd Grade Field Trips	-74.76	0.00	0.00	0.00	-74.76
7030	3rd Grade Field Trips	-58.89	0.00	0.00	0.00	-58.89
7040	4th Grade Field Trips	-482.59	0.00	0.00	0.00	-482.59
7050	5th Grade Field Trips	-73.97	270.30	0.00	0.00	196.33
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:	-1,053.09	270.30	0.00	0.00	-782.79
Abbott	Totals:	28,776.43	756.14	111.10	0.00	29,421.47

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Ackerm	Ackerman Elementary						
A	ACTIVITY GENERAL						
1010	General Admin.	5,298.90	1,833.20	0.00	0.00	7,132.10	
1030	Staff Vending	174.18	0.00	0.00	0.00	174.18	
	A Totals:	5,473.08	1,833.20	0.00	0.00	7,306.28	
D	CLUBS AND ORGANIZATIONS						
4040	Art	10,476.45	23.00	3,306.00	0.00	7,193.45	
4070	Birthday Book Club	874.34	0.00	0.00	0.00	874.34	
4140	Choir	0.00	0.00	0.00	0.00	0.00	
4270	Field Day	0.00	0.00	0.00	0.00	0.00	
4580	Reading	1,455.70	0.00	0.00	0.00	1,455.70	
4710	Student Council	958.49	0.00	0.00	0.00	958.49	
4770	Yearbook	702.59	0.00	0.00	0.00	702.59	
	D Totals:	14,467.57	23.00	3,306.00	0.00	11,184.57	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	312.75	0.00	0.00	0.00	312.75	
5060	Hospitality	0.00	0.00	0.00	0.00	0.00	
5070	Library	4,261.14	0.00	0.00	0.00	4,261.14	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
5140	PayBac	351.90	0.00	0.00	0.00	351.90	
5180	Teacher Fund/Grants	457.13	0.00	0.00	0.00	457.13	
	E Totals:	5,382.92	0.00	0.00	0.00	5,382.92	
Q	STUDENT FEE FUND						
7000	KG Field Trips	-425.13	0.00	0.00	0.00	-425.13	
7010	1st Grade Field Trips	10.22	0.00	0.00	0.00	10.22	
7020	2nd Grade Field Trips	17.62	0.00	0.00	0.00	17.62	
7030	3rd Grade Field Trips	-348.50	0.00	0.00	0.00	-348.50	
7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7050	5th Grade Field Trips	28.60	0.00	0.00	0.00	28.60	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	-717.19	0.00	0.00	0.00	-717.19	
	Ackerma Totals:	24,606.38	1,856.20	3,306.00	0.00	23,156.58	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Aldrich	Aldrich Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	22,054.30	304.75	1,709.89	0.00	20,649.16	
1030	Staff Vending	387.75	0.00	0.00	0.00	387.75	
	A Totals:	22,442.05	304.75	1,709.89	0.00	21,036.91	
D	CLUBS AND ORGANIZATIONS						
4040	Art	0.00	0.00	0.00	0.00	0.00	
4070	Birthday Book Club	1,854.68	20.00	0.00	0.00	1,874.68	
4710	Student Council	4.20	0.00	0.00	0.00	4.20	
	D Totals:	1,858.88	20.00	0.00	0.00	1,878.88	
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	933.24	0.00	0.00	0.00	933.24	
	E Totals:	933.24	0.00	0.00	0.00	933.24	
Q	STUDENT FEE FUND						
7000	KG Field Trips	-26.06	0.00	0.00	0.00	-26.06	
7010	1st Grade Field Trips	672.57	10.00	367.54	0.00	315.03	
7020	2nd Grade Field Trips	323.62	0.00	0.00	0.00	323.62	
7030	3rd Grade Field Trips	488.88	0.00	0.00	0.00	488.88	
7040	4th Grade Field Trips	804.00	0.00	0.00	0.00	804.00	
7050	5th Grade Field Trips	-546.50	0.00	0.00	0.00	-546.50	
7900	Field Trips-Other	-2,599.43	0.00	0.00	0.00	-2,599.43	
	Q Totals:	-882.92	10.00	367.54	0.00	-1,240.46	
	Aldrich Totals:	24,351.25	334.75	2,077.43	0.00	22,608.57	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID,
From 01/01/2015 to 01/31/2015.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
BlackElk	Black Elk Elementary					
A	ACTIVITY GENERAL					
1010	General Admin	8,766.52	2.69	65.13	0.00	8,704.08
1020	Volunteers-General	28,225.58	1,897.60	90.00	0.00	30,033.18
1022	Volunteers - Hospitality	230.00	0.00	0.00	0.00	230.00
1030	Staff Vending	0.00	0.00	0.00	0.00	0.00
	A Totals:	37,222.10	1,900.29	155.13	0.00	38,967.26
D	CLUBS AND ORGANIZATIONS					
4040	Art	1,408.11	0.00	0.00	0.00	1,408.11
4070	Birthday Book Club	4,505.78	105.00	0.00	0.00	4,610.78
4140	Choir	3,361.43	128.00	0.00	0.00	3,489.43
4270	Field Day	1,814.09	0.00	0.00	0.00	1,814.09
4540	Other Clubs	1,890.46	0.00	0.00	0.00	1,890.46
4580	Reading	50.65	0.00	0.00	0.00	50.65
4710	Student Council	2,287.97	144.25	0.00	0.00	2,432.22
	D Totals:	15,318.49	377.25	0.00	0.00	15,695.74
E	ADMINISTRATIVE CUSTODIAL					
5040	Fundraising-General	910.42	0.00	0.00	0.00	910.42
5065	Hospitality-VIP	177.18	107.43	0.00	0.00	284.61
5080	Media	6,687.21	65.16	278.69	0.00	6,473.68
5100	Other Adm Custodial	447.00	0.00	0.00	0.00	447.00
5110	Other Student Activities	72.10	0.00	0.00	0.00	72.10
	E Totals:	8,293.91	172.59	278.69	0.00	8,187.81
Q	STUDENT FEE FUND					
7000	KG Field Trips	-207.91	0.00	0.00	0.00	-207.91
7010	1st Grade Field Trips	188.30	0.00	0.00	0.00	188.30
7020	2nd Grade Field Trips	175.35	0.00	0.00	0.00	175.35
7030	3rd Grade Field Trips	226.46	428.90	466.08	0.00	189.28
7040	4th Grade Field Trips	-572.38	700.00	0.00	0.00	127.62
7050	5th Grade Field Trips	-123.66	0.00	0.00	0.00	-123.66
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:	-313.84	1,128.90	466.08	0.00	348.98
	BlackElk Totals:	80,520.66	3,579.03	899.90	0.00	63,199.79

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Bryan	Bryan Elementary School					
A	ACTIVITY GENERAL					
1010	General Admin	3,380.43	2,227.06	119.73	0.00	5,487.76
1030	Staff Vending	662.38	0.00	0.00	0.00	662.38
	A Totals:	4,042.81	2,227.06	119.73	0.00	6,150.14
D	CLUBS AND ORGANIZATIONS					
4040	Art	20.25	0.00	0.00	0.00	20.25
4220	Drama Club	151.02	0.00	0.00	0.00	151.02
4500	Music	-103.22	0.00	0.00	0.00	-103.22
4710	Student Council	865.90	0.00	0.00	0.00	865.90
	D Totals:	933.95	0.00	0.00	0.00	933.95
E	ADMINISTRATIVE CUSTODIAL					
5040	Fundraising-General	11,816.46	852.27	103.00	0.00	12,565.73
5060	Hospitality	0.00	0.00	0.00	0.00	0.00
5080	Media	5,408.17	0.00	5.00	0.00	5,403.17
5100	Other Adm Custodial	804.14	0.00	0.00	0.00	804.14
5180	Teacher Fund/Grants	239.84	0.00	0.00	0.00	239.84
	E Totals:	18,268.61	852.27	108.00	0.00	19,012.88
Q	STUDENT FEE FUND					
7000	KG Field Trips	50.17	0.00	0.00	0.00	50.17
7010	1st Grade Field Trips	-36.26	0.00	0.00	0.00	-36.26
7020	2nd Grade Field Trips	38.59	0.00	0.00	0.00	38.59
7030	3rd Grade Field Trips	103.08	0.00	0.00	0.00	103.08
7040	4th Grade Field Trips	-78.07	0.00	0.00	0.00	-78.07
7050	5th Grade Field Trips	-183.56	150.00	0.00	0.00	-33.56
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:	-106.05	150.00	0.00	0.00	43.95
	Bryan Totals:	23,139.32	3,229.33	227.73	0.00	26,140.92

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Cather	Cather Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	17,579.89	1.18	0.00	0.00	17,580.87	
1030	Staff Vending	-43.46	0.00	0.00	0.00	-43.46	
	A Totals:	17,536.23	1.18	0.00	0.00	17,537.41	
D	CLUBS AND ORGANIZATIONS						
4040	Art	0.00	0.00	0.00	0.00	0.00	
4090	Bowling Club	14.95	0.00	0.00	0.00	14.95	
4540	Other Clubs	0.00	0.00	0.00	0.00	0.00	
4610	SAFE/DARE/Drug Free	77.23	0.00	0.00	0.00	77.23	
4710	Student Council	2,427.08	0.00	875.00	0.00	1,552.08	
	D Totals:	2,519.26	0.00	875.00	0.00	1,644.26	
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	3,137.54	0.00	300.00	0.00	2,837.54	
5140	PayBac	4,861.54	0.00	26.25	0.00	4,835.29	
	E Totals:	7,999.08	0.00	326.25	0.00	7,672.83	
Q	STUDENT FEE FUND						
7000	KG Field Trips	-166.34	145.00	0.00	0.00	-21.34	
7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7020	2nd Grade Field Trips	-24.00	0.00	0.00	0.00	-24.00	
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	217.90	0.00	0.00	0.00	217.90	
	Q Totals:	27.56	145.00	0.00	0.00	172.56	
Cather	Totals:	28,082.13	146.18	1,201.25	0.00	27,027.06	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID,
From 01/01/2015 to 01/31/2015.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Cody	Cody Elementary School					
A	ACTIVITY GENERAL					
1010	General Admin	3,785.38	1,534.28	942.21	0.00	4,377.45
1030	Staff Vending	135.12	0.00	127.54	0.00	7.58
1050	Projects/Support	2,194.05	0.00	0.00	0.00	2,194.05
	A Totals:	6,114.55	1,534.28	1,069.75	0.00	6,579.08
D	CLUBS AND ORGANIZATIONS					
4040	Art	0.00	0.00	0.00	0.00	0.00
4100	Builders Club	0.00	0.00	0.00	0.00	0.00
4140	Choir	118.93	0.00	165.56	0.00	-46.63
4540	Other Clubs	0.00	0.00	0.00	0.00	0.00
4710	Student Council	4,430.39	0.00	209.48	0.00	4,220.91
	D Totals:	4,549.32	0.00	375.04	0.00	4,174.28
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	3,009.29	187.28	0.00	0.00	3,196.57
5110	Other Student Activities	599.86	0.00	0.00	0.00	599.86
5165	Logo Sales	718.82	0.00	0.00	0.00	718.82
5170	Student Notebooks	0.00	0.00	0.00	0.00	0.00
	E Totals:	4,327.97	187.28	0.00	0.00	4,515.25
Q	STUDENT FEE FUND					
7000	KG Field Trips	375.12	0.00	0.00	0.00	375.12
7010	1st Grade Field Trips	-196.64	0.00	0.00	0.00	-196.64
7020	2nd Grade Field Trips	11.25	0.00	0.00	0.00	11.25
7030	3rd Grade Field Trips	11.25	0.00	0.00	0.00	11.25
7040	4th Grade Field Trips	11.25	0.00	0.00	0.00	11.25
7050	5th Grade Field Trips	36.25	0.00	0.00	0.00	36.25
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:	248.48	0.00	0.00	0.00	248.48
Cody	Totals:	15,240.32	1,721.56	1,444.79	0.00	15,517.09

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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	19,320.87	0.90	0.00	0.00	19,321.77
1030	Staff Vending	-79.59	0.00	0.00	0.00	-79.59
	A Totals:	19,241.28	0.90	0.00	0.00	19,242.18
D	CLUBS AND ORGANIZATIONS					
4040	Art	11.76	0.00	0.00	0.00	11.76
4580	Reading	0.00	0.00	0.00	0.00	0.00
4610	SAFE/DARE/Drug Free	-144.92	0.00	0.00	0.00	-144.92
4710	Student Council	1,625.91	0.00	0.00	0.00	1,625.91
4750	Volunteer Club	0.00	0.00	0.00	0.00	0.00
	D Totals:	1,492.75	0.00	0.00	0.00	1,492.75
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	164.66	0.00	0.00	0.00	164.66
5180	Teacher Fund/Grants	191.00	0.00	0.00	0.00	191.00
	E Totals:	355.66	0.00	0.00	0.00	355.66
Q	STUDENT FEE FUND					
7000	KG Field Trips	-27.78	0.00	0.00	0.00	-27.78
7010	1st Grade Field Trips	-451.01	389.50	0.00	0.00	-61.51
7020	2nd Grade Field Trips	45.24	0.00	0.00	0.00	45.24
7030	3rd Grade Field Trips	-40.02	0.00	0.00	0.00	-40.02
7040	4th Grade Field Trips	-391.10	311.14	0.00	0.00	-79.96
7050	5th Grade Field Trips	-38.09	71.23	0.00	0.00	33.14
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:	-902.76	771.87	0.00	0.00	-130.89
	Cottonw Totals:	20,186.93	772.77	0.00	0.00	20,959.70

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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	3,306.33	1,085.00	0.00	0.00	4,391.33
		1030	Staff Vending	147.74	0.00	0.00	0.00	147.74
		A	Totals:	3,454.07	1,085.00	0.00	0.00	4,539.07
D	CLUBS AND ORGANIZATIONS							
		4040	Art	0.00	0.00	0.00	0.00	0.00
		4710	Student Council	951.44	0.00	0.00	0.00	951.44
		D	Totals:	951.44	0.00	0.00	0.00	951.44
E	ADMINISTRATIVE CUSTODIAL							
		5040	Fundraising-General	746.65	0.00	36.00	0.00	710.65
		5060	Hospitality	0.00	0.00	0.00	0.00	0.00
		5070	Library	1,223.80	0.00	0.00	0.00	1,223.80
		5120	P.E.	155.94	0.00	47.04	0.00	108.90
		E	Totals:	2,126.39	0.00	83.04	0.00	2,043.35
Q	STUDENT FEE FUND							
		7000	KG Field Trips	-210.25	0.00	0.00	194.00	-16.25
		7010	1st Grade Field Trips	194.00	0.00	0.00	-194.00	0.00
		7020	2nd Grade Field Trips	118.00	0.00	0.00	0.00	118.00
		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	-0.19	0.00	0.00	0.00	-0.19
		7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	-407.92	0.00	0.00	0.00	-407.92
		Q	Totals:	-306.36	0.00	0.00	0.00	-306.36
	Disney	Totals:		6,225.54	1,085.00	83.04	0.00	7,227.50

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Ezra	Ezra Elementary							
A	ACTIVITY GENERAL							
		1010	General Admin	9,858.99	1,939.71	551.11	0.00	11,247.59
		1030	Staff Vending	227.99	0.00	0.00	0.00	227.99
		A	Totals:	10,086.98	1,939.71	551.11	0.00	11,475.58
D	CLUBS AND ORGANIZATIONS							
		4010	40 Assets	0.00	0.00	0.00	0.00	0.00
		4040	Art	0.00	0.00	0.00	0.00	0.00
		4090	Bowling Club	378.97	0.00	0.00	0.00	378.97
		4500	Music	633.57	0.00	0.00	0.00	633.57
		D	Totals:	1,012.54	0.00	0.00	0.00	1,012.54
E	ADMINISTRATIVE CUSTODIAL							
		5040	Fundraising-General	17.00	0.00	0.00	0.00	17.00
		5060	Hospitality	0.00	0.00	0.00	0.00	0.00
		5070	Library	6,972.91	321.45	0.00	0.00	7,294.36
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5165	Logo Sales	510.05	824.00	0.00	0.00	1,334.05
		5170	Student Notebooks	0.00	0.00	0.00	0.00	0.00
		E	Totals:	7,499.96	1,145.45	0.00	0.00	8,645.41
Q	STUDENT FEE FUND							
		7000	KG Field Trips	56.00	665.70	795.76	0.00	-74.06
		7010	1st Grade Field Trips	-187.14	420.00	262.86	0.00	-30.00
		7020	2nd Grade Field Trips	100.12	0.00	0.00	0.00	100.12
		7030	3rd Grade Field Trips	100.00	0.00	0.00	0.00	100.00
		7040	4th Grade Field Trips	100.00	0.00	0.00	0.00	100.00
		7050	5th Grade Field Trips	100.00	0.00	360.00	0.00	-260.00
		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:	268.98	1,085.70	1,418.62	0.00	-63.94
	Ezra	Totals:		18,868.46	4,170.86	1,969.73	0.00	21,069.59

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
HarveyO Harvey Oaks Elementary						
A	ACTIVITY GENERAL					
1010	General Admin	1,835.65	1,064.16	1,166.54	0.00	1,733.27
1030	Staff Vending	62.26	0.00	0.00	0.00	62.26
1170	Wellness	0.00	0.00	0.00	0.00	0.00
	A Totals:	1,897.91	1,064.16	1,166.54	0.00	1,795.53
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	-151.97	0.00	0.00	0.00	-151.97
4710	Student Council	220.09	0.00	0.00	0.00	220.09
	D Totals:	68.12	0.00	0.00	0.00	68.12
E	ADMINISTRATIVE CUSTODIAL					
5040	Fundraising-General	195.00	0.00	0.00	0.00	195.00
5050	HAL	0.00	0.00	0.00	0.00	0.00
5070	Library	180.23	35.04	0.00	0.00	215.27
5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
	E Totals:	375.23	35.04	0.00	0.00	410.27
Q	STUDENT FEE FUND					
7000	KG Field Trips	96.24	0.00	0.00	0.00	96.24
7010	1st Grade Field Trips	-127.84	0.00	0.00	0.00	-127.84
7020	2nd Grade Field Trips	28.21	142.58	100.00	0.00	70.79
7030	3rd Grade Field Trips	232.28	0.00	148.98	0.00	83.30
7040	4th Grade Field Trips	79.99	0.00	0.00	0.00	79.99
7050	5th Grade Field Trips	444.70	0.00	0.00	0.00	444.70
	Q Totals:	753.58	142.58	248.98	0.00	647.18
HarveyO Totals:		3,094.84	1,241.78	1,415.52	0.00	2,921.10

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Hitchco	Hitchcock Elementary					
A	ACTIVITY GENERAL					
1010	General Admin	20,803.53	515.87	273.56	0.00	21,045.84
1030	Staff Vending	471.66	0.00	17.11	0.00	454.55
	A Totals:	21,275.19	515.87	290.67	0.00	21,500.39
D	CLUBS AND ORGANIZATIONS					
4040	Art	1,582.51	0.00	352.17	0.00	1,230.34
4540	Other Clubs	0.00	0.00	0.00	0.00	0.00
4580	Reading	3,461.71	0.00	0.00	0.00	3,461.71
4710	Student Council	347.46	0.00	0.00	0.00	347.46
	D Totals:	5,391.68	0.00	352.17	0.00	5,039.51
E	ADMINISTRATIVE CUSTODIAL					
5040	Fundraising-General	1,957.50	0.00	0.00	0.00	1,957.50
5060	Hospitality	32.50	0.00	0.00	0.00	32.50
5070	Library	940.35	59.75	7.98	0.00	992.12
5165	Logo Sales	84.62	0.00	0.00	0.00	84.62
	E Totals:	3,014.97	59.75	7.98	0.00	3,066.74
Q	STUDENT FEE FUND					
7000	KG Field Trips	1.40	0.00	0.00	0.00	1.40
7010	1st Grade Field Trips	1.40	0.00	0.00	0.00	1.40
7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
7030	3rd Grade Field Trips	16.14	0.00	0.00	0.00	16.14
7040	4th Grade Field Trips	-12.19	14.00	0.00	0.00	1.81
7050	5th Grade Field Trips	0.02	0.00	0.00	0.00	0.02
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:	6.77	14.00	0.00	0.00	20.77
	Hitchcoc Totals:	29,688.61	589.62	650.82	0.00	29,627.41

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
HollingH	Holling Heights Elementary					
A	ACTIVITY GENERAL					
1010	General Admin	16,728.16	819.38	0.00	0.00	17,547.54
1030	Staff Vending	476.65	0.00	0.00	0.00	476.65
	A Totals:	17,204.81	819.38	0.00	0.00	18,024.19
D	CLUBS AND ORGANIZATIONS					
4710	Student Council	1,663.71	0.00	0.00	0.00	1,663.71
	D Totals:	1,663.71	0.00	0.00	0.00	1,663.71
E	ADMINISTRATIVE CUSTODIAL					
5070	Library	7,730.96	111.00	0.00	0.00	7,841.96
5140	PayBac	1,038.90	0.00	425.09	0.00	613.81
5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
	E Totals:	8,769.86	111.00	425.09	0.00	8,455.77
Q	STUDENT FEE FUND					
7000	KG Field Trips	-90.24	109.00	0.00	0.00	18.76
7010	1st Grade Field Trips	-14.76	31.50	0.00	0.00	16.74
7020	2nd Grade Field Trips	-118.58	114.00	0.00	0.00	-4.58
7030	3rd Grade Field Trips	11.10	2.75	0.00	0.00	13.85
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:	-212.48	257.25	0.00	0.00	44.77
	HollingHt Totals:	27,425.90	1,187.63	425.09	0.00	28,188.44

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Montclair Montclair Elementary								
A	ACTIVITY GENERAL							
	1010		General Admin	343.80	3,270.30	1,014.19	0.00	2,599.91
	1030		Staff Vending	553.23	0.00	0.00	0.00	553.23
	A	Totals:		897.03	3,270.30	1,014.19	0.00	3,153.14
D	CLUBS AND ORGANIZATIONS							
	4040		Art	1,900.32	0.00	45.70	0.00	1,854.62
	4440		Leadership Club	0.00	0.00	0.00	0.00	0.00
	4570		Play Production	2,120.38	2,015.00	0.00	0.00	4,135.38
	4610		SAFE/DARE/Drug Free	1.84	0.00	0.00	0.00	1.84
	4710		Student Council	2,522.56	0.00	199.35	0.00	2,323.21
	D	Totals:		6,545.10	2,015.00	245.05	0.00	8,315.05
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	4.82	0.00	0.00	0.00	4.82
	5070		Library	3,243.09	314.58	16.84	0.00	3,540.83
	5120		P.E.	165.15	0.00	0.00	0.00	165.15
	E	Totals:		3,413.06	314.58	16.84	0.00	3,710.80
Q	STUDENT FEE FUND							
	7000		KG Field Trips	-22.38	0.00	0.00	0.00	-22.38
	7010		1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7020		2nd Grade Field Trips	106.73	150.00	0.00	0.00	256.73
	7030		3rd Grade Field Trips	-27.43	0.00	0.00	0.00	-27.43
	7040		4th Grade Field Trips	72.23	0.00	0.00	0.00	72.23
	7050		5th Grade Field Trips	3.75	134.80	0.00	0.00	138.55
	7110		Montessori PreK	149.47	829.00	580.00	0.00	398.47
	7120		Montessori 1-3	-4.59	0.00	0.00	0.00	-4.59
	7130		Montessori 4th & 5th	-162.23	124.50	0.00	0.00	-37.73
	7140		Mini-Classes	2,320.12	0.00	167.82	0.00	2,152.30
	7150		Jumpstart	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	-53.50	0.00	0.00	0.00	-53.50
	Q	Totals:		2,382.17	1,238.30	747.82	0.00	2,872.65
	Montclair Totals:			13,237.36	6,836.18	2,023.90	0.00	18,051.64

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Morton	Morton Elementary					
A	ACTIVITY GENERAL					
1010	General Admin	41.83	0.35	64.75	0.00	-22.77
1030	Staff Vending	0.00	0.00	0.00	0.00	0.00
	A Totals:	41.83	0.35	64.75	0.00	-22.77
D	CLUBS AND ORGANIZATIONS					
4230	Environmental Club	2,098.80	1,630.00	3,630.00	0.00	98.80
4580	Reading	4.99	0.00	0.00	0.00	4.99
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	1,837.59	0.00	0.00	0.00	1,837.59
	D Totals:	3,941.38	1,630.00	3,630.00	0.00	1,941.38
E	ADMINISTRATIVE CUSTODIAL					
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
5060	Hospitality	1,015.25	0.00	0.00	0.00	1,015.25
5070	Library	2,938.74	58.00	7.99	0.00	2,988.75
5140	PayBac	1,131.73	957.03	750.00	0.00	1,338.76
	E Totals:	5,085.72	1,015.03	757.99	0.00	5,342.76
Q	STUDENT FEE FUND					
7000	KG Field Trips	-136.38	0.00	0.00	0.00	-136.38
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	169.37	0.00	-169.37
7050	5th Grade Field Trips	0.00	0.00	375.22	0.00	-375.22
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:	-136.38	0.00	544.59	0.00	-680.97
Morton	Totals:	8,932.35	2,645.38	4,997.33	0.00	6,580.40

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID

From 01/01/2015 to 01/31/2015

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Neihardt Neihardt Elementary School						
A	ACTIVITY GENERAL					
1010	General Admin	1,638.91	0.58	0.00	0.00	1,639.49
1030	Staff Vending	166.88	0.00	29.00	0.00	137.88
	A Totals:	1,805.79	0.58	29.00	0.00	1,777.37
D	CLUBS AND ORGANIZATIONS					
4140	Choir	342.93	0.00	0.00	0.00	342.93
4620	Safety Patrol	0.00	0.00	0.00	0.00	0.00
4710	Student Council	239.04	0.00	0.00	0.00	239.04
4770	Yearbook	2,592.70	0.00	0.00	0.00	2,592.70
	D Totals:	3,174.67	0.00	0.00	0.00	3,174.67
E	ADMINISTRATIVE CUSTODIAL					
5015	Circle of Friends	0.00	0.00	0.00	0.00	0.00
5035	Fuel Up to Play 60	53.49	0.00	0.00	0.00	53.49
5040	Fundraising-General	1,831.96	0.00	0.00	0.00	1,831.96
5070	Library	2,088.41	0.00	0.00	0.00	2,088.41
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
5140	PayBac	4,352.64	0.00	1,250.00	0.00	3,102.64
	E Totals:	8,326.50	0.00	1,250.00	0.00	7,076.50
Q	STUDENT FEE FUND					
7000	KG Field Trips	145.56	0.00	0.00	0.00	145.56
7010	1st Grade Field Trips	169.35	0.00	0.00	0.00	169.35
7020	2nd Grade Field Trips	199.71	0.00	0.00	0.00	199.71
7030	3rd Grade Field Trips	110.71	0.00	0.00	0.00	110.71
7040	4th Grade Field Trips	175.70	0.00	0.00	0.00	175.70
7050	5th Grade Field Trips	43.39	0.00	0.00	0.00	43.39
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:	844.42	0.00	0.00	0.00	844.42
	Neihardt Totals:	14,151.38	0.58	1,279.00	0.00	12,872.96

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Norris	Norris Elementary School							
A	ACTIVITY GENERAL							
		1010	General Admin	16,072.66	1.38	317.73	0.00	15,756.31
		1030	Staff Vending	58.53	0.00	0.00	0.00	58.53
		1050	Projects/Support	3,689.35	0.00	0.00	0.00	3,689.35
		1055	After School Tutoring Programs	1,153.00	0.00	0.00	0.00	1,153.00
	A	Totals:		20,973.54	1.38	317.73	0.00	20,657.19
D	CLUBS AND ORGANIZATIONS							
		4010	40 Assets	1,401.97	0.00	469.00	0.00	932.97
		4040	Art	1,202.65	0.00	0.00	0.00	1,202.65
		4500	Music	41.63	0.00	0.00	0.00	41.63
		4580	Reading	521.24	0.00	0.00	0.00	521.24
		4620	Safety Patrol	-126.00	0.00	0.00	0.00	-126.00
		4710	Student Council	860.04	0.00	0.00	0.00	860.04
	D	Totals:		3,901.53	0.00	469.00	0.00	3,432.53
E	ADMINISTRATIVE CUSTODIAL							
		5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
		5060	Hospitality	-37.19	0.00	0.00	0.00	-37.19
		5080	Media	4,087.54	29.50	4.00	0.00	4,113.04
		5090	Montessori	1,049.52	0.00	0.00	0.00	1,049.52
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5140	PayBac	1,035.70	0.00	0.00	0.00	1,035.70
		5180	Teacher Fund/Grants	31.75	0.00	0.00	0.00	31.75
	E	Totals:		6,167.32	29.50	4.00	0.00	6,192.82
Q	STUDENT FEE FUND							
		7000	KG Field Trips	47.35	0.00	0.00	0.00	47.35
		7010	1st Grade Field Trips	12.01	0.00	0.00	0.00	12.01
		7020	2nd Grade Field Trips	-25.74	0.00	0.00	0.00	-25.74
		7030	3rd Grade Field Trips	25.10	0.00	109.79	0.00	-84.69
		7040	4th Grade Field Trips	-94.35	0.00	0.00	0.00	-94.35
		7050	5th Grade Field Trips	9.03	0.00	0.00	0.00	9.03
		7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
		7110	Montessori PreK	209.34	351.00	215.94	0.00	344.40
		7120	Montessori 1-3	74.16	0.00	0.00	0.00	74.16
		7130	Montessori 4th & 5th	-2.07	0.00	0.00	0.00	-2.07
		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:		254.83	351.00	325.73	0.00	280.10
	Norris	Totals:		31,297.22	381.88	1,116.46	0.00	30,562.64

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Reagan	Reagan Elementary					
A	ACTIVITY GENERAL					
1010	General Admin	27,183.32	1,337.78	0.00	0.00	28,521.10
1020	Volunteers-General	49,840.07	5,316.74	229.19	0.00	54,727.62
1022	Volunteers - Hospitality	0.00	0.00	0.00	0.00	0.00
1030	Staff Vending	927.56	0.00	0.00	0.00	927.56
	A Totals:	77,750.95	6,654.52	229.19	0.00	84,176.28
D	CLUBS AND ORGANIZATIONS					
4540	Other Clubs	0.00	0.00	0.00	0.00	0.00
4710	Student Council	813.96	142.50	0.00	0.00	956.46
	D Totals:	813.96	142.50	0.00	0.00	956.46
E	ADMINISTRATIVE CUSTODIAL					
5040	Fundraising-General	62.00	0.00	0.00	0.00	62.00
5060	Hospitality	0.00	0.00	0.00	0.00	0.00
5070	Library	4,669.91	94.87	0.00	0.00	4,764.78
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
	E Totals:	4,731.91	94.87	0.00	0.00	4,826.78
Q	STUDENT FEE FUND					
7000	KG Field Trips	35.38	0.00	0.00	0.00	35.38
7010	1st Grade Field Trips	88.16	0.00	0.00	0.00	88.16
7020	2nd Grade Field Trips	354.81	0.00	0.00	0.00	354.81
7030	3rd Grade Field Trips	210.86	0.00	0.00	0.00	210.86
7040	4th Grade Field Trips	1,266.64	0.00	0.00	0.00	1,266.64
7050	5th Grade Field Trips	240.26	0.00	0.00	0.00	240.26
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:	2,196.11	0.00	0.00	0.00	2,196.11
	Reagan Totals:	85,492.93	6,891.89	229.19	0.00	92,155.63

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Reeder	Reeder Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	9,288.39	1,259.31	2,322.03	0.00	8,225.67	
1030	Staff Vending	-12.27	0.00	0.00	0.00	-12.27	
	A Totals:	9,276.12	1,259.31	2,322.03	0.00	8,213.40	
D	CLUBS AND ORGANIZATIONS						
4500	Music	2,847.16	0.00	0.00	0.00	2,847.16	
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:	3,165.54	0.00	0.00	0.00	3,165.54	
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	2,061.62	20.00	0.00	0.00	2,081.62	
5120	P.E.	2,092.72	0.00	0.00	0.00	2,092.72	
5140	PayBac	2,711.01	0.00	0.00	0.00	2,711.01	
5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00	
	E Totals:	6,922.26	20.00	0.00	0.00	6,942.26	
Q	STUDENT FEE FUND						
7000	KG Field Trips	-70.51	0.00	0.00	0.00	-70.51	
7010	1st Grade Field Trips	-28.97	0.00	0.00	0.00	-28.97	
7020	2nd Grade Field Trips	104.49	0.00	0.00	0.00	104.49	
7030	3rd Grade Field Trips	334.80	0.00	316.86	0.00	17.94	
7040	4th Grade Field Trips	21.31	0.00	0.00	0.00	21.31	
7050	5th Grade Field Trips	8.31	0.00	0.00	0.00	8.31	
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:	369.43	0.00	316.86	0.00	52.57	
	Reeder Totals:	19,733.35	1,279.31	2,638.89	0.00	18,373.77	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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	2,545.71	1.11	28.50	0.00	2,518.32
	1030		Staff Vending	232.76	0.00	0.00	0.00	232.76
	1040		Donations	11,211.95	447.70	0.00	0.00	11,659.65
		A	Totals:	13,990.42	448.81	28.50	0.00	14,410.73
D	CLUBS AND ORGANIZATIONS							
	4230		Environmental Club	410.57	0.00	0.00	0.00	410.57
	4540		Other Clubs	656.33	0.00	176.00	0.00	480.33
	4610		SAFE/DARE/Drug Free	239.82	0.00	0.00	0.00	239.82
	4710		Student Council	2,603.14	0.00	0.00	0.00	2,603.14
		D	Totals:	3,909.86	0.00	176.00	0.00	3,733.86
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	2,628.82	0.00	0.00	0.00	2,628.82
	5070		Library	3,161.83	20.00	0.00	0.00	3,181.83
	5110		Other Student Activities	228.63	0.00	0.00	0.00	228.63
	5140		PayBac	1,973.21	0.00	101.26	0.00	1,871.95
		E	Totals:	7,992.49	20.00	101.26	0.00	7,911.23
Q	STUDENT FEE FUND							
	7000		KG Field Trips	-64.00	0.00	0.00	0.00	-64.00
	7010		1st Grade Field Trips	-0.25	0.00	0.00	0.00	-0.25
	7020		2nd Grade Field Trips	-99.55	0.00	0.00	0.00	-99.55
	7030		3rd Grade Field Trips	4.94	0.00	0.00	0.00	4.94
	7040		4th Grade Field Trips	-52.55	0.00	0.00	0.00	-52.55
	7050		5th Grade Field Trips	146.92	0.00	0.00	0.00	146.92
	7900		Field Trips-Other	75.09	0.00	0.00	0.00	75.09
		Q	Totals:	10.60	0.00	0.00	0.00	10.60
		Rockwell Totals:		25,903.37	468.81	305.76	0.00	26,066.42

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Rohwer	Rohwer Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	1,564.34	2,890.52	255.10	0.00	4,199.76	
1030	Staff Vending	263.92	0.00	0.00	0.00	263.92	
	A Totals:	1,828.26	2,890.52	255.10	0.00	4,463.68	
D	CLUBS AND ORGANIZATIONS						
4070	Birthday Book Club	1,709.01	80.00	0.00	0.00	1,789.01	
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	768.60	0.00	0.00	0.00	768.60	
	D Totals:	2,502.61	80.00	0.00	0.00	2,582.61	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00	
5060	Hospitality	666.85	227.76	0.00	0.00	894.61	
5080	Media	-40.10	10.00	0.00	0.00	-30.10	
5140	PayBac	3,813.33	1,295.35	275.59	0.00	4,833.09	
5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00	
	E Totals:	4,440.08	1,533.11	275.59	0.00	5,697.60	
Q	STUDENT FEE FUND						
7000	KG Field Trips	-266.49	0.00	0.00	0.00	-266.49	
7010	1st Grade Field Trips	-15.47	0.00	0.00	0.00	-15.47	
7020	2nd Grade Field Trips	-469.35	497.91	0.00	0.00	28.56	
7030	3rd Grade Field Trips	406.74	272.40	0.00	0.00	679.14	
7040	4th Grade Field Trips	1,053.71	0.00	0.00	0.00	1,053.71	
7050	5th Grade Field Trips	187.67	0.00	0.00	0.00	187.67	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	896.81	770.31	0.00	0.00	1,667.12	
	Rohwer Totals:	9,667.76	5,273.94	530.69	0.00	14,411.01	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Sandoz	Sandoz Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	16,806.56	7.58	142.53	0.00	16,671.61	
1030	Staff Vending	103.39	0.00	0.00	0.00	103.39	
	A Totals:	16,909.95	7.58	142.53	0.00	16,775.00	
D	CLUBS AND ORGANIZATIONS						
4040	Art	0.00	0.00	0.00	0.00	0.00	
4710	Student Council	340.97	0.00	0.00	0.00	340.97	
	D Totals:	340.97	0.00	0.00	0.00	340.97	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00	
5070	Library	1,862.68	0.00	1,791.21	0.00	71.47	
	E Totals:	1,862.68	0.00	1,791.21	0.00	71.47	
Q	STUDENT FEE FUND						
7000	KG Field Trips	218.23	0.00	0.00	0.00	218.23	
7010	1st Grade Field Trips	155.13	0.00	0.00	0.00	155.13	
7020	2nd Grade Field Trips	125.25	0.00	0.00	0.00	125.25	
7030	3rd Grade Field Trips	35.01	330.00	142.68	0.00	222.33	
7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7050	5th Grade Field Trips	-94.22	0.00	0.00	0.00	-94.22	
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:	439.40	330.00	142.68	0.00	626.72	
	Sandoz Totals:	19,553.00	337.58	2,076.42	0.00	17,814.16	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Upchurc	Upchurch Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	10,918.04	2,873.25	76.86	0.00	13,714.43	
1030	Staff Vending	510.22	0.00	0.00	0.00	510.22	
	A Totals:	11,428.26	2,873.25	76.86	0.00	14,224.65	
D	CLUBS AND ORGANIZATIONS						
4710	Student Council	3,079.37	0.00	125.84	0.00	2,953.53	
	D Totals:	3,079.37	0.00	125.84	0.00	2,953.53	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	4,515.66	0.00	0.00	0.00	4,515.66	
5070	Library	6,452.56	980.00	2,761.56	0.00	4,671.00	
	E Totals:	10,968.22	980.00	2,761.56	0.00	9,186.66	
Q	STUDENT FEE FUND						
7000	KG Field Trips	78.70	0.00	0.00	0.00	78.70	
7010	1st Grade Field Trips	46.47	0.00	0.00	0.00	46.47	
7020	2nd Grade Field Trips	90.20	0.00	0.00	0.00	90.20	
7030	3rd Grade Field Trips	46.47	0.00	459.00	0.00	-412.53	
7040	4th Grade Field Trips	46.46	0.00	0.00	0.00	46.46	
7050	5th Grade Field Trips	12.46	0.00	0.00	0.00	12.46	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	320.76	0.00	459.00	0.00	-138.24	
	Upchurc Totals:	25,796.61	3,853.25	3,423.26	0.00	26,226.60	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Wheeler Wheeler Elementary							
A	ACTIVITY GENERAL						
1010	General Admin	5,455.80	0.98	94.00	0.00	5,362.78	
1030	Staff Vending	364.03	0.00	231.20	0.00	132.83	
1040	Donations	7,029.08	0.00	0.00	0.00	7,029.08	
	A Totals:	12,848.91	0.98	325.20	0.00	12,524.69	
D	CLUBS AND ORGANIZATIONS						
4040	Art	0.00	0.00	0.00	0.00	0.00	
4070	Birthday Book Club	1,703.49	0.00	0.00	0.00	1,703.49	
4500	Music	301.60	0.00	0.00	0.00	301.60	
4710	Student Council	264.10	0.00	0.00	0.00	264.10	
	D Totals:	2,269.19	0.00	0.00	0.00	2,269.19	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00	
5060	Hospitality	30.00	0.00	0.00	0.00	30.00	
5080	Media	4,767.38	0.00	0.00	0.00	4,767.38	
5100	Other Adm Custodial	1,904.87	146.52	455.00	0.00	1,596.39	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
	E Totals:	6,702.25	146.52	455.00	0.00	6,393.77	
Q	STUDENT FEE FUND						
7000	KG Field Trips	49.34	0.00	0.00	0.00	49.34	
7010	1st Grade Field Trips	-212.81	0.00	0.00	0.00	-212.81	
7020	2nd Grade Field Trips	103.99	0.00	0.00	0.00	103.99	
7030	3rd Grade Field Trips	462.47	0.00	0.00	0.00	462.47	
7040	4th Grade Field Trips	470.49	0.00	0.00	0.00	470.49	
7050	5th Grade Field Trips	38.84	0.00	0.00	0.00	38.84	
7600	Garden Club	0.00	0.00	0.00	0.00	0.00	
7900	Field Trips-Other	266.94	0.00	0.00	0.00	266.94	
	Q Totals:	1,179.26	0.00	0.00	0.00	1,179.26	
	Wheeler Totals:	22,999.61	147.50	780.20	0.00	22,366.91	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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	10,599.68	0.77	476.16	0.00	10,124.29
	1030		Staff Vending	3,246.45	0.00	0.00	0.00	3,246.45
	A	Totals:		13,846.13	0.77	476.16	0.00	13,370.74
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
	4230		Environmental Club	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	1,119.08	0.00	0.00	0.00	1,119.08
	D	Totals:		1,119.08	0.00	0.00	0.00	1,119.08
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
	5080		Media	624.05	0.00	0.00	0.00	624.05
	5180		Teacher Fund/Grants	1,926.25	0.00	1,895.00	0.00	31.25
	5200		Outdoor Learning Environment	379.36	0.00	0.00	0.00	379.36
	E	Totals:		2,929.66	0.00	1,895.00	0.00	1,034.66
Q	STUDENT FEE FUND							
	7000		KG Field Trips	-72.98	0.00	353.33	0.00	-426.31
	7010		1st Grade Field Trips	64.99	0.00	0.00	0.00	64.99
	7020		2nd Grade Field Trips	-223.10	0.00	0.00	0.00	-223.10
	7030		3rd Grade Field Trips	139.30	0.00	0.00	0.00	139.30
	7040		4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7050		5th Grade Field Trips	-26.08	0.00	0.00	0.00	-26.08
	7900		Field Trips-Other	68.00	0.00	0.00	0.00	68.00
	Q	Totals:		-49.87	0.00	353.33	0.00	-403.20
	Willowda	Totals:		17,845.00	0.77	2,724.49	0.00	15,121.28
	Report Totals:			2,715,130.73	536,430.52	582,550.69	5,498.95	2,674,509.51

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
AMS	Andersen Middle School							
A	ACTIVITY GENERAL							
	1010	General Admin		25,699.84	513.50	229.46	0.00	25,983.88
	1025	Savings		0.00	0.00	0.00	0.00	0.00
	1030	Staff Vending		1,533.53	0.00	0.00	0.00	1,533.53
	1035	Student Vending		3,919.29	0.00	193.34	0.00	3,725.95
	1170	Wellness		460.52	0.00	0.00	0.00	460.52
		A Totals:		31,613.18	513.50	422.80	0.00	31,703.88
B	Athletics-Girls							
	2013	Misc. Expenditures - Girls		809.81	-35.00	668.82	665.00	770.99
		B Totals:		809.81	-35.00	668.82	665.00	770.99
C	Athletics-Boys							
	3013	Misc. Expenditures - Boys		3,919.77	0.00	310.84	805.00	4,413.93
		C Totals:		3,919.77	0.00	310.84	805.00	4,413.93
D	CLUBS AND ORGANIZATIONS							
	4040	Art		322.05	0.00	0.00	0.00	322.05
	4060	Band		2,344.80	0.00	143.50	154.00	2,355.30
	4080	Book Club		213.17	0.00	0.00	0.00	213.17
	4100	Builders Club		487.27	0.00	75.21	0.00	412.06
	4220	Drama Club		49.75	0.00	0.00	0.00	49.75
	4260	FCS Club		2,242.54	430.00	0.00	70.00	2,742.54
	4370	Industrial Arts		6,364.24	0.00	0.00	0.00	6,364.24
	4440	Leadership Club		1,299.15	0.00	0.00	0.00	1,299.15
	4500	Music		1,789.56	0.00	0.00	0.00	1,789.56
	4540	Other Clubs		550.00	0.00	486.34	0.00	63.66
	4560	Photography Club		79.58	0.00	0.00	0.00	79.58
	4590	Renaissance Program		304.79	0.00	0.00	0.00	304.79
	4630	Science Club		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		3,770.10	0.00	0.00	0.00	3,770.10
	4740	Volleyball Club		0.00	0.00	0.00	0.00	0.00
	4750	Volunteer Club		0.00	0.00	0.00	0.00	0.00
	4770	Yearbook		11,183.34	150.00	5,382.00	0.00	5,951.34
	4780	Youth to Youth		1,800.48	0.00	0.00	0.00	1,800.48
		D Totals:		32,800.82	580.00	6,087.05	224.00	27,517.77
E	ADMINISTRATIVE CUSTODIAL							
	5020	Fines		7,418.12	0.00	0.00	-244.50	7,173.62
	5030	Counseling Center		1,357.11	71.50	357.80	0.00	1,070.81
	5040	Fundraising-General		10,234.83	16.00	0.00	0.00	10,250.83
	5050	HAL		0.00	0.00	15.00	0.00	-15.00
	5060	Hospitality		811.43	0.00	0.00	0.00	811.43
	5070	Library		1,611.93	68.71	0.00	0.00	1,680.64
	5100	Other Adm Custodial		0.00	36.50	36.50	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5120	P.E.	1,174.34	0.00	0.00	0.00	1,174.34
		5165	Logo Sales	5,492.21	0.00	0.00	0.00	5,492.21
		5200	Outdoor Learning Environment	1,639.96	0.00	0.00	0.00	1,639.96
		5215	Special Events	8,380.36	0.00	0.00	0.00	8,380.36
	E	Totals:		38,120.29	192.71	409.30	-244.50	37,659.20
Q	STUDENT FEE FUND							
		7060	6th Grade Field Trips	-236.26	0.00	0.00	0.00	-236.26
		7070	7th Grade Field Trips	-4.22	0.00	0.00	0.00	-4.22
		7080	8th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7150	Jumpstart	-78.11	0.00	0.00	0.00	-78.11
		7170	Participation Fees - Clubs & Orgs	0.00	224.00	0.00	-224.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		7901	Student Transportation	0.00	1,980.00	2,010.00	0.00	-30.00
	Q	Totals:		-318.59	2,204.00	2,010.00	-224.00	-348.59
S	ATHLETIC							
		9050	Athletic-General	11,644.22	0.00	151.61	0.00	11,492.61
	S	Totals:		11,644.22	0.00	151.61	0.00	11,492.61
	AMS	Totals:		118,589.50	3,455.21	10,060.42	1,225.50	113,209.79

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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		5,570.07	1,087.70	626.62	0.00	6,031.15
	1025	Savings		0.00	0.00	0.00	0.00	0.00
	1030	Staff Vending		1,153.13	0.00	0.00	0.00	1,153.13
	1035	Student Vending		3,873.97	0.00	242.96	0.00	3,631.01
	1040	Donations		5,138.23	0.00	0.00	0.00	5,138.23
	1070	Start Up Cash		0.00	0.00	0.00	0.00	0.00
	1080	Next Year Monies		344.11	0.00	0.00	0.00	344.11
	1170	Wellness		0.00	0.00	0.00	0.00	0.00
	A	Totals:		16,079.51	1,087.70	869.58	0.00	16,297.63
B	Athletics-Girls							
	2013	Misc. Expenditures - Girls		365.99	1,880.00	508.14	25.00	1,762.85
	B	Totals:		365.99	1,880.00	508.14	25.00	1,762.85
C	Athletics-Boys							
	3013	Misc. Expenditures - Boys		-770.05	1,812.67	848.48	1,675.00	1,869.14
	C	Totals:		-770.05	1,812.67	848.48	1,675.00	1,869.14
D	CLUBS AND ORGANIZATIONS							
	4040	Art		161.50	0.00	0.00	0.00	161.50
	4060	Band		0.00	0.00	0.00	0.00	0.00
	4170	Cross Country Club		266.60	0.00	0.00	0.00	266.60
	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
	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		711.97	200.00	0.00	0.00	911.97
	4320	Future Educators		18.87	0.00	0.00	0.00	18.87
	4540	Other Clubs		135.21	0.00	0.00	0.00	135.21
	4570	Play Production		3,561.29	0.00	0.00	0.00	3,561.29
	4630	Science Club		74.58	0.00	0.00	0.00	74.58
	4690	Spirit Shop		9,100.82	0.00	657.75	0.00	8,443.07
	4710	Student Council		645.46	0.00	0.00	0.00	645.46
	4770	Yearbook		36,470.24	1,148.00	6,676.95	0.00	30,941.29
	4780	Youth to Youth		732.53	207.00	0.00	204.00	1,143.53
	D	Totals:		52,172.90	1,555.00	7,334.70	204.00	46,597.20
E	ADMINISTRATIVE CUSTODIAL							
	5025	Fines - Library Book		874.20	0.00	0.00	0.00	874.20
	5030	Counseling Center		183.24	0.00	0.00	0.00	183.24
	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
	5060	Hospitality		3,356.50	0.00	0.00	0.00	3,356.50
	5070	Library		1,353.40	0.00	8.85	0.00	1,344.55

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
5120	P.E.	1,824.95	5.00	0.00	0.00	1,829.95	
5180	Teacher Fund/Grants	1,098.18	0.00	0.00	0.00	1,098.18	
5220	Site Improvements	1,107.78	0.00	0.00	0.00	1,107.78	
	E Totals:	9,798.25	5.00	8.85	0.00	9,794.40	
Q	STUDENT FEE FUND						
7060	6th Grade Field Trips	66.78	0.00	0.00	0.00	66.78	
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	
7170	Participation Fees - Clubs & Orgs	0.00	229.00	0.00	-229.00	0.00	
7901	Student Transportation	3,190.00	3,450.00	3,210.00	0.00	3,430.00	
	Q Totals:	3,256.78	3,679.00	3,210.00	-229.00	3,496.78	
	BMS Totals:	80,903.38	10,019.37	12,779.75	1,675.00	79,818.00	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
CMS	Central Middle School							
A	ACTIVITY GENERAL							
	1010		General Admin	-727.78	2,542.50	360.15	0.00	1,454.57
	1025		Savings	0.00	0.00	0.00	0.00	0.00
	1030		Staff Vending	149.24	0.00	0.00	0.00	149.24
	1035		Student Vending	4,299.77	0.00	0.00	0.00	4,299.77
	1040		Donations	0.00	0.00	0.00	0.00	0.00
	1050		Projects/Support	0.00	0.00	0.00	0.00	0.00
		A	Totals:	3,721.23	2,542.50	360.15	0.00	5,903.58
B	Athletics-Girls							
	2013		Misc. Expenditures - Girls	4,888.37	0.00	828.80	0.00	4,059.57
		B	Totals:	4,888.37	0.00	828.80	0.00	4,059.57
C	Athletics-Boys							
	3013		Misc. Expenditures - Boys	-3,832.51	300.00	2,073.00	640.00	-4,965.51
		C	Totals:	-3,832.51	300.00	2,073.00	640.00	-4,965.51
D	CLUBS AND ORGANIZATIONS							
	4010		40 Assets	0.00	0.00	0.00	0.00	0.00
	4040		Art	192.57	0.00	0.00	0.00	192.57
	4060		Band	0.00	0.00	0.00	0.00	0.00
	4090		Bowling Club	366.03	0.00	0.00	0.00	366.03
	4170		Cross Country Club	97.28	0.00	0.00	0.00	97.28
	4220		Drama Club	636.44	770.00	0.00	0.00	1,406.44
	4260		FCS Club	7.74	0.00	0.00	0.00	7.74
	4500		Music	1,775.44	0.00	0.00	0.00	1,775.44
	4530		Orchestra	0.00	0.00	0.00	0.00	0.00
	4540		Other Clubs	-144.50	0.00	0.00	0.00	-144.50
	4670		SPARKS	4.74	0.00	0.00	0.00	4.74
	4710		Student Council	2,287.48	960.00	562.98	0.00	2,684.50
	4760		World Language	0.00	0.00	0.00	0.00	0.00
	4770		Yearbook	6,514.62	25.00	3,153.90	0.00	3,385.72
		D	Totals:	11,737.84	1,755.00	3,716.88	0.00	9,775.96
E	ADMINISTRATIVE CUSTODIAL							
	5020		Fines	516.16	25.00	0.00	0.00	541.16
	5040		Fundraising-General	2,660.51	0.00	0.00	0.00	2,660.51
	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	643.95	8.85	0.00	0.00	652.80
	5075		Mentoring	199.50	0.00	0.00	0.00	199.50
	5085		MSAP	570.48	0.00	0.00	0.00	570.48
	5090		Montessori	242.15	0.00	0.00	0.00	242.15
	5093		Montessori 7/8 Sales	856.52	0.00	0.00	0.00	856.52
	5095		Montessori Fundraising	8,900.00	1,117.64	464.00	0.00	9,553.64

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
		5110	Other Student Activities	1,936.96	0.00	1,936.96	0.00	0.00
		5120	P.E.	0.00	0.00	0.00	0.00	0.00
		5140	PayBac	16.48	0.00	0.00	0.00	16.48
		5170	Student Notebooks	2,389.82	0.00	0.00	0.00	2,389.82
		5180	Teacher Fund/Grants	1,494.04	0.00	449.00	0.00	1,045.04
		5185	Technology	0.00	0.00	0.00	0.00	0.00
		5210	Zone	-81.44	0.00	27.35	0.00	-108.79
	E	Totals:		20,345.13	1,151.49	2,877.31	0.00	18,619.31
Q	STUDENT FEE FUND							
		7060	6th Grade Field Trips	716.95	0.00	750.05	0.00	-33.10
		7070	7th Grade Field Trips	202.97	21.00	744.80	0.00	-520.83
		7080	8th Grade Field Trips	78.29	1,797.00	1,955.27	0.00	-79.98
		7135	Montessori 6-8	-6,457.24	1,976.10	520.12	0.00	-5,001.26
		7150	Jumpstart	-61.03	0.00	0.00	0.00	-61.03
		7170	Participation Fees - Clubs & Orgs	760.00	36.55	0.00	-36.55	760.00
		7900	Field Trips-Other	-117.85	42.00	160.50	0.00	-236.35
		7901	Student Transportation	0.00	2,790.00	2,820.00	0.00	-30.00
	Q	Totals:		-4,877.91	6,662.65	6,950.74	-36.55	-5,202.55
S	ATHLETIC							
		9070	Miscellaneous Receipts	679.60	66.00	0.00	0.00	745.60
	S	Totals:		679.60	66.00	0.00	0.00	745.60
	CMS	Totals:		32,661.75	12,477.64	16,806.88	603.45	28,935.96

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
KMS	Kiewit Middle School							
A	ACTIVITY GENERAL							
	1010		General Admin	2,494.99	0.00	0.00	0.00	2,494.99
	1025		Savings	58,551.58	0.00	0.00	0.00	58,551.58
	1030		Staff Vending	3,315.51	0.00	225.50	0.00	3,090.01
	1035		Student Vending	56,061.01	0.00	0.00	0.00	56,061.01
	1050		Projects/Support	17,980.97	0.00	0.00	0.00	17,980.97
		A	Totals:	138,404.06	0.00	225.50	0.00	138,178.56
B	Athletics-Girls							
	2013		Misc. Expenditures - Girls	2,782.10	630.00	927.33	0.00	2,484.77
		B	Totals:	2,782.10	630.00	927.33	0.00	2,484.77
C	Athletics-Boys							
	3013		Misc. Expenditures - Boys	1,646.58	0.00	194.28	0.00	1,452.30
	3052		Camps - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		C	Totals:	1,646.58	0.00	194.28	0.00	1,452.30
D	CLUBS AND ORGANIZATIONS							
	4040		Art	470.00	0.00	25.00	0.00	445.00
	4060		Band	0.00	0.00	0.00	0.00	0.00
	4130		Chess Club	0.00	0.00	0.00	0.00	0.00
	4220		Drama Club	3,028.58	0.00	0.00	0.00	3,028.58
	4260		FCS Club	400.57	0.00	0.00	0.00	400.57
	4370		Industrial Arts	17,734.74	386.25	0.00	0.00	18,120.99
	4380		International Club	51.96	0.00	0.00	0.00	51.96
	4500		Music	4,203.43	60.00	527.25	0.00	3,736.18
	4540		Other Clubs	81.58	0.00	0.00	0.00	81.58
	4630		Science Club	210.00	0.00	0.00	0.00	210.00
	4680		Speech Club	374.00	0.00	0.00	0.00	374.00
	4710		Student Council	4,503.50	0.00	0.00	0.00	4,503.50
	4750		Volunteer Club	7,456.61	838.90	0.00	0.00	8,295.51
	4770		Yearbook	59,379.20	0.00	6,623.67	0.00	52,755.53
	4780		Youth to Youth	0.00	0.00	0.00	0.00	0.00
		D	Totals:	97,894.17	1,285.15	7,175.92	0.00	92,003.40
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	12,903.67	77.50	-410.92	0.00	13,392.09
	5050		HAL	-50.16	52.50	52.50	0.00	-50.16
	5060		Hospitality	1,347.35	0.00	0.00	0.00	1,347.35
	5070		Library	7,155.48	48.53	191.97	0.00	7,012.04
	5120		P.E.	656.80	0.00	0.00	0.00	656.80
	5140		PayBac	10,938.69	0.00	0.00	0.00	10,938.69
	5165		Logo Sales	40,473.57	0.00	0.00	0.00	40,473.57
	5175		Student Scholarships	1,536.06	0.00	0.00	0.00	1,536.06
	5180		Teacher Fund/Grants	412.01	0.00	0.00	0.00	412.01

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
5185	Technology		0.00	0.00	0.00	0.00	0.00
E Totals:			75,373.47	178.53	-166.45	0.00	75,718.45
Q	STUDENT FEE FUND						
7060	6th Grade Field Trips		-101.82	0.00	0.00	0.00	-101.82
7070	7th Grade Field Trips		82.36	0.00	0.00	0.00	82.36
7080	8th Grade Field Trips		196.00	350.00	2,256.96	0.00	-1,710.96
7100	After School Program		1,180.86	5,113.00	5,286.57	0.00	1,007.29
7140	Mini-Classes		0.00	0.00	0.00	0.00	0.00
7170	Participation Fees - Clubs & Orgs		1,832.00	2,200.00	0.00	0.00	4,032.00
7901	Student Transportation		86.86	5,540.00	4,290.00	0.00	1,336.86
Q Totals:			3,276.26	13,203.00	11,833.53	0.00	4,645.73
KMS Totals:			319,376.64	15,296.68	20,190.11	0.00	314,483.21

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
NMS	North Middle School						
A	ACTIVITY GENERAL						
1010	General Admin	2,528.98	2,725.54	772.70	0.00	4,481.82	
1025	Savings	0.00	0.00	0.00	0.00	0.00	
1030	Staff Vending	107.84	0.00	0.00	0.00	107.84	
1035	Student Vending	2,192.05	0.00	423.30	0.00	1,768.75	
1040	Donations	14,490.08	140.00	0.00	0.00	14,630.08	
1170	Wellness	0.00	0.00	0.00	0.00	0.00	
	A Totals:	19,318.95	2,865.54	1,196.00	0.00	20,988.49	
B	Athletics-Girls						
2003	Entry Fees - Girls	0.00	0.00	0.00	0.00	0.00	
	B Totals:	0.00	0.00	0.00	0.00	0.00	
D	CLUBS AND ORGANIZATIONS						
4040	Art	45.55	0.00	0.00	0.00	45.55	
4060	Band	-11.97	180.00	165.00	0.00	3.03	
4130	Chess Club	-38.63	0.00	0.00	0.00	-38.63	
4140	Choir	-380.00	0.00	0.00	0.00	-380.00	
4170	Cross Country Club	-217.00	0.00	0.00	0.00	-217.00	
4220	Drama Club	5,002.09	70.00	281.17	0.00	4,790.92	
4260	FCS Club	0.00	0.00	0.00	0.00	0.00	
4290	Forensics	30.00	120.00	100.00	0.00	50.00	
4370	Industrial Arts	1,328.86	128.50	0.00	0.00	1,457.36	
4380	International Club	307.10	0.00	0.00	0.00	307.10	
4490	M-Club	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	
4690	Spirit Shop	0.00	0.00	0.00	0.00	0.00	
4710	Student Council	8,831.61	0.00	639.54	0.00	8,192.07	
4750	Volunteer Club	0.00	0.00	0.00	0.00	0.00	
4770	Yearbook	-2,800.78	0.00	3,402.98	0.00	-6,203.76	
4780	Youth to Youth	664.70	269.00	308.12	0.00	625.58	
	D Totals:	12,761.53	767.50	4,896.81	0.00	8,632.22	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	21,261.76	571.62	0.00	0.00	21,833.38	
5050	HAL	248.21	342.00	118.50	0.00	471.71	
5060	Hospitality	861.28	0.00	140.21	0.00	721.07	
5070	Library	2,312.15	0.00	219.00	0.00	2,093.15	
5120	P.E.	0.00	0.00	0.00	0.00	0.00	
5200	Outdoor Learning Environment	-2,907.17	0.00	88.80	0.00	-2,995.97	
5215	Special Events	1,307.27	0.00	0.00	0.00	1,307.27	
	E Totals:	23,083.50	913.62	566.51	0.00	23,430.61	
Q	STUDENT FEE FUND						

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
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	
7150	Jumpstart	1,047.86	0.00	0.00	0.00	1,047.86	
7170	Participation Fees - Clubs & Orgs	1,567.16	40.00	0.00	0.00	1,607.16	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
7901	Student Transportation	0.00	1,050.00	0.00	0.00	1,050.00	
Q Totals:		2,615.02	1,090.00	0.00	0.00	3,705.02	
NMS Totals:		57,779.00	5,636.66	6,659.32	0.00	56,756.34	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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	4,196.93	2,506.12	0.00	0.00	6,703.05
	1030		Staff Vending	730.13	66.10	44.85	0.00	751.38
	1035		Student Vending	15.95	5.00	0.00	0.00	20.95
	1040		Donations	34,118.05	1,000.00	0.00	0.00	35,118.05
	1170		Wellness	0.00	0.00	0.00	0.00	0.00
		A	Totals:	39,061.06	3,577.22	44.85	0.00	42,593.43
B	Athletics-Girls							
	2013		Misc. Expenditures - Girls	4,165.13	150.00	887.35	1,015.00	4,442.78
		B	Totals:	4,165.13	150.00	887.35	1,015.00	4,442.78
C	Athletics-Boys							
	3013		Misc. Expenditures - Boys	4,713.92	0.00	356.47	980.00	5,337.45
		C	Totals:	4,713.92	0.00	356.47	980.00	5,337.45
D	CLUBS AND ORGANIZATIONS							
	4040		Art	384.09	25.00	25.00	0.00	384.09
	4045		Art Projects	42.00	1.00	0.00	13.00	56.00
	4170		Cross Country Club	280.00	0.00	0.00	0.00	280.00
	4180		Culinary Competition	133.45	0.00	0.00	0.00	133.45
	4190		Dance	297.85	0.00	0.00	0.00	297.85
	4260		FCS Club	861.56	0.00	0.00	0.00	861.56
	4370		Industrial Arts	-4,724.59	935.00	0.00	0.00	-3,789.59
	4500		Music	-157.54	0.00	0.00	0.00	-157.54
	4503		Music-Musicals	2,054.00	0.00	0.00	0.00	2,054.00
	4530		Orchestra	68.48	0.00	0.00	0.00	68.48
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	1,042.38	0.00	0.00	0.00	1,042.38
	4750		Volunteer Club	0.00	0.00	0.00	0.00	0.00
	4770		Yearbook	57,850.71	0.00	0.00	0.00	57,850.71
		D	Totals:	58,132.39	961.00	25.00	13.00	59,081.39
E	ADMINISTRATIVE CUSTODIAL							
	5008		Surplus Sales	0.00	0.00	0.00	0.00	0.00
	5025		Fines - Library Book	0.00	0.00	0.00	0.00	0.00
	5030		Counseling Center	637.93	0.00	0.00	0.00	637.93
	5040		Fundraising-General	2,138.86	435.51	0.00	0.00	2,574.37
	5050		HAL	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	858.45	15.00	0.00	0.00	873.45
	5070		Library	228.53	25.99	0.00	0.00	254.52
	5100		Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
	5110		Other Student Activities	0.00	1,936.96	0.00	0.00	1,936.96
	5120		P.E.	316.46	0.00	0.00	0.00	316.46
	5165		Logo Sales	14.00	0.00	125.60	0.00	-111.60

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E Totals:			4,194.23	2,413.46	125.60	0.00	6,482.09
Q	STUDENT FEE FUND						
7060	6th Grade Field Trips		0.00	0.00	0.00	0.00	0.00
7070	7th Grade Field Trips		0.65	0.00	0.00	0.00	0.65
7080	8th Grade Field Trips		135.66	0.00	0.00	0.00	135.66
7150	Jumpstart		-1,318.72	0.00	0.00	0.00	-1,318.72
7170	Participation Fees - Clubs & Orgs		0.00	13.00	0.00	-13.00	0.00
7900	Field Trips-Other		0.00	0.00	0.00	0.00	0.00
7901	Student Transportation		0.00	360.00	0.00	0.00	360.00
Q Totals:			-1,182.41	373.00	0.00	-13.00	-822.41
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
RMS Totals:			109,084.32	7,474.68	1,439.27	1,995.00	117,114.73

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Horizon	Millard Horizon High School						
A	ACTIVITY GENERAL						
1010	General Admin	-3,938.64	21.17	205.29	0.00	-4,122.76	
1030	Staff Vending	5,575.79	2,000.00	0.00	0.00	7,575.79	
	A Totals:	1,637.15	2,021.17	205.29	0.00	3,453.03	
D	CLUBS AND ORGANIZATIONS						
4650	Skills USA	374.95	0.00	0.00	0.00	374.95	
4710	Student Council	159.14	0.00	0.00	0.00	159.14	
4790	DLM Academy	5,037.02	2,950.00	5,040.30	0.00	2,946.72	
	D Totals:	5,571.11	2,950.00	5,040.30	0.00	3,480.81	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	699.68	7.01	175.21	0.00	531.48	
	E Totals:	699.68	7.01	175.21	0.00	531.48	
	Horizon Totals:	7,907.94	4,978.18	5,420.80	0.00	7,465.32	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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		10,027.64	85.00	753.21	0.00	9,359.43
	1025	Savings		-300,426.03	0.00	0.00	0.00	-300,426.03
	1030	Staff Vending		-207.01	0.00	703.07	0.00	-910.08
	1035	Student Vending		0.00	47,500.00	0.00	0.00	47,500.00
	1040	Donations		0.00	0.00	0.00	0.00	0.00
	1050	Projects/Support		24,082.08	1,000.00	0.00	-1,000.00	24,082.08
	1070	Start Up Cash		-1,900.00	1,800.00	2,500.00	0.00	-2,800.00
	1090	Other Revenue		2,282.38	0.00	0.00	0.00	2,282.38
	1110	Extracurr Transportation		-19,650.13	0.00	6,308.83	0.00	-25,958.96
	A	Totals:		-285,791.07	50,185.00	10,265.11	-1,000.00	-246,871.18
B	Athletics-Girls							
	2001	Awards - Girls		0.00	0.00	0.00	0.00	0.00
	2002	Camps - Girls		0.00	0.00	0.00	0.00	0.00
	2003	Entry Fees - Girls		2,525.00	250.00	0.00	0.00	2,775.00
	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
	2009	Scouting - Girls		0.00	0.00	0.00	0.00	0.00
	2010	Security - Girls		0.00	0.00	0.00	0.00	0.00
	2011	Transportation - Girls		1,050.00	0.00	0.00	0.00	1,050.00
	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		1,458.46	0.00	0.00	0.00	1,458.46
	2053	Entry Fees - Girls Basketball		-225.00	0.00	0.00	0.00	-225.00
	2054	Equipment - Girls Basketball		-1,165.80	0.00	0.00	0.00	-1,165.80
	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		-1,270.00	0.00	1,030.00	0.00	-2,300.00
	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		-240.00	0.00	240.00	0.00	-480.00
	2061	Transportation - Girls Basketball		-563.41	0.00	1,847.13	0.00	-2,210.54
	2062	Uniforms/Apparel - Girls Basketball		-3,693.00	0.00	0.00	0.00	-3,693.00
	2063	Misc. Expenditures - Girls Basketball		0.00	0.00	0.00	0.00	0.00
	2101	Awards - Girls Cross Country		-33.05	0.00	0.00	0.00	-33.05
	2102	Camps - Girls Cross Country		1,390.95	0.00	0.00	0.00	1,390.95
	2103	Entry Fees - Girls Cross Country		-484.00	0.00	0.00	0.00	-484.00
	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		0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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			-2,402.78	0.00	0.00	0.00	-2,402.78
2112	Uniforms/Apparel - Girls Cross Country			0.00	0.00	0.00	0.00	0.00
2113	Misc. Expenditures - Girls Cross Country			-8.03	0.00	0.00	0.00	-8.03
2151	Awards - Girls Golf			0.00	0.00	0.00	0.00	0.00
2152	Camps - Girls Golf			1,149.81	0.00	0.00	0.00	1,149.81
2153	Entry Fees - Girls Golf			-725.00	0.00	0.00	0.00	-725.00
2154	Equipment - Girls Golf			0.00	0.00	0.00	0.00	0.00
2155	Lodging - Girls Golf			-539.70	0.00	0.00	0.00	-539.70
2156	Meals - Girls Golf			-276.00	0.00	0.00	0.00	-276.00
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			-231.00	0.00	0.00	0.00	-231.00
2201	Awards - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2202	Camps - Girls Soccer			299.79	0.00	0.00	0.00	299.79
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
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	309.00	0.00	-309.00
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
2213	Misc. Expenditures - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2251	Awards - Girls Swimming			-240.75	0.00	0.00	0.00	-240.75
2252	Camps - Girls Swimming			586.05	2,070.00	2,088.00	0.00	568.05
2253	Entry Fees - Girls Swimming			-37.50	0.00	205.00	0.00	-242.50
2254	Equipment - Girls Swimming			-370.52	0.00	0.00	0.00	-370.52
2255	Lodging - Girls Swimming			0.00	0.00	0.00	0.00	0.00
2256	Meals - Girls Swimming			0.00	0.00	226.50	0.00	-226.50
2257	Officials - Girls Swimming			-220.00	0.00	465.00	0.00	-685.00
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			0.00	0.00	195.24	0.00	-195.24
2262	Uniforms/Apparel - Girls Swimming			0.00	0.00	0.00	0.00	0.00
2263	Misc. Expenditures - Girls Swimming			0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2301	Awards - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2302	Camps - Girls Tennis			796.02	0.00	0.00	0.00	796.02
2303	Entry Fees - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2305	Lodging - Girls Tennis			-107.50	0.00	0.00	0.00	-107.50
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			0.00	0.00	0.00	0.00	0.00
2352	Camps - Girls Track			901.51	0.00	0.00	0.00	901.51
2353	Entry Fees - Girls Track			0.00	0.00	0.00	0.00	0.00
2354	Equipment - Girls Track			0.00	0.00	272.50	0.00	-272.50
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			-511.00	0.00	166.32	0.00	-677.32
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			-267.51	0.00	0.00	0.00	-267.51
2401	Awards - Girls Volleyball			-176.50	0.00	0.00	0.00	-176.50
2402	Camps - Girls Volleyball			2,944.32	0.00	0.00	0.00	2,944.32
2403	Entry Fees - Girls Volleyball			-835.00	0.00	100.00	0.00	-935.00
2404	Equipment - Girls Volleyball			-1,710.00	0.00	0.00	0.00	-1,710.00
2405	Lodging - Girls Volleyball			0.00	0.00	0.00	0.00	0.00
2406	Meals - Girls Volleyball			-268.76	0.00	0.00	0.00	-268.76
2407	Officials - Girls Volleyball			-5,215.00	0.00	0.00	0.00	-5,215.00
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			-3,057.79	0.00	0.00	0.00	-3,057.79
2412	Uniforms/Apparel - Girls Volleyball			0.00	0.00	0.00	0.00	0.00
2413	Misc. Expenditures - Girls Volleyball			-89.54	0.00	0.00	0.00	-89.54
2451	Awards - Girls Softball			-178.60	0.00	0.00	0.00	-178.60
2452	Camps - Girls Softball			1,493.20	0.00	0.00	0.00	1,493.20
2453	Entry Fees - Girls Softball			-375.00	0.00	0.00	0.00	-375.00
2454	Equipment - Girls Softball			-1,387.21	0.00	0.00	0.00	-1,387.21
2455	Lodging - Girls Softball			-1,599.20	0.00	0.00	0.00	-1,599.20
2456	Meals - Girls Softball			-468.00	0.00	0.00	0.00	-468.00
2457	Officials - Girls Softball			-2,168.00	0.00	0.00	0.00	-2,168.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
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	-1,291.62	0.00	0.00	0.00	-1,291.62	
2462	Uniforms/Apparel - Girls Softball	-2,285.00	0.00	0.00	0.00	-2,285.00	
2463	Misc. Expenditures - Girls Softball	0.00	0.00	0.00	0.00	0.00	
B Totals:		-20,121.66	2,320.00	6,944.69	0.00	-24,746.35	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	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
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			0.00	0.00	0.00	0.00	0.00
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			2,814.10	520.00	2,551.60	0.00	782.50
3053	Entry Fees - Boys Basketball			-100.00	0.00	0.00	0.00	-100.00
3054	Equipment - Boys Basketball			0.00	0.00	0.00	0.00	0.00
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			-1,250.00	0.00	2,050.00	0.00	-3,300.00
3058	Prof. Development - Boys Basketball			-215.00	0.00	462.70	0.00	-677.70
3059	Scouting - Boys Basketball			0.00	0.00	22.00	0.00	-22.00
3060	Security - Boys Basketball			-80.00	0.00	240.00	0.00	-320.00
3061	Transportation - Boys Basketball			-989.29	0.00	2,324.83	0.00	-3,314.12
3062	Uniforms/Apparel - Boys Basketball			-3,908.36	0.00	0.00	0.00	-3,908.36
3063	Misc. Expenditures - Boys Basketball			0.00	0.00	0.00	0.00	0.00
3101	Awards - Boys Cross Country			-33.05	0.00	0.00	0.00	-33.05
3102	Camps - Boys Cross Country			1,050.28	0.00	0.00	0.00	1,050.28
3103	Entry Fees - Boys Cross Country			-484.00	0.00	0.00	0.00	-484.00
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			0.00	0.00	0.00	0.00	0.00
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			-2,380.89	0.00	0.00	0.00	-2,380.89
3112	Uniforms/Apparel - Boys Cross Country			0.00	0.00	0.00	0.00	0.00
3113	Misc. Expenditures - Boys Cross Country			-8.02	0.00	0.00	0.00	-8.02
3151	Awards - Boys Golf			0.00	0.00	0.00	0.00	0.00
3152	Camps - Boys Golf			2,894.40	0.00	0.00	0.00	2,894.40
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

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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	471.90	0.00	62.86	0.00	409.04
3203			Entry Fees - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3204			Equipment - Boys Soccer	0.00	0.00	0.00	0.00	0.00
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
3213			Misc. Expenditures - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3251			Awards - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3252			Camps - Boys Swimming	652.06	0.00	102.59	0.00	549.47
3253			Entry Fees - Boys Swimming	-37.50	0.00	205.00	0.00	-242.50
3254			Equipment - Boys Swimming	-370.52	0.00	0.00	0.00	-370.52
3255			Lodging - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3256			Meals - Boys Swimming	0.00	0.00	154.25	0.00	-154.25
3257			Officials - Boys Swimming	-110.00	0.00	165.00	0.00	-275.00
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	0.00	0.00	195.24	0.00	-195.24
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	-106.40	0.00	0.00	0.00	-106.40
3302			Camps - Boys Tennis	476.25	0.00	0.00	0.00	476.25
3303			Entry Fees - Boys Tennis	-180.00	0.00	0.00	0.00	-180.00
3304			Equipment - Boys Tennis	-968.40	0.00	0.00	0.00	-968.40
3305			Lodging - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3306			Meals - Boys Tennis	-67.81	0.00	0.00	0.00	-67.81
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
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

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3352	Camps - Boys Track			395.93	0.00	0.00	0.00	395.93
3353	Entry Fees - Boys Track			0.00	0.00	0.00	0.00	0.00
3354	Equipment - Boys Track			0.00	0.00	272.50	0.00	-272.50
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			-390.40	0.00	166.32	0.00	-556.72
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			0.00	0.00	0.00	0.00	0.00
3363	Misc. Expenditures - Boys Track			-267.50	0.00	0.00	0.00	-267.50
3451	Awards - Boys Baseball			0.00	0.00	0.00	0.00	0.00
3452	Camps - Boys Baseball			1,462.21	0.00	0.00	0.00	1,462.21
3453	Entry Fees - Boys Baseball			0.00	0.00	0.00	0.00	0.00
3454	Equipment - Boys Baseball			-2,469.00	0.00	0.00	0.00	-2,469.00
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	0.00	0.00	0.00
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			1,731.77	0.00	169.00	-50.00	1,512.77
3503	Entry Fees - Boys Football			0.00	0.00	0.00	0.00	0.00
3504	Equipment - Boys Football			-2,040.95	0.00	0.00	0.00	-2,040.95
3505	Lodging - Boys Football			0.00	0.00	0.00	0.00	0.00
3506	Meals - Boys Football			-342.00	0.00	0.00	0.00	-342.00
3507	Officials - Boys Football			-5,786.00	0.00	0.00	0.00	-5,786.00
3508	Prof. Development - Boys Football			0.00	0.00	65.00	0.00	-65.00
3509	Scouting - Boys Football			-49.00	0.00	0.00	0.00	-49.00
3510	Security - Boys Football			-2,920.00	0.00	0.00	0.00	-2,920.00
3511	Transportation - Boys Football			-5,628.86	0.00	0.00	0.00	-5,628.86
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			3,180.63	0.00	977.57	706.24	2,909.30
3553	Entry Fees - Boys Wrestling			-625.00	0.00	1,180.00	0.00	-1,805.00
3554	Equipment - Boys Wrestling			-970.43	0.00	0.00	-706.24	-1,676.67
3555	Lodging - Boys Wrestling			0.00	0.00	475.14	0.00	-475.14
3556	Meals - Boys Wrestling			0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 01/01/2015 to 01/31/2015.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
3557	Officials - Boys Wrestling	-180.00	0.00	135.00	0.00	-315.00	
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	-1,686.59	0.00	1,933.72	0.00	-3,620.31	
3562	Uniforms/Apparel - Boys Wrestling	0.00	0.00	0.00	0.00	0.00	
3563	Misc. Expenditures - Boys Wrestling	0.00	0.00	0.00	0.00	0.00	
C Totals:		-19,515.44	520.00	13,910.32	-50.00	-32,955.76	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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			179.76	0.00	0.00	0.00	179.76
4030	Amnesty International			337.48	0.00	200.50	0.00	136.98
4040	Art			680.94	140.50	175.00	0.00	646.44
4050	Astronomy Club			99.65	0.00	0.00	0.00	99.65
4060	Band			8,702.18	400.00	413.01	0.00	8,689.17
4063	Drums			94.85	0.00	0.00	0.00	94.85
4109	Cheer Uniforms			-42.00	0.00	0.00	0.00	-42.00
4110	Cheerleading			5,453.44	0.00	1,225.15	0.00	4,228.29
4115	Uniforms-Cheer/Dance			67.18	0.00	0.00	0.00	67.18
4120	Chemistry Club			68.50	0.00	0.00	0.00	68.50
4130	Chess Club			585.08	0.00	0.00	0.00	585.08
4140	Choir			200.21	0.00	0.00	0.00	200.21
4190	Dance			2,231.80	53.00	119.00	0.00	2,165.80
4200	Debate Team			5,363.87	950.00	1,680.26	0.00	4,633.61
4210	DECA			-2,434.97	1,422.00	1,181.32	0.00	-2,194.29
4220	Drama Club			-1,072.17	275.00	1,115.67	0.00	-1,912.84
4230	Environmental Club			2,570.54	462.20	0.00	0.00	3,032.74
4250	FCCLA			4,618.84	0.00	697.45	0.00	3,921.39
4260	FCS Club			5,597.04	0.00	88.13	0.00	5,508.91
4280	Flag Group			-2,363.66	50.00	0.00	0.00	-2,313.66
4290	Forensics			11,599.32	4,780.00	2,276.63	860.00	14,962.69
4310	French Club			365.96	0.00	0.00	0.00	365.96
4330	Garden Club			0.00	0.00	0.00	0.00	0.00
4340	German Club			-3.14	0.00	0.00	0.00	-3.14
4355	Habitat for Humanity			18.66	0.00	0.00	0.00	18.66
4360	History Club			2,870.96	0.00	0.00	0.00	2,870.96
4365	HOSA			393.00	210.00	0.00	0.00	603.00
4370	Industrial Arts			3,109.50	619.65	24.54	0.00	3,704.61
4390	Intramurals			104.65	0.00	0.00	0.00	104.65
4400	Japanese Club			0.00	0.00	0.00	0.00	0.00
4410	Junior Class			27,668.48	0.00	200.00	0.00	27,468.48
4430	Latin Club			482.82	0.00	0.00	0.00	482.82
4460	Literary Magazine			349.10	0.00	0.00	0.00	349.10
4480	Mascot Team			127.96	0.00	0.00	0.00	127.96
4490	M-Club			242.65	0.00	0.00	0.00	242.65
4500	Music			-219.00	0.00	0.00	0.00	-219.00
4510	National Honor Society			2,526.83	325.00	341.85	0.00	2,509.98
4520	Newspaper			431.05	450.00	0.00	0.00	881.05
4530	Orchestra			5,573.81	165.50	1,085.83	0.00	4,653.48
4540	Other Clubs			1,922.81	0.00	267.75	0.00	1,655.06
4570	Play Production			0.00	0.00	0.00	0.00	0.00
4630	Science Club			25.00	0.00	0.00	0.00	25.00
4640	Senior Class			498.82	0.00	0.00	0.00	498.82
4645	Show Choir			25,863.62	5,339.01	33,085.77	0.00	-1,883.14

Current Cash Balance

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From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		4650	Skills USA	3,626.10	100.00	0.00	0.00	3,726.10
		4660	Spanish Club	1,372.04	808.00	96.56	0.00	2,083.48
		4680	Speech Club	0.00	0.00	0.00	0.00	0.00
		4690	Spirit Shop	6,718.86	2,003.92	448.08	50.00	8,324.70
		4710	Student Council	33,066.72	0.00	183.91	1,000.00	33,882.81
		4730	VIA	1,415.79	0.00	0.00	0.00	1,415.79
		4770	Yearbook	24,426.77	240.00	0.00	0.00	24,666.77
	D	Totals:		185,517.70	18,793.78	44,906.41	1,910.00	161,315.07
E	ADMINISTRATIVE CUSTODIAL							
		5010	After Prom	1,166.83	0.00	0.00	0.00	1,166.83
		5020	Fines	3,094.25	22.00	0.00	0.00	3,116.25
		5025	Fines - Library Book	0.00	0.00	0.00	0.00	0.00
		5060	Hospitality	3,877.87	0.00	274.82	0.00	3,603.05
		5070	Library	333.83	0.00	11.91	0.00	321.92
		5100	Other Adm Custodial	-3,852.00	0.00	103.98	0.00	-3,955.98
		5120	P.E.	5,701.47	438.00	980.97	0.00	5,158.50
		5130	Parking	32,277.61	1,160.00	6,263.31	0.00	27,174.30
		5140	PayBac	240.00	0.00	0.00	0.00	240.00
		5150	Pool Maintenance	1,381.60	90.00	116.97	0.00	1,354.63
		5160	PSAT Exam	0.00	0.00	0.00	0.00	0.00
		5175	Student Scholarships	226.31	0.00	0.00	0.00	226.31
		5180	Teacher Fund/Grants	5,360.24	0.00	0.00	0.00	5,360.24
		5190	Transcripts	1,244.72	0.00	26.61	0.00	1,218.11
	E	Totals:		51,052.73	1,710.00	7,778.57	0.00	44,984.16
Q	STUDENT FEE FUND							
		7160	Participation Fees - Athletics	66,027.00	60.00	0.00	0.00	66,087.00
		7170	Participation Fees - Clubs & Orgs	0.00	0.00	0.00	0.00	0.00
		7190	Field Trips	-506.34	0.00	334.50	0.00	-840.84
	Q	Totals:		65,520.66	60.00	334.50	0.00	65,246.16
R	AP/IB EXAMS							
		8010	AP Exams	25,280.72	0.00	0.00	0.00	25,280.72
		8020	IB Exams	696.07	0.00	0.00	0.00	696.07
	R	Totals:		25,976.79	0.00	0.00	0.00	25,976.79

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
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Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S	ATHLETIC							
		9010	Gate Receipts	68,683.72	9,681.00	0.00	0.00	78,364.72
		9020	Cash Reserve	145,000.00	0.00	0.00	0.00	145,000.00
		9030	Concessions	25,003.53	5,737.40	3,485.63	-860.00	26,395.30
		9040	Tickets	18,940.00	0.00	0.00	0.00	18,940.00
		9050	Athletic-General	-4,181.79	2,184.00	1,262.00	0.00	-3,259.79
		9060	Athletic Director	-245.00	0.00	0.00	0.00	-245.00
		9070	Miscellaneous Receipts	28,488.21	0.00	0.00	0.00	28,488.21
		9080	Fundraising-Athletic	10,073.78	0.00	0.00	0.00	10,073.78
		9090	Strength & Conditioning	2,048.20	0.00	0.00	0.00	2,048.20
		9100	Athletic Training	-807.06	0.00	0.00	0.00	-807.06
		9110	Activities	-5,685.00	0.00	220.00	0.00	-5,905.00
		9120	Booster Contributions-Girls	1,597.17	0.00	0.00	0.00	1,597.17
		9130	Booster Contributions-Boys	2,671.65	0.00	0.00	0.00	2,671.65
	S	Totals:		291,587.41	17,602.40	4,967.63	-860.00	303,362.18
	NHS	Totals:		294,227.12	91,191.18	89,107.23	0.00	296,311.07

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
SHS	Millard South High School							
A	ACTIVITY GENERAL							
	1010	General Admin		-6,406.41	0.00	0.00	0.00	-6,406.41
	1025	Savings		0.00	0.00	0.00	0.00	0.00
	1030	Staff Vending		2,257.74	0.00	9.50	0.00	2,248.24
	1035	Student Vending		0.00	47,500.00	0.00	0.00	47,500.00
	1040	Donations		1,526.70	0.00	0.00	0.00	1,526.70
	1050	Projects/Support		-5,688.88	0.00	19.50	0.00	-5,708.38
	1060	Public Relations		-598.20	0.00	15.63	0.00	-613.83
	1070	Start Up Cash		-4,350.00	0.00	0.00	0.00	-4,350.00
	1090	Other Revenue		3,942.50	500.00	0.00	-500.00	3,942.50
	1100	Damage & Loss Property		0.00	0.00	0.00	0.00	0.00
	1110	Extracurr Transportation		-12,579.06	182.04	911.11	0.00	-13,308.13
	1120	Equipment Replacement/Repair		0.00	0.00	0.00	0.00	0.00
	1130	Building Maintenance		-275.00	0.00	55.00	0.00	-330.00
	1140	Student Recognition Incentive		-441.95	0.00	0.00	0.00	-441.95
	1150	Capital Outlay		1,368.65	0.00	0.00	0.00	1,368.65
	1160	Personnel Support		-4,436.94	0.00	0.00	0.00	-4,436.94
	1170	Wellness		1,012.74	0.00	124.82	0.00	887.92
	A	Totals:		-24,668.11	48,182.04	1,135.56	-500.00	21,878.37
B	Athletics-Girls							
	2051	Awards - Girls Basketball		-36.65	0.00	0.00	0.00	-36.65
	2052	Camps - Girls Basketball		-47.04	0.00	0.00	0.00	-47.04
	2053	Entry Fees - Girls Basketball		0.00	0.00	225.00	0.00	-225.00
	2054	Equipment - Girls Basketball		-1,164.01	0.00	0.00	0.00	-1,164.01
	2055	Lodging - Girls Basketball		0.00	0.00	0.00	0.00	0.00
	2056	Meals - Girls Basketball		-160.00	0.00	0.00	0.00	-160.00
	2057	Officials - Girls Basketball		-610.00	0.00	1,752.27	0.00	-2,362.27
	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		-80.00	0.00	400.00	0.00	-480.00
	2061	Transportation - Girls Basketball		-1,405.11	0.00	2,464.86	0.00	-3,869.97
	2062	Uniforms/Apparel - Girls Basketball		-2,369.38	0.00	0.00	0.00	-2,369.38
	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		-0.01	0.00	0.00	0.00	-0.01
	2103	Entry Fees - Girls Cross Country		357.50	0.00	0.00	0.00	357.50
	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		-81.62	0.00	0.00	0.00	-81.62
	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

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID,
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Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2111	Transportation - Girls Cross Country			-1,760.58	0.00	0.00	0.00	-1,760.58
2112	Uniforms/Apparel - Girls Cross Country			0.00	0.00	0.00	0.00	0.00
2113	Misc. Expenditures - Girls Cross Country			-834.16	0.00	0.00	0.00	-834.16
2151	Awards - Girls Golf			-84.85	0.00	0.00	0.00	-84.85
2152	Camps - Girls Golf			0.00	0.00	0.00	0.00	0.00
2153	Entry Fees - Girls Golf			-282.00	0.00	0.00	0.00	-282.00
2154	Equipment - Girls Golf			-785.25	0.00	725.00	0.00	-1,510.25
2155	Lodging - Girls Golf			-249.00	0.00	0.00	0.00	-249.00
2156	Meals - Girls Golf			-37.07	0.00	0.00	0.00	-37.07
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			-174.37	0.00	0.00	0.00	-174.37
2162	Uniforms/Apparel - Girls Golf			0.00	0.00	0.00	0.00	0.00
2163	Misc. Expenditures - Girls Golf			-1,279.88	0.00	0.00	0.00	-1,279.88
2201	Awards - Girls Soccer			0.00	0.00	52.03	0.00	-52.03
2202	Camps - Girls Soccer			480.45	0.00	0.00	0.00	480.45
2203	Entry Fees - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2204	Equipment - Girls Soccer			-2,022.36	0.00	1,018.33	0.00	-3,040.69
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	429.50	0.00	-429.50
2213	Misc. Expenditures - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2251	Awards - Girls Swimming			-251.10	0.00	0.00	0.00	-251.10
2252	Camps - Girls Swimming			0.00	0.00	0.00	0.00	0.00
2253	Entry Fees - Girls Swimming			-100.00	0.00	140.00	0.00	-240.00
2254	Equipment - Girls Swimming			-2,440.99	0.00	0.00	0.00	-2,440.99
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			-55.00	0.00	110.00	0.00	-165.00
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			-289.24	0.00	505.26	0.00	-794.50
2262	Uniforms/Apparel - Girls Swimming			-1,157.04	0.00	0.00	48.00	-1,109.04
2263	Misc. Expenditures - Girls Swimming			0.00	0.00	0.00	0.00	0.00
2301	Awards - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2302	Camps - Girls Tennis			141.00	0.00	0.00	0.00	141.00
2303	Entry Fees - Girls Tennis			0.00	0.00	0.00	0.00	0.00

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Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2304			Equipment - Girls Tennis	-99.99	0.00	0.00	0.00	-99.99
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	-254.15	0.00	0.00	0.00	-254.15
2313			Misc. Expenditures - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2351			Awards - Girls Track	0.00	0.00	443.80	0.00	-443.80
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	-2,465.89	0.00	0.00	0.00	-2,465.89
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	-128.53	0.00	0.00	0.00	-128.53
2402			Camps - Girls Volleyball	508.36	0.00	0.00	0.00	508.36
2403			Entry Fees - Girls Volleyball	-180.00	75.00	0.00	0.00	-105.00
2404			Equipment - Girls Volleyball	-67.07	0.00	0.00	0.00	-67.07
2405			Lodging - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2406			Meals - Girls Volleyball	-160.00	0.00	0.00	0.00	-160.00
2407			Officials - Girls Volleyball	-2,828.30	0.00	0.00	0.00	-2,828.30
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	-2,854.40	0.00	0.00	0.00	-2,854.40
2412			Uniforms/Apparel - Girls Volleyball	-1,043.31	0.00	0.00	0.00	-1,043.31
2413			Misc. Expenditures - Girls Volleyball	-745.00	0.00	0.00	0.00	-745.00
2451			Awards - Girls Softball	-51.87	0.00	0.00	0.00	-51.87
2452			Camps - Girls Softball	2,201.90	140.00	0.00	0.00	2,341.90
2453			Entry Fees - Girls Softball	415.00	0.00	0.00	0.00	415.00
2454			Equipment - Girls Softball	-180.80	0.00	0.00	0.00	-180.80
2455			Lodging - Girls Softball	-2,728.95	0.00	0.00	0.00	-2,728.95
2456			Meals - Girls Softball	-871.98	0.00	0.00	0.00	-871.98
2457			Officials - Girls Softball	-3,072.00	0.00	0.00	0.00	-3,072.00
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

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Site ID Group ID	Site Name Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
2460	Security - Girls Softball	0.00	0.00	0.00	0.00	0.00	
2461	Transportation - Girls Softball	-4,116.60	0.00	0.00	0.00	-4,116.60	
2462	Uniforms/Apparel - Girls Softball	0.00	0.00	0.00	0.00	0.00	
2463	Misc. Expenditures - Girls Softball	-3,970.07	0.00	0.00	0.00	-3,970.07	
B Totals:		-39,471.41	215.00	8,266.05	48.00	-47,474.46	

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Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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
3051	Awards - Boys Basketball			0.00	0.00	0.00	0.00	0.00
3052	Camps - Boys Basketball			2,961.92	220.00	2,289.69	0.00	892.23
3053	Entry Fees - Boys Basketball			0.00	0.00	100.00	0.00	-100.00
3054	Equipment - Boys Basketball			-1,104.05	0.00	0.00	0.00	-1,104.05
3055	Lodging - Boys Basketball			0.00	0.00	0.00	0.00	0.00
3056	Meals - Boys Basketball			-202.77	0.00	0.00	0.00	-202.77
3057	Officials - Boys Basketball			-1,000.00	0.00	2,914.54	0.00	-3,914.54
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			-80.00	0.00	400.00	0.00	-480.00
3061	Transportation - Boys Basketball			-1,252.98	0.00	2,712.99	0.00	-3,965.97
3062	Uniforms/Apparel - Boys Basketball			-2,280.00	0.00	0.00	0.00	-2,280.00
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			0.01	0.00	0.00	0.00	0.01
3103	Entry Fees - Boys Cross Country			357.50	0.00	0.00	0.00	357.50
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			-81.62	0.00	0.00	0.00	-81.62
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			-1,760.58	0.00	0.00	0.00	-1,760.58
3112	Uniforms/Apparel - Boys Cross Country			0.00	0.00	0.00	0.00	0.00
3113	Misc. Expenditures - Boys Cross Country			-834.15	0.00	0.00	0.00	-834.15
3151	Awards - Boys Golf			0.00	0.00	0.00	0.00	0.00
3152	Camps - Boys Golf			0.00	0.00	0.00	0.00	0.00
3153	Entry Fees - Boys Golf			0.00	0.00	0.00	0.00	0.00
3154	Equipment - Boys Golf			-50.00	0.00	0.00	0.00	-50.00
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			-1,746.87	0.00	0.00	0.00	-1,746.87
3163	Misc. Expenditures - Boys Golf			0.00	0.00	500.00	0.00	-500.00
3201	Awards - Boys Soccer			0.00	0.00	52.02	0.00	-52.02
3202	Camps - Boys Soccer			43.87	0.00	0.00	0.00	43.87
3203	Entry Fees - Boys Soccer			0.00	0.00	0.00	0.00	0.00
3204	Equipment - Boys Soccer			-1,814.65	0.00	31.69	0.00	-1,846.34

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015

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	411.99	0.00	-411.99
3213			Misc. Expenditures - Boys Soccer	301.42	0.00	0.00	0.00	301.42
3251			Awards - Boys Swimming	-251.10	0.00	0.00	0.00	-251.10
3252			Camps - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3253			Entry Fees - Boys Swimming	-100.00	0.00	140.00	0.00	-240.00
3254			Equipment - Boys Swimming	-2,441.00	0.00	0.00	0.00	-2,441.00
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	-55.00	0.00	110.00	0.00	-165.00
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	0.00	0.00	155.28	0.00	-155.28
3262			Uniforms/Apparels - Boys Swimming	-962.18	0.00	0.00	23.00	-939.18
3263			Misc. Expenditures - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3301			Awards - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3302			Camps - Boys Tennis	556.45	0.00	0.00	0.00	556.45
3303			Entry Fees - Boys Tennis	-275.00	0.00	0.00	0.00	-275.00
3304			Equipment - Boys Tennis	-99.99	0.00	0.00	0.00	-99.99
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	-88.81	0.00	0.00	0.00	-88.81
3312			Uniforms/Apparel - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3313			Misc. Expenditures - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3351			Awards - Boys Track	0.00	0.00	350.70	0.00	-350.70
3352			Camps - Boys Track	3,049.71	0.00	70.00	0.00	2,979.71
3353			Entry Fees - Boys Track	0.00	0.00	0.00	0.00	0.00
3354			Equipment - Boys Track	-2,465.86	0.00	0.00	0.00	-2,465.86
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

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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
3451			Awards - Boys Baseball	0.00	0.00	97.50	0.00	-97.50
3452			Camps - Boys Baseball	4,167.27	0.00	0.00	0.00	4,167.27
3453			Entry Fees - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3454			Equipment - Boys Baseball	-3,223.60	0.00	71.08	0.00	-3,294.68
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	0.00	0.00	0.00
3463			Misc. Expenditures - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3501			Awards - Boys Football	0.00	0.00	273.30	0.00	-273.30
3502			Camps - Boys Football	-1,649.25	0.00	0.00	0.00	-1,649.25
3503			Entry Fees - Boys Football	0.00	0.00	0.00	0.00	0.00
3504			Equipment - Boys Football	-1,586.10	0.00	0.00	0.00	-1,586.10
3505			Lodging - Boys Football	0.00	0.00	0.00	0.00	0.00
3506			Meals - Boys Football	-655.20	0.00	0.00	0.00	-655.20
3507			Officials - Boys Football	-3,854.92	0.00	0.00	0.00	-3,854.92
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	-5,405.78	0.00	0.00	0.00	-5,405.78
3512			Uniforms/Apparel - Boys Football	0.00	0.00	0.00	0.00	0.00
3515			Misc. Expenditures - Boys Football	-405.37	0.00	0.00	0.00	-405.37
3551			Awards - Boys Wrestling	-174.10	0.00	0.00	0.00	-174.10
3552			Camps - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3553			Entry Fees - Boys Wrestling	-240.00	0.00	1,520.00	0.00	-1,760.00
3554			Equipment - Boys Wrestling	-5,490.31	0.00	0.00	0.00	-5,490.31
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	-555.34	0.00	0.00	0.00	-555.34
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	-1,311.87	0.00	3,651.75	0.00	-4,963.62
3562			Uniforms/Apparel - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3563			Misc. Expenditures - Boys Wrestling	-112.65	0.00	0.00	0.00	-112.65
C Totals:				-33,772.95	220.00	15,852.53	23.00	-49,382.48

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015

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			1,747.72	0.00	486.43	250.00	1,511.29
4020	Academic Awards			0.00	0.00	0.00	0.00	0.00
4030	Amnesty International			0.00	0.00	0.00	0.00	0.00
4040	Art			141.76	0.00	0.00	0.00	141.76
4050	Astronomy Club			1,079.29	0.00	2,838.80	0.00	-1,759.51
4055	Athletic Trainers Club			1,083.00	0.00	1,081.47	0.00	1.53
4060	Band			23,410.11	400.00	27,790.15	0.00	-3,980.04
4061	Band Uniforms			0.00	0.00	0.00	0.00	0.00
4062	Band Trip			0.00	0.00	0.00	0.00	0.00
4080	Book Club			0.00	0.00	0.00	0.00	0.00
4100	Builders Club			0.00	0.00	0.00	0.00	0.00
4109	Cheer Uniforms			0.00	0.00	0.00	0.00	0.00
4110	Cheerleading			-7,399.17	1,583.90	120.00	117.00	-5,818.27
4115	Uniforms-Cheer/Dance			0.00	0.00	0.00	0.00	0.00
4130	Chess Club			39.10	0.00	0.00	0.00	39.10
4140	Choir			4,025.66	628.00	498.00	0.00	4,155.66
4141	Choir Trip			0.00	0.00	0.00	0.00	0.00
4160	Construction			-996.90	31.00	0.00	0.00	-965.90
4180	Culinary Competition			0.00	0.00	0.00	0.00	0.00
4190	Dance			-354.41	436.00	497.50	1,281.45	865.54
4191	Dance Uniforms			0.00	0.00	0.00	0.00	0.00
4200	Debate Team			1,389.01	0.00	0.00	0.00	1,389.01
4210	DECA			16,397.75	553.63	11,480.03	697.00	6,168.35
4215	Diversity Club			0.00	0.00	0.00	0.00	0.00
4220	Drama Club			0.00	0.00	0.00	0.00	0.00
4225	Engineering			0.00	0.00	0.00	0.00	0.00
4230	Environmental Club			3,713.06	0.00	0.00	0.00	3,713.06
4240	Fashion Merchandising			5.08	0.00	0.00	0.00	5.08
4250	FCCLA			144.50	0.00	0.00	0.00	144.50
4260	FCS Club			16.50	0.00	0.00	0.00	16.50
4290	Forensics			6,734.64	0.00	1,558.11	0.00	5,176.53
4300	Foundation/PEMS			185.27	0.00	0.00	0.00	185.27
4310	French Club			231.48	0.00	0.00	0.00	231.48
4320	Future Educators			0.00	0.00	0.00	0.00	0.00
4330	Garden Club			0.00	0.00	0.00	0.00	0.00
4340	German Club			473.47	0.00	0.00	0.00	473.47
4350	Graphics			5.00	0.00	0.00	0.00	5.00
4365	HOSA			74.63	0.00	0.00	250.00	324.63
4380	International Club			66.67	0.00	0.00	0.00	66.67
4390	Intramurals			1,403.89	0.00	0.00	0.00	1,403.89
4410	Junior Class			2,815.00	0.00	0.00	-153.60	2,661.40
4450	LEO Club			1,038.06	0.00	0.00	0.00	1,038.06
4460	Literary Magazine			340.58	0.00	0.00	0.00	340.58
4470	Manufacturing			1,223.41	0.00	0.00	0.00	1,223.41

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID
From 01/01/2015 to 01/31/2015

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		4501	Music-Auditorium	0.00	0.00	0.00	0.00	0.00
		4502	Music-Donations	0.00	0.00	0.00	0.00	0.00
		4503	Music-Musicals	0.00	0.00	0.00	0.00	0.00
		4510	National Honor Society	2,279.98	0.00	1,564.86	0.00	715.12
		4520	Newspaper	6,202.70	0.00	90.00	0.00	6,112.70
		4530	Orchestra	1,453.37	0.00	400.00	0.00	1,053.37
		4531	Orchestra Trip	0.00	0.00	0.00	0.00	0.00
		4550	Patriot Photo	1,831.52	0.00	0.00	0.00	1,831.52
		4570	Play Production	6,575.61	0.00	3,583.69	0.00	2,991.92
		4600	Robotics & Engineering Club	-99.62	145.50	180.32	0.00	-134.44
		4640	Senior Class	3,336.23	1,680.60	0.00	0.00	5,016.83
		4645	Show Choir	9,271.78	370.00	2,709.30	0.00	6,932.48
		4650	Skills USA	-24.88	0.00	0.00	0.00	-24.88
		4660	Spanish Club	189.79	0.00	0.00	0.00	189.79
		4685	Squashfest	0.00	0.00	0.00	0.00	0.00
		4690	Spirit Shop	40,177.94	1,938.88	6,210.36	755.00	36,661.46
		4695	STARS	0.00	0.00	0.00	0.00	0.00
		4710	Student Council	12,219.27	0.00	4,740.64	1,299.20	8,777.83
		4760	World Language	373.12	357.95	331.58	0.00	399.49
		4770	Yearbook	43,558.20	0.00	0.00	0.00	43,558.20
	D	Totals:		186,378.97	8,125.46	66,161.24	4,496.05	132,839.24
E	ADMINISTRATIVE CUSTODIAL							
		5010	After Prom	0.00	0.00	0.00	0.00	0.00
		5020	Fines	17,606.52	0.00	0.00	0.00	17,606.52
		5025	Fines - Library Book	828.11	28.82	90.00	0.00	766.93
		5030	Counseling Center	1,476.20	0.00	157.50	0.00	1,318.70
		5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
		5060	Hospitality	1,906.00	0.00	219.00	0.00	1,687.00
		5070	Library	273.49	0.00	0.00	0.00	273.49
		5097	New Frontier	233.68	0.00	0.00	0.00	233.68
		5100	Other Adm Custodial	7.64	0.00	0.00	0.00	7.64
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5130	Parking	34,677.13	480.00	32.70	0.00	35,124.43
		5135	Patriot Post	0.00	0.00	0.00	0.00	0.00
		5140	PayBac	1,055.48	0.00	0.00	0.00	1,055.48
		5150	Pool Maintenance	2,933.29	105.00	398.03	0.00	2,640.26
		5160	PSAT Exam	0.04	0.00	0.00	0.00	0.04
		5166	SpEd	122.89	0.00	0.00	0.00	122.89
		5167	Student ID Card Fee	973.35	0.00	0.00	0.00	973.35
		5170	Student Notebooks	50.00	0.00	0.00	0.00	50.00
		5180	Teacher Fund/Grants	1,500.00	0.00	0.00	0.00	1,500.00
		5185	Technology	0.00	0.00	0.00	0.00	0.00
		5190	Transcripts	1,320.00	0.00	0.00	0.00	1,320.00
	E	Totals:		64,963.82	613.82	897.23	0.00	64,680.41

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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	32,435.00	80.00	0.00	0.00	32,515.00
	7170		Participation Fees - Clubs & Orgs	0.00	4,220.65	0.00	-4,220.65	0.00
	7190		Field Trips	329.58	388.88	227.81	0.00	490.65
		Q	Totals:	32,764.58	4,689.53	227.81	-4,220.65	33,005.65
R	AP/IB EXAMS							
	8010		AP Exams	20,135.00	0.00	0.00	0.00	20,135.00
		R	Totals:	20,135.00	0.00	0.00	0.00	20,135.00
S	ATHLETIC							
	9010		Gate Receipts	47,292.88	8,431.75	0.00	0.00	55,724.63
	9020		Cash Reserve	432,644.09	0.00	0.00	0.00	432,644.09
	9030		Concessions	5,875.35	3,516.01	2,116.73	153.60	7,428.23
	9040		Tickets	13,745.00	0.00	0.00	0.00	13,745.00
	9050		Athletic-General	41,778.60	0.00	7,062.73	0.00	34,715.87
	9060		Athletic Director	-205.00	0.00	0.00	0.00	-205.00
	9070		Miscellaneous Receipts	965.11	0.00	0.00	0.00	965.11
	9080		Fundraising-Athletic	40.00	0.00	0.00	0.00	40.00
	9090		Strength & Conditioning	-708.50	0.00	387.25	0.00	-1,095.75
	9100		Athletic Training	-7,021.45	0.00	108.80	0.00	-7,130.25
	9110		Activities	-802.65	0.00	53.95	0.00	-856.60
	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
	9140		Metro Tournament	0.00	0.00	0.00	0.00	0.00
		S	Totals:	533,603.43	11,947.76	9,729.46	153.60	535,975.33
		SHS	Totals:	739,933.33	73,993.61	102,269.88	0.00	711,657.06

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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	-8,800.57	5,904.00	1,174.64	0.00	-2,071.21
		1025	Savings	-404,850.55	0.00	0.00	0.00	-404,850.55
		1030	Staff Vending	-2,876.74	1,346.60	1,494.60	0.00	-3,024.74
		1035	Student Vending	1,949.30	47,500.00	0.00	0.00	49,449.30
		1040	Donations	7,836.02	0.00	0.00	0.00	7,836.02
		1050	Projects/Support	2,523.42	0.00	0.00	0.00	2,523.42
		1070	Start Up Cash	-7,710.06	3,200.00	0.00	0.00	-4,510.06
		1090	Other Revenue	6,076.80	0.00	0.00	0.00	6,076.80
		1100	Damage & Loss Property	78.20	0.00	0.00	0.00	78.20
		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	-113.28	0.00	0.00	0.00	-113.28
		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	0.00	0.00	0.00
		1170	Wellness	-100.00	0.00	0.00	0.00	-100.00
	A	Totals:		-403,987.46	57,950.60	2,669.24	0.00	-348,706.10
B	Athletics-Girls							
		2051	Awards - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2052	Camps - Girls Basketball	15,060.48	0.00	85.00	-180.00	14,795.48
		2053	Entry Fees - Girls Basketball	-100.00	0.00	225.00	0.00	-325.00
		2054	Equipment - Girls Basketball	-37.08	0.00	773.51	0.00	-810.59
		2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		2056	Meals - Girls Basketball	-305.00	0.00	159.50	0.00	-464.50
		2057	Officials - Girls Basketball	-1,185.00	0.00	1,720.00	0.00	-2,905.00
		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	-300.00	0.00	225.00	0.00	-525.00
		2061	Transportation - Girls Basketball	-765.09	0.00	2,038.20	0.00	-2,803.29
		2062	Uniforms/Apparel - Girls Basketball	0.00	0.00	2,024.00	0.00	-2,024.00
		2063	Misc. Expenditures - Girls Basketball	-75.00	0.00	1,775.00	0.00	-1,850.00
		2101	Awards - Girls Cross Country	-171.57	0.00	0.00	0.00	-171.57
		2102	Camps - Girls Cross Country	4,730.09	0.00	136.74	0.00	4,593.35
		2103	Entry Fees - Girls Cross Country	-595.00	0.00	0.00	0.00	-595.00
		2104	Equipment - Girls Cross Country	-129.87	0.00	0.00	0.00	-129.87
		2105	Lodging - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
		2106	Meals - Girls Cross Country	-478.94	0.00	10.00	0.00	-488.94
		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	-75.00	0.00	0.00	0.00	-75.00
		2111	Transportation - Girls Cross Country	-2,222.95	0.00	0.00	0.00	-2,222.95

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2112	Uniforms/Apparel - Girls Cross Country			-116.69	0.00	0.00	0.00	-116.69
2113	Misc. Expenditures - Girls Cross Country			-568.25	0.00	0.00	0.00	-568.25
2151	Awards - Girls Golf			0.00	0.00	0.00	0.00	0.00
2152	Camps - Girls Golf			0.00	0.00	0.00	0.00	0.00
2153	Entry Fees - Girls Golf			-1,005.00	0.00	0.00	0.00	-1,005.00
2154	Equipment - Girls Golf			-192.50	0.00	0.00	0.00	-192.50
2155	Lodging - Girls Golf			-1,472.00	0.00	0.00	0.00	-1,472.00
2156	Meals - Girls Golf			-198.00	0.00	0.00	0.00	-198.00
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			-805.19	0.00	27.50	0.00	-832.69
2162	Uniforms/Apparel - Girls Golf			-2,970.56	0.00	0.00	0.00	-2,970.56
2163	Misc. Expenditures - Girls Golf			-1,600.00	0.00	0.00	0.00	-1,600.00
2201	Awards - Girls Soccer			-921.94	0.00	0.00	0.00	-921.94
2202	Camps - Girls Soccer			5,021.23	206.86	90.00	0.00	5,138.09
2203	Entry Fees - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2204	Equipment - Girls Soccer			0.00	0.00	275.00	0.00	-275.00
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			2,844.00	0.00	0.00	0.00	2,844.00
2213	Misc. Expenditures - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2251	Awards - Girls Swimming			0.00	0.00	0.00	0.00	0.00
2252	Camps - Girls Swimming			4,692.26	2,270.01	799.07	0.00	6,163.20
2253	Entry Fees - Girls Swimming			-100.00	0.00	295.00	0.00	-395.00
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			-129.00	81.70	220.00	0.00	-267.30
2257	Officials - Girls Swimming			-260.00	0.00	307.50	0.00	-567.50
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			0.00	0.00	190.01	0.00	-190.01
2262	Uniforms/Apparel - Girls Swimming			0.00	0.00	0.00	0.00	0.00
2263	Misc. Expenditures - Girls Swimming			0.00	0.00	50.00	0.00	-50.00
2301	Awards - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2302	Camps - Girls Tennis			1,615.96	0.00	0.00	0.00	1,615.96
2303	Entry Fees - Girls Tennis			-275.00	0.00	0.00	0.00	-275.00
2304	Equipment - Girls Tennis			-1,590.46	0.00	0.00	0.00	-1,590.46

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2305			Lodging - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2306			Meals - Girls Tennis	-132.00	0.00	0.00	0.00	-132.00
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	-270.00	0.00	0.00	0.00	-270.00
2351			Awards - Girls Track	0.00	0.00	0.00	0.00	0.00
2352			Camps - Girls Track	236.54	0.00	0.00	0.00	236.54
2353			Entry Fees - Girls Track	0.00	0.00	0.00	0.00	0.00
2354			Equipment - Girls Track	-2,696.23	0.00	0.00	0.00	-2,696.23
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	-466.78	0.00	0.00	0.00	-466.78
2363			Misc. Expenditures - Girls Track	0.00	0.00	0.00	0.00	0.00
2401			Awards - Girls Volleyball	-42.25	0.00	4.50	0.00	-46.75
2402			Camps - Girls Volleyball	10,804.35	0.00	100.00	0.00	10,704.35
2403			Entry Fees - Girls Volleyball	-450.00	0.00	0.00	0.00	-450.00
2404			Equipment - Girls Volleyball	-74.16	4,888.00	7,444.00	0.00	-2,630.16
2405			Lodging - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2406			Meals - Girls Volleyball	-352.50	0.00	0.00	0.00	-352.50
2407			Officials - Girls Volleyball	-2,155.00	0.00	0.00	0.00	-2,155.00
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	-3,779.96	0.00	0.00	0.00	-3,779.96
2412			Uniforms/Apparel - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2413			Misc. Expenditures - Girls Volleyball	-375.00	0.00	0.00	0.00	-375.00
2451			Awards - Girls Softball	-7.50	0.00	0.00	0.00	-7.50
2452			Camps - Girls Softball	10,508.57	0.00	0.00	0.00	10,508.57
2453			Entry Fees - Girls Softball	-335.00	0.00	0.00	0.00	-335.00
2454			Equipment - Girls Softball	-3,265.48	0.00	0.00	0.00	-3,265.48
2455			Lodging - Girls Softball	-1,599.20	0.00	0.00	0.00	-1,599.20
2456			Meals - Girls Softball	-1,555.93	408.66	0.00	0.00	-1,147.27
2457			Officials - Girls Softball	-1,067.00	0.00	0.00	0.00	-1,067.00
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

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
2461	Transportation - Girls Softball	-909.10	0.00	207.69	0.00	-1,116.79	
2462	Uniforms/Apparel - Girls Softball	-3,619.80	0.00	0.00	0.00	-3,619.80	
2463	Misc. Expenditures - Girls Softball	-7,538.00	0.00	0.00	0.00	-7,538.00	
B Totals:		6,177.50	7,855.23	19,182.22	-180.00	-5,329.49	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
C	Athletics-Boys							
3051	Awards - Boys Basketball			0.00	0.00	0.00	0.00	0.00
3052	Camps - Boys Basketball			1,683.85	2,775.00	190.83	-150.00	4,117.82
3053	Entry Fees - Boys Basketball			0.00	0.00	100.00	0.00	-100.00
3054	Equipment - Boys Basketball			-377.92	0.00	0.00	0.00	-377.92
3055	Lodging - Boys Basketball			0.00	0.00	0.00	0.00	0.00
3056	Meals - Boys Basketball			-66.00	0.00	217.67	0.00	-283.67
3057	Officials - Boys Basketball			-1,391.00	0.00	2,790.00	0.00	-4,181.00
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			-225.00	0.00	225.00	0.00	-450.00
3061	Transportation - Boys Basketball			-765.09	0.00	1,528.41	0.00	-2,293.50
3062	Uniforms/Apparel - Boys Basketball			0.00	0.00	0.00	0.00	0.00
3063	Misc. Expenditures - Boys Basketball			-50.00	0.00	125.00	0.00	-175.00
3101	Awards - Boys Cross Country			-171.58	0.00	0.00	0.00	-171.58
3102	Camps - Boys Cross Country			5,800.32	0.00	136.74	0.00	5,663.58
3103	Entry Fees - Boys Cross Country			-495.00	0.00	0.00	0.00	-495.00
3104	Equipment - Boys Cross Country			-129.88	0.00	0.00	0.00	-129.88
3105	Lodging - Boys Cross Country			0.00	0.00	0.00	0.00	0.00
3106	Meals - Boys Cross Country			-478.94	0.00	10.00	0.00	-488.94
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			-75.00	0.00	0.00	0.00	-75.00
3111	Transportation - Boys Cross Country			-2,222.97	0.00	0.00	0.00	-2,222.97
3112	Uniforms/Apparel - Boys Cross Country			-33.52	0.00	0.00	0.00	-33.52
3113	Misc. Expenditures - Boys Cross Country			-568.25	0.00	0.00	0.00	-568.25
3151	Awards - Boys Golf			0.00	0.00	0.00	0.00	0.00
3152	Camps - Boys Golf			1,779.42	490.00	0.00	0.00	2,269.42
3153	Entry Fees - Boys Golf			0.00	0.00	0.00	0.00	0.00
3154	Equipment - Boys Golf			-346.84	0.00	0.00	0.00	-346.84
3155	Lodging - Boys Golf			-237.00	0.00	0.00	0.00	-237.00
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			-115.10	0.00	0.00	0.00	-115.10
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			1,809.02	0.00	80.86	0.00	1,728.16
3203	Entry Fees - Boys Soccer			0.00	0.00	0.00	0.00	0.00
3204	Equipment - Boys Soccer			0.00	0.00	325.00	0.00	-325.00
3205	Lodging - Boys Soccer			0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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	770.00	0.00	-770.00
3213			Misc. Expenditures - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3251			Awards - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3252			Camps - Boys Swimming	4,102.93	2,270.00	1,251.06	0.00	5,121.87
3253			Entry Fees - Boys Swimming	-100.00	0.00	295.00	0.00	-395.00
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	-129.00	0.00	220.00	0.00	-349.00
3257			Officials - Boys Swimming	-260.00	0.00	307.50	0.00	-567.50
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	0.00	0.00	190.01	0.00	-190.01
3262			Uniforms/Apparels - Boys Swimming	0.00	0.00	5,280.00	0.00	-5,280.00
3263			Misc. Expenditures - Boys Swimming	0.00	0.00	50.00	0.00	-50.00
3301			Awards - Boys Tennis	-94.95	0.00	0.00	0.00	-94.95
3302			Camps - Boys Tennis	662.33	0.00	0.00	0.00	662.33
3303			Entry Fees - Boys Tennis	585.00	0.00	0.00	0.00	585.00
3304			Equipment - Boys Tennis	-2,122.05	0.00	0.00	0.00	-2,122.05
3305			Lodging - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3306			Meals - Boys Tennis	-230.45	0.00	0.00	0.00	-230.45
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
3313			Misc. Expenditures - Boys Tennis	-270.00	0.00	0.00	0.00	-270.00
3351			Awards - Boys Track	0.00	0.00	0.00	0.00	0.00
3352			Camps - Boys Track	-246.35	0.00	90.00	0.00	-336.35
3353			Entry Fees - Boys Track	0.00	0.00	0.00	0.00	0.00
3354			Equipment - Boys Track	784.19	0.00	0.00	0.00	784.19
3355			Lodging - Boys Track	0.00	0.00	0.00	0.00	0.00
3356			Meals - Boys Track	0.00	81.70	0.00	0.00	81.70
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	241.09	0.00	-241.09

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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	21.00	0.00	0.00	0.00	21.00
3452			Camps - Boys Baseball	7,774.16	11,719.20	1,023.49	0.00	18,469.87
3453			Entry Fees - Boys Baseball	150.00	0.00	0.00	0.00	150.00
3454			Equipment - Boys Baseball	-7,313.00	0.00	0.00	0.00	-7,313.00
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	0.00	0.00	0.00
3463			Misc. Expenditures - Boys Baseball	10,000.00	0.00	3,600.00	0.00	6,400.00
3501			Awards - Boys Football	-52.70	0.00	46.50	0.00	-99.20
3502			Camps - Boys Football	10,974.79	1,561.00	2,396.74	0.00	10,139.05
3503			Entry Fees - Boys Football	-129.00	0.00	0.00	0.00	-129.00
3504			Equipment - Boys Football	1,753.51	25,257.89	9,501.73	310.80	17,820.47
3505			Lodging - Boys Football	-853.02	0.00	0.00	0.00	-853.02
3506			Meals - Boys Football	-905.25	0.00	0.00	0.00	-905.25
3507			Officials - Boys Football	-3,745.00	0.00	50.00	0.00	-3,795.00
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	-1,350.00	0.00	0.00	0.00	-1,350.00
3511			Transportation - Boys Football	-11,703.08	0.00	0.00	0.00	-11,703.08
3512			Uniforms/Apparel - Boys Football	442.80	0.00	131.40	-310.80	0.60
3513			Misc Expenditures-Boys Football	-520.00	0.00	0.00	0.00	-520.00
3551			Awards - Boys Wrestling	-120.40	0.00	83.10	0.00	-203.50
3552			Camps - Boys Wrestling	-1,774.47	533.00	576.00	0.00	-1,817.47
3553			Entry Fees - Boys Wrestling	-745.00	1,880.00	890.00	0.00	245.00
3554			Equipment - Boys Wrestling	-1,198.93	0.00	0.00	0.00	-1,198.93
3555			Lodging - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3556			Meals - Boys Wrestling	0.00	0.00	312.79	0.00	-312.79
3557			Officials - Boys Wrestling	-300.00	0.00	2,260.00	0.00	-2,560.00
3558			Prof. Development - Boys Wrestling	-120.00	0.00	0.00	0.00	-120.00
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	0.00	0.00	4,952.87	0.00	-4,952.87
3562			Uniforms/Apparel - Boys Wrestling	-1,524.00	0.00	0.00	0.00	-1,524.00
3563			Misc. Expenditures - Boys Wrestling	-1,286.00	0.00	122.75	0.00	-1,408.75
C Totals:				3,481.38	46,567.79	40,371.54	-150.00	9,527.63

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

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			-99.01	52.00	6.29	0.00	-53.30
4030	Amnesty International			27.51	0.00	0.00	0.00	27.51
4040	Art			7,249.33	270.00	295.00	0.00	7,224.33
4060	Band			10,143.48	2,104.00	1,668.90	0.00	10,578.58
4061	Band Uniforms			2,559.10	33.00	0.00	0.00	2,592.10
4062	Band Trip			-19,967.49	0.00	0.00	0.00	-19,967.49
4110	Cheerleading			-13.25	0.00	0.00	0.00	-13.25
4111	Cheerleading-Varsity			1,860.74	0.00	250.00	0.00	1,610.74
4112	Cheerleading-JV			346.13	0.00	0.00	0.00	346.13
4113	Cheerleading-Freshman			-273.86	0.00	0.00	0.00	-273.86
4115	Uniforms-Cheer/Dance			-3,526.60	0.00	0.00	0.00	-3,526.60
4140	Choir			11,903.06	1,986.00	100.00	-905.00	12,884.06
4141	Choir Trip			-33,658.60	14,484.30	7,029.10	905.00	-25,298.40
4160	Construction			-7,670.83	4,729.13	4,803.90	6,926.00	-819.60
4180	Culinary Competition			0.56	0.00	0.00	0.00	0.56
4185	Cycling			0.00	0.00	0.00	0.00	0.00
4190	Dance			-16,937.71	10,003.65	5,397.62	-6,534.00	-18,865.68
4200	Debate Team			-10,375.64	30.00	4,326.13	-60.00	-14,731.77
4210	DECA			-14,437.63	11,215.00	1,618.70	438.00	-4,403.33
4220	Drama Club			2,258.03	738.00	3,197.22	0.00	-201.19
4225	Engineering			3.00	20.00	0.00	500.00	523.00
4230	Environmental Club			5,070.11	0.00	0.00	0.00	5,070.11
4250	FCCLA			205.97	2,732.50	282.81	0.00	2,655.66
4260	FCS Club			40.18	0.00	0.00	20.00	60.18
4290	Forensics			-3,747.83	0.00	1,667.71	0.00	-5,415.54
4310	French Club			971.29	715.00	0.00	0.00	1,686.29
4320	Future Educators			284.93	0.00	0.00	0.00	284.93
4340	German Club			-17.48	16.00	0.00	0.00	-1.48
4365	HOSA			39.20	0.00	651.58	0.00	-612.38
4370	Industrial Arts			2,800.36	0.00	755.00	-1,500.00	545.36
4380	International Club			100.00	0.00	0.00	0.00	100.00
4390	Intramurals			1,121.16	0.00	0.00	0.00	1,121.16
4395	Invisible Children-WHS			1.34	0.00	0.00	0.00	1.34
4400	Japanese Club			64.44	0.00	0.00	0.00	64.44
4410	Junior Class			11,095.49	0.00	0.00	0.00	11,095.49
4415	Justice League			171.92	0.00	0.00	0.00	171.92
4420	Key Club			1,983.55	151.19	66.61	0.00	2,068.13
4425	LaCrosse			0.00	0.00	0.00	381.07	381.07
4440	Leadership Club			30.00	0.00	0.00	0.00	30.00
4460	Literary Magazine			706.32	0.00	0.00	0.00	706.32
4470	Manufacturing			824.92	5.00	588.08	500.00	741.84
4480	Mascot Team			-2,983.58	0.00	0.00	0.00	-2,983.58
4490	M-Club			1,420.69	0.00	0.00	0.00	1,420.69
4500	Music			3,065.31	0.00	426.00	0.00	2,639.31

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID,
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4501	Music-Auditorium			-612.12	0.00	0.00	0.00	-612.12
4502	Music-Donations			-36.39	0.00	0.00	0.00	-36.39
4503	Music-Musicals			-4,174.26	30.00	0.00	160.00	-3,984.26
4510	National Honor Society			5,526.08	0.00	0.00	-20.00	5,506.08
4520	Newspaper			-2,040.43	200.00	45.00	0.00	-1,885.43
4530	Orchestra			1,145.27	990.00	492.39	-160.00	1,482.88
4531	Orchestra Trip			-2,194.86	0.00	0.00	0.00	-2,194.86
4540	Other Clubs			0.00	0.00	0.00	0.00	0.00
4570	Play Production			8,212.31	1,292.05	24.54	0.00	9,479.82
4605	Power Robotics			5,613.73	485.00	1,522.66	0.00	4,576.07
4610	SAFE/DARE/Drug Free			-35.00	0.00	0.00	0.00	-35.00
4630	Science Club			-228.79	0.00	60.00	0.00	-288.79
4640	Senior Class			2,694.14	25.00	58.24	0.00	2,660.90
4645	Show Choir			-152,364.84	6,033.46	7,268.19	0.00	-153,599.57
4646	Singsation			67,779.94	31,506.91	2,255.90	0.00	97,030.95
4650	Skills USA			92.00	0.00	0.00	0.00	92.00
4660	Spanish Club			1,514.13	1,979.00	0.00	0.00	3,493.13
4690	Spirit Shop			12,271.56	264.00	761.69	0.00	11,773.87
4700	STUCO Workshops			157.93	0.00	0.00	0.00	157.93
4710	Student Council			20,053.15	1,000.00	825.85	0.00	20,227.30
4725	Theater Workshop			347.18	0.00	0.00	0.00	347.18
4760	World Language			0.00	0.00	0.00	0.00	0.00
4770	Yearbook			102,681.56	2,963.49	1,686.97	0.00	103,958.08
4780	Youth to Youth			513.37	0.00	0.00	0.00	513.37
D Totals:				19,554.27	96,053.68	48,132.08	651.07	68,126.94
E	ADMINISTRATIVE CUSTODIAL							
5010	After Prom			0.00	0.00	0.00	0.00	0.00
5020	Fines			-2,705.59	78.25	0.00	0.00	-2,627.34
5025	Fines - Library Book			124.28	0.00	0.00	0.00	124.28
5027	Fines-Textbooks			0.00	0.00	0.00	0.00	0.00
5030	Counseling Center			5,264.33	75.00	150.00	0.00	5,189.33
5040	Fundraising-General			0.00	0.00	0.00	0.00	0.00
5060	Hospitality			-325.43	0.00	0.00	0.00	-325.43
5070	Library			298.53	0.00	0.00	0.00	298.53
5110	Other Student Activities			0.00	0.00	0.00	0.00	0.00
5120	P.E.			-2,658.47	0.00	0.00	0.00	-2,658.47
5130	Parking			45,834.31	738.50	398.50	0.00	46,174.31
5140	PayBac			0.00	0.00	0.00	0.00	0.00
5150	Pool Maintenance			475.00	0.00	0.00	0.00	475.00
5160	PSAT Exam			0.00	0.00	0.00	0.00	0.00
5180	Teacher Fund/Grants			0.00	0.00	0.00	0.00	0.00
5185	Technology			4,853.06	0.00	114.07	0.00	4,738.99
5205	Vocational			80.00	0.00	0.00	0.00	80.00
E Totals:				51,240.02	891.75	662.57	0.00	51,469.20

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 01/01/2015 to 01/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q	STUDENT FEE FUND							
	7090		ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7160		Participation Fees - Athletics	45,435.00	800.00	0.00	0.00	46,235.00
	7170		Participation Fees - Clubs & Orgs	0.00	0.00	0.00	0.00	0.00
	7190		Field Trips	-6,644.16	1,296.25	929.14	0.00	-6,277.05
	7900		Field Trips-Other	-2,505.70	0.00	0.00	0.00	-2,505.70
		Q	Totals:	36,285.14	2,096.25	929.14	0.00	37,452.25
R	AP/IB EXAMS							
	8010		AP Exams	49,838.96	0.00	0.00	0.00	49,838.96
		R	Totals:	49,838.96	0.00	0.00	0.00	49,838.96
S	ATHLETIC							
	9010		Gate Receipts	21,595.68	13,303.05	0.00	60.00	34,958.73
	9020		Cash Reserve	130,227.33	0.00	0.00	0.00	130,227.33
	9030		Concessions	2,102.38	4,036.00	3,020.91	0.00	3,117.47
	9040		Tickets	11,755.00	0.00	0.00	0.00	11,755.00
	9050		Athletic-General	5,308.44	2,107.53	0.00	0.00	7,415.97
	9060		Athletic Director	12,707.53	0.00	47.00	0.00	12,660.53
	9070		Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
	9080		Fundraising-Athletic	0.00	0.00	0.00	0.00	0.00
	9090		Strength & Conditioning	4,102.00	0.00	1,052.42	0.00	3,049.58
	9100		Athletic Training	-476.30	150.00	144.63	0.00	-470.93
	9110		Activities	-14,192.62	0.00	1,905.04	-381.07	-16,478.73
	9120		Booster Contributions-Girls	-298.13	0.00	0.00	0.00	-298.13
	9130		Booster Contributions-Boys	-8,079.55	0.00	0.00	0.00	-8,079.55
	9140		Metro Tournament	0.00	0.00	0.00	0.00	0.00
		S	Totals:	164,751.76	19,596.58	6,170.00	-321.07	177,857.27
		WHS	Totals:	-72,658.43	231,011.88	118,116.79	0.00	40,236.66

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **3/11/2015**BOE Meeting Date: **3/11/2015**Sale or Disposals Scheduled After: **3/16/2015**

Lot	Quantity	Description
1	10	macbooks
2	1	marching chimes
3	4	carts
4	1	cage
5	1	lot of 20 apple mice
6	1	shelving unit
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8		
9		
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Committee Meeting Minutes

March 9, 2015

The members of the Board of Education met as a Committee of the Whole on Monday, March 9, 2015 at the Don Stroh Administration Center, 5606 South 147th Street.

President, Pat Ricketts called the meeting to order at 6:00 p.m.

Present: Mike Pate, Pat Ricketts, Dave Anderson, Paul Meyer and Mike Kennedy. Mr. Ricketts asked that Linda Poole be excused from the meeting.

Mr. Ricketts stated this was the time for public questions and comments. There were no requests to speak on agenda items.

The first item on the Committee meeting agenda was a Legislative Update presented by Bill Mueller, Nebraska Lobbyist and Nolan Beyer, Director of Activities, Athletics, and External Affairs for Millard Public Schools.

Mr. Mueller reported that today was day 41 and at the end of this week they will be half way through this year's legislative session. This week and next week are committee hearings. All Senators must name their personal priority bills by this Thursday. They only get to name one bill. Every Committee gets to name two bills as Committee priority bills. The speaker then can name up to 25 bills as speaker priority bills. Mr. Mueller said that once a bill is on the floor, if it is prioritized, it has advantage from a scheduling stand point.

Mr. Mueller stated that much time has been spent the last few days planning what is going to be named a priority bill either by a Senator or by the Committee. They have been working hard on LB343 which is Senator Kolowski's Tier II bill. Late last week Senator Sullivan, chair of the Education Committee, met with Senator Kolowski and shared with him that in order for her to support this bill, it would have to be made part of TEEOSA. Mr. Mueller said this has caused a lot of consternation. Senator Kolowski invited all of the school districts and their lobbyist to meet this morning to discuss this issue. There was a great turnout and without exception, every school that was in attendance said they would not support the bill if it were part of TEEOSA.

Dr. Sutfin said he sent two emails to Senator Sullivan in the last couple of days. One was asking her to think things through regarding LB343 and the second one was concerning the data that was just received from NDE which shows a decline in dual enrollment occurring across the state of Nebraska.

There was further discussion with the Board concerning options that could keep LB343 out of TEEOSA. Mr. Mueller reminded the Board of what needs to take place. He said the first step is getting LB343 advanced in the Committee, the second step is having Senator Kolowski make it a priority bill and the third step is getting it advanced on the floor and to the Governor.

There was a short discussion on the Learning Community and poverty in the schools. Dr. Sutfin explained again how the 80/20 formula that Senator Sullivan has created would work. Dr. Sutfin thinks the 80/20 formula will cause the Superintendents to split as it all revolves around poverty and money allocations. Some schools will benefit from this plan and some will not. Dr. Sutfin will host a meeting with the area Superintendents tomorrow to further discuss the issue.

The second item on the agenda, Budget/Revenue Projections, was presented by Ken Fossen. Mr. Fossen stated that we now have the certification for State aid and explained how that formula works for us and the other school districts. His slide presentation showed where we stand financially with the levy, general fund, building fund and cash reserve. The budget projections presented assumed a total increase in revenue (including both state aid and

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 March 9, 2015
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property taxes) of about 2.25%, no change in the total tax levy, an increase of one cent of the tax levy going to the building fund, and a corresponding decrease of one cent of the tax levy going to the general fund. In order to keep the cash reserve at its current level (under the assumptions noted), it was estimated that a little over \$1 million would need to be reduced from the projected budget of expenditures.

Linda Poole arrived at the Committee meeting at 7:00 p.m.

The third agenda topic, Taking MPS Communications Social and Mobile was presented by Rebecca Kleeman.

As directed by the Board of Education's Superintendent Goal 3, the Millard communications department has undergone a major realignment in the 2014-2015 school year. Specifically the Board charged the Superintendent to investigate current communication strategies and evaluate effectiveness. The Board also asked the Superintendent to expand Millard Public Schools social media presence and evaluate a Millard App for smart devices.

Millard Communications Director Rebecca Kleeman explained the aim of MPS Communications is to develop a culture of trust, two-way communication and fun. The first and most important audience is always Millard students, families and staff. Then Millard communications reaches out to our residents in the community, Greater Omaha and a national audience. With the recent explosion of ways to reach out and communicate directly, it is no longer necessary to broadcast to a wide audience what is relevant only to a narrow audience.

Millard communications department evaluated each print piece and retained several. Others will be eliminated as their content is condensed in new formats and much of it is moved into the digital realm. The MPS mission posters in each classroom continue to serve their purpose. The Millard Memo newsletter to all households in the Millard zip code has been condensed to a high quality, eye-catching postcard. The Activities Express gained a full color front page. The district brochure will be updated to a smaller postcard format.

The Activities Express fund provides limited advertising revenue. These resources will be used to fund two district updates. The signage at Buell Stadium will be updated with the Millard logo plus the logos for all three high schools. The static bulletin board in the lobby of the Don Stroh Administration Center will be removed and replaced with a flat screen monitor to show upcoming announcements, district videos and more.

The District website remains the repository for information. During the fall the district communications team discussed ways to connect the schools and the district, developing the idea of spinning an interconnecting social media 'spider web' to give school administrators a visual idea of bringing all the schools and the district administration together. The district communications team visited all 35 schools to share this vision and to encourage the schools to start either Facebook or Twitter accounts. An email, mpscommunicates@mpsomaha.org has been added to provide two-way communication and has proved to be a valuable resource. It is answered in a timely manner Monday through Friday during business hours. The Bulletin Board newsletter has been updated to a mobile friendly MPS Newsletter with a bright, crisp layout. The #Proud2bMPS Blog was created to host the newsletter. The hashtag #Proud2bMPS has been created to be used by the blog and social media, especially Twitter because it creates a searchable account of our best districtwide tweets. The district YouTube account is becoming more important. The MPS Facebook account has increased by well over a thousand followers since August, as has the MPS Twitter account. Both are proving to be valuable tools for the district. Dr. Sutfin's twitter account has greatly strengthened the district communications efforts and been vital to meeting the fun part of our goal.

The district's communication efforts come together with the MPS Mobile App providing a one-stop-shop for parents with grades, library books, social media, lunch menus, the calendar and more. The app will make the districtwide

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paper calendar obsolete. The paper calendar will be sponsored by the Foundation in the coming year and focus on technology. After this year, it will not be printed again. The MPS Mobile App is seven weeks old and has more than 10,000 downloads plus its first major sponsor. It will be the focus of the communications department going forward. Board members were invited along for an interactive tour of the app.

Vice-President Linda Poole adjourned the meeting at 7:43 p.m.



Chairman

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Willowdale Elementary Project

MEETING DATE: March 16, 2015

DEPARTMENT: General Administration

ACTION DESIRED: Approval x Discussion Information Only

BACKGROUND: The progressive steps for construction projects are as follows:

1. Schematic Design (SD) *
 - “30 thousand feet view” – initial design and cost estimates
2. Design Development (DD)
 - “10 thousand feet view” – refined design and cost estimates
3. Construction Documents (CD) *
 - “Pattern altitude view” – final design and cost estimates plus all of the information necessary for contractors to bid the project.
4. Bidding/Awarding of Contract (BA) *
 - The receipt and opening of bids and the presentation to the board for the award of the construction contract.
5. Contract Administration (CA)
 - Supervision and documentation of the construction project.

* Board Meeting Presentations

This is an “open-to-closed” project funded by the 2013 bonds. For information on this project, see the attached architect’s letter & bid tab.

Mike Purdy (Purdy & Slack Architects) will be present to address the board.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: It is recommended that the contract for the Willowdale Elementary Project be awarded to Meco-Henne Contracting, Inc. in the amount of \$606,500 (with such amount including the Base Bid and Alternate #1) and that the associate superintendent for general administration be authorized to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT’S APPROVAL:

— 



A R C H I T E C T S

11919 Grant Street • Suite 200 • Omaha, Nebraska 68164 • (402) 496-4448

March 10, 2015

Mr. Ed Rockwell
 Millard Public Schools
 13906 F Street
 Omaha, Nebraska 68137

Re: Millard Public Schools
 Project #20, 2013 Millard Public School Bond Issue
 Willowdale Elementary School Renovation
 (Open to Closed Classrooms)
 16901 "P" Street, Omaha, NE 68135
 PSA Project No. 13058

Dear Ed:

Bids were received for the above referenced project at the Don Stroh Administration Center on Wednesday, February 25th, 2015 at 2:00 PM CST. Per the attached bid tab two bids were received. The apparent low bid for Lump Sum Base Bid was submitted by MECO-HENNE Contracting, Inc. in the amount of \$463,000.00. The original Bond Issue budget for the project was \$767,600.00. The architectural/engineering estimate based on the completed construction documents was \$563,960.00.

MECO-HENNE Contracting, Inc also submitted a bid for the additive Alternate No. 1 (which is for the Kalwall Skylight Replacement) in the amount of \$143,500.00. The District's budget for this work was \$128,500.00.

Millard Public Schools has also awarded the Disney Elementary School Renovation project to MECO-HENNE Contracting, Inc. We have talked with Mike Emanuel of MECO-HENNE Contracting, Inc. and Mike has indicated they are comfortable with their bid.

In consultation with the District we recommend a Contract be awarded to MECO-HENNE Contracting, Inc. in the total amount of \$606,500.00 (\$463,000.00 Lump Sum Base Bid plus \$143,500.00 for the additive Alternate No. 1).

Please let me know if you need any additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael L. Purdy", is written over a large, stylized blue oval.

Michael L. Purdy, AIA
 President
 Purdy & Slack Architects, P.C.

Attachment

cc: David Cavlovic, Sampson Construction
 George Morrissey, Morrissey Engineering, Inc.

WILLOWDALE ELEMENTARY SCHOOL RENOVATION

Tabulation of Bids - February 25th, 2015 2:00 PM CST

Contractor	Meco-Henne Contracting, Inc.	Prairie Construction Company				
LumpSum Base Bid	\$463,000	\$479,000				
Addenda No.1	YES	YES				
Bid Security	YES	YES				
Alternate No. 1	\$143,500	\$133,600				
Lump Sum + Alternate	\$606,500	\$612,600				

Alternates:

1. Skylight Replacement

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Cody Elementary Flooring Project

MEETING DATE: March 16, 2015

DEPARTMENT: General Administration

ACTION DESIRED: Approval x Discussion Information Only .

BACKGROUND: This is a summer project is funded by the 2013 bond issue and is being managed by the District's staff.

For more information, see the attached Letter and Bid Tab.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that contract for the Cody Elementary Flooring Project be awarded to Baldwin Carpet, Inc. in the amount of \$94,000 (with such amount including the Base Bid only) and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT'S APPROVAL: — 



March 9, 2015

Dr. Ken Fossen
 Millard Public Schools
 Don Stroh Administration Center
 5606 South 147th Street
 Omaha, NE 68137

RE: MPS Cody Elementary School – Flooring Replacement Contract
 BCDM Project No. 3007-07

Dear Dr. Fossen:

On March 4, 2015, bids were received for the above referenced project at Don Stroh Administration Center. Per the attached bid tabulation sheet, two (2) bids were received. In addition to the Base Bids, one bidder also submitted a Substitute Carpet Base Bid.

The overall project budget for the lump sum base bid was estimated at \$145,000.

The apparent low bidder for the project is Baldwin Carpet Inc. with a low Base Bid of \$94,000.

Based upon past experience with Baldwin Carpet Inc., the base bid being well within the project budget and based upon post-bid discussion, BCDM agrees with District staff that the quality and the installed performance history of the base bid manufacturer's product in District facilities merits award of Base Bid to Baldwin Carpet Inc. in the amount of \$94,000.

Please advise if you require any additional information.

Sincerely,

Apryl Link
 BCDM Architects

AL/mmm
 Attachment: Bid Tab

e-copy: Ed Rockwell - MPS
 Nelson Link - BCDM
 File: 3007-07_2.1



1015 North 98th Street, Suite 300
Omaha, NE 68114

March 4, 2015

BID TABULATION - CODY ELEMENTARY SCHOOL FLOORING REPLACEMENT CONTRACT

BCDM NO. 3007-07

	BALDWIN CARPET INC	FLOORS INC.
Lump Sum Base Bid	\$94,000.00	\$110,268.00
Substitute Carpet Base Bid	NA	(\$13,927.00)
Substitute Carpet Manufacturer	NA	Shaw
Addenda (3)	Yes	Yes
Bid Security	Yes	Yes
Voluntary Substitutions	NA	Shaw Tile (\$6,129.00)

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for North High School Tennis Court Project

MEETING DATE: March 16, 2015

DEPARTMENT: General Administration

ACTION DESIRED: Approval x Discussion Information Only .

BACKGROUND: This is a summer project is funded by the 2013 bond issue and is being managed by the District's staff.

For more information, see the attached Letter and Bid Tab.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that contract for the North High School Tennis Court Project be awarded to Upper Midwest Athletic Construction in the amount \$95,350.71 (with such amount including the Base Bid only) and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT'S APPROVAL: — 

*Engineering Answers***E & A CONSULTING GROUP, INC.**

Planning • Engineering • Environmental & Field Services

330 North 117th Street
Omaha, NE 68154-2509

www.eacg.com

Phone: 402.895.4700
Fax: 402.895.3599

March 4, 2015

Mr. Steve Mainelli
Millard Public Schools
13906 F Street
Omaha, NE 68137Re: Recommendation for Award
Millard North High School Tennis Courts Repair and Resurfacing Project
E&A Project No. P2014.548.001

Dear Steve,

Bids were received for the above referenced project at the Don Stroh Administration Center, 5606 South 147th Street, in Omaha on Wednesday, March 4, 2015. Per the enclosed bid tabulation, two bids were received. All unit prices and their extensions were found to be correct for both bids. The lowest conforming and responsive Base Bid was submitted by Upper Midwest Athletic Construction in the amount of \$95,350.71.

Our engineer's opinion of probable construction costs is \$103,188.75 for the Base Bid. It included all civil site work (concrete removal and replacement, net posts and foundations removal and replacement) which was identified during the project scoping and design phase of the project. We based our opinion of probable construction costs on 2014 prices relating to Millard South High School Tennis Court Repair and Resurfacing Project.

In regard to performance of Upper Midwest Athletic Construction, we checked references to recent experience on similar projects. Upper Midwest Athletic Construction's referenced clients indicated that they were better than satisfactory in schedule, performance and quality of work. In consideration of their history on past projects and the recommendation of references, we have confidence that results for this project will be to your satisfaction.

In summary, the Base Bids received for this project were within 7.6 percent of the opinion of probable construction costs. A check of references in regards to past performance indicates that Upper Midwest Athletic Construction is a contractor capable of performing the services required for this project. Therefore, we recommend a contract be awarded to Upper Midwest Athletic Construction in the total Base Bid amount of \$95,350.71.

Please call me if you need further information.

Sincerely,

Paul J. Gonzales, PE, CFM
Senior Project Manager

Enclosure




Bid Tabulation

Millard Public School District
MNHS Tennis Court Repair and Resurfacing Project
BIDS OPEN AT: 10:30 a.m
DATE: March 4, 2015
Don Stroh Administration Center

E&A PROJ. NO.: P2014.548.001				Engineer's Estimate		Upper Midwest Athletic Construction		Western Waterproofing Co. of America		Unit Price			
LINE	ITEM		CONTRACT		UNIT		UNIT		UNIT				
NO.	NO.	DESCRIPTION OF ITEM	QUANTITIES		PRICE	AMOUNT	PRICE	AMOUNT	PRICE	AMOUNT	Low	High	Average
1	1	MOBILIZATION, CONSTRUCTION FENCE & SITE CONTROL	1	LS	\$ 1,800.00	\$1,800.00	\$1,000.00	\$1,000.00	\$3,700.00	\$3,700.00	\$1,000.00	\$3,700.00	\$2,350.00
2	2	REMOVE DISPOSE NET POSTS, NET POST FOUNDATION AND GROUND SLEEVE	12	EA	\$ 300.00	\$3,600.00	\$800.00	\$9,600.00	\$30.00	\$360.00	\$30.00	\$800.00	\$415.00
3	3	REMOVE AND DISPOSE OF NETS	6	EA	\$ 28.00	\$168.00	\$50.00	\$300.00	\$30.00	\$180.00	\$30.00	\$50.00	\$40.00
4	4	REMOVE AND SALVAGE NET ANCHOR PLATE	6	EA	\$ 40.00	\$240.00	\$100.00	\$600.00	\$60.00	\$360.00	\$60.00	\$100.00	\$80.00
5	5	REMOVE EXISTING ACRYLIC SURFACING	3,877	SY	\$ 4.50	\$17,446.50	\$2.35	\$9,110.95	\$3.10	\$12,018.70	\$2.35	\$3.10	\$2.73
6	6	SHOT BLAST CONCRETE SURFACE	3,877	SY	\$ 4.25	\$16,477.25	\$2.35	\$9,110.95	\$2.80	\$10,855.60	\$2.35	\$2.80	\$2.58
7	7	REMOVE FULL-DEPTH CONCRETE	316	SF	\$ 25.00	\$7,900.00	\$22.00	\$6,952.00	\$30.00	\$9,480.00	\$22.00	\$30.00	\$26.00
8	8	FULL-DEPTH CONCRETE PATCH	316	SF	\$ 20.00	\$6,320.00	\$22.00	\$6,952.00	\$45.00	\$14,220.00	\$22.00	\$45.00	\$33.50
9	9	CONCRETE SURFACING (PREPARATION AND COATINGS)	3,877	SY	\$ 11.00	\$42,647.00	\$10.53	\$40,824.81	\$13.10	\$50,788.70	\$10.53	\$13.10	\$11.82
10	10	SEDIMENT AND EROSION CONTROL	1	LS	\$ 500.00	\$500.00	\$1,000.00	\$1,000.00	\$950.00	\$950.00	\$950.00	\$1,000.00	\$975.00
11	11	FURNISH AND INSTALL NET POSTS, NET POST FOUNDATION AND GROUND SLEEVE	6	PAIR	\$ 650.00	\$3,900.00	\$1,250.00	\$7,500.00	\$640.00	\$3,840.00	\$640.00	\$1,250.00	\$945.00
12	12	INSTALL SALVAGED NET ANCHOR PLATE	6	EA	\$ 15.00	\$90.00	\$100.00	\$600.00	\$100.00	\$600.00	\$100.00	\$100.00	\$100.00
13	13	FURNISH AND INSTALL NET: DOUGLAS MODEL No TN-36DMT	6	EA	\$ 350.00	\$2,100.00	\$300.00	\$1,800.00	\$340.00	\$2,040.00	\$300.00	\$340.00	\$320.00
		TOTAL BASE BID			\$103,188.75		\$95,350.71		\$109,393.00				

AGENDA SUMMARY SHEET

AGENDA ITEM:	Award of Contract for Abbott Elementary Project
MEETING DATE:	March 16, 2015
DEPARTMENT:	General Administration
ACTION DESIRED:	Approval <u> x </u> Discussion <u> </u> Information Only <u> </u>
BACKGROUND:	<p>The progressive steps for construction projects are as follows:</p> <ol style="list-style-type: none"> 1. Schematic Design (SD) * <ul style="list-style-type: none"> - “30 thousand feet view” – initial design and cost estimates 2. Design Development (DD) <ul style="list-style-type: none"> - “10 thousand feet view” – refined design and cost estimates 3. Construction Documents (CD) * <ul style="list-style-type: none"> - “Pattern altitude view” – final design and cost estimates plus all of the information necessary for contractors to bid the project. 4. Bidding/Awarding of Contract (BA) * <ul style="list-style-type: none"> - The receipt and opening of bids and the presentation to the board for the award of the construction contract. 5. Contract Administration (CA) <ul style="list-style-type: none"> - Supervision and documentation of the construction project. <p style="text-align: center;">* Board Meeting Presentations</p> <p>This is an “open-to-closed” project funded by the 2013 bonds. For information on this project, see the attached architect’s letter & bid tab.</p> <p>Mike Purdy (Purdy & Slack Architects) will be present to address the board.</p>
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	It is recommended that the contract for the Abbott Elementary Project be awarded to Prairie Construction in the amount of \$702,400 (with such amount including the Base Bid and Alternate #1) and that the associate superintendent for general administration be authorized to execute any and all documents related to such project.
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	Immediate.
RESPONSIBLE PERSON:	Ken Fossen, Associate Superintendent (General Administration)
SUPERINTENDENT’S APPROVAL:	



A R C H I T E C T S

11919 Grant Street • Suite 200 • Omaha, Nebraska 68164 • (402) 496-4448

March 10, 2015

Mr. Ed Rockwell
 Millard Public Schools
 13906 F Street
 Omaha, Nebraska 68137

Re: Millard Public Schools
 Project #7, 2013 Millard Public School Bond Issue
 Grace Abbott Elementary School Renovation
 (Open to Closed Classrooms)
 1313 North 156th Street, Omaha, NE 68144
 PSA Project No. 13051

Dear Ed:

Bids were received for the above referenced project at the Don Stroh Administration Center on Tuesday, March 10th, 2015 at 10:00 AM CDT. Per the attached bid tab three bids were received. The apparent low bid for Lump Sum Base Bid was submitted by Prairie Construction Co. in the amount of \$620,000.00. The original Bond Issue budget for the project was \$643,738.00. The architectural/ engineering estimate based on the completed construction documents was \$603,763.00. This is a rebid of this project where we received just one bid in the amount of \$687,366.00.

Prairie Construction Co. also submitted a bid for the additive Alternate No. 1 (which is for Flooring Replacement) in the amount of \$82,400.00. The District's budget for this work was \$90,000.00. The one bid we received at the first bid for this Alternate was for \$117,709.00.

Millard Public Schools has worked with Prairie Construction Co. on the Cottonwood Elementary School Renovation project last summer. We have talked with Mike DeNaeyer of Prairie Construction Co. and Mike has indicated they are comfortable with their bid.

In consultation with the District we recommend a Contract be awarded to Prairie Construction Co. in the total amount of \$702,400.00 (\$620,000.00 Lump Sum Base Bid plus \$82,400.00 for the additive Alternate No. 1).

Please let me know if you need any additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael L. Purdy", is written over a blue circular stamp. The signature is fluid and cursive.

Michael L. Purdy AIA, President
 Purdy & Slack Architects, P.C.

Attachment

cc: David Cavlovic, Sampson Construction
 George Morrissey, Morrissey Engineering, Inc.

GRACE ABBOTT ELEMENTARY SCHOOL RENOVATION

Tabulation of Bids - March 10th, 2015 10:00 AM CDT

Contractor	Rife Construcion	Prairie Construction Co.	Phoenix Construction Group, Inc.			
LumpSum Base Bid	\$685,306	\$620,000	\$630,900			
Bid Security	Yes	Yes	Yes			
Alternate No. 1	\$99,444	\$82,400	\$96,650			
Lumpsum + Alt. No.1	\$784,750	\$702,400	\$727,550			

Alternates:

1. Carpeting.

AGENDA SUMMARY SHEET

AGENDA ITEM: Meal Prices for 2015-2016

MEETING DATE: March 16, 2015

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Meal Prices for the 15-16 – The establishment of school breakfast and lunch prices for the coming school year.

ACTION DESIRED: Approval x Discussion Information Only x

BACKGROUND: Each year the prices charged for meals in the food service program are reviewed.

As part of the Healthy Hunger-Free Kids Act of 2010 (Public Law 111-296), Section 205 addresses equity in school lunch pricing. School Food Authorities (SFA) participating in the National School Lunch Program need to ensure sufficient funds are provided to the nonprofit school food service account for lunches served to students not eligible for free or reduced price meals. There are two ways to meet this requirement: either through the prices charged for paid lunches or through other non-Federal sources provided to the nonprofit school food service account.

Millard Food Service Program average weighted meal price for 2014-2015 is \$2.43. Per the Paid Lunch Equity (PLE) Calculator, the required weighted meal price for the 2015-2016 school year is to average \$2.62. Guidelines allow to round down to the nearest .05 cents, and no School District is required to increase more than .10 cents per year.

As a result, we are recommending an increase to Elementary, Middle School and High School paid lunches of .10 cents. We are also recommending that Elementary, Middle and High School breakfast be increased .05 cents.

OPTIONS AND ALTERNATIVES: The regulations allow for School Districts to not increase meal prices for students provided that funds from non-Federal sources supplement the Food Service Program. These would include non-direct expenses not currently charged to the Food Service Program such as utilities, trash removal, etc. With this alternative, Millard Public Schools General Fund monies would need to be utilized to supplement the Food Service Program to ensure all expenses were met.

RECOMMENDATION: It is recommended that paid student meal prices for school year 2015-2016 be established as follows: Elementary School Breakfast (\$1.40) and Lunch (\$2.35); Middle School Breakfast (\$1.60) and Lunch (\$2.55); High School Breakfast (\$1.85) and Lunch (\$3.05) as submitted. Adult prices will be adjusted accordingly per USDA and State requirements.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

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

SUPERINTENDENT'S APPROVAL:



[Go to instructions](#)

SY2015-2016 Weighted Average Pricing Report

This report assists in tracking the pricing requirements and amounts carried forward for SY 2015-2016. Information on this report is used to determine the SY 2015-2016 weighted average price requirements.

Please print and keep in records.


NOTE: If information is changed in the tool, the report contents will change.

Section 1: SY2015-2016 Weighted Average Paid Price Requirements

A. SY 2015-16 Weighted Average Price Requirement*: <i>*This price will be entered into the SY 2016-2017 tool to determine the SY2016-2017 weighted average price requirements</i>	\$2.62
B. Optional Price ROUNDED DOWN to nearest 5 cents:	\$2.60

Section 2: Amounts Carried Forward to SY 2016-2017

Select the SY 2015-2016 method used to ensure sufficient funds are provided for PAID Lunches



Average Weighted Price Adjustments

A. Remaining increase carried forward to SY 2016-17:	\$0.03
B. Remaining credit carried forward to SY 2016-17:	\$0.00
Enter in the new average weighted price for SY 2015-16:	\$2.57

Non-Federal Source Contributions

C. Remaining Annual Non-Federal Source Contribution carried forward to SY 2016-17:	N/A
D. Remaining Credit carried forward to SY 2016-17:	N/A
Enter the amount of Non-Federal Source contributions for SY 2015-16:	

Split Calculations

Both average weighted price adjustments and Non-Federal source contributions

E. Remaining Annual Non-Federal Source Contribution carried forward to SY 2016-17:	N/A
F. Remaining Credit carried forward to SY 2016-17:	N/A
Enter the amount of Non-Federal Source contributions for SY 2015-16:	900000
Enter the new average weighted price for SY 2015-16:	2.57

Proposed 2015-16 Meal Prices						
Contact Information	School Districts		Current 2014-15 Prices		Proposed Prices 2015-16	
			Elementary	Middle	High	
Mary Hansen 402-293-5030 MaryHa@hotmail.com	Bellevue	Bkfst Lunch	1.60 2.25	1.60 2.60	1.60 2.75	
402-238-2447 ofc./high schl. kit. Annette Kay 402-238-3044 AKay@esu3.org	Bennington	Bkfst Lunch	1.50 2.25	1.55 2.55	1.55 2.55	
Virginia Bechtold 712-328-6420 vbechtold@cbcsd.org	Council Bluffs	Bkfst Lunch	1.25 2.35	1.35 2.70	1.50 2.95	Hopes to leave same or \$.05 increase at the most
Kris Spellman 308-385-5900, X172 KSpellman@gips.org	Grand Island	Bkfst Lunch	1.65 2.20	1.65 2.40	1.65 2.50	Not sure. Expects \$.05 or \$.10 increase
Terri or Janet 308-698-8158 Kate Murphy Kate.Murphy@kearneypublic.org	Kearney	Bkfst Lunch	1.40 2.20	1.65 2.40	1.65 2.45	Maybe add \$.05, but close to 3 mos. reserve revenue, so will not increase if at all possible.
Edith Zumwalt 402-436-1000 EZum@lps.org	Lincoln	Bkfst Lunch	1.30 2.35	1.50 2.55	1.50 2.70	Probably up \$.10
Tammy Yarmon 402-557-2230 Tammy.Yarmon@ops.org	Omaha	Bkfst Lunch	no charge 1.45	no charge 1.75	no charge 1.75	Not sure at this time.
Sue Sucha 402-537-6250 SSucha@paplv.org	Papillion/LaVista	Bkfst Lunch	1.35 2.00	1.75 2.25	1.75 2.35/3.05	Decision will be made in June.
Judy Kyle 402-898-3450 Judy_Kyle@ralstonschools.org	Ralston	Bkfst Lunch	1.55 2.30	1.95 2.55	2.50 2.80	No increase.
Diane Zipay 402-390-3382 Michelle Divoky.Michele@westside66.net	Westside Omaha	Bkfst Lunch	1.40 2.15	1.65 2.40	1.80 2.75/3.25	No more than \$.05 increase
Kay Boyle 402-715-1433 klboyle@mpsomaha.org	Millard	Bkfst Lunch	1.35 2.25	1.55 2.45	1.80 2.95	\$.05 increase Breakfast all levels \$.10 increase Lunch all levels
John Hermann 402-289-0443 jhermann@epsne.org	Elkhorn	Bkfst Lunch	1.35 2.15	1.35 2.40 / 3.55	1.35 2.40 / 3.55	New contract company to be decided. More info later.

United States
Department of
Agriculture

Food and
Nutrition
Service

3101 Park
Center Drive
Alexandria, VA
22302-1500



DATE: October 8, 2014

MEMO CODE: SP 03-2015

SUBJECT: Paid Lunch Equity: School Year 2015-2016 Calculations and Tool

TO: Regional Directors
Special Nutrition Programs
All Regions

State Directors
Child Nutrition Programs
All States

School Program regulations at 7 CFR 210.14(e) require school food authorities (SFAs) participating in the National School Lunch Program to ensure sufficient funds are provided to the nonprofit school food service account for meals served to students not eligible for free or reduced price meals. There are two ways to meet this requirement: either through the prices charged for “paid” meals or through other non-Federal sources provided to the nonprofit school food service account.

This memorandum provides guidance on the calculations SFAs must make in order to ensure they are in compliance with these requirements for School Year (SY) 2015-16. In addition, the SY 2015-16 Paid Lunch Equity (PLE) tool to assist SFAs as they make these required calculations is attached to this memorandum.

SY 2015-2016 Paid Lunch Equity Calculations

For SY 2015-2016, SFAs which, on a weighted average, charged less than **\$2.70** for paid lunches in SY 2014-2015 are required to adjust their weighted average lunch price or add non-Federal funds to the non-profit school food service account. The amount of the per meal increase will be calculated using 2 percent plus 2.19 percent, or **4.19** percent.

SFAs are reminded that they must use their unrounded adjusted average paid lunch price requirement from SY 2014-2015 when calculating the weighted average paid lunch price increase for SY 2015-2016. For example, if the unrounded SY 2014-2015 requirement was \$2.08 but the SFA opted to round down to \$2.05, the calculation of the SY 2015-2016 requirement is based on the \$2.08 unrounded SY 2014-2015 requirement.

If an SFA raised its weighted average paid lunch price above the required amount in SY 2014-2015, that excess paid lunch price increase may be subtracted from the total SY 2015-2016 paid lunch price increase requirement. SFAs must keep sufficient records to document and carry forward the average price calculations.

Additionally, if an SFA did not raise its weighted average adjusted paid lunch price sufficiently to meet the required amount in SY 2014-2015, the shortfall must be added to the total SY 2015-2016 paid lunch price adjustment requirement.

Use of Non-Federal Sources Calculation

SFAs that choose to contribute non-Federal sources to the nonprofit school food service account in lieu of raising paid lunch prices must calculate the appropriate amount to contribute. To determine the amount of required revenue in lieu of a paid lunch price increase, the SFA determines the total number of paid reimbursable lunches claimed for the previous school year and multiplies by the difference between the SY 2014-2015 weighted average paid lunch price requirement and the SY 2014-2015 weighted average paid lunch price.

Sources of Non-Federal Funds

For SY 2013-14 and SY 2014-15, FNS expanded the definition of a non-Federal source to include all paid meals to help SFAs meet the PLE requirement and to acknowledge the continuing support by States and locals to improve access to and participation in the breakfast program. FNS has received positive response to this flexibility.

Therefore, for SY 2015-16, SFAs may continue to count as a non-Federal source:

- 1. Per-meal non-Federal reimbursement for any paid meal (breakfast, lunch, etc)**
- 2. Any funds provided by organizations for any paid meal**
- 3. Any proportion attributable to paid meals from direct payments made from school district funds to support lunch service**

Credit for Excess Non-Federal Funds

If an SFA's SY 2014-2015 estimate of the required contribution exceeded the actual level, that excess contribution may be subtracted from the total SY 2015-2016 contribution requirement. Further, if the SY 2014-2015 estimate was less than required, additional funds from non-Federal sources must be added. The PLE tool for determining the amount of non-Federal source contributions will allow for making these calculations using the same rationale as used for paid lunch prices—credit forward any extra funds contributed and account for any shortfalls when determining the amount of non-Federal funds requirement for the next school year.

SY 2015-16 PLE Tool

The first tab of the SY 2015-16 PLE tool includes detailed instructions on how to use the tool and what information is needed to complete the appropriate calculations. It is recommended that each user print and read the instructions before attempting to complete the calculations.

To assist SFAs making these required PLE calculations, the attached SY 2015-16 PLE tool makes the following calculations:

- Weighted average paid lunch price for SY 2014-15
- Required paid lunch price increase for SY 2015-16
- Required non-Federal source contribution required for SY 2015-16

The PLE tool also takes into account adjustments to paid lunch prices made by the SFA in SY 2014-15 to calculate any credit or shortfall the SFA may have accrued for SY 2015-16. For SFAs that opted to contribute non-Federal funds, the PLE tool also calculates credits and shortfalls for the SY 2015-16 required non-Federal source contribution.

The SY 2015-16 PLE tool also includes a feature that makes calculations for SFAs that wish to split the SY 2015-16 requirement by both raise prices and contributing a non-Federal source. This option may be attractive to SFAs that do not want to raise paid lunch prices the entire amount that they are required. To use the attached SY 2015-16 PLE tool, SFAs need the following information:

ALL SFAs need the following data to calculate the Weighted Average Price for SY 2015-16:

- SY 2014-15 Unrounded Price Requirement OR SY 2010-11 Weighted Average Price
- All paid lunch prices for October 2014
- Number of paid lunches served associated with each paid lunch price in October 2014

SFAs that have opted to contribute non-Federal sources also need:

- Total number of paid lunches served in SY 2013-14
- The total dollar amount of SY 2011-12 , SY 2012-13, SY 2013-14 and SY 2014-15 non-Federal contribution

SFAs that wish to split the SY 2015-16 requirement by both raising paid lunch prices and contributing non-Federal sources will need all of the above information. Additionally, the PLE tool includes a report that SFAs can use to track the information they will need to make their SY 2016-17 calculations. SFAs can print the report and keep it in their records.

State agencies are reminded to distribute this memo to program operators immediately. SFAs should contact their State agencies for additional information. State agencies may direct any questions concerning this guidance to the appropriate FNS Office.

Original Signed

Cynthia Long
Deputy Administrator
Child Nutrition Programs
Attachment

AGENDA SUMMARY SHEET

Agenda Item:	Approve Revised Millard Public Schools Staff Evaluation Process
Meeting Date:	March 16, 2015
Division:	Leadership & Learning
Title:	Millard Public Schools Certificated Staff Evaluation Process
Action Desired:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Discussion <input type="checkbox"/> Information
Brief Description:	The revised Staff Evaluation Handbook and the 2014-2015 plan for training evaluators are attached.
Background:	<p>During the 2013-2015 school years, Millard Public Schools researched and revised our Millard Instructional Model and our Staff Evaluation Process. Our Millard Education Association has been a part of this process with representation on our district committee and through two separate input sessions at their Building Representative meetings. Our Millard Instructional Model was approved via our Board Policy on October 20, 2014.</p> <p>Highlights from the Revised Process:</p> <ul style="list-style-type: none"> • An additional Continuous Growth Phase has been added to focus on instruction. Teachers in Continuous Growth will cycle through a focus on student data and a focus on instruction. • The Indicators for Effective Practice for our Select Staff (for example, Counselors, School Psychologists, Teacher Librarians, etc.) have been revised. • All staff members will self-reflect using a rating scale for their job-specific Indicators. Evaluators will also assign ratings. • Staff members will use their reflection to design a Personal Professional Development Plan for their own growth. • Evaluators have been involved in ongoing staff development throughout the year about the revised Millard Instructional Model and the revised evaluation process. Evaluators will inform and develop their own staff regarding the new evaluation process.
Recommendations:	Recommend approval of the Revised Millard Public Schools Staff Evaluation Process to be implemented in the 2015-2016 school year pending approval from the Nebraska Department of Education.
Strategic Plan Reference:	Strategy (implemented 1990) – We will develop and implement plans to ensure the highest quality staff.
Implications of Adoption/Rejection:	The next step in this approval process is to submit documentation to the Nebraska Department of Education.

Timeline: Implementation in 2015-2016

**Responsible
Persons:**

Dr. Heather Phipps, Director of Staff Development & Instructional Improvement
Dr. Kim Saum-Mills, Executive Director of Leadership & Strategic Planning
Mr. Kevin Chick, Executive Director of Human Resources

Superintendent's Signature: _____

A handwritten signature in blue ink, appearing to read "Jim Duffin", is centered within a light gray rectangular box. The signature is written in a cursive, flowing style.

Millard Public Schools Staff Evaluation Handbook



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Acknowledgements

Teacher Evaluation and Professional Growth Cycle

Dr. Penny Kowal, Original Team Leader (1993-1995)

Dr. Donna Flood, Update Team Leader (2002-2003)

Dr. Kim Saum-Mills, Update Team Leader (2005-2007; 2013-2014)

Dr. Heather Phipps, Update Team Leader (2014-2015)

Many thanks to the following members who worked to develop the original Teacher Evaluation and Professional Growth Cycle in 1993-1994:

Dr. Gary Barta, Dr. Carol Beaty, Dr. Bill DeLoach, Ms. Paula Ellis, Ms. Lynne Elwood, Ms. Paulette Freis, Mr. Dennis Gehringer, Ms. Ellen Hartfield, Ms. Lori Jasa, Dr. Jed Johnston, Dr. Deb Kolc, Ms. Marsha Krabbenhoft, Ms. Nancy Lindahl, Mr. Bob Lykke, Ms. Helen Lykke-Wisler, Ms. Annette Mahoney, Dr. Carol Newton, Dr. Marie Trayer, and Dr. Dick Wollman

Special thanks to the administrators and staff members who participated as the Step-Ahead schools during our three year implementation process starting in 1994-1995:

Cottonwood Elementary School, Ezra Millard Elementary School, Neihardt Elementary School, Millard North Middle School and Millard South High School

During the 2002-2003 school year, the Teacher Evaluation and Professional Growth Cycle was updated to reflect language related to the infusion of technology into instruction. We extend our appreciation to the following staff members who contributed to this process:

Ms. Michelle Baldwin, Ms. Peggy Brendel, Dr. Martha Bruckner, Mr. Chuck Burney, Mr. Kevin Chick, Dr. Mark Feldhausen, Mr. Terry Houlton, Ms. Chris Ingram, Ms. Lori Jasa, Dr. Jed Johnston, Ms. Nancy Johnston, Ms. Vicki Kaspar, Mr. Tony Levy, Ms. Susan Livingston, Mr. Norm Melichar, Dr. Carol Newton, Dr. Nila Nielsen, Ms. Paula Peal, Dr. Judy Porter, Mr. Len Sagenbrecht, Dr. Kim Saum-Mills, Ms. Charlene Snyder, Dr. Jim Sutfin, Ms. Cali Watton, Ms. Jerri Wesley, Dr. Rick Werkheiser, and Ms. Joan Wilson

The 2002-2003 Teacher Evaluation Update Committee accepted the following definitions for “technology” and “technology integration”:

Technology – Electronic tools used to facilitate teaching and learning that include, but are not limited to, desktop computers, laptops, tablets, handhelds, projection systems, DVD/VHS/Laser disk players, overhead projectors, whiteboard display systems, calculators, scanners, printers, digital (video) cameras, etc.

Technology Integration – The effective application of electronic tools, beyond basic operations and concepts, by students to access knowledge, collaborate with peers, engage in higher-order thinking, and solve meaningful, real-life problems, and by teachers to plan

learning experiences, manage resources and the learning environment, provide appropriate instruction, and facilitate the assessment of student learning.

A great deal of appreciation is extended to the following educators who served on the 2005-2006 MIM (Millard Instructional Model) Committee and contributed to the 2006 Revision of the Millard Instructional Model.

Ms. Deb Ady, Dr. Carol Beaty, Dr. Martha Bruckner, Dr. Christi Buell, Ms. Sharon Comisar-Langdon, Ms. Molly Erickson, Ms. Nancy Johnston, Ms. Linda Kolbusz-Kosan, Dr. Carol Newton, Ms. Heather Phipps, Dr. Judy Porter, Dr. Kim Saum-Mills, Ms. Nancy Thornblad, Ms. Barb Waller, Ms. Marge Welch, and Ms. Jerri Wesley.

During the first implementation year of the revised Millard Instructional Model (MIM) in 2006-2007, the teacher evaluation committee met the following objective: *The committee will evaluate the MPS Teacher Evaluation System by assessing the effectiveness and recommend changes as (or if) needed.*

Members of the committee in 2006-2007 were Ms. Deb Ady, Ms. Lori Bartels, Dr. Carol Beaty, Mr. Nolan Beyer, Dr. Martha Bruckner, Ms. Melissa Byington, Ms. Sharon Comisar-Langdon, Ms. Ann Gapinski, Ms. Micky Gehringer, Ms. Marti Harris, Ms. Lori Jasa, Ms. Nancy Johnston, Dr. Vicki Kaspar, Dr. Deb Kolc, Ms. Dawn Marten, Mr. Jim Mercer, Dr. Nila Nielsen, Ms. Paula Peal, Dr. Judy Porter, Mr. Matt Rega, Ms. Dianna Ringleb, Dr. Kim Saum-Mills, Dr. Jim Sutfin, Ms. Jerri Wesley, and Ms. Jessica Wilkinson.

In the 2013-2014 and 2014-2015 school years, the District again convened a Teacher Evaluation Committee to review and revise the Millard Instructional Model and the certificated staff evaluation program.

Members of the committee were Dr. Jennifer Allen, Ms. Mary Bayne, Dr. Scott Butler, Mr. Kevin Chick, Ms. Sharon Comisar-Langdon, Ms. Heather Daubert, Ms. Tara Fabian, Ms. Jodi Grosse, Ms. Amanda Wharton-Hunt, Mr. Scott Ingwerson, Dr. Nancy Johnston, Ms. Tracy Logan, Ms. Pat Meeker, Mr. Mitch Mollring, Dr. Paula Peal, Dr. Heather Phipps, Dr. Jennifer Reid, Ms. Kim Rice, Ms. Joyce Rozelle, Dr. Kim Saum-Mills, Mr. Ryan Saunders, Mr. Paul Schulte, Ms. Megan Septak, Ms. Kathi Smith, Dr. Jim Sutfin, Ms. Jean Ubbelohde, Ms. Barb Waller, Ms. Heidi Weaver.

History of the Teacher Evaluation Program

The teacher evaluation committee met in September 2006 to determine if changes to evaluation system would improve instruction and student learning. The committee conducted a review of research on best practices of teacher evaluation and surveyed Millard staff on the current evaluation system to determine if a change to the system was needed.

Research Findings

Research suggested that clinical supervision, MPS current evaluation model, may not be the optimal teacher evaluation system to improve instruction for permanent certified teachers, which would then increase student achievement. Dr. Rick DuFour suggested that although he spent a grueling amount of time to perfect the “clinical supervision” process of teacher evaluation, he didn’t make a significant impact in student achievement until he stopped focusing on what the teacher was teaching and turned his attention to what students were learning. In DuFour’s article, *The Learning-Centered Principal*, he proposes the questions, “To what extent are the students learning the intended outcomes of each course? And what steps can I take to give both students and teachers the additional time and support they need to improve learning?”

Mike Schmoker also offers researched based arguments for changing the way schools approach teacher evaluation and professional development. In *Results Now*, Schmoker believes that, “among leadership’s most ineffective practices is teacher and administrative evaluation.” Schmoker also provides support for multiple walk-through observations throughout the year and a focus on learning by assisting teachers with “how” to teach and “what” to teach. Schmoker cites Jim Collins, author of *Good to Great*, “Effective leaders see what is essential and ignore the rest.” Collins believes leaders should, “focus on what is vital-and eliminate all of the extraneous distractions...stop doing the senseless things that consume so much time and energy.”

Leading expert and former building administrator, Kim Marshall, advocates for change to the traditional teacher evaluation model as well. Marshall notes, “Even though I had made frequent visits to this teacher’s classroom and followed up with informal chats to discuss my impressions, I’d really seen less than 1% of her teaching. I knew little about her dealings with parents or colleagues and had no data on how much her students were learning...1) my evaluations were based on grossly inadequate information; 2) they were therefore superficial and often missed the target; 3) this was why teachers paid so little attention to them and rarely made changes based on what I wrote; and therefore, 4) spending hours and hours on this process was not a good use of my time. If our current approach to teacher evaluation is chewing up large amounts of time without producing results, it needs to be changed.”

Research states a walk-through observation is a highly effective component of teacher evaluation. The Principals’ Partnership, www.principalspartnership.com/feature203.html, supports walk-through observations and offers the following advice: “One of the most promising strategies for providing leadership is brief and focused visits to the classrooms for the purpose of observing, first hand, the instruction that is provided and the needs of staff and students in the school.”

Survey Findings

Consultant Dr. John Crawford assisted the teacher evaluation committee in creating the questions used in the MPS staff survey. A random selection of staff shared their perceptions of Millard's teacher evaluation system by participating in the electronic survey. Of the 388 staff members who participated in the survey; 158 were elementary staff, 111 were middle level staff and 98 were high school staff. Nine teachers identified themselves as multi-level and 12 teachers were on teaching contracts but not currently in the classroom. A similar survey was given to all building administrators. Of the 49 building administrators who participated in the survey; 20 were elementary level, 16 were middle level and 13 were high school level.

The analysis of the survey results led the committee to believe change to the evaluation system was needed. Many administrators felt refinement to the current growth cycle would improve instruction and student learning. Principals also felt an evaluation system that included walk-through observations was a more effective evaluation model.

The survey results from teachers also supported a change to the current evaluation system. Many teachers felt the current evaluation system was ineffective. Teachers felt the current system represented hoops of procedures and protocols in which teachers must jump through. Some teachers stated little improvement of instruction occurred based on their evaluation. Teachers supported the idea of having multiple walk-through observations, which puts the evaluator in a classroom several times a semester.

Conclusion

The teacher evaluation committee discovered that research suggests a paradigm shift from how the majority of American schools conduct teacher evaluation. In combining research and survey results, the committee concluded that changes to the Millard teacher evaluation system could improve instruction and student learning. Therefore, the committee created a teacher evaluation pilot program. The pilot program was implemented in 2007-2008 at Montclair Elementary, Reagan Elementary, Rockwell Elementary, Kiewit Middle School, and Millard South High School. The pilot did not suggest any changes to the Intensive Assistance Program. The current teacher evaluation system remained in place for the rest of the staff in 2007-2008.

2011-2012 Update

In the spring of 2011, Millard Public Schools began piloting a web-based system called TalentEd. TalentEd allows MPS to utilize the current evaluation system in an on-line format. Millard North High School, Russell Middle School and Sandoz Elementary served as pilot buildings for teaching staff. The system was completely rolled out for all hourly and salary professional technical employees and all administrators. The roll out for all teaching staff will occur in 2011-2012.

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2013-2015 Update

In 2011 Nebraska adopted the Teacher and Principal Performance Framework in order to define effective practices and improve teaching and learning in the state. In an effort to ensure our Millard Instructional Model and current practices in teacher evaluation aligned to the state framework, the Teacher Evaluation Committee was reconvened. The committee again conducted a review of research and worked collaboratively with stakeholders to revise the instructional model and processes for teacher evaluation.

Researcher Mike Schmoker outlines the need for a teacher evaluation process that helps teachers focus on a small number of clearly articulated criteria. The effective practices included in the state framework are: foundational knowledge, planning and preparation, the learning environment, instructional strategies, assessment, professionalism, and vision and collaboration. Our Millard Instructional Model includes five domains: planning, instruction, assessment, learning environment, and professionalism. There are 11 indicators within those domains that align to the practices defined by the state. The revised model includes both teacher and student evidence. Researcher Charlotte Danielson describes the need for teachers and evaluators to collect evidence of what they see and hear in a classroom in order to accurately evaluate a lesson.

The revised Millard Instructional Model also includes a rating scale of distinguished, proficient, basic, and unsatisfactory. The research of both Robert Marzano and Charlotte Danielson outlines the need for teachers and evaluators to distinguish between practices at varied levels of performance. The Nebraska Teacher Evaluation Model also includes a rating scale.

We also added an evaluation phase to our process. Previously we had both Appraisal and Continuous Growth Phases which focused on a student achievement goal. The revised teacher evaluation program includes a Continuous Growth Phase focused on instruction. Robert Marzano describes teaching as both a science and an art. The art involves determining the best practices to use in any given instructional situation and then reflecting on the lesson. Continuous Growth- Focus on Instruction is designed to allow teachers to become reflective practitioners.

Research indicates that professional development should be directly tied to the teacher evaluation process in order for both to be effective. Among many others, the National Comprehensive Center for Teacher Quality includes high-quality professional growth opportunities for individuals and groups of teachers among the characteristics of an effective teacher evaluation system. A professional development plan is also a key component of the Nebraska Teacher Evaluation Model. One revision in our teacher evaluation process is to include a personal professional growth plan for every teacher.

Job Description

Title: Teacher (includes classroom and special assignments)

Reports: Building Principal

General Summary: Serves as classroom and instructional leader in accordance with the Millard Instructional Model.

- I. Teacher plans with individual learning results in mind.
- II. Teacher delivers well-designed units and lessons so that students achieve desired learning results.
- III. Teacher ensures all students learn the Millard curriculum through multiple and diverse learning opportunities.
- IV. Teacher uses instructional strategies that result in meaningful understanding and application of learning.
- V. Teacher continually monitors student progress and adjusts instruction to optimize individual student learning.
- VI. Teacher grading practices reflect evidence of student learning.
- VII. Teacher establishes a physically and emotionally safe learning environment.
- VIII. Teacher implements a classroom management system that complies with and supports building and District policy.
- IX. Teacher collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.
- X. Teacher embraces continuous professional growth and contributes to school and District improvement.
- XI. Teacher performs job-related responsibilities and acts as an ethical, responsible member of the professional community.

Qualifications:

1. Education Level: Bachelor's degree is required, additional training and/or graduate hours and/or graduate degrees in education or subject area(s) is preferred.
2. Certification or Licensure: Valid Nebraska Teaching Certificate. It is preferred that the teacher endorsed by the State of Nebraska to teach the particular subjects of the assignment
3. Experience desired: Classroom teaching experience is preferred.
4. Other requirements: Possess skills that will enable the teacher to perform the required responsibilities. Be physically able to perform required responsibilities.

Special Requirements:

	Occasional <u>1 - 32%</u>	Frequent <u>33 - 66%</u>	Constant <u>67% +</u>
1. Standing			X
2. Walking		X	
3. Sitting		X	
4. Lifting <u>25</u> lb max.....	X		
5. Carrying <u>100</u> feet.....	X		
6. Pushing / Pulling	X		
7. Climbing / Balancing.....	X		
8. Stooping / Kneeling / Crouching / Crawling.....	X		
9. Reaching / Handling.....	X		
10. Speaking / Hearing			X
11. Seeing / depth perception / color			X

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

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Revised: 9/14/1998
4/25/2008
5/22/2014

Millard Public Schools

Staff Evaluation Introduction

The staff evaluation described in this handbook was developed and reaffirmed by the Staff Evaluation Development and Update Teams to support the mission of the Millard Public Schools:

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

Purposes of Staff Evaluation within Millard Public Schools

Accountability:

- to ensure all students learn the academic and life skills necessary for responsible living
- to ensure that the *Indicators of Effective Teaching and Learning* continue in the classroom

Professional Growth:

- to foster the continuous improvement of teaching and learning by teachers

School Improvement:

- to promote the integration of site-based plans and the district strategic plan with instructional improvement through staff development

Teacher Performance Criteria

Teachers will be evaluated with respect to the Millard Instructional Model: Indicators of Effective Teaching and Learning. The defining attributes for evaluating instruction with respect to each of these Indicators are presented in this handbook. The Indicators and their defining attributes are supported through professional consensus and the research on effective teaching and learning.

It is essential that teachers review these Indicators and develop a clear understanding of the criteria, which serves as the basis of the teacher evaluation system. The practices and defining attributes used to evaluate instruction in Millard Public Schools includes a broad range of behaviors. They are used to guide teacher growth and development beyond competency to higher levels of proficiency.

Select Staff Performance Criteria

Select staff (i.e. counselors, social workers, school psychologists, special education itinerant staff, teacher librarians/technology specialists, and school nurses) will be evaluated with respect to the identified best practices for the specified position. The defining attributes for evaluating these positions with respect to each best practice are presented in this handbook.

It is essential that staff members review their best practices to develop a clear understanding of the criteria, which serve as the basis of the evaluation system. The practices are used to guide growth and development beyond competency to higher levels of proficiency.

Instructional Walk-through Observations for Teachers

Evaluators are encouraged to conduct numerous instructional walk-through observations for each certificated staff member per year. The date of each walk-through observation should be documented. Evaluators will focus on four areas when conducting instructional walk-through observations: Curriculum, Instruction, Student Engagement, and Safety (CISS).

Walk-through Observations for Select Staff

Evaluators are encouraged to conduct numerous walk-through observations for each select staff member each year. The date of each walk-through observation should be documented. Evaluators will focus on best practices for the specified position. (i.e. counselors, social workers, school psychologists, special education itinerant staff, information/technology specialists, and school nurses) Walk-through observations may include meetings, classroom instruction, and interactions with students, staff, or parents.

Teacher & Select Staff Evaluation Cycle

Years 1-3 (Probationary Teachers & Special Circumstances): Appraisal Phase

- .5 FTE will remain in Appraisal Phase on Probationary Status for six years. (79-825 Revised Statutes)
- An evaluator can move a teacher/select staff back to the Appraisal Phase at any time.

Year 4-and beyond: Continuous Growth Focus on Data or Continuous Growth Focus on Instruction

- Teachers will only remain on a Continuous Growth Phase for two years before moving to the other Continuous Growth Phase.

Intensive Assistance Program

When the standards for performance in the Millard Instructional Model for certificated staff or best practice for select staff are not met, the staff member may be placed in the Intensive Assistance Program. Intensive Assistance is part of the Appraisal Phase of the evaluation system. If Intensive Assistance is indicated, staff currently in the Appraisal Phase can be placed directly in Intensive Assistance. Staff currently in either Continuous Growth Phase will be moved to the Appraisal Phase at the time Intensive Assistance is indicated. Staff may move to the Appraisal Phase at any point in the evaluation process. Information about the Intensive Assistance Program may be found in this handbook.

Teacher Evaluation

Teacher Evaluation Phases

There are 3 phases of teacher evaluation in Millard Public Schools (MPS).

- 1) Appraisal
- 2) Continuous Growth – Focus on Data
- 3) Continuous Growth – Focus on Instruction

All probationary certificated staff, who have been employed with MPS three years or less, will be on the Appraisal Phase until they move to permanent certificated status. (In Nebraska, permanent certification occurs after six years for part time staff – NE Rev. State **79-825**.)

Permanent certificated staff (4 or more years with MPS) will rotate each year from Continuous Growth Phase –Focus on Data to Continuous Growth Phase – Focus on Instruction. Evaluators have the option of determining which staff are on which phase and have the option of keeping a staff member on a phase for more than 1 year. Permanent certificated staff members should not remain on the same phase for more than 2 years.

Some permanent certificated staff will participate in the Appraisal Phase. These staff members may include in-district transfers, new teaching assignments within the school, those not meeting District standards/Millard Instructional Model (MIM), or those assigned at administrative discretion.

Appraisal Phase

1. By the end of September, evaluators will review the evaluation procedures with teachers. (Policy 4160.1)
2. Using the Millard Instructional Model, the teacher will complete a self-reflection prior to their Fall Conference. A Fall Conference will occur by the end of September.
3. The teacher will focus on his/her personal professional development. For all staff new to Millard, in their first three years, the evaluator and teacher will discuss the teacher's progress and support needed while participating in District New Staff Induction. For all other staff on the Appraisal Phase (i.e., permanent certificated staff), the evaluator and the teacher will review the teacher's Personal Professional Development Plan. (The Personal Professional Development Plan is comprehensive, clear, rigorous, and stretches the capacity of the educator in its requirements. It is aligned to the most recent summative evaluation and MIM self-reflection. It proposes a challenging sequence of learning opportunities. It is designed to lead to long-term and meaningful professional growth.)
4. Each teacher on the Appraisal Phase will have two classroom observations. Both observations will be full instructional periods. One full instructional period observation will be completed prior to January 1. The other full instructional period observation will be completed between January 1 and April 1.

5. Both observations require a Post-observation Reflection Form completed by the teacher following the observation.
6. After each observation, a Post-observation Conference will take place between the teacher and evaluator. As a result of the dialogue during the conference, the evaluator will finalize the Classroom Observation Form including the completed rating scale for the 5 Domains.
7. By May 1, a Spring Conference will take place with the teacher and evaluator. Prior to the Spring Conference, the teacher will complete a self-reflection. As a result of the dialogue during the conference, the evaluator will finalize the Appraisal Report including the completed rating scale for the 5 Domains.
8. Throughout the year, the evaluator will conduct several instructional walk-through observations focusing on the CISS criteria (Curriculum, Instruction, Student Engagement & Safety). The evaluator will record the dates of each instructional walk-through. The method by which evaluators provide walk-through feedback is determined and communicated by the evaluator.

Appraisal Phase Time Line for Evaluators

August-September	~Review evaluation procedures with all certificated staff (Policy 4160.1) ~Fall Conference
By Winter Break	~Conduct one classroom observation followed by the Post-observation Conference – observation should be for the full instructional period (NE Rev. State 79-828) ~Complete several instructional walk-through observations
By Spring Break	~Conduct a second classroom observation followed by the Post-observation Conference – observation should be for the full instructional period (NE Rev. State 79-828) ~Complete several instructional walk-through observations
By May 1	~Complete the Appraisal Report and conduct the Spring Conference

Continuous Growth Phase – Focus on Data

1. By the end of September, evaluators will review the evaluation procedures with teachers. (Policy 4160.1)
2. Using the Millard Instructional Model, the teacher will complete a self-reflection prior to his/her Fall Conference. A Fall Conference will occur by the end of September. The information the teacher garners from his/her self-reflection will assist in developing the Continuous Growth Plan.
3. By the end of September, a Fall Conference takes place between each teacher and evaluator to establish and discuss the teacher's Continuous Growth Plan. The teacher's SMART goal will focus on student achievement and be supported by data. The teacher's Continuous Growth Plan will include personal professional development that aligns and supports the teacher's SMART goal. The teacher will develop a draft Continuous Growth Plan prior to the Fall Conference. This Continuous Growth Plan requires evaluator approval. (The Continuous Growth Plan, which includes a teacher's personal professional development action items, is comprehensive, clear, rigorous, and stretches the capacity of the educator in its requirements. It is aligned to the most recent summative evaluation and MIM self-reflection. It proposes a challenging sequence of learning opportunities. It is designed to lead to long-term and meaningful professional growth.)
4. Between December and February, the evaluator will conduct a progress check with the teacher about progress toward his/her Continuous Growth Plan. This progress check may be via e-mail or a face-to-face meeting.
5. Between February and May 1, a Spring Conference will take place with the teacher and evaluator to discuss the teacher's progress toward the Continuous Growth Plan. The teacher will complete a self-reflection prior to the conference. The teacher will bring evidence showing professional growth to the conference. Evidence of professional growth can be shared in a variety of ways. As a result of the dialogue during the conference, the evaluator will finalize the Continuous Growth Report including the completed rating scale for the 5 Domains.
6. Throughout the year, the evaluator will conduct several instructional walk-through observations focusing on the CISS criteria (Curriculum, Instruction, Student Engagement & Safety). The evaluator will record the dates of each instructional walk-through. The method by which evaluators provide walk-through feedback is determined and communicated by the evaluator.

Continuous Growth Phase Time Line for Evaluators

August-September	~Review evaluation procedures with all certificated staff (Policy 4160.1) ~Fall Conference
By Winter Break	~Complete several instructional walk-through observations

December-February	~Progress Check
By Spring Break	~Complete several instructional walk-through observations
February-May 1	~Complete the Continuous Growth Report and conduct the Spring Conference

Continuous Growth Phase – Focus on Instruction

1. By the end of September, evaluator will review the evaluation procedures with teachers. (Policy 4160.1)
2. Using the Millard Instructional Model, the teacher will complete a self-reflection prior to his/her Fall Conference. A Fall Conference will occur by the end of September. The information the teacher garners from his/her self-reflection will assist in developing the Continuous Growth Plan.
3. By the end of September, a Fall Conference takes place between each teacher and evaluator to establish and discuss the teacher's Continuous Growth Plan. The teacher's SMART goal will focus on the teacher's improvement in instruction and be supported by evidence. The teacher's Continuous Growth Plan will include personal professional development that aligns and supports the teacher's SMART goal. The teacher will develop a draft Continuous Growth Plan prior to the Fall Conference. This Continuous Growth Plan requires evaluator approval. (The Continuous Growth Plan, which includes a teacher's personal professional development action items, is comprehensive, clear, rigorous, and stretches the capacity of the educator in its requirements. It is aligned to the most recent summative evaluation and MIM self-reflection. It proposes a challenging sequence of learning opportunities. It is designed to lead to long-term and meaningful professional growth.)

Some form of observation is required in this phase. There are several observation choices a teacher and evaluator can select. Some choices may require involvement in District training. **Those choices are highlighted with an asterisk (*)**.

- Observation with evaluator with pre/post conference (A full instructional period for the Continuous Growth Phase will be defined as a minimum of 40 minutes.)
 - Videotape with self-reflection and debrief meeting with peer or evaluator (MPS videotape self-reflection resources provided.)
 - Participate in Peer Observation (MPS peer observation resources provided.)
Please note: New Staff Induction Peer Coaching* will also qualify for this option.
 - Participate as a Cooperating Teacher*
 - Participate in Instructional Coaching*
 - Other Focus on Instruction Goal that includes a form of observation (approved by evaluator)
4. Between December and February, the evaluator will conduct a progress check with the teacher about progress toward his/her Continuous Growth Plan. This progress check may be via e-mail or a face-to-face meeting.
 5. Between February and May 1, a Spring Conference will take place with the teacher and evaluator to discuss the teacher's progress toward the Continuous Growth Plan. The teacher will complete a self-reflection prior to the conference. The teacher will bring

evidence showing professional growth to the conference. Evidence of professional growth can be shared in a variety of ways. As a result of the dialogue during the conference, the evaluator will finalize the Continuous Growth Report including the completed rating scale for the 5 Domains.

6. Throughout the year, the evaluator will conduct several instructional walk-through observations focusing on the CISS criteria (Curriculum, Instruction, Student Engagement & Safety). The evaluator will record the dates of each instructional walk-through. The method by which evaluators provide walk-through feedback is determined and communicated by the evaluator.

Continuous Growth Phase Time Line for Evaluators

August-September	~Review evaluation procedures with all certificated staff (Policy 4160.1)
August-September	~Fall Conference
By Winter Break	~Complete several instructional walk-through observations
December-February	~Progress Check
By Spring Break	~Complete several instructional walk-through observations
February-May 1	~Complete the Continuous Growth Report and conduct the Spring Conference

Millard Instructional Model

History of the Millard Instructional Model

The Millard Strategic Plan called for the development of an Instructional Model representing research on effective teaching. The first draft of the model was developed by a team of administrators and teachers in 1992. This draft was a hybrid of the staff development programs offered in Millard in the past ten years: Cooperative Learning, Thinking Skills, Learning Styles, ITIP, Advanced ITIP, Developing Independent Learners, Reading-Writing In-services.

Another charge from the Millard Strategic Plan was to create a new teacher evaluation process. A team of teachers and administrators was established to develop a new system. An important element of that system was the Instructional Model. Using the work of Dr. Ed Iwanicki from the University of Connecticut and the 1992 draft of the Instructional Model, a writing team of administrators and teachers formed the Indicators of Effective Teaching.

The Teacher Evaluation Team used a consensus process to complete and approve the final product. The Millard Education Association was involved in the creation of the Teacher Evaluation System and assured that the product met criteria for teacher evaluation established through state and national resolutions. The MEA Board of Directors, the Human Resources Division, the Curriculum Division, and the building principals reviewed the final document. The Millard Board of Education approved the plan for teacher evaluation on March 7, 1994.

The Teacher Evaluation System was updated in 2001 to reflect the District's staff development initiative in differentiated instruction and updated again in 2003 to reflect the district's growth in the integration of technology into instruction. The Millard Board of Education approved the updated Teacher Evaluation System in July 2001 and in June 2003.

In the summer of 2005, a group of Millard educators came together for a two day summer retreat to reflect on the following questions:

- o What does an effective teacher do to increase student achievement?
- o What are important decisions teachers must make to effectively instruct?
- o Why is successful classroom management vital to improved student achievement?
- o Can a district model of instruction increase student achievement?
- o Does student achievement increase when building administrators model effective instruction?

Based on this retreat and several meetings during the 2005-2006 school year, the Millard Instructional Model was revised to place more emphasis on "student learning." "Indicators of Effective Teaching" became "Practices That Promote Successful Student Learning."

We believe all teachers should consider the following four important questions:

- 1) What will students know and be able to do?
- 2) How will students learn it?
- 3) How do we know if students learned it?
- 4) What happens if students don't learn it or already know it?

Continuing the tradition of excellence in teaching and learning, a team of teachers, building and central office administrators, and Millard Education Association representatives worked together to again revise the Millard Instructional Model and the Teacher Evaluation System. This team worked through the 2013-14 school year to research, revise and develop a rubric. Communication and staff development plans will occur throughout 2014-2015, with implementation of the revised model beginning with the 2015-2016 school year.

The Indicators of Effective Teaching and Learning, the 2014 revised Millard Instructional Model, marries the 2003 “Indicators of Effective Teaching” and the 2006 “Practices That Promote Successful Student Learning” and aligns with the 2013 Nebraska’s Performance Framework for Teachers. The Indicators of Effective Teaching and Learning includes teacher evidence and student evidence as indicators of competency. It also allows for assessment of instruction on a scale rating to promote teacher reflection and continuous growth. For purposes of reflection, growth, and evaluation of teacher performance, the following rating scale is utilized:

Unsatisfactory	Little or no demonstration of Indicators of Effective Teaching and Learning
Basic	Limited or inconsistent demonstration of Indicators of Effective Teaching and Learning
Proficient	Consistent demonstration of Indicators of Effective Teaching and Learning
Distinguished	Consistent and exemplary demonstration of Indicators of Effective Teaching and Learning

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MPS Board Policy

Millard Public Schools. Board Rule 4140.1.

Millard Public Schools. Board Rule 4155.1.

Millard Public Schools. Board Rule 6130.2.

Millard Public Schools. Code of Ethics

Millard Public Schools. PreK-12 College and Career Readiness Standards & Indicators. Policy 6110.

Millard Public Schools. Rtl+I Document.

Millard Public Schools. Teacher Job Description.

Millard Instructional Model (MIM)

The purpose of the Millard Instructional Model is to ensure that each student understands, knows, and is able to demonstrate the learning specified in the Millard Education Program so that students meet the guarantee of the Millard Public Schools' Mission. The Millard Instructional Model is divided into five interdependent domains.



Millard Instructional Model

Indicators of Effective Teaching and Learning

Domain I: Planning <i>What will students know and be able to do? How will students learn it?</i> <i>How do we know students learn it? What happens if students do not learn it or already know it?</i>			
Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators
I. Teacher plans with individual learning results in mind.			

- A. Teacher utilizes the standards and indicators defined by the Millard Educational Program in planning essential learning outcomes and objectives in each area of study.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher writes daily and weekly lesson plans and objectives that address required Millard Educational Program curricular outcomes, state and national standards. Teacher shares lesson plans with building administrators, supervisors, and appropriate colleagues. Teacher informs students of the lesson plan using developmentally appropriate language. Teacher uses the lesson plan to foster opportunities for collaboration, both within and across disciplines. Teacher reflects on the extent to which outcomes are being met. 	<ul style="list-style-type: none"> Students articulate learning objectives, expected outcomes, assessments and the relevance of the content. Students are actively engaged as a result of involvement in planning.

- B. Teacher uses individualized assessment data to determine learning objectives for students.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher accurately interprets data to set appropriate learning goals for each student. Teacher uses formative, summative, and cumulative data to guide planning. Teacher differentiates lesson plans to appropriately challenge each student. 	<ul style="list-style-type: none"> Students set academically and developmentally appropriate goals. Students accurately describe progress toward learning goals. Students engage in differentiated activities.

- C. Teacher designs lessons and units that incorporate effective practices.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher defines evidence of learning, including performance tasks and rubrics. Teacher uses knowledge of effective lesson design and current best practices to inform planning. Teacher aligns instructional strategies, technologies and other instructional resources, and assessments to the learning objectives. Teacher plans diverse instructional strategies to provide differentiated learning experiences. Teacher considers student prior knowledge, individual circumstances, and cultural and societal influences on learning when planning. Teacher includes instructional strategies to promote student independence. Teacher plans to provide meaningful feedback. Teacher plans opportunities for students to monitor progress and reflect upon learning. Teacher plans for students to have sufficient access and training in technologies and other resources necessary for learning. 	<ul style="list-style-type: none"> Students rehearse, rethink, revise and refine their learning based upon personal reflection and timely feedback. Students evaluate their work and set future goals. Students explain how the current task relates to the overall goal of the lesson.

Domain 2: Instruction

What will students know and be able to do? How will students learn it?

How do we know students learn it? What happens if students do not learn it or already know it?

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

II. Teacher delivers well-designed units and lessons so that students achieve desired learning results.

A. Teacher communicates and reinforces daily, weekly, and unit learning goals and objectives throughout instruction.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher explains daily learning objectives. Teacher ensures amount of content and length of activities are appropriate for each learner. Teacher revisits the objective at appropriate intervals. 	<ul style="list-style-type: none"> Students articulate learning objectives, expected outcomes, and the relevance of content.

B. Teacher uses effective instructional strategies to ensure growth in student achievement.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher uses instructional strategies and learning activities that correlate to the achievement of the stated objective. Teacher uses a variety of instructional techniques appropriate to level and content including but not limited to: direct instruction, inquiry, questioning, flexible grouping, collaboration, content area literacy, and appropriate use of technology as appropriate for individual student achievement. Teacher uses a variety of instructional techniques appropriate to individual learning styles. Teacher provides effective anticipatory set and closure. Teacher checks for understanding and modifies instruction based on student demonstrations of knowledge and understanding. Teacher provides students with timely, meaningful, formative feedback. Teacher models reflective thinking and engages students in reflecting on their own learning and the learning process. 	<ul style="list-style-type: none"> Students are actively involved in the learning process through, whole group, small group, collaborative, and independent learning tasks. Students are engaged during the full instructional period. Students understand and apply knowledge in meaningful ways. Student artifacts provide evidence that objectives have been met. Students are engaged in quality reflective practices.

III. Teacher ensures all students learn the Millard curriculum through multiple and diverse learning opportunities.

A. Teacher delivers the District approved curriculum with fidelity and differentiates for student needs.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher provides differentiated instruction based on student needs. Teacher provides extensions aligned with the District curriculum. Teacher provides classroom-based and/or supplemental interventions with fidelity. Teacher provides accommodations and modifications of instruction to meet individual student needs. Teacher uses multiple data sources to identify students who are struggling. Teacher uses timely and effective interventions for remediation. Teacher collaborates with building and District personnel to determine appropriate support for students. 	<ul style="list-style-type: none"> Students demonstrate academic growth over time. Students perform the skill, strategy, or process with increased confidence and competence. Students work at appropriate instructional level. Students transfer skills and knowledge across learning environments.

IV. Teacher uses instructional strategies that result in meaningful understanding and application of learning.

A. Teacher links new learning to past learning and real life experiences.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher connects new learning to past learning. Teacher facilitates opportunities for students to apply learning to real life experiences. Teacher implements engaging learning experiences that draw upon family and community resources. Teacher engages students by using high-quality practice tasks that are relevant, motivating and meaningful. 	<ul style="list-style-type: none"> Students explain connections between prior knowledge and new learning. Students apply knowledge to new situations. Students develop, prioritize and justify possible solutions to real world problems. Students ask relevant questions and build on one another's ideas. Students initiate exploration of ideas.

B. Teacher organizes instruction so that students become productive and independent learners.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher instructs, models, and reinforces developmentally appropriate skills of independence. Teacher provides learning experiences that become incrementally more challenging. Teacher models metacognitive processes related to learning. 	<ul style="list-style-type: none"> Students persevere in new situations and with challenging content. Students advocate for their own learning when content is too easy, confusing or difficult.

C. Teacher facilitates critical thinking and problem solving.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher uses varying levels of questioning, inquiry, and reflection that range from concrete to abstract. Teacher reinforces, dignifies, and builds on student responses. Teacher asks reflective questions that require students to utilize knowledge and make inferences that go beyond what is explicitly taught. 	<ul style="list-style-type: none"> Students voluntarily ask questions, make predictions and discuss content. Students critically evaluate situations from multiple perspectives. Students identify multiple ways to solve a problem and evaluate potential solutions.

Domain 3: Assessment

What will students know and be able to do? How will students learn it?

How do we know students learn it? What happens if students do not learn it or already know it?

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators
V. Teacher continually monitors student progress and adjusts instruction to optimize individual student learning.			

A. Teacher uses effective assessment practices that allow the teacher and students to monitor learning.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher develops quality assessments aligned to District standards and indicators. ▪ Teacher develops quality assessments that accurately measure student understanding of learning objectives. ▪ Teacher uses both formative and summative assessments. ▪ Teacher checks for understanding throughout the lesson. ▪ Teacher develops and uses varied and appropriate assessments based on objectives and student needs. ▪ Teacher makes appropriate accommodations for students based upon identified learning needs. ▪ Teacher assessment and feedback are regular and ongoing. ▪ Teacher assures that classroom based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. ▪ Teacher uses pre-assessments to determine student knowledge transfer from past learning. ▪ Teacher provides accommodations and modifications of assessments to meet individual student needs. 	<ul style="list-style-type: none"> ▪ Students demonstrate learning in a variety of ways. ▪ Students use assessment data and feedback to define their progress toward learning goals.

B. Teacher uses assessment data before, during, and after instruction to monitor understanding and to adjust instruction.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher uses assessment data, including real time student performance in class, to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. ▪ Teacher provides multiple opportunities for demonstration of student learning through various modalities. ▪ Teacher interprets assessment results individually and with colleagues. ▪ Teacher uses assessment data to monitor and assess incremental learning goals and implement proactive intervention. ▪ Teacher incorporates opportunities for students to practice reflection. ▪ Teacher uses assessment data to reflect on student progress and modifies instruction in response to evidence of student understanding. 	<ul style="list-style-type: none"> ▪ Students express their current level of understanding of a concept or skill. ▪ Students explain what they could do to enhance their learning. ▪ Students participate in multiple opportunities to demonstrate their knowledge. ▪ Students engage in re-teaching opportunities before they are re-assessed.

VI. Teacher grading practices reflect evidence of student learning.

A. Teacher determines grades based on student achievement of standards and indicators defined by the District curriculum.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher develops grading criteria aligned to District standards and indicators. Teacher communicates criteria used to determine grades. 	<ul style="list-style-type: none"> Students demonstrate knowledge of the learning goal and assessment criteria.

B. Teacher assigns grades that are fair, consistent, timely and clearly reported.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher compiles and reports a variety of assessment data to accurately document student progress. Teacher reports grades in a timely and accurate manner. Teacher updates reports as students improve achievement. Teacher collaborates with educational professionals to establish grading criteria. Teacher communicates grades and grading criteria to students and parents or guardians. 	<ul style="list-style-type: none"> Students explain how the grade was determined based on the assessment criteria. Students use feedback and grades to determine next steps in learning.

Domain 4: Learning Environment

What will students know and be able to do? How will students learn it?

How do we know students learn it? What happens if students do not learn it or already know it?

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

VII. Teacher establishes a physically and emotionally safe learning environment.

A. Teacher establishes a physical space that is safe, accessible, and organized for learning.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher defines, posts, and teaches safety parameters and procedures to students. ▪ Teacher arranges the classroom so that it is safe, accessible, organized, and allows for movement and learning. ▪ Teacher follows building and District safety guidelines and policies. 	<ul style="list-style-type: none"> ▪ Students demonstrate safe behaviors.

B. Teacher establishes a classroom environment that is emotionally safe.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher establishes relationships that result in a positive learning climate of openness, mutual respect, and support, that allows students to take risks in learning. ▪ Teacher demonstrates and promotes respect of diversity with individual students, their families, and communities. ▪ Teacher demonstrates understanding of the effects of cultural and societal influences on learning for each student. ▪ Teacher establishes and maintains a bullying and harassment free learning environment. ▪ Teacher maintains appropriate relationships with students. ▪ Teacher displays high expectations for all students. ▪ Teacher establishes a collaborative environment built on trust and teamwork. ▪ Teacher establishes rapport by demonstrating patience, acceptance, empathy, and interest in all students. ▪ Teacher recognizes student success. ▪ Teacher models and maintains a positive social and emotional tone. 	<ul style="list-style-type: none"> ▪ Students treat others with respect. ▪ Students participate actively in the learning activities. ▪ Students demonstrate a willingness to learn. ▪ Students establish and execute learning goals to completion and persevere when faced with setbacks. ▪ Students provide and accept feedback and make adjustments as needed. ▪ Students describe the teacher as someone who knows them and is interested in them.

VIII. Teacher implements a classroom management system that complies with and supports building and District policy.

A. Teacher establishes a proactive classroom management plan appropriate for the developmental level of students to promote emotional, social, and academic growth.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher establishes a classroom management plan including expectations, procedures, and positive and negative consequences. ▪ Teacher anticipates problems and creates proactive procedures. ▪ Teacher establishes appropriate limits for behavior, and resulting consequences are consistently enforced. ▪ Teacher acknowledges and reinforces acceptable behavior. ▪ Teacher develops plans to meet individual student behavior needs. ▪ Teacher utilizes building resources as needed, to support the behavioral needs of individual students. 	<ul style="list-style-type: none"> ▪ Students describe expectations for appropriate behavior. ▪ Students explain consequences for behavior. ▪ Students explain classroom procedures.

B. Teacher implements and maintains the classroom management plan.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher implements and maintains classroom routines and transitions that provide maximum time and learning during whole group, small group, and independent learning. Teacher addresses behavior in a way that preserves student dignity and recognizes unique student needs. Teacher explains, reinforces, and re-teaches replacement behaviors as needed. Teacher consistently utilizes appropriate consequences for behavior. Teacher regularly revisits the classroom management plan and reviews with students. Teacher seeks parent input when students are struggling to meet expectations. Teacher identifies and teaches expectations for unique learning situations such as: substitutes, assemblies, field trips, use of technologies, etc. Teacher maintains accurate behavior records. 	<ul style="list-style-type: none"> Students understand and follow established behavior guidelines and procedures. Students model and rehearse appropriate behaviors. Students efficiently transition between learning activities. Students self-monitor and adjust their behavior.

IX. Teacher collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

A. Teacher fosters and communicates multiple and diverse opportunities to support learning activities at home and school.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher establishes a classroom management plan including expectations, procedures, and positive and negative consequences. Teacher anticipates problems and creates proactive procedures. Teacher establishes appropriate limits for behavior, and resulting consequences are consistently enforced. Teacher acknowledges and reinforces acceptable behavior. Teacher develops plans to meet individual student behavior needs. Teacher utilizes building resources as needed, to support the behavioral needs of individual students. 	<ul style="list-style-type: none"> Students describe expectations for appropriate behavior. Students explain consequences for behavior. Students explain classroom procedures.

B. Teacher creates a culturally sensitive and bias free learning environment.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> Teacher acknowledges diversity within the community and seeks to understand the impact on the classroom learning environment. Teacher acknowledges community experiences and builds upon those experiences to increase academic success. Teacher demonstrates knowledge and caring about individual students' lives beyond school. Teacher models respect for all people. 	<ul style="list-style-type: none"> Students treat others in a considerate and non-demeaning way. Students demonstrate understanding of and respect for multiple perspectives. Students appreciate ideas of others.

Domain 5: Professionalism			
Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators
X. Teacher embraces continuous professional growth and contributes to school and District improvement.			

A. Teacher pursues professional development and reflective practice to improve instruction.

Teacher Evidence:

- Teacher applies professional growth experiences to improve content knowledge and pedagogical skill.
- Teacher contributes to and participates in a professional learning community and other collaborative teams that support and respect the members' efforts to improve practice.
- Teacher collaborates with other professionals to improve instructional skill and student success.
- Teacher systematically reflects upon his/her own teaching practice.
- Teacher applies knowledge gained from reflection and professional development to improve learning.
- Teacher models continuous, life-long learning through inquiry and reflection.
- Teacher continually evaluates professional practice regarding the use of technology in support of student learning.

B. Teacher supports the mission and beliefs of the school and District to share the responsibility for the growth of student learning, development and achievement.

Teacher Evidence:

- Teacher participates in the development and implementation of the school and District mission, beliefs, and goals for teaching and learning.
- Teacher contributes to continuous school and District improvement and implements strategic and site plans.
- Teacher efforts move beyond classroom duties by contributing to school and District initiatives.

XI. Teacher performs job-related responsibilities and acts as an ethical, responsible member of the professional community.

A. Teacher performs job-related duties by adhering to established laws, policies, rules, and building expectations.

Teacher Evidence:

- Teacher adheres to the Professional Code of Ethics (Board Policy 4155).
- Teacher adheres to contractual obligations.
- Teacher complies with rules and regulations to provide a safe and orderly school environment.
- Teacher consistently demonstrates preparedness and punctuality throughout job-related responsibilities.
- Teacher protects the established rights and confidentiality of students and families.
- Teacher models an understanding of the social, ethical, legal, and human issues surrounding the use of technology.
- Teacher takes responsibility for the growth of students by persevering in efforts to ensure all students learn.

B. Teacher contributes to a positive, professional workplace.

Teacher Evidence:

- Teacher demonstrates enthusiasm for the profession.
- Teacher creates and maintains professional collegial relationships that result in sharing, planning and working together.
- Teacher problem solves situations in a positive and productive manner.

C. Teacher communicates in a professional manner.

Teacher Evidence:

- Teacher demonstrates proficiency in oral and written communication.
- Teacher maintains a respectful and professional tone in all communication.
- Teacher uses professional judgment to determine appropriate method(s) of communication.
- Teacher uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families and the community.

Select Staff Evaluation

Counselors
Partners with Providers
School Psychologists
Social Workers
Special Education Select Staff
Speech Language Pathologists
Teacher Librarians/Technology Specialists

Select Staff Evaluation Phases

Counselors, Partners with Providers, School Psychologists, Social Workers,
Special Education Select Staff, Speech Language Pathologists,
Teacher Librarians/Technology Specialists

There are 2 phases of select staff evaluation in Millard Public Schools (MPS).

- 1) Appraisal
- 2) Continuous Growth

All probationary certificated staff, who have been employed with MPS three years or less, will be on the Appraisal Phase until they move to permanent certificated status. (In Nebraska, permanent certification occurs after six years for part time staff – NE Rev. State **79-825**.)

Permanent certificated staff (4 or more years with MPS) will be in the Continuous Growth Phase.

Some permanent certificated staff will participate in the Appraisal Phase. These staff members may include in-district transfers, new teaching assignments within the school, those not meeting District standards/Indicators for the specified position, or those assigned at administrative discretion.

Appraisal Phase

1. By the end of September, evaluators will review the evaluation procedures with staff members. (Policy 4160.1)
2. Using the Indicators for each specified position, the staff member will complete a self-reflection prior to his/her Fall Conference. A Fall Conference will occur by the end of September. (For school psychologists, the Director of Special Education will conduct the Fall Conference.)
3. The staff member will focus on his/her personal professional development. For all staff new to Millard, in their first three years, the evaluator and staff member will discuss the teacher's progress and support needed while participating in District New Staff Induction. For all other staff on the Appraisal Phase (i.e., permanent certificated staff), the evaluator and the staff member will review the Personal Professional Development Plan. (The Personal Professional Development Plan is comprehensive, clear, rigorous, and stretches the capacity of the educator in its requirements. It is aligned to the most recent summative evaluation and self-reflection. It proposes a challenging sequence of learning opportunities. It is designed to lead to long-term and meaningful professional growth.)
4. Each staff member on the Appraisal Phase will have two classroom/meeting observations. The evaluator will record the dates on the Appraisal Report.

5. The observations should be full instructional periods/meetings. One full observation should be completed prior to winter break. The other full observation should be completed between winter break and spring break.
6. Both observations require a Post-Observation Form completed by the staff member following the observation.
7. After each observation, a Post-Observation Conference will take place between the staff member and evaluator. As a result of the dialogue during the conference, the evaluator will finalize the Observation Form including the rating scale. (For school psychologists, the building administrator will conduct the classroom/meeting observations and share information with the Director of Special Education.)
8. By May 1, a Spring Conference will take place with the staff member and evaluator. Prior to the Spring Conference, the staff member will complete the self-reflection form. As a result of the dialogue during the conference, the evaluator will finalize the Appraisal Report including the rating scale. (For school psychologists, the Director of Special Education will conduct the Spring Conference.)
9. Throughout the year, the evaluator will conduct several walk-through observations focusing on the Indicators for the specified position. The evaluator will record the dates on the Appraisal Report (Evaluator Rating). (For school psychologists, the building administrator will conduct the walk-through observations and share information with the Director of Special Education.)

Appraisal Phase Time Line for Evaluators

August-September	~ Review evaluation procedures with all select staff (Policy 4160.1) ~ Fall Conference
By Winter Break	~ Conduct one classroom/meeting observation followed by the Post-Observation Conference - observation should be for the full instructional period/meeting (NE Rev. State 79-828) ~ Complete several walk-through observations
By Spring Break	~ Conduct a second classroom/meeting observation followed by the Post-Observation Conference – this observation should be for the full instructional period/meeting (NE Rev. State 79-828) ~ Complete several walk-through observations
By May 1	~ Complete the Appraisal Report and conduct the Spring Conference

Continuous Growth Phase

1. By the end of September, evaluators will review the evaluation procedures with staff members. (Policy 4160.1)
2. Using the Indicators for each specified position, the staff member will complete a self-reflection prior to his/her Fall Conference. A Fall Conference will occur by the end of September. The information the staff member garners from his/her self-reflection will assist in developing the Continuous Growth Plan. (For school psychologists, the Director of Special Education will conduct the Fall Conference.)
3. By the end of September, a Fall Conference takes place between each staff member and evaluator to establish and discuss the staff member's Continuous Growth Plan. The staff member's SMART goal should focus on an Indicator for each specified position and support student achievement. The staff member's Continuous Growth Plan will include personal professional development that aligns and supports the staff member's SMART goal. The staff member will develop a draft Continuous Growth Plan prior to the Fall Conference. This Continuous Growth Plan requires evaluator approval. (The Continuous Growth Plan, which includes a staff member's personal professional development action items, is comprehensive, clear, rigorous, and stretches the capacity of the educator in its requirements. It is aligned to the most recent summative evaluation and self-reflection. It proposes a challenging sequence of learning opportunities. It is designed to lead to long-term and meaningful professional growth.)
4. Between December and February, the evaluator will communicate a progress check with each staff member about progress toward his/her continuous growth goal. This progress check may be via an e-mail or a face-to-face meeting.
5. Between February and May, a Spring Conference will take place with the staff member and evaluator to discuss the staff member's progress toward the continuous growth goal. The staff member will bring the completed Continuous Growth Reflection Form, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. (For school psychologists, the Director of Special Education will conduct the Spring Conference.)
6. Throughout the year, the evaluator will conduct several walk-through observations focusing on the Indicators for the specified position. The evaluator will record the dates on the Continuous Growth Report (Evaluator Rating). (For school psychologists, the building administrator will conduct the walk-through observations and share information with the Director of Special Education.)

Continuous Growth Phase Time Line for Evaluators

August-September	~ Review evaluation procedures with all select staff (Policy 4160.1)
August-September	~ Fall Conference
By Winter Break	~ Complete several walk-through observations
December-February	~ Progress Check
By Spring Break	~ Complete several walk-through observations
February-May 1	~ Complete the Continuous Growth Report and Spring Conference

Indicators for Select Staff

Indicators of Effective School Counseling

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

Domain 1: Curriculum

The professional school counselor implements the **Curriculum Component** through the use of effective instructional skills and the careful planning of structured group sessions for all students.

- I. Teaches school counseling units effectively
- II. Encourages staff involvement to insure the effective implementation of the school counseling curriculum

Domain 2: Individual Planning

The professional school counselor implements the **Individual Planning Component** by guiding individuals and groups of students and their families through the development of educational and career plans.

- III. Helps students establish goals and develop and use planning skills in collaboration with families
- IV. Utilizes data to select resources and interventions that address students' academic, social/emotional and career needs

Domain 3: Responsive Services

The professional school counselor implements the **Responsive Services Component** through the effective use of individual and small group counseling, consultation, and referral skills.

- V. Counsels individual students and small groups of students with identified needs/concerns
- VI. Consults effectively with families, teachers, administrators and members of the school community
- VII. Implements an effective referral process with families, administrators, teachers, and other school personnel

Domain 4: Indirect Student Services

The professional school counselor provides **Indirect Student Services** through program management and support for other educational programs.

- VIII. Provides a comprehensive counseling program by analyzing the building and district data to address building needs
- IX. Acts as a leader, advocate, and collaborative partner in order to enhance student achievement and promote systemic change related to equity and access

Domain 5: Professionalism

The professional school counselor embraces **Continuous Professional Growth** and contributes to school and District improvement.

- X. Pursues professional development and reflective practice to improve instruction
 - a. Supports the mission and beliefs of the school and District to share the responsibility for the growth of student learning, development and achievement
 - b. Performs job-related responsibilities and acts as an ethical, responsible member of the professional community
- XI. Performs job-related duties by adhering to established laws, policies, rules, and building expectations
 - a. Contributes to a positive, professional workplace
 - b. Communicates in a professional manner

In addition to the above Indicators, all Millard Public Schools staff members are responsible for the Indicators in Domain 5: Professionalism of the Millard Instructional Model.

Indicators of Effective Partners with Providers

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

Domain 1: Demonstrates Professionalism and Integrity

- I. Demonstrates excellent time management skills, accomplishing all tasks in a seamless manner
- II. Holds high standards of honesty, integrity and confidentiality taking leadership role with colleagues
- III. Is viewed by peers and colleagues as an example of excellence with respect to attitude and professionalism

Domain 2: Demonstrates Service Delivery

- IV. Responds to inquiries into PWP program and follows enrollment procedures; all documentation is complete and thorough
- V. Plans for child care providers and children are comprehensive and uniquely meet needs
- VI. Implements plans to service student individually in the educational environment; service delivery clearly and consistently aligns to district philosophy

Domain 3: Demonstrates Competency

- VII. Participates in developing district policy to be in compliance of state and federal standards for best practice

Domain 4: Demonstrates Ability to Collaborate and Communicate

- VIII. Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve student education, improve service delivery model
- IX. Communicates effectively with PWP team members and is highly sensitive to all team members. Staff member reaches out to team members for input.
- X. Secures necessary permission and communicates effectively with child care providers and/or families in a manner highly sensitive to cultural and linguistic traditions. Staff member reaches out to families of students to enhance trust.
- XI. Seeks input from team members and staff to confer regarding cases, soliciting their perspectives on individual students.

Domain 5: Demonstrates Ability to Share Knowledge of Expertise (Leadership)

- XII. Attends required trainings and additional offerings as well as participates in leading district trainings.
- XIII. Demonstrates leadership by organizing and leading committees to develop new guidelines and/or is a member of district level committees
- XIV. Demonstrates leadership in the PLC by continually providing the community with new information and leads the group toward meeting their goals.

Domain 6: Demonstrates Ability to Work Effectively with a Variety of Students

- XV. Listens and speaks positively to engage a child care provider, student/family. Child care provider, student/family feels confident to ask questions and appears to trust their provider.
- XVI. Writes integrated/collaborative goals for child care provider and children and is flexible with session plans.

<p>In addition to the above Indicators, all Millard Public Schools Staff members are responsible for the Indicators in Domain 5: Professionalism of the Millard Instructional Model.</p>
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Indicators of Effective School Psychology

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

Domain 1: Practices that permeate all aspects of service delivery

I. Data-Based Decision Making and Accountability

School psychologist:

- A. Has knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- B. Is a leader in data team meetings and assists teams in collecting and evaluating many types of data to meet the student's needs. SPED assessments are exemplary and provide a complete picture of a student's strengths and needs.

II. Consultation and Collaboration

School psychologist:

- A. Has knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.
- B. Is a leader in data team meetings and assists teams in collecting and evaluating many types of data to meet the student's needs. SPED assessments are exemplary and provide a complete picture of a student's strengths and needs.

Domain 2: Direct and indirect services for children, families, and schools

III. Interventions and Instructional Support to Develop Academic Skills

School psychologist:

- A. Has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- B. Investigates each student's biological, cultural, and social influences and designs specific plans that take each of these into account to maximize support for the student. Plans are evidence based and are purposely tied to curricula and instructional strategies.

IV. Interventions and Mental Health Services to Develop Social and Life Skills

School psychologist:

- A. Has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life

skills, and evidence-based strategies to promote social-emotional functioning and mental health.

- B. Understands the implications of the influences on a student's behavior and mental health. These factors are considered as important as cognitive and academic variables and plans developed are evidence-based and methodically account for healthy social, emotional, and/or mental functioning.

Domain 3: Systems Level Services

V. School-Wide Practices to Promote Learning

School Psychologist:

- A. Has knowledge of school and systems structure, organization, and theory general and special education; technology resources; and evidence-based practices that promote learning and mental health.
- B. Understands the systems, structure, organization, and theory of the school or district's SPED, technology, and evidence based practice that promote mental health.
- C. Helps others in the school/district understand and utilize these practices to ensure that student's mental health is incorporated into decisions and plans to promote learning.

VI. Preventive and Responsive Services

School psychologist:

- A. Has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- B. Takes a leadership role in the districts crisis team and assists his/her school in times of crisis.
- C. Takes a leadership role in building level suicide prevention strategies.
- D. Reads about and attends in-service opportunities to stay up to date with research in the area of risk factors and resiliency and informs others.

VII. Family-School Collaboration Services

School psychologist:

- A. Has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.
- B. Develops a list and helps to determine availability and good fit for the student's individual needs, strengths, and culture.
- C. Communicates with outside agencies and plays a role in follow up/treatment plans for the student.

Domain 4: Foundations of School Psychological Service Delivery

VIII. Diversity in Development and Learning

School psychologist:

- A. Has knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- B. Has knowledge of individual differences and diversity.
- C. Uses this knowledge to drive his/her practice with students/family. Every student has a differentiated experience with the school psychologist based on the individual differences and diversity of the student/family.

IX. Research and Program Evaluation

School psychologist:

- A. Has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- B. Has compelling knowledge of research design, statistics, measurement, data collection, analysis methods, and evaluation. S/he is sought by administration to assist at the building and district level regarding research, program evaluation, and data analysis.

X. Legal, Ethical, and Professional Practice

School psychologist:

- A. Has knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- B. Is regarded as an expert in the foundation of school psychology and practices with utmost legal and ethical standards in the field of school psychology.
- C. Helps others to practice with high legal and ethical standards.

In addition to the above Indicators, all Millard Public Schools staff members are responsible for the Indicators in Domain 5: Professionalism of the Millard Instructional Model.

Indicators of Effective School Social Work

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

Domain 1: Planning and Preparation

The school social worker identifies school needs and organizes responses consistent with professional social work.

- I. Conducts multi-tiered schools needs assessment
- II. Identifies evidence-based educational, behavioral, and mental health services to address school needs
- III. Identifies school and community resources to meet school needs
- IV. Establishes collaborative professional relationships
- V. Assesses family engagement
- VI. Understands current federal state, and local laws as well as district policies and procedures that guide school social work practice

Domain 2: The School Environment

The school social worker advances student-centered school environments that are conducive to learning, demonstrating respect for differences in culture, background, and learning needs.

- VII. Contributes to a safe and healthy school
- VIII. Advocates for policies, programs, and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students, families, and school personnel
- IX. Identifies historical and current political, social, cultural, and economic conditions that impact the context for learning and advocates for change
- X. Challenges structural barriers, social inequalities, and educational disparities impacting learning outcomes

Domain 3: Service Delivery

The school social worker uses knowledge of social work theory, practice, and research to implement programs and services.

- XI. Implements and monitors multi-tiered empirically-supported interventions that improve academic and behavioral performance
- XII. Provides programs and series that foster social and emotional competencies
- XIII. Provides specialized services such as crisis intervention and consultation
- XIV. Provides programs and services in a culturally sensitive manner
- XV. Mobilizes school and community resources to maximize academic and behavior success

Domain 4: Professional Responsibilities

The school social worker maintains a commitment to professional conduct that enhances student academic and behavioral success.

- XVI. Adheres to the standards and practice requirements set by the State Education Agency
- XVII. Adheres to the NASW Code of Ethics and SSWAA ethical guidelines
- XVIII. Maintains timely and accurate records and documentation in compliance with FERPA and state requirements
- XIX. Continues professional development
- XX. Exhibits self-awareness, self-monitoring, and professional accountability

Adapted from The School Social Work Association of America (SSWAA) *National Evaluation Framework for School Social Work Practice* {2013} and *The Framework for Teaching Evaluation Instrument* {2013} by Charlotte Danielson

In addition to the above Indicators, all Millard Public Schools staff members are responsible for the Indicators in Domain 5: Professionalism of the Millard Instructional Model.

Indicators of Effective Select Special Education

(Adaptive PE, Audiologist, Augmentative Communication Specialist,
Homebased, Teachers of the Visually Impaired)

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

Domain 1: Demonstrates Service Delivery

- I. Responds to referrals, conducts assessments/evaluations and writes quality reports
 - a. Responds to referrals and is comprehensive in gathering a complete assessment profile of the student needs; reports are accurate, thorough and clearly written
- II. Develops plans (IFSP, IEP, 504) to meet student needs in the educational/natural environment
 - a. Plans for students are comprehensive, creatively developed, and incorporate unique elements
- III. Implements plans with fidelity; service delivery is reflective of district's philosophy
 - a. Implements plans to service student individually in the educational environment; service delivery clearly and consistently aligns to district philosophy

Domain 2: Demonstrates Competency

- IV. Knowledgeable and skillful regarding state and federal legislation, professional standards, best practice guidelines, and local policy
 - a. Abides by Rule 51/52 and MPS procedures
 - b. Shares knowledge of current legislative and procedural issues that affect student and school-based practice

Domain 3: Demonstrates Ability to Collaborate and Communicate

- V. Advocates for students and/or special education staff
 - a. Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve student education, improve service delivery model, and improve disability awareness at the school level
- VI. Communicates effectively with IEP/IFSP team members
 - a. Communicates effectively with IEP/IFSP team members and is highly sensitive to all team members
 - b. Seeks input from team members

- VII. Communicates effectively with families
 - a. Secures necessary permission and communicates effectively with families in a manner highly sensitive to cultural and linguistic traditions
 - b. Reaches out to families of students to enhance trust
- VIII. Work effectively in teams
 - a. Seeks input from team members and staff to confer regarding cases, soliciting their perspectives on individual students
 - b. Listens to team members perspectives

Domain 4: Demonstrates Ability to Share Knowledge of Expertise (Leadership)

- IX. Participates in district professional development and training
 - a. Attends required trainings and additional offerings
 - b. Leads district trainings
- X. Assists in developing guidelines
 - a. Demonstrates leadership by organizing and leading committees to develop new guidelines and/or is a member of district level committees
- XI. Participates and/or presents in staff development and PLC
 - a. Demonstrates leadership in the PLC by continually providing the community with new information and leads the group toward meeting their goals

Domain 5: Demonstrates Ability to Work Effectively with a Variety of Students

- XII. Develops and maintains positive relationships and rapport with students and/or their families
 - a. Listens and speaks positively to engage a student/family
 - b. Makes the student/family feel confident to ask questions and trust their provider
- XIII. Plans and sets goals for each individual student based on their personal needs for each session and for each IEP
 - a. Writes integrated/collaborative goals for students and is flexible with session plans
 - b. Correlates the session plan to IEP/IFSP goals

Domain 6: Demonstrates Professionalism and Integrity

- XIV. Organizes time effectively
 - a. Demonstrates time management skills and accomplishes all tasks in a seamless manner; administrators, teachers and students understand schedules
- XV. Demonstrates professionalism and integrity
 - a. Holds high standards of honesty, integrity and confidentiality taking leadership role with colleagues

- XVI. Maintains positive work behaviors and attitudes
 - a. Is viewed by peers and colleagues as an example of excellence with respect to attitude and professionalism
- XVII. Supports the mission and beliefs of the school and District to share the responsibility for the growth of student learning, development and achievement
 - a. Participates in the development and implementation of the school and District mission, beliefs, and goals for teaching and learning
 - b. Contributes to continuous school and District improvement and implements strategic and site plans
 - c. Efforts move beyond move beyond classroom duties by contributing to school and District initiatives
- XVIII. Performs job-related duties by adhering to established laws, policies, rules and building expectations
 - a. Adheres to the Professional Code of Ethics (Board Policy 4155)
 - b. Adheres to contractual obligations
 - c. Complies with rules and regulations to provide a safe and orderly school environment
 - d. Demonstrates preparedness and punctuality throughout job related responsibilities
 - e. Protects the established rights and confidentiality of students and families
 - f. Models an understanding of the social, ethical, legal, and human issues surrounding the use of technology
 - g. Takes responsibility for the growth of students by persevering in efforts to ensure all students learn

In addition to the above Indicators, all Millard Public Schools staff members are responsible for the Indicators in Domain 5: Professionalism of the Millard Instructional Model.

Indicators of Effective Speech Language Pathology (SLP)

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

Domain 1: Knowledge of the Field

- I. The SLP demonstrates knowledge and skills in the subject areas of speech-language pathology and implements services in an ethical manner.
 - a. Works across all ability levels and serves a range of disorders, as appropriate for the setting
 - b. Demonstrates competence in oral and written communication

Domain 2: Intervention/Direct Services

- II. The SLP provides culturally and educationally appropriate services that are effective and engage students.
 - a. Engages students in the session's activities
 - b. Provides accurate and appropriate feedback to students individually
 - c. Implements activities that promote progress on the student's specific IEP goals
 - d. Uses allocated time efficiently
 - e. Fosters positive interactions with students
 - f. Documents services and evidence of progress (i.e., progress reports)

Domain 3: Assessment/Evaluation

- III. The SLP partners with the special education team to determine eligibility and recommend services that are compliant with state and federal regulations.
 - a. Prepares adequately for meetings
 - b. Explains IEP content clearly, using language that parents and other team members understand
 - c. Develops understandable and measurable goals
 - d. Responds appropriately to questions/comments of other team members
 - e. Accurately completes Medicaid and other compliance requirements
 - f. Completes documentation within a specific timeline, using appropriate forms
 - g. Maintains confidentiality and adheres to regulations related to documentation and compliance
 - h. Offers evidence that contributes to the eligibility determination
- IV. The SLP demonstrates ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of speech-language disorders.
 - a. Uses appropriate formal and informal assessment tools
 - b. Reports assessment findings in a timely manner
 - c. Develops appropriate evaluation reports

- d. Analyzes and interprets test results to make appropriate recommendations
- e. Demonstrates the knowledge and skills necessary for providing or facilitating assessment of children from culturally and linguistically different backgrounds

Domain 4: Professional Responsibilities

- V. The SLP provides appropriate service delivery methods consistent with a variety of individual student needs (i.e., articulation, language, voice, fluency, autism, hearing impairment, AAC, and/or RtI+I).
 - a. Utilizes activities that promote progress on the student's specific IEP goals
 - b. Implements a schedule that allows completion of work activities in an efficient and effective manner
 - c. Modifies the activity, feedback, and/or direction of the session when a student is not understanding or able to demonstrate success
 - d. Reports data on the student's performance

Domain 5: Collaboration

- VI. The SLP demonstrates collaboration with classroom teachers and/or other professionals for students in both general and special education.
 - a. Conducts themselves in a professional demeanor
 - b. Responds professionally to feedback
 - c. Demonstrates collaborative instruction when appropriate
 - d. Demonstrates collaboration within an IEP team meeting and other meetings
- VII. The SLP collaborates and communicates with families and/or caregivers in regard to SLP services.
 - a. Respects and collaborates with students and families
 - b. Conducts with a professional demeanor
 - c. Responds professionally to feedback
 - d. Demonstrates collaboration with families and students in IEP team meetings and other meetings

Domain 6: Professional/Personal Development

- VIII. The SLP participates in continuing education and/or professional development units sufficient to meet ASHA maintenance (as well as state certification and licensing requirements as appropriate).
 - a. Completes professional development in the area of speech-language pathology
 - b. Participates in professional learning communities as applicable
- IX. The SLP supports the mission and beliefs of the school and District to share the responsibility for the growth of student learning, development and achievement.
 - a. Participates in the development and implementation of the school and District mission, beliefs, and goals for teaching and learning
 - b. Contributes to continuous school and District improvement and implements strategic and site plans

- c. Moves beyond move beyond classroom duties by contributing to school and District initiatives
- X. The SLP performs job-related duties by adhering to established laws, policies, rules and building expectations.
 - a. Adheres to the Professional Code of Ethics (Board Policy 4155)
 - b. Adheres to contractual obligations
 - c. Complies with rules and regulations to provide a safe and orderly school environment
 - d. Demonstrates preparedness and punctuality throughout job related responsibilities
 - e. Protects the established rights and confidentiality of students and families.
 - f. Models an understanding of the social, ethical, legal, and human issues surrounding the use of technology.
 - g. Takes responsibility for the growth of students by persevering in efforts to ensure all students learn

SLP standards/ domains were adapted from the Pace Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists. 2014. ASHA. www.ASHA.org. and from the Instructional Model for Millard Public Schools.

In addition to the above Indicators, all Millard Public Schools staff members are responsible for the Indicators in Domain 5: Professionalism of the Millard Instructional Model.

Indicators of Effective Teacher Librarians

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

Domain 1: Planning and Management

A. Planning

- I. Plans with individual learning results in mind.
- II. Designs lessons and units that incorporate effective practices.
- III. Teaches multiple literacies collaboratively aligned with classroom curriculum.
- IV. Works with classroom teachers, students, and administrators to plan instruction.
- V. Collaborates with staff in the appropriate integration of technology into curriculum, instruction, and assessment to improve teaching and student learning.

B. Management

- VI. Follows district selection policy.
- VII. Manages time efficiently and maintains a flexible schedule in a professional manner.
- VIII. Assists in problem-solving appropriate uses of technology in an educational setting.
- IX. Supervises care and repair of equipment.
- X. Trains, collaborates with, and supervises paraprofessionals assigned to the Library.

Domain 2: Instruction

- XI. Delivers well designed units and lessons so that students achieve desired learning results.
- XII. Provides systematic instruction in multiple literacy skills.
- XIII. Uses instructional strategies that result in meaningful understanding and application of learning.
- XIV. Incorporates best practices into daily lessons.
- XV. Actively promotes reading.

Domain 3: Assessment

- XVI. Monitors student progress continually.
- XVII. Adjusts instruction to optimize individual student learning.

Domain 4: Learning Environment

- XVI. Establishes a physically and emotionally safe learning environment.
- XVII. Encourages students to develop life-long reading, listening and critical thinking skills.

Domain 5: Professionalism

- XVI. Delivers staff development in the area of technology/information integration.
- XVII. Is knowledgeable about copyright.
- XVIII. Stays current on recent technology trends.
- XIX. Embraces continuous professional growth and contributes to school and District improvement.
- XX. Pursues professional development and reflective practice to improve instruction.
- XXI. Performs job-related responsibilities and acts as an ethical, responsible member of the professional community.

Domain 6: Technology

- XXII. Provides input and assists in the implementation of technology at building and district levels.
- XXIII. Serves as liaison between the building staff, community, and technology division.
- XXIV. Provides assistance with technology set-ups, inventories, and troubleshoots technical problems.
- XXV. Provides leadership in technology integration.
- XXVI. Attends monthly meetings and training sessions as requested.

Resources:

Millard Instructional Model (revised/current edition)

[Millard Best Practices for Teacher Librarians document](#)

[New York Library Association Rubric](#)

AASL: <http://www.ala.org/aasl/standards-guidelines>

<http://www.sldirectory.com/libsf/resf/evaluate.html>

Colorado: <http://www.cde.state.co.us/cdelib/hesl2013rubric>

Ohio: <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Library-Guidelines>

In addition to the above Indicators, all Millard Public Schools staff members are responsible for the Indicators in Domain 5: Professionalism of the Millard Instructional Model.

Occupational and Physical Therapist Evaluation

OT/PT Staff Evaluation

1. The staff member will complete the OT/PT Form (Fall) including a self-reflection using the Indicators of Effective Occupational and Physical Therapy and SAVE AS DRAFT prior to the Fall Conference.
2. By the end of September, a Fall Conference will take place with the staff member and evaluator to establish and discuss the staff member's Continuous Growth Goal(s) and Plan of Action. Goal(s) should focus on data.
3. Between December and February, the evaluator will communicate with the staff members about their progress toward their Continuous Growth Goal(s). This progress check may be via an e-mail or a face-to-face meeting.
4. Between February and May 1, a Spring Conference will take place with the staff member and evaluator to discuss his/her progress toward the Continuous Growth Goal(s) and Plan of Action. The staff member will complete a self-reflection prior to the conference and will bring evidence showing professional growth to the conference. Evidence of professional growth can be shared in a variety of ways. As a result of the dialogue during the conference, the evaluator will finalize the OT/PT Report (Evaluator Rating) including the rating scale.
5. Each semester, the evaluator will conduct at least one mini observation focusing on the Indicators of Effective Occupation and Physical Therapists. The evaluator will record the dates on the OT/PT Report (Evaluator Rating).

Time Line for Evaluators

August-September	~ Review evaluation procedures with all select staff (Policy 4160.1)
August-September	~ Fall Conference
By Winter Break	~ Complete one or more mini observations
December-February	~ Progress Check
By Spring Break	~ Complete one or more mini observations
February-May 1	~ Complete the OT/PT Report (Evaluator Rating) and Spring Conference

Indicators of Effective Occupational and Physical Therapy

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

Domain 1: Demonstrates Service Delivery

- I. Responds to referrals, conducts assessments/evaluations and writes quality reports
 - a. Responds to referrals and is comprehensive in gathering a complete assessment profile of the student needs; reports are accurate, thorough and clearly written
- II. Develops plans (IFSP, IEP, 504) to meet student needs in the educational environment
 - a. Plans for student are comprehensive, creatively developed, and incorporate unique elements
- III. Implements plans with fidelity; service delivery is reflective of district's philosophy
 - a. Implements plans to service student individually in the educational environment; service delivery clearly and consistently aligns to district philosophy

Domain 2: Demonstrates Competency

- IV. Demonstrates knowledge and skill regarding state and federal legislation, professional standards, best practice guidelines, and local policy
 - a. Participates in developing district policy to be in compliance of state and federal standards for best practice
- V. Participates in high quality professional development related to school-based OT/PT to maintain current licensure
 - a. Earns a specialty certification relevant to school based OT/PT

Domain 3: Demonstrates Ability to Collaborate and Communicate

- VI. Advocates for students and/or special education staff
 - a. Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve student education, improve OT/PT education model, and to improve disability awareness at the school level
- VII. Communicates effectively with IEP team members
 - a. Communicates effectively with IEP team members and is highly sensitive to all team members
 - b. Seeks input from team members

- VIII. Communicates effectively with families
 - a. Secures necessary permission and communicates effectively with families in a manner highly sensitive to cultural and linguistic traditions
 - b. Reaches out to families of students to enhance trust
- IX. Works as an effective team member
 - a. Seeks input from team members and staff regarding cases, soliciting their perspectives on individual students

Domain 4: Demonstrates Ability to Share Knowledge of Expertise (Leadership)

- X. Participates in district professional development and trainings
 - a. Attends required trainings and additional offerings
 - b. Leads district trainings
- XI. Assists in developing guidelines
 - a. Demonstrates leadership in developing guidelines or standards by organizing and leading committees to develop new guidelines
- XII. Participates and/or presents staff development
 - a. Demonstrates leadership in the PLC by continually providing the community with new information and organizes the group toward meeting their goals

Domain 5: Demonstrates Ability to Work Effectively with a Variety of Students

- XIII. Develops and maintains positive relationships and rapport with students and/or their families
 - a. Listens and speaks positively to engage a student/family
 - b. Makes the student/family feel confident to ask questions and trust their provider.
- XIV. Plans and set goals for each individual student based on their personal needs for each session and for each IEP/IFSP
 - a. Writes integrated/collaborative goals for student and is flexible with session plans
 - b. Correlates the session plan to IEP/IFSP goals
- XV. Effectively communicates and/or collaborate with medical professionals, child care providers or others outside agencies
 - a. Initiates communication and collaboration with other professionals and be an advocate for students needs at school

Domain 6: Demonstrates Professionalism and Integrity

- XVI. Organizes time effectively
 - a. Demonstrates time management skills, accomplishing all tasks in a seamless manner; administrators, teachers and student understand their schedules
- XVII. Demonstrates professionalism and integrity
 - a. Holds high standards of honesty, integrity and confidentiality taking leadership role with colleagues

- XVIII. Maintains positive work behaviors and attitude
 - a. Is viewed by peers and colleagues as an example of excellence with respect to attitude and professionalism
- XIX. Supports the mission and beliefs of the school and District to share the responsibility for the growth of student learning, development and achievement
 - a. Participates in the development and implementation of the school and District mission, beliefs, and goals for teaching and learning
 - b. Contributes to continuous school and District improvement and implements strategic and site plans
 - c. Efforts move beyond classroom duties by contributing to school and District initiatives
- XX. Performs job-related duties by adhering to established laws, policies, rules and building expectations
 - a. Adheres to the Professional Code of Ethics (Board Policy 4155)
 - b. Adheres to contractual obligations
 - c. Complies with rules and regulations to provide a safe and orderly school environment
 - d. Demonstrates preparedness and punctuality throughout job related responsibilities
 - e. Protects the established rights and confidentiality of students and families
 - f. Models an understanding of the social, ethical, legal, and human issues surrounding the use of technology
 - g. Takes responsibility for the growth of students by persevering in efforts to ensure all students learn

In addition to the above Indicators, all Millard Public Schools staff members are responsible for the Indicators in Domain 5: Professionalism of the Millard Instructional Model.

School Nurse Evaluation

School Nurse Evaluation

1. By the end of September, a Fall Conference will take place with the school nurse and evaluator to establish and discuss the school nurse's growth goal(s) and plan of action. The school nurse will complete the Fall Reflection Form prior to the Fall Conference and discuss with the evaluator.
2. Between February and May, a Spring Conference will take place with the school nurse and evaluator. Prior to the Spring Conference, the school nurse will complete the Spring Reflection Form. As a result of the dialogue during the conference, the evaluator will finalize the Evaluation Report for School Nurses.

School Nurse Evaluation Time Line for Evaluators

August-September ~ Fall Conference

February-May 1 ~ Complete the Evaluation Report and conduct the Spring Conference

Indicators of Effective School Nursing, CMA, and CNA

Unsatisfactory	Basic	Proficient	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

Domain 1: Medical Care of Students

The healthcare professional will effectively manage the daily and on-going medical care for all students.

- I. Participates in the development, implementation, and revision of all student healthcare plans.
- II. Manages daily student healthcare visits using proper first aid techniques and procedures in accordance to State law, District policy, and procedure.
- III. Implements an effective student health screening program in accordance with State law, District policy and procedure.

Domain 2: Procedural Compliance

The healthcare professional will ensure procedural compliance for the daily operations of the health room.

- IV. Supervises the activity of the school health office in a professional manner, assuring quality practice, accountability, confidentiality, and accuracy.
- V. Promotes appropriate skills development, training, communication, and teamwork for students and staff.
- VI. Maintains all health related equipment and supply inventory.

Domain 3: Management of Student Health Records

The healthcare professional will maintain student health records in accordance with State law and District policy and procedure.

- VII. Collects relevant and accurate health information on students using appropriate techniques in a timely manner.
- VIII. Ensures the accurate entry and update of student health information into the student information system.
- IX. Ensures the confidentiality of student health records.

Domain 4: Professionalism

The healthcare professional will embrace continuous professional growth and contributes to school and District improvement.

- X. Maintains current certifications and required licensure.
- XI. Serves as the healthcare liaison for students, parents, and staff.
- XII. Participates in nursing organizations, staff development, health services teams, and committee activities.

In addition to the above Indicators, all Millard Public Schools staff members are responsible for the Indicators in Domain 5: Professionalism of the Millard Instructional Model.

District Level Leader Evaluation

District Level Leader Evaluation

Due to the unique role of each District Level Leader, the following process has been designed to guide supervisors in evaluating these positions. District Level Leaders and their evaluators will meet collaboratively throughout the process in order to best define and meet the needs of those being evaluated.

District Level Leader Positions

These positions are defined as certificated staff members who are in district-wide leadership positions while serving in non-administrative capacities. These positions include:

- CADRE Associates
- Coordinators not assigned as administrators
- District Department Heads not assigned general classroom responsibilities
- District ELL Support Specialist
- District Interventionists
- Leadership and Learning Facilitators
- MEP Facilitators including Curriculum & Instruction; Assessment, Research, and Evaluation; and Instructional Technology
- Special Education Program Facilitators
- Student Services Facilitator
- Technology Staff Developer

Purpose

The evaluation process involving district level leaders ensures they are collaborating with district staff to provide curriculum and instructional support, staff development, and organized efforts to assist district staff in meeting the objectives and mission of the Millard Public Schools. As with other certificated staff members, the process is also designed to foster continuous professional growth through the use of Mutual Commitments and various forms of observation.

Mutual Commitments

- Mutual Commitments are developed prior to the Fall Conference and connect job descriptions to the operational level with precision.
- Mutual Commitments afford the opportunity to define why leaders do what they do while providing the criteria used to measure successful achievement.
- District Level Leaders reflect on the MPS Leadership Definition and Framework while creating their Mutual Commitments. District Level Leaders determine what, if anything, from their reflections they would like to discuss with their evaluator.
- Mutual Commitments are discussed and agreed upon by the District Level Leader and evaluator.
- Mutual Commitments are reviewed once during a conference prior to Winter Break.

- **Appraisal Phase**
- Probationary staff members are formally observed by their evaluator once a semester for three years.
- Some permanent certificated staff will participate in the Appraisal Phase; new assignments within the District, those not meeting district standards, or those assigned at administrative discretion.
- Observations provide the opportunity for evaluators to observe the District Level Leaders facilitating or participating in meetings, staff development sessions, or other related activities connected to their leadership positions.
 - After the observation, the District Level Leader will utilize the District Level Leader Self-Reflection Form to self-reflect prior to meeting with the evaluator. The reflection will include: What went well? What could be done differently? What are next steps? Was progress made toward the intended objective?
 - As a result of the post-conference dialogue, the evaluator will finalize the Observation Form for District Level Leaders.

Continuous Growth: Focus on Facilitation & Instruction

- Permanent Certificated District Level Leaders will select one of the four following observation options mutually agreed upon with their evaluator:
 1. Observation with the evaluator followed by a post conference
 - After the observation, the District Level Leader will utilize the District Level Leader Self-Reflection Form to self-reflect prior to meeting with the evaluator. The reflection will include: What went well? What could be done differently? What are next steps? Was progress made toward the intended objective?
 - As a result of the post-conference dialogue, the evaluator will finalize the Observation Form for District Level Leaders.
 2. Videotape with self-reflection and debrief meeting with peer or evaluator (MPS videotape self-reflection resources provided)
 3. Participate in Peer Observation and debrief meeting with colleague
 4. Other Focus on Facilitation & Instruction goal that includes a form of observation (approved by evaluator)

Evaluation Report for District Level Leaders

- District Level Leaders complete the Evaluation Report for District Level Leaders to self-reflect on their performance in relation to Mutual Commitments and personal goals prior to the Spring Conference.
- Evaluators will complete a summary of overall performance with respect to the District Level Leader's Mutual Commitments and complete the District Level Leaders Evaluation Report. The rating scale is Meets/Exceeds Expectations, Approached Expectations, and Unsatisfactory

In addition to the above Indicators, all Millard Public Schools staff members are responsible for the Indicators in Domain 5: Professionalism of the Millard Instructional Model.

Time Line For Evaluators

By September 30	~ Review evaluation process with District Level Leader ~ Fall Conference to determine and draft Mutual Commitments ~ Finalize, submit, and/or receive Mutual Commitments
By Winter Break	~ Conduct first observation and post-conference for those in Appraisal ~ Conference to review progress towards Mutual Commitments
By Spring Break	~ Conduct second observation/conference for those in Appraisal
By May 22	~ Complete the District Level Leaders Evaluation Report and Conference

Mutual Commitments Explanation

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
<p>Answers the question: What am I accountable for achieving?</p> <p>Described as either, Job components, Responsibility areas or Performance areas</p> <p>Start by listing nouns or noun/adjective combinations (DOMAIN)</p> <p>After nouns are listed, select the verb that best describes the relationship to that domain. Don't use "wimpy" verbs.</p> <p>In collaboration with supervisor, identify two-three job components as key performance areas that are especially important this year.</p>	<p>Answers the question: Why am I accountable for this?</p> <p>Format: I will do this so that....</p> <p>You may have more than one reason why you are accountable for a job component.</p> <p>State the next, direct, immediate consequence(s).</p> <p>Should be within your control and commensurate with your decision-making prerogative and resources</p> <p>Often, rationale is found within Beliefs, Mission, Parameters, Objectives, and Strategies.</p> <p>If this column is done correctly, the performance expectation for column three is usually implied.</p>	<p>Answers the question:</p> <ul style="list-style-type: none"> • How well? • How many? • By when? • At what cost? <p>State the expectation for your own performance this coming year.</p> <p>Get at least two of the following in each performance expectation:</p> <ul style="list-style-type: none"> • Time • Money • Quality • Quantity <p>These should be observable indicators of specific results.</p> <p>State at least one performance expectation for each reason "why" in the second column.</p> <p>Often performance expectations are implied or stated explicitly for action plans scheduled to be implemented this coming year.</p>	<p>Direct reference to specific strategies and action plans scheduled to be implemented this year.</p>	<p>Answers the question:</p> <p>What type of support do I need from the system to meet or exceed my performance expectations this year?</p> <p>May be written as specifically as necessary.</p> <p>Could include:</p> <ul style="list-style-type: none"> • Policy • Staff • Funding • Data • Evaluation • Equipment/materials • Projects

Elementary Administrative Intern Evaluation

Elementary Administrative Intern

Due to the unique role of the Elementary Administrative Intern, the following process has been designed to guide Elementary Principals in evaluating these positions. These positions are filled with certificated staff members who work with their Elementary Principal to help support the curriculum, instruction, assessment, site planning and staff development needs of the building.

Purpose

The evaluation process involving Elementary Administrative Interns ensures they are collaborating with building and district staff to provide support and organized efforts to assist their building in meeting the objectives and mission of the Millard Public Schools. As with other certificated staff members, the process is also designed to foster continuous professional growth.

Mutual Commitments

- Mutual Commitments are developed prior to the Fall Conference and connect job descriptions to the operational level with precision.
- Mutual Commitments afford the opportunity to define why leaders do what they do while providing the criteria used to measure successful achievement.
- Elementary Administrative Interns reflect on the MPS Leadership Definition and Framework while creating their Mutual Commitments. Elementary Administrative Interns determine what, if anything, from their reflections they would like to discuss with their evaluator.
- Mutual Commitments are discussed and agreed upon by the Elementary Administrative Intern and evaluator.
- Mutual Commitments are reviewed once during a conference prior to Winter Break.

Appraisal Phase

- Probationary staff members are formally observed by their evaluator once a semester for three years.
- Some permanent certificated staff will participate in the Appraisal Phase; new assignments within the District, those not meeting district standards, or those assigned at administrative discretion.
- Observations provide the opportunity for evaluators to observe the Elementary Administrative Interns facilitating or participating in meetings, staff development sessions, or other related activities connected to their leadership positions.
 - After the observation, the Elementary Administrative Interns will utilize the Elementary Administrative Interns Self-Reflection Form to self-reflect prior to meeting with the evaluator. The reflection will include: What went well? What could be done differently? What are next steps? Was progress made toward the intended objective?
 - As a result of the post-conference dialogue, the evaluator will finalize the Observation Form for Elementary Administrative Interns.

Elementary Administrative Intern Evaluation Report

- Elementary Administrative Interns complete the Evaluation Report for Elementary Administrative Interns to self-reflect on their performance in relation to their Mutual Commitments and personal goals prior to the Spring Conference.
- Evaluators will complete a summary of overall performance with respect to the Elementary Administrative Intern's Mutual Commitments and complete the Evaluation Report. The rating scale is Meets/Exceeds Expectations, Approached Expectations, and Unsatisfactory

In addition to the above Indicators, all Millard Public Schools staff members are responsible for the Indicators in Domain 5: Professionalism of the Millard Instructional Model.

Time Line For Evaluators

By September 30	~ Review evaluation process ~ Fall Conference to determine and draft Mutual Commitments ~ Finalize, submit, and/or receive Mutual Commitments
By Winter Break	~ Conduct first observation and post-conference for those in Appraisal ~ Conference to review progress towards Mutual Commitments
By Spring Break	~ Conduct second observation/conference for those in Appraisal
By May 22	~ Complete the Elementary Administrative Interns Evaluation Report and Conference

Mutual Commitment Explanation

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
<p>Answers the question: What am I accountable for achieving?</p> <p>Described as either, Job components, Responsibility areas or Performance areas</p> <p>Start by listing nouns or noun/adjective combinations (DOMAIN)</p> <p>After nouns are listed, select the verb that best describes the relationship to that domain. Don't use "wimpy" verbs.</p> <p>In collaboration with supervisor, identify two-three job components as key performance areas that are especially important this year.</p>	<p>Answers the question: Why am I accountable for this?</p> <p>Format: I will do this so that....</p> <p>You may have more than one reason why you are accountable for a job component.</p> <p>State the next, direct, immediate consequence(s).</p> <p>Should be within your control and commensurate with your decision-making prerogative and resources</p> <p>Often, rationale is found within Beliefs, Mission, Parameters, Objectives, and Strategies.</p> <p>If this column is done correctly, the performance expectation for column three is usually implied.</p>	<p>Answers the question:</p> <ul style="list-style-type: none"> • How well? • How many? • By when? • At what cost? <p>State the expectation for your own performance this coming year.</p> <p>Get at least two of the following in each performance expectation:</p> <ul style="list-style-type: none"> • Time • Money • Quality • Quantity <p>These should be observable indicators of specific results.</p> <p>State at least one performance expectation for each reason "why" in the second column.</p> <p>Often performance expectations are implied or stated explicitly for action plans scheduled to be implemented this coming year.</p>	<p>Direct reference to specific strategies and action plans scheduled to be implemented this year.</p>	<p>Answers the question:</p> <p>What type of support do I need from the system to meet or exceed my performance expectations this year?</p> <p>May be written as specifically as necessary.</p> <p>Could include:</p> <ul style="list-style-type: none"> • Policy • Staff • Funding • Data • Evaluation • Equipment/materials • Projects

Additional Resources

Formulate Learning Objectives

Teach to the Objective

An effective objective must be designed so that the learning and the behavior that demonstrates the learning are congruent. The teacher must then plan relevant actions.

Formulating a Learning Objective

There are two parts to writing an objective; the learning and the behavior that demonstrates the learning.

1. The learning consists of Bloom's Level of Thinking and the skill or concept that relates to the Millard curriculum.
2. The student behavior that demonstrates the learning includes a Bloom's Power Word/Verb that reflects the Bloom's Level of Thinking and a measurable activity that demonstrates learning.

Bloom's Taxonomy


(Traditional/Revised)
 Knowledge/Understand
 Comprehension/Understand
 Application/Apply
 Analysis/Analyze
 Synthesis/*Create
 Evaluation/Evaluate
**moved to highest level*

Questions to Consider:

- What will students know and be able to do because of this lesson? (Skill/Concept)
- Which level of Bloom's Taxonomy will be used in your lesson?
- How will students learn it? (Input/Strategies/Learning Activities)
- How will you know students learned it? (Output/Assessment)
- How does your learning objective relate to an objective in the MEP Curriculum?

Sample Objective Format:

Learning




The Learner Will (Demonstrate)

(Bloom's Level of Thinking)
(Skill/Concept)

by

(Bloom's Power Word/Verb)
(Output That Demos/Validates the Learning)



Student Behavior That Demonstrates Learning

Descriptions of the Major Categories of Bloom's Taxonomy

Knowledge/Remember—the remembering of previous learned material. This is the lowest level of the cognitive domain. Some terms that are used at this domain are defines, describes, identifies, labels, and states.

Comprehension/Understand—the ability to grasp the meaning of material. This is shown by translating material from one form to another. Some terms that are used at this level are: covert, explain, summarize, and generalize.

Application/Apply—the ability to use learned material in new and concrete situations. This includes the application of such things as rules, methods, and theories. Some terms used at this level are: change, compute, demonstrate, manipulate, and solve.

Analysis/Analyze—the ability to break down material into its component parts so its organizational structure is understood. This includes identification of parts and relationships between parts. Some terms used at this level are: diagrams, discriminates, outlines, separates, and selects.

Evaluation/Evaluate—the ability to judge the value of material for a given purpose. This may be internal criteria or external criteria. Some terms used at this level are: compares, concludes, contrasts, discriminates, and explains.

Synthesis/Create—the ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations, or a set of abstract relations. Some terms used at this level are: combines, compiles, composes, creates, and revises.

Specific
Measurable
Attainable
Results-oriented
Time-bound

How to write a SMART goal to improve student achievement and/or impact teacher instruction:

Specific

For a goal to be specific it will usually answer these 5 questions:

- What: What do I want to accomplish?
- Why: List specific reasons, purpose or benefits of accomplishing the goal.
- Who: Who is involved?
- Where: Identify a location.
- Which: Identify requirements and constraints.

Measurable

This part of the goal sets the criteria for measuring progress toward the attainment of the goal. The indicators should be quantifiable. A measurable goal will answer:

- How much?
- How many?
- How will I know when it is accomplished?

Attainable

This part of the goal stresses the importance of goals that are realistic and achievable. The goal should stretch the teacher, but not to the extreme. Attainable goals usually answer:

- How can the goal be accomplished?

Results-oriented

A results-oriented goal represents a worthwhile objective. Goals should be important to the work and focus on results.

Time-bound

A teacher's goal should be within a time-frame, giving the teacher a target date for accomplishing the goal. Time-bound goals answer:

- When?
- What can I do 6 months from now?
- What can I do 6 weeks from now?
- What can I do today?

Determine Your Focus Area

Refer to your self-reflection on the Fall Goal Setting Form to determine an indicator that you will focus on during the videotape analysis.

View Your Videotape

The following has been developed to assist you in videotaping and analyzing your footage:

General Information:

- Locate a video camera in your building or use a personal device such as a Smart phone or iPod.
- Test the camera to determine most beneficial angle to capture the essence of your classroom.
- Consider taping your students as well as yourself as both will provide unique insight into your teaching. (Two cameras may be used to capture both teacher and students or utilize landscape orientation to capture a wider view.)
- Select a timeframe for the videotaping:
 - Whole class period?
 - First 5-10 minutes of class?
 - Closure of class?
- Be sure to let your students know in advance that the class will be videotaped. Explain your reasons for videotaping. Modeling life-long learning builds capacity in our students.

Suggestions for Viewing the Video:

- Find a place to watch the video where you will not be distracted.
- Plan to view the video on the same day or the next day so that you can readily recall what you were thinking and feeling during class.
- First watch the video to get used to seeing yourself.
- Once you have adjusted to seeing yourself on tape, set aside time to analyze the footage.
- As you view the footage, reflect.
- Focus on lesson components that went well as well as those areas you hope to change.
- Record the time of the video beside any note you make so that you can return to it should you desire.
- Reflect upon the Millard Instructional Model (MIM) indicator as you view the footage. The following questions can be used to prompt your thinking:
 1. What specific things did I do well related to the MIM indicator?
 2. What specific things could I have done better in reference to the MIM indicator?
 3. What specific things did the students do well as you reference the “student evidence” part of the MIM indicator?
 4. What could I have done to better instruct students?
 5. What 3 things would I keep the next time I teach this lesson or lesson segment?
 6. What 3 things would I change the next time I teach this lesson or lesson segment?

Analyze Your Results

Once you have watched and reflected upon your footage, **write an instructional goal**, then...

- Look at the MIM indicator you determined as a focus (from the self-reflection on the Fall Goal Setting Form).
 1. Determine which teacher and/or student evidences you will focus on to support your goal.
 2. Determine what practices or strategies you will implement to grow towards achievement of your instructional goal.
 3. Implement those practices that will impact your instructional goal.
- Locate the checklists in the MPS *High-Leverage Practices* document (in Additional Resources).
 1. Determine which checklist best supports your instructional goal.
 2. Determine how the checklist will be used to improve your instruction.
 3. Implement those practices that will impact your instructional goal.

- View your videotape with a trusted colleague. Discuss and reflect on the lesson or lesson segment. Below are questions/prompts you and your colleague may consider:
 1. On a scale of 1-10, how close are you to your ideal classroom?
 2. What went well? What surprised you? What did you learn? What will you do differently next time?
 3. What are you seeing that shows the strategy is successful?
 4. What thoughts do you have regarding what the students are doing during _____?
 5. Tell me about what you felt...
 6. As you reflect on ____, what might be...

Resource List:

www.lcc.edu/

Tools for Teaching by Barbara Gross Davis

Unmistakable Impact by Jim Knight

<https://www.teachingchannel.org/videos/improve-teaching-with-video>

Jim Knight's Sample Questions Coaching Tools

#1 Lesson Study -- In this three-pronged approach designed by Japanese educators, teachers collaboratively develop a lesson, observe it being taught to students, and then discuss and refine it.

Lesson Study: http://www.rbs.org/lesson_study/

Lesson Study article: <http://www.ascd.org/ascd-express/vol5/525-nesbitt.aspx>

#2 Learning Walks -- Created by the Institute for Learning at the University of Pittsburgh, this is a process that invites participants to visit several classrooms to look at student work and classroom artifacts and to talk with students and teachers. Participants then review what they have learned in the classroom by making factual statements and posing questions about the observations. The end result is that teachers become more reflective about their teaching practices.

Learning Walks: <https://www.eduweb.vic.gov.au/edulibrary/public/region/loddonmallee/lt-littlelearningwalks.pdf> and

http://www2.k12albemarle.org/acps/staff/TPA/Documents/Learning_Walks_Overview.pdf and

<http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/Learning-Walks-Instructional-Rounds-for-your-school.aspx>

#3 Teaching Squares -- Groups of three or four instructors visit each other's classroom, either reciprocally or in rotation. After, they meet to share *only* how their own teaching has been affected as a result of their observations.

Squares: http://tlp.excellencegateway.org.uk/tlp/cpd/assets/documents/teaching_squares.pdf

#4 Lab Classroom--The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a pre-observation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.

Video clip http://www.youtube.com/watch?v=1v2QbW3_Ai4

#5 Open Doors-- The premise of *Open Doors* is that teaching is a public activity, even though it may be very personal for the instructor. Instructors are urged to welcome numerous, spontaneous, and unannounced classroom visits by colleagues who share their desire for improving teaching quality. Feedback is exchanged in informal conversation after the class. The feedback may include observer's reflections on improving his or her own technique as well as suggestions for the observed instructor.

Video clip <http://www.youtube.com/watch?NR=1&v=76JXYkVIjGY&feature=endscreen>

Sample Reflective Questions for Evaluation & Professional Growth Conversations

The list of questions below are in no particular order and are provided as a resource for staff and administrators as they participate in reflective conversations during the evaluation process.

1. Given what you know about your students, how would you describe instruction for the students who have not yet mastered the content?
2. As you reflect on your students' progress, how would you describe instruction for the students who have already mastered the content before you begin?
3. As you reflect on your teaching, what are your students able to do now that they could not do before? Explain.
4. In what different ways have you measured the growth your students have made?
5. What did students do well? What did you do to help students do well?
6. What could students do better? What could you do to help students do better?
7. As you reflect on your SMART goal and formative assessments, what might be your summary of the assessment results?
8. What are some ways in which you would describe the changes you made to your instruction as a result of data?
9. What insights do you have about your students, yourself, the curriculum or instruction as a result of your teaching to this point? How might you use this new learning as you develop future lessons?
10. In respect to your teaching, what are you able to do now that you could not do before?
11. What are some ways in which you can measure your personal growth this year?

Community Building:

- Routines and Procedures
- Classroom Environment
- Relationship Building

Data-Driven Differentiation:

- Small Group Instruction
- Tiered Assignments
- Workstations

Engagement:

- Inquiry-Based Activities
- Participation Techniques
- Questioning Techniques

Gradual Release of Responsibility:

- Focus Lessons
- Guided Instruction
- Collaborative Learning
- Independent Learning Tasks

Lesson Design:

- Anticipatory Set
- Objective
- Input
- Modeling
- Guided Practice
- Checking for Understanding
- Independent Practice
- Closure

Monitoring Student Learning:

- Using Formative Assessment
- Teacher Feedback
- Assessment Development

Initiated---Jan 2014

This document may be used as a supplemental tool to support implementation of the Millard Instructional Model.

Routines and Procedures

Teacher Evidence	Yes		Student Evidence	Yes
Involves students in designing classroom routines			Restates, explains and/or demonstrates routines and procedures	
Analyzes a task to determine a procedure			Follows established routines	
Communicates procedures by modeling and role-playing using examples and non-examples			Follows cues and signals from the teacher	
Provides cues or signals when a procedure should be used			Self-regulates behavior	
Reviews routines and procedures with students throughout the school year			Models routines and procedures for classmates	
Provides positive feedback when students are following routines and procedures				
Procedures become routine				

Classroom Environment

Teacher Evidence	Yes		Student Evidence	Yes
Utilizes Board-approved curricular materials			Participates actively in learning tasks	
Provides a safe, accessible, and organized environment for all students			Supports the learning of their classmates	
Creates an environment that allows for movement and learning			Respects the teacher, their classmates and classroom materials	
Utilizes a variety of seating arrangements evident for whole group, small group and independent work			Organizes personal learning space	
Thinks about the purpose of classroom materials and plans layout accordingly				
Engages students in learning through visual aids				

<i>Relationship Building</i>				198
Teacher Evidence	Yes		Student Evidence	Yes
Greets students			Greets teacher	
Demonstrates interest in students' lives			Trusts teacher and peers	
Maintains positive disposition			Respectfully communicates with teacher and peers	
Makes eye contact with students			Agrees to disagree	
Implements team building exercises			Fosters leadership in others	
Builds trust with students			Makes eye contact with teacher and peers	
Sets appropriate boundaries with students			Works productively and collaborates with peers to accomplish learning tasks	
Connects with students' families through positive communication			Exhibits appropriate body language	
Exhibits appropriate body language				

DATA-DRIVEN DIFFERENTIATION

Small Group Instruction

Teacher Evidence	Yes		Student Evidence	Yes
Uses data to make informed decisions for student grouping			Demonstrates commitment to learning	
Adjusts groups based on data			Carries out assigned task	
Uses data to differentiate instruction			Participates by expressing ideas and opinions	
Considers the number of students per group to maximize learning			Provides evidence of meeting learning goal	
Communicates and reinforces expectations			Assesses self	
Monitors and facilitates groups				

Tiered Assignments

Teacher Evidence	Yes		Student Evidence	Yes
Uses data to make informed decisions to design assignments			Shows awareness of the purpose of the assignment	
Assigns tasks based on individual learning needs			Provides evidence of meeting learning goal	
Communicates purpose of assignment to each student			Performs skill, strategy, or process with increased competence	
Utilizes multiple resources to support the intended learning, which may include technology				
Chooses assignments engaging for students' learning				
Monitors and adjusts assignments as needed				
Encourages student input				

Work Stations				200
Teacher Evidence	Yes		Student Evidence	Yes
Uses data to make informed decisions for implementing work stations			Demonstrates accountability at work stations	
Models expectations for students			Problem-solves	
Provides learning tasks that reinforce previously learned skills or concepts			Shows engagement in assigned task	
Matches work station to curricular area and standards			Works collaboratively when necessary	
Utilizes visuals to organize and assist learning				
Communicates purpose of workstation task				
Prepares a schedule documenting students and tasks				
Manages and monitors multiple work stations				

ENGAGEMENT				
<i>Inquiry-Based Activities</i>				
Teacher Evidence	Yes		Student Evidence	Yes
Selects challenging tasks			Shows engagement in discovery	
Encourages student input			Perseveres and problem solves when faced with challenges	
Creates an anticipatory set			Uses resources to answer questions as they emerge	
Monitors students and selects specific students to help facilitate discussion			Makes connections between new discovery and prior knowledge	
Sequences learning to guide students toward intended objective			Creates questions	
Connects students' responses to key ideas				
Poses questions that promote further inquiry and addresses student misconception				
<i>Participation Techniques</i>				
Teacher Evidence	Yes		Student Evidence	Yes
Uses a variety of techniques when questioning			Builds on peers' response	
Tracks pattern of students' participation			Engages in responsible risk-taking	
Uses a variety of sensory modes (kinesthetic, verbal, spatial) to elicit participation			Shows respect and interest to peers	
Allows for all students to participate whether verbal or non-verbal			Displays confidence to participate	

<i>Questioning Techniques</i>				
Teacher Evidence	Yes		Student Evidence	Yes
Presents situations or problems that require inferences			Provides explanations for inference	
Asks questions that require students to analyze content			Creates higher-order questions related to learning	
Encourages students to explain and support inferences			Builds ideas and questions from other student responses	
Structures questions at higher levels of Bloom’s Taxonomy			Identifies errors in logic	
Responds with cues, prompts, and questions			Accepts feedback	
Provides adequate wait time when questioning			Responds to questions	
Offers feedback to students				

GRADUAL RELEASE OF RESPONSIBILITY			
<i>Focus Lessons</i>			
Teacher Evidence	Yes	Student Evidence	Yes
Introduces and models skill or concept		Observes teacher modeling	
Clearly states purpose for learning		Processes vocabulary and new information	
Motivates students by generating interest		Interacts with examples and non-examples	
Makes connections between new information and background knowledge		Responds to questions	
Provides think-alouds/verbal modeling for students			
Provides anticipatory set			
Shows visual examples and non-examples			
Emphasizes critical vocabulary			
Displays end product of student work			
<i>Guided Instruction</i>			
Teacher Evidence	Yes	Student Evidence	Yes
Guides students through practice examples		Applies new learning	
Provides effective feedback		Answers checks for understanding	
Scaffolds learning for students		Demonstrates understanding with supervision	
Checks for understanding		Begins to show ownership of practice	
Review and/or clarifies with individuals or small groups		Practices skills or concepts previously learned	
Observes students performing skill			
Assesses progress			
Responds with cues, prompts, and questions			

Collaborative Learning				
Teacher Evidence	Yes		Student Evidence	Yes
Monitors students			Uses peer support	
Provides feedback to individuals or small groups			Uses problem solving skills to reach a goal	
Refers students to resources to consolidate understanding			Collaborates with peers	
			Self-regulates and self-corrects	
			Applies skills or concepts previously learned	
Independent Learning Tasks				
Teacher Evidence	Yes		Student Evidence	Yes
Provides additional guided practice to students in need			Uses necessary resources	
Monitors students			Completes task without direct assistance	
Develops meaningful independent tasks			Transfers learning to other contexts	
Provides and communicates criteria for student assessment			Peer-assesses or self-assesses	

LESSON DESIGN			
<i>Anticipatory Set</i>			
Teacher Evidence	Yes		Student Evidence
Focuses student attention on the content			Focuses thinking toward day's content
Engages student at the start of the lesson			Engages with content
Motivates students by generating interest			
Introduces or reviews skills or concept			
Makes connections between new information and background knowledge			
Uses variety			
Activates prior knowledge			
Links to objective			
<i>Objective</i>			
Teacher Evidence	Yes		Student Evidence
Defines the learning			Understands the content
Establishes relevance			Connects previous knowledge to new content
Plans with the end in mind			Defines importance of learning
Communicates clearly to students			
Aligns with Board-approved standards			
Reflects rigor			
Posts 4-part objective			

<i>Input</i>				
Teacher Evidence	Yes		Student Evidence	Yes
Determines information students need in order to accomplish objective			Interacts with the content	
Organizes and presents information in the simplest and clearest form			Processes new information	
Introduces information in short meaningful chunks			Engages in active learning	
Determines activities to achieve stated objectives			Responds to questions	
Presents vocabulary			Processes vocabulary	
Models the information or process				
<i>Modeling</i>				
Teacher Evidence	Yes		Student Evidence	Yes
Determines best model for process, product or example			Interacts with the content	
Introduces skill or concept			Processes new information	
Uses accurate and clear-cut models			Engages in active learning	
Highlights the critical attributes of the model			Responds to questions	
Shows examples and non-examples			Processes vocabulary	
Models expert thinking (think-alouds)				

Guided Practice				
Teacher Evidence	Yes		Student Evidence	Yes
Guides students in learning			Applies new learning	
Checks for understanding			Answers checks for understanding	
Provides effective feedback			Demonstrates understanding with supervision	
Scaffolds learning for students			Begins to develop ownership of learning	
Reviews or clarifies with individuals or small groups			Shows growing confidence and expertise	
Observes students performing skill			Practices skills or concepts previously learned	
Assesses progress				
Responds with cues, prompts, and questions				
Checking for Understanding				
Teacher Evidence	Yes		Student Evidence	Yes
Poses a question or problem related to objective to gather formative assessment data			Answers teachers questions	
Uses a variety of assessment strategies			Demonstrates learning	
Elicits student responses			Responds to teacher cues	
Monitors student progress frequently				
Collects data based on student evidence				
Utilizes data to inform instruction				
Identifies and anticipates student misconceptions and adjusts instruction				
Provides feedback				

<i>Independent Practice</i>				
Teacher Evidence	Yes		Student Evidence	Yes
Releases students to practice on own based on formative assessment data			Engages in practice	
Designs Practice activity to match the objective			Uses necessary resources	
Develops meaningful independent tasks			Self-assesses performance based on criteria	
Distributes practice over time			Builds confidence and competence in task	
Sets criteria for student success			Shows ownership of learning	
Monitors student practice			Completes task without direct assistance	
Provides feedback				
Utilizes data to inform instruction				
<i>Closure</i>				
Teacher Evidence	Yes		Student Evidence	Yes
Reviews and reinforces lesson objective			Reflects on learning	
Encourages students to further their understanding of the content, make connections to previous learned content, and/or preview upcoming content			Self-assesses learning	
Utilizes data from closure to determine next steps for learning				

MONITORING STUDENT LEARNING			
<i>Using Formative Assessment</i>			
Teacher Evidence	Yes	Student Evidence	Yes
Elicits student responses		Responds to teacher cues	
Monitors student progress frequently		Demonstrates learning	
Uses a variety of assessment strategies			
Provides multiple opportunities for demonstration of learning			
Identifies and anticipates student misconceptions and adjusts instruction			
Provides feedback			
<i>Teacher Feedback</i>			
Teacher Evidence	Yes	Student Evidence	Yes
Provides timely feedback		Uses feedback	
Reflects on quality of feedback		Seek timely feedback	
Provides oral and written feedback		Self-reflects based on feedback	
Models processes and thinking for students as a form of feedback		Expresses strengths and weaknesses or misconceptions in learning based on feedback	
		Summarize feedback in own words	
		Sets goals	

Assessment Development				
Teacher Evidence	Yes		Student Evidence	Yes
Develops grading criteria aligned to District standards and indicators			Shows awareness of assessment criteria throughout the assessment process	
Involves students in development of assessment criteria, when appropriate			Demonstrates ability to summarize assessment criteria	
Articulates assessment criteria to stakeholders			Utilizes available resources and methods of practice to prepare for assessment	
Provides examples of quality performance				
Models performance standards				
Creates multiple forms of assessment (formative and/or summative)				
Balances assessment strategies				
Embeds formative assessment into instruction				
Evaluates student learning using summative assessment				

References for the High-Leverage Practices

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Board of Education Policies Related to Staff Evaluation

Human Resources Code of Ethics 4155

The Board recognizes, endorses and adopts the Standards of Ethical and Professional Performance as established by the Nebraska Department of Education.

Legal Reference: Neb. Rev. Stat. §§ 79-859, 79-866; 92 NAC 27
 Policy Adopted: October 7, 1974 Millard Public Schools
 Revised: August 3, 1992, June 2, 2003; September 7, 2010 Omaha, NE
 Reaffirmed: January 5, 1998

Human Resources Code of Ethics 4155.1

Standards of Ethical and Professional Performance

The District Board hereby endorses and communicates to its staff the generally accepted minimal standards of professional practices adopted by the Nebraska State Board of Education.

I. Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics. The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-866 Neb. Rev. Stat. for holders of public school certificates.

II. Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services certificate is issued in Nebraska.

H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.

I. Shall report to the Commissioner and the District Superintendent any known violation of Principle I, letter G; Principle III, letter E; or Principle IV, letter B.

J. Shall seek no reprisal against any individual who has reported a violation of this code of ethics.

III. Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.

B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.

C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.

E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.

F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Millard Board of Education.

G. Shall not discipline students using corporal punishment.

IV. Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.

B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.

C. Shall neither offer nor accept gifts or favors that will impair professional judgment.

D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.

E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory, and shall not have a misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of 92 NAC 21 (an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections for the Revised Statutes of Nebraska

in parenthesis):

1. Assault (third degree) (28-310)
2. Child Enticement (28-311)
3. Stalking (28-311.03)
4. Hazing (28-311.06)
5. Unlawful Intrusion (28-311.08)
6. Violating a Harassment Protection Order (28-311.09)
7. False Imprisonment (28-315)
8. Sexual Assault (third degree) (28-320)
9. Domestic Assault (28-323)

10. Child/Vulnerable Adult Contact with Methamphetamine (28-457)
11. Abandonment of Spouse or Child (28-705)
12. Child Abuse (28-707)
13. Contributing to the Delinquency of a Child (28-709)
14. Prostitution (28-801)
15. Keeping a Place of Prostitution (28-804)
16. Debauching a Minor (28-805)
17. Public Indecency (28-806)
18. Sale of Obscene Material to Minor (28-808)
19. Obscene Motion Picture Show, Admitting Minor (28-809)
20. Obscene Literature Distribution (28-813)
21. Sexually Explicit Conduct (28-813.01)
22. Resisting Arrest (28-904 (1)(a)), when the conviction involves use or threat of physical force or violence against a police officer
23. Indecency with an Animal (28-1010)
24. Intimidation by Phone Call (28-1310)
25. Violating a Protection Order (42-924)

Other convictions related to such crimes including:

26. Attempt to Commit a Crime (28-201)
27. Criminal Conspiracy (28-202)
28. Accessory to a Felony (28-204)
29. Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this Rule, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of a certificate to teach, administer, or provide special services in schools.

F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

V. Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

- A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

VI. Principle V - Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.

- B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

Legal Reference: Neb. Rev. Stat. §§79-859, 79-866; 92 NAC 27, 92 NAC 21

Rule Approved: October 7, 1974 Millard Public Schools

Revised: August 3, 1992; January 5, 1998; May 3, 2004; September 7, 2010 Omaha, NE

Reaffirmed: June 2, 2003

Human Resources

Evaluation

4160

All personnel shall be continuously evaluated by the appropriate supervisors to encourage improvement of the total school program.

The purpose of Millard Public Schools evaluation is three-fold: 1) accountability; 2) professional growth; and 3) school improvement.

The Millard Public School District shall provide procedures for the evaluation of staff: said evaluation shall serve as a basis for the improvement of performance and continued employment in the Millard School District. The procedures shall provide for a source of information for sound decision-making as well as for **instructional coaching**, for **staff development**, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the orderly dismissal of those who do not meet the standards of the District.

Related Policies and Rules: [4160.1](#), [4160.2](#)

Legal Reference: Neb. Rev. Stat § 79-318(5)(h) and § 79-828
Title 92, Nebraska Administrative Code, Chapter 10

Policy Adopted: January 2, 1979

Revised: August 3, 1992; December 21, 1998; July 21, 2003, **March 2, 2015**

Reaffirmed: June 1, 2009; May 17, 2010

Millard Public Schools

Omaha, Nebraska

Human Resources

Evaluation - Certificated Staff

4160.1

- I. All certificated personnel shall be evaluated in accordance with the District's written procedures on appraisal forms provided by the District as follows:
 - A. Probationary certificated employees shall be evaluated at least once each semester in accordance with the procedures provided by law.
 - B. Permanent certificated employees shall be evaluated at least once every school year.

- II. The District will obtain approval of its teacher evaluation policies and procedures from the Nebraska Department of Education as a requirement to legally operate as an accredited school district in Nebraska in accordance with Title 92, Nebraska Administrative Code, Chapter 10. In the event the District changes its policies or procedures for teacher evaluation, it shall re-submit the revised policies and procedures to the Nebraska Department of Education for approval. The policies and procedures submitted for the approval of the Nebraska Department of Education shall be in writing, shall be approved by the Millard Board of Education, and shall include the following:
- A. A policy containing a statement of the purpose of teacher evaluation in the District.
 - B. A teacher evaluation procedure, which shall:
 - 1. Contain specific criteria upon which teachers are to be evaluated. Evaluation instruments shall be designed primarily for the improvement of instruction and shall include, at a minimum: (1) instructional performance, (2) classroom organization and management, (3) professional conduct, and (4) personal conduct. Specific standards for measurement in each of these four areas shall be tied to the instructional goals of the District.
 - 2. Describe the process to be used for evaluation, including the duration and frequency of the observations and the formal evaluations for probationary and permanent certificated teachers.
 - 3. Provide for documenting the evaluation.
 - 4. Communicate results of the evaluation annually, in writing, to those being evaluated.
 - 5. Provide for written communication (commonly referred to as a growth plan) to the evaluated teacher on all noted deficiencies, specific means for the correction of the noted deficiencies, and an adequate timeline for the implementing the concrete suggestions for improvement.
 - 6. Provide for the teacher to offer a written response to the evaluation.
 - 7. Communicate the evaluation procedure annually, in writing, to those being evaluated.
 - 8. Describe the District's plan for training evaluators.
- III. All evaluators shall possess a valid Nebraska Administrative Certificate and shall be trained to use the evaluation system employed in the District.

Legal Reference: Neb. Rev. Stat. §§ 79-318(5)(h) and 79-828(2); Title 92, Nebraska Administrative Code, Chapter 10

Related Policies & Rules: [4160](#)

Rule Approved: January 2, 1979

Revised: November 21, 1983; August 3, 1992; Sept 7, 1993; Dec. 21, 1998
July 21, 2003

Reaffirmed: June 1, 2009; May 17, 2010, March 2, 2015

Millard Public Schools
Omaha, Nebraska

Category: Curriculum, Instruction, and Assessment**Policy: Taught Curriculum: Instructional Delivery****6200**

In order to enable the alignment of the taught curriculum with the written curriculum, the Millard Public Schools shall identify clearly defined standards for the District's staff. These standards are referred to as "Indicators of Effective Teaching and Learning" and are included in the Millard Instructional Model. The five domains of the Millard Instructional Model are:

- I. Planning
- II. Instruction
- III. Assessment
- IV. Learning Environment
- V. Professionalism

The "Indicators of Effective Teaching and Learning" of the Millard Instructional Model have been incorporated into the teacher evaluation process and used by administrators, in conjunction with curriculum frameworks and guides, to monitor the taught curriculum.

Related Policy: [4160](#)

Millard Public Schools
Omaha, NE

Date of Adoption: May 3, 1999

Reaffirmed: May 19, 2003

Date of Revision: October 2, 2006; June 2, 2008; October 20, 2014

Category: Curriculum, Instruction, and Assessment**Policy: Taught Curriculum: Instructional Delivery****Rule: Taught Curriculum: Instructional Delivery****6200.1****Millard Instructional Model****Indicators of Effective Teaching and Learning**

Domain 1: Planning

- I. Teacher plans with individual learning results in mind.
 - A. Teacher utilizes the standards and indicators defined by the Millard Educational Program in planning essential learning outcomes and objectives in each area of study.
 - B. Teacher uses individualized assessment data to determine learning objectives for students.
 - C. Teacher designs lessons and units that incorporate effective practices.

Domain 2: Instruction

- II. Teacher delivers well-designed units and lessons so that students achieve desired learning results.
 - A. Teacher communicates and reinforces daily, weekly, and unit learning goals and objectives throughout instruction.
 - B. Teacher uses effective instructional strategies to ensure growth in student achievement.
- III. Teacher ensures all students learn the Millard curriculum through multiple and diverse learning opportunities.
 - A. Teacher delivers the District approved curriculum with fidelity and differentiates for student needs.
- IV. Teacher uses instructional strategies that result in meaningful understanding and application of learning.
 - A. Teacher links new learning to past learning and real life experiences.
 - B. Teacher organizes instruction so that students become productive and independent learners.
 - C. Teacher facilitates critical thinking and problem solving.

Domain 3: Assessment

- V. Teacher continually monitors student progress and adjusts instruction to optimize individual student learning.
 - A. Teacher uses effective assessment practices that allow the teacher and students to monitor learning.
 - B. Teacher uses assessment data before, during, and after instruction to monitor understanding and to adjust instruction.
- VI. Teacher grading practices reflect evidence of student learning.
 - A. Teacher determines grades based on student achievement of standards and indicators defined by the District curriculum.
 - B. Teacher assigns grades that are fair, consistent, timely and clearly reported.

Domain 4: Learning Environment

- VII. Teacher establishes a physically and emotionally safe learning environment.
 - A. Teacher establishes a physical space that is safe, accessible, and organized for learning.
 - B. Teacher establishes a classroom environment that is emotionally safe.
- VIII. Teacher implements a classroom management system that complies with and supports building and District policy.
 - A. Teacher establishes a proactive classroom management plan appropriate for the developmental level of students to promote emotional, social, and academic growth.
 - B. Teacher implements and maintains the classroom management plan.
- IX. Teacher collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.
 - A. Teacher fosters and communicates multiple and diverse opportunities to support learning activities at home and school.
 - B. Teacher creates a culturally sensitive and bias free learning environment.

Domain 5: Professionalism

- X. Teacher embraces continuous professional growth and contributes to school and District improvement.
 - A. Teacher pursues professional development and reflective practice to improve instruction.
 - B. Teacher supports the mission and beliefs of the school and District to share the responsibility for the growth of student learning, development and achievement.
- XI. Teacher performs job-related responsibilities and acts as an ethical, responsible, member of the professional community.
 - A. Teacher performs job-related duties by adhering to established laws, policies, rules, and building expectations.
 - B. Teacher contributes to a positive, professional workplace.
 - C. Teacher communicates in a professional manner.

Related Policy : 6200

Legal Reference: § 79-866; 92 NAC 27

Date of Adoption: May 3, 1999

Date of Revision: July 16, 2001; May 19, 2003; October 2, 2006; May 21, 2007; June 2, 2008; October 20, 2014

Millard Public Schools

Omaha, NE

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Intensive Assistance

Intensive Assistance Overview

A major focus of the Millard Public Schools teacher evaluation process is to ensure that only effective teaching practices continue in the classroom. The **Millard Instructional Model** has been developed to define the Indicators of Effective Teaching and Learning. If it is determined that a teacher in the Millard Public Schools is not meeting these standards, the **Intensive Assistance Program** will be used to assist the teacher in improving teaching practices to ensure that the standards are met. It is the teacher's responsibility to show improvement.

Concerns about teacher performance will be investigated and a determination made regarding the need for **Intensive Assistance**. Examples of such concerns include, but are not limited to the following:

- Coaching in prior phases of teacher evaluation that has not resolved the problem
- A pattern over time of insufficient student learning
- A classroom environment that is detrimental to student learning
- A classroom that is unsafe for students

Intensive Assistance is part of the **Appraisal Phase** of the evaluation process. If **Intensive Assistance** is indicated, teachers currently in the **Appraisal Phase** can be placed directly in **Intensive Assistance**. Teachers currently in either **Continuous Growth Phase** will be moved to the **Appraisal Phase** at the time **Intensive Assistance** is initiated.

While in **Intensive Assistance** the teacher will be informed of the concerns with performance and may be an active participant in the development and implementation of the **Plan for Improvement**. **Intensive Assistance** will consist of a **Plan for Improvement** that is developed by the evaluator and may include the teacher, with optional participation by a team. The **Plan for Improvement** may include the objective(s) to be accomplished, action steps for achieving the objectives, a description of the assistance that will be provided, a time line for implementation, the type and frequency of feedback, and the evaluation criteria and date of evaluation.

When the date for evaluation of the **Plan for Improvement** is reached, a determination is made by the evaluator regarding the successful accomplishment of the objectives. The **Intensive Assistance Program** is intended to assist teachers who are not meeting performance standards with respect to the **Millard Instructional Model**. Teachers who continue to perform unsatisfactorily according to the performance standards of the **Millard Instructional Model** after **Intensive Assistance** has been employed may be subject to cancelation, termination, or non-renewal of contract. Failure to institute an **Intensive Assistance Plan** shall not prevent the district from terminating, canceling, or non-renewing a teacher's contract. There also may be other grounds for cancelation, termination, or non-renewal that are made independently of the teacher evaluation process.

Intensive Assistance Narrative

The **Intensive Assistance Program** may be initiated when it has been determined that a teacher is not performing satisfactorily with respect to the **Millard Instructional Model** which serves as a basis for the teacher evaluation process. Examples include, but are not limited to:

- coaching in prior phases of teacher evaluation that has not resolved the problem
- a pattern over time of insufficient student learning
- a classroom environment that is detrimental to student learning
- a classroom that is unsafe for students

The evaluator completes an investigation of any concerns expressed by others including students, parents, or peers. The evaluator completes observations and collects data related to concerns with performance that correspond to the **Millard Instructional Model**. The evaluator may consult with other evaluators and other support personnel such as department heads, curriculum specialists, pupil services personnel, and special education personnel, as appropriate to determine the significance of the concerns.

Concerns with performance must be verbally shared and discussed with the teacher. The evaluator must confer with Human Resources about the concerns with teacher performance in meeting the standards identified in the **Millard Instructional Model**.

The evaluator considers the evidence collected and makes a determination regarding whether the teacher satisfactorily meets the standards identified in the **Millard Instructional Model**. Communication with Human Resources regarding the determination should be made by the evaluator.

If the determination is made that the teacher is satisfactorily meeting the standards identified in the **Millard Instructional Model**, there will be no further action. The teacher will continue to be evaluated in his/her current phase of the evaluation process.

If the determination is made that the teacher is not satisfactorily meeting the standards identified in the **Millard Instructional Model**, a **Recommendation for Intensive Assistance** will be made through the **Appraisal Phase**.

Appraisal Phase

If the teacher is currently in the **Appraisal Phase**, the recommendation for **Intensive Assistance** may be completed. **Millard Instructional Model** Indicator(s) of Effective Teaching and Learning that are not being met must be specified and documentation provided.

Continuous Growth (Focus on Data or Focus on Instruction) Phase

If the teacher is currently in either **Continuous Growth Phase**, the teacher must be moved to the **Appraisal Phase** to focus directly on the **Millard Instructional Model**. The **Recommendation for Intensive Assistance** form should be completed. **Millard Instructional Model** Indicator(s) of Effective Teaching and Learning that are not being met should be specified and documentation provided. Direct classroom observations and documentation will be provided. Direct classroom observations and conferences (**Appraisal Phase**) should be reinitiated and should focus on the concerns with the specified **Millard Instructional Model** Indicator(s) of Effective Teaching and Learning. A **Classroom Observation Form** must be completed for each observation.

The evaluator shares the **Recommendation for Intensive Assistance** with the teacher. A conference is held to discuss the recommendation, and the teacher receives and signs the **Recommendation for Intensive Assistance**. The teacher can request MEA representation at this conference. The evaluator can request a representative from Human Resources at this conference. As a courtesy, the evaluator and teacher should be informed if representatives from MEA or Human Resources will be at the conference.

At the initial **Intensive Assistance** conference, the involvement of a team to assist in developing and implementing a **Plan for Improvement** may be determined. Team membership may include educators with expertise in the areas needing improvement. If teams are utilized, expectations for team members including confidentiality will be emphasized.

A written **Plan for Improvement** must be developed by the evaluator with input from the teacher and team (if one is utilized). The plan may include the objective(s) to be accomplished, action steps for achieving the objectives, a description of the assistance that will be provided (what, who, when), a timeline for implementation, the type and frequency of feedback that will be provided the teacher, and the evaluation criteria and date. This plan must be shared with Human Resources.

A conference will be held to review the **Plan for Improvement** which will be completed on the form entitled **Intensive Assistance Program**. Both teacher and evaluator will sign and date the form.

The **Plan for Improvement** will be implemented following the time line and recommended action steps. Feedback to the teacher is expected. Observations, visits, conferences, or other contact to the evaluator and teacher should occur approximately as specified in the plan.

When the date for evaluation as specified in the **Plan for Improvement** is reached, a determination will be made by the evaluator regarding whether the teacher is meeting the specified **Millard Instructional Model** Indicator(s) of Effective Teaching and Learning. Evaluation criteria, as specified in the **Plan for Improvement**, should be a major part of this determination.

If the teacher is meeting the standards, the placement in the **Intensive Assistance** program may be completed. The teacher should remain in the **Appraisal Phase** of the evaluation cycle for the current year and the following year after Intensive Assistance. Placement in **Intensive Assistance** will be reinitiated if concerns resurface.

If the teacher is not meeting the standards and employment continues, the evaluator will reexamine the **Recommendation for Intensive Assistance**, the **Plan for Improvement**, and review the documentation. The **Recommendation for Intensive Assistance** may be rewritten and a new plan developed. Care will be taken to align the concerns with the most appropriate Indicator(s) of the **Millard Instructional Model** and to develop specificity in the plan and the evaluation criteria.

If sufficient documentation for dismissal exists, required processes may be initiated with involvement of Human Resources.

**Administrator Training- Staff Evaluation
2014-2015**
Overview

Annually, administrators receive training and support on the art and science of staff evaluation. Additionally, new Administrators receive more extensive training in their first two years during the MPS New Administrator Induction program.

Staff evaluation training for all administrators consists of a review of the Millard Instructional Model, writing good objectives, and S.M.A.R.T. goals. Frequently we provide professional development and application activities to help administrators distinguish between mediocre and outstanding staff and how to provide effective feedback to each.

A seminar for writing difficult evaluations is offered annually in the spring and is open to all administrators.

Fierce Leadership has been embedded into our administrators' staff evaluation professional development because of the four objectives of Fierce: 1) to interrogate reality; 2) to provoke learning; 3) to tackle tough challenges and 4) to enrich relationships.

2014-2015
October General Admin Staff Development

- Introduction to the revised Millard Instructional Model. This was a presentation designed to be used with staff in the buildings as well. The expectation was shared that administrators will introduce the revised Millard Instructional Model by the end of the year.

February – May General Admin Staff Development

- An introduction to the revised Teacher Evaluation Process will include the new rating scale with time for watching teaching episodes and reflecting using the Millard Instructional Model.

New Administrators

Our New Administration Induction Program is comprehensive professional development for every new administrator. The staff evaluation topics and activities contained in this two year program are listed below.

New Administration Induction – Year 1

Focus on Domain 1 - Relational Leadership, Domain 3 - Systems Leadership & Domain 5 – Instructional Leadership

3 Days of Orientation (Summer)

- Self-assess Activities with MPS Leadership Definition & Framework
- Process of Administrator Evaluation
- Process of Teacher Evaluation
- Introduction of MIM
 - Practice writing 4 part objective (Appraisal Phase)
 - Practice writing SMART goal (Continuous Growth Phase)
 - Conduct 1 actual observation in Fall with Jim, Kevin or Kim
 - Conduct instructional walk-through observations (Summer School)
- Overview of Writing Difficult Evaluations
 - Practice writing deficiency and recommendation comments
 - Giving wait time for corrective comments
 - Intensive Assistance
- Overview of Various District Department Responsibilities
- Assignments
 - Transition Plan (Key Performance Action Plan – Focus on 5 Domains of Leadership Framework)
 - Data Analysis of New Position & School and Presentation To District Staff
 - Teacher Observation with Assigned District Administrator
- Focus on Strengths

2 Days of Fierce Leadership Training (Summer)
Bi-monthly Meetings (First Semester)

New Administration Induction – Year 2

Focus on Domain 2 – Collaborative Leadership, Domain 4 – Visionary Leadership & Domain 5 - Instructional Leadership

Quarterly Meetings

- Self-assess Activities with MPS Leadership Definition & Framework
- Continuous Growth Evaluation
 - S.M.A.R.T. Goals / Action Plans
- Review of Writing Difficult Evaluations
 - Practice writing deficiency and recommendation comments
 - Giving wait time for corrective comments
 - Intensive Assistance
- Overview of Post Conference Conversations
- Effective Feedback & Questions
- Art of Evaluation
- People management scenarios
- Review of the Fierce Conversation Models
- Continued Focus on Strengths

AGENDA SUMMARY SHEET

Meeting Date: March 16, 2015

Department Human Resources

Action Desired: Approval

Background: Personnel items: (1) Resignation; (2) Recommendation to Hire; (3) Leave of Absence; (4) Contract Amendment

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick
Executive Director of Human Resources

Superintendent's Signature: _____

A handwritten signature in blue ink, appearing to read "Jim Duffin", is centered within a light blue rectangular box. The signature is written in a cursive, flowing style.

March 16, 2015

RESIGNATIONS

Recommend: The following resignation be accepted:

1. Laura Menousek – Grade 5 teacher at Cottonwood Elementary School. She is resigning at the end of the 2014-2015 school year because of family relocation.
2. Beau N. Heiss – Physical Education teacher at Reeder Elementary School. He is resigning at the end of the 2014-2015 school year for a teaching position with Norris Public Schools.
3. Larissa K. Knudson – Foreign Language teacher at Millard North High School. She is resigning at the end of the 2014-2015 school year for a teaching position with Fremont Public Schools.
4. Kathern L. Wendt – Science teacher at Millard West High School. She is resigning at the end of the 2014-2015 school year for a teaching position with Glenwood Community Schools.
5. Bradley A. Nord – Social Studies teacher at Millard North High School. He is resigning at the end of the 2014-2015 school year for a position as HAL Coordinator with Gretna Public Schools.
6. Danielle E. Bellmore – Grade 2 teacher at Aldrich Elementary School. She is resigning at the end of the 2014-2015 school year because of family relocation.
7. Amanda Marshall – Social Studies teacher at Beadle Middle School. She is resigning at the end of the 2014-2015 school year for personal reasons.
8. Katherine M. Portenier – Family Consumer Science teacher at Millard West High School. She is resigning at the end of the 2014-2015 school year for personal reasons.
9. Kimberly Dewosky – Math teacher at Millard West High School. She is resigning at the end of the 2014-2015 school year because of family relocation.

March 16, 2015

TEACHERS RECOMMENDED FOR HIRE**Recommend: The following teachers be hired for the 2014/2015 school year:**

1. Kirshell M. McClannan – BA – University of Nebraska, Omaha. Teacher Librarian at Cody Elementary School (Short Term Contract) effective March 2, 2015 for the remainder of the 2014-2015 school year.

Recommend: The following teachers be hired for the 2015/2016 school year:

1. Emily J. Hovdenes – MA – University of Nebraska, Omaha. Math teacher at Millard North High School for the 2015-2016 school year. Previous Experience: Current CADRE teacher in the same position (2014-2015)
2. Jessica M. Hamzhie – BA – Peru State University. Science teacher at Millard West High School for the 2015-2016 school year.
3. Erinn R. Komp – MA – Kansas University. Speech Language Pathologist at Disney Elementary School for the 2015-2016 school year. Previous Experience: Omaha Public Schools (2013-present); Pediatric Therapy Center, Papillion, NE (2011-2013); Outreach Therapies & Consulting, Inc./Marian Hope Center, Independence, MO (2010-2011); St. Joseph Institute for the Deaf, Lenexa, KS (2009-2010)
4. Bailey A. Riesselman – MA – University of Nebraska, Omaha. Grade 1 teacher at Willowdale Elementary School for the 2015-2016 school year. Previous Experience: Regular classroom teacher and CADRE teacher in same position (January, 2014 – August, 2015)
5. Ian W. Koch – BA – University of Nebraska, Lincoln. Industrial Tech teacher at Millard North High School for the 2015-2016 school year. Previous Experience: Tri County Public Schools (2013-2015)
6. Caitlin R. Wenrich – MA – University of Nebraska, Omaha. Grade 3 teacher at Willowdale Elementary for the 2015-2016 school year. Previous Experience: CADRE teacher in the same position (2014-2015)
7. Michael J. Bruch – MA – University of Nebraska, Omaha. Special Education Resource teacher at Millard South High School for the 2015-2016 school year. Previous Experience: CADRE teacher in the same position (2014-2015)

March 16, 2015

LEAVE OF ABSENCE

Recommend: The following Leave of Absence be accepted:

1. Steven Powell – Language Arts Teacher at Millard West High School. He is requesting a Leave of Absence for the 2015-2016 school year for family reasons.

March 16, 2015**AMENDMENT TO CONTINUING CONTRACTS****Recommend: Amendment to the following contracts:**

1. Lacey M. Eddy – Early Childhood Special Education teacher at Cody Elementary School. Amend contract from (1.0) FTE to (.5) FTE at Cody Elementary School for the 2015-2016 school year.

AGENDA SUMMARY SHEET

Agenda Item: Legislative Report

Meeting Date: March 16, 2015

Department External Affairs

Title and Brief Description: Legislative Report

Action Desired: Information Only

Background: Report to update current legislative Senator priority measures.

Options/Alternatives Considered: None

Recommendations: None

Responsible Persons: Nolan Beyer, Director of Activities, Athletics & External Affairs

Superintendent's Signature: _____



Nebraska Council of School Administrators

**Senator Priority
Measures, 2015**

<i>Senator</i>	<i>Measure</i>	<i>Sponsor</i>	<i>Status</i>	<i>Description</i>
Baker	LB 431	Baker	Final Reading	Change provisions relating to public school district construction
Bloomfield	LB 31	Bloomfield	General File	Eliminate motorcycle and moped helmet requirements
Bolz	LB 243	Bolz	General File	Create a pilot project relating to family finding services
Brasch	LB 350	Brasch	Committee	Change valuation of agricultural land and horticultural land
Campbell	LB 89	Campbell	General File	Change provisions relating to aid to dependent children
Chambers	LB 268	Chambers	Committee	Change a penalty from death to life imprisonment without parole, eliminate a homicide report, and change provisions relating to murder in the first degree and restitution
Coash	LB 292	Coash	General File	Change provisions relating to the central registry of child protection cases
Cook	LB 81	Cook	General File	Change provisions relating to eligibility for child care assistance
Craighead	LB 253	Morfeld	General File	Change acknowledgment requirements relating to homesteads
Crawford	LB 390	Crawford	Committee	Provide for the use of medical marijuana as prescribed
Davis	LB 85	Davis	General File	To increase the maximum brand inspection fee amount that may be established by the Nebraska Brand Committee
Ebke	LB 67	Schumacher	General File	Provide for governmental unit bond priority
Friesen	LB 610	Smith	General File	Change motor fuel excise taxes
Garrett	LB 643	Garrett	Committee	Adopt the Cannabis Compassion and Care Act
Gloor	LB 80	Gloor	General File	Provide, change, and eliminate anesthesia and sedation permit provisions under the Dentistry Practice Act
Groene	LB 367	Groene	General File	Eliminate a restriction on paying petition circulators based on number of signatures
Haar	LB 407	Haar	Committee	Change and eliminate provisions relating to certified renewable export facilities as prescribed
Hadley	LB 498	Hadley	General File	Change sales and use tax provisions relating to all-terrain vehicles and utility-type vehicles

<i>Senator</i>	<i>Measure</i>	<i>Sponsor</i>	<i>Status</i>	<i>Description</i>
Hansen	LB 494	Nordquist	Committee	Change minimum wage for persons compensated by way of gratuities
Harr	LB 414	Harr	Committee	Provide a property tax exemption for fraternal benefit societies
Hilkemann	LB 156	Stinner	General File	Change the amount of credits allowed under the Angel Investment Tax Credit Act
Howard	LB 199	Howard	General File	Provide for stipends for social work students
Hughes	LB 323	Davis	Committee	Create the School Financing Review Commission
Johnson	LB 183	Johnson	General File	Change provisions relating to the Grain Dealer Act
Kintner	LB 481	Kintner	Committee	Permit school districts to opt out of a learning community as prescribed
Kolowski	LB 343	Kolowski	Committee	Provide funding for schools offering certain programs and courses as prescribed
Kolterman	LB 232	Nordquist	Committee	Adopt the College Choice Grant Program Act
Krist	LB 15	Krist	General File	Provide additional powers and duties for guardians ad litem
Kuehn	LB 599	Ebke	General File	Provide a minimum wage for certain young student workers
Larson	LB 113	Larson	General File	Provide a co-payment for correctional inmates' health care services
Lindstrom	LB 469	Smith	Committee	Provide powers and duties to the Department of Environmental Quality relating to the development of a state plan for regulating carbon dioxide emissions
McCollister	LB 623	Nordquist	Committee	Provide for issuance of motor vehicle operators' licenses and state ID cards to persons with lawful status
McCoy	LB 649	Kintner	General File	Require all votes taken by public officials to be a public record as prescribed
Mello	LB 419	Mello	General File	Exempt sales and purchases by zoos and aquariums from sales and use tax
Morfeld	LB 264	Morfeld	Committee	Provide for issuance of credentials under the Uniform Credentialing Act based on military education, training, or experience
Murante	LB 226	Coash	General File	Authorize crowdfunding as prescribed and exempt crowdfunding under the Securities Act of Nebraska
Nordquist	LB 423	Nordquist	Committee	Change a renewable energy tax credit
Pansing Brooks	LB 586	Morfeld	General File	Prohibit discrimination based upon sexual orientation and gender identity
Riepe	LB 285	Riepe	Committee	Redefine a term under the Sports Arena Facility Financing Assistance Act

<i>Senator</i>	<i>Measure</i>	<i>Sponsor</i>	<i>Status</i>	<i>Description</i>
Scheer	LB 294	Scheer	Committee	Adopt the Human Trafficking Victims Civil Remedy Act and change and adopt provisions relating to service of process, sexual assault, crimes relating to morals, human trafficking, search warrants, juveniles, intercepted communications, and forfeiture of assets
Schilz	LB 176	Schilz	General File	Change the Competitive Livestock Markets Act
Schnoor	LB 329	Schilz	Committee	Adopt the Nebraska Agritourism Promotion Act
Schumacher	LB 72	Schumacher	Committee	Change and provide provisions relating to trustees, liens for medicaid reimbursement, and inheritance tax petitions
Seiler	LB 173	Chambers	General File	Change habitual criminal provisions
Smith	LB 357	Smith	Committee	Change income tax rates and transfer funds from the Cash Reserve Fund
Stinner	LB 561	Stinner	General File	Name the Irrigation District Act and change election provisions for irrigation districts
Sullivan	LB 528	Sullivan	Committee	Change and eliminate provisions relating to learning communities
Watermeier	LB 106	Watermeier	General File	Adopt the Livestock Operation Siting and Expansion Act and change powers of counties relating to zoning
Williams	LB 559	Schumacher	General File	Change provisions relating to the treatment of tax credits under the New Markets Job Growth Investment Act

Committee Priority Measures, 2015

<i>Committee</i>	<i>Measure</i>	<i>Sponsor</i>	<i>Status</i>	<i>Description</i>
Agriculture	LB 175	Schilz	General File	Adopt the Livestock Growth Act and change provisions of the Nebraska Advantage Rural Development Act
Agriculture	LB 360	Johnson	Committee	Change provisions of the Commercial Dog and Cat Operator Inspection Act
Appropriations	LB 33	Mello	General File	Require revenue volatility reports by the Legislative Fiscal Analyst
Appropriations	LB 449	Mello	Committee	Change provisions relating to funding for microloans
Banking	LB 139	Johnson	General File	Change and eliminate provisions relating to the Real Property Appraiser Act
Banking	LB 348	Krist	Committee	Change provisions relating to automatic teller machines and point-of-sale terminals

<i>Committee</i>	<i>Measure</i>	<i>Sponsor</i>	<i>Status</i>	<i>Description</i>
Business & Labor	LB 627	Mello	Select File	Change provisions relating to pregnancy under the Nebraska Fair Employment Practice Act
Business & Labor	LB 480	Harr	Committee	Change provisions relating to computing compensation under the Nebraska Workers' Compensation Act
Education	LB 525	Sullivan	Committee	Change provisions relating to education
Education	LB 519	Sullivan	Committee	Provide for school and student aid, grants, and assistance as prescribed
Executive Board	LR 7CA	Schumacher	Committee	Constitutional amendment to limit service of members of the Legislature to two 6-year terms
Executive Board	LB 56	Scheer	Committee	Provide procedures for donation of real property to the Northeast Community College Area
General Affairs	LB 330	Larson	General File	Change provisions relating to alcoholic liquor
General Affairs	LB 619	Larson	Committee	Provide for a special designated poker license and a poker endorsement under the Nebraska Liquor Control Act
Government	LB 132	Ebke	General File	Change joint public agency bonding powers and procedures
Government	LB 575	Murante	Committee	Change provisions relating to ballots for early voting, write-in candidates, and filling vacancies
Health	LB 320	Bolz	General File	Adopt the Aging and Disability Resource Center Act
Health	LB 472	Campbell	General File	Adopt the Medicaid Redesign Act
Judiciary	LB 265	Campbell	Committee	Change provisions relating to juveniles and child welfare
Judiciary	LB 482	Krist	General File	Change provisions relating to juveniles
Legislative Performance	LB 538	Legislative Performance Audit Committee	General File	Require audits of tax incentive programs under the Legislative Performance Audit Act and change tax incentive sunset dates
Legislative Performance	LB 598	Schumacher	Committee	Change and provide requirements regarding treatment and segregation of mentally ill inmates
Natural Resources	LB 141	Schilz	Committee	Change provisions relating to the Public Entities Mandated Project Charges Act
Natural Resources	LB 413	Mello	General File	Provide for the evaluation of permits issued to political subdivisions by the Department of Environmental Quality regarding water quality
Retirement	LB 468	Nordquist	Committee	Change benefit and contribution provisions relating to judges retirement

<i>Committee</i>	<i>Measure</i>	<i>Sponsor</i>	<i>Status</i>	<i>Description</i>
Retirement	LB 448	Nordquist	Committee	Make current and new Class V school employees members of the School Employees Retirement System of the State of Nebraska
Revenue	LB 356	Harr	General File	Change provisions relating to the assessment of certain rent-restricted housing projects
Revenue	LB 259	Gloor	General File	Adopt the Personal Property Tax Relief Act
State-Tribal Relations	LB 566	Coash	Committee	Change provisions of the Indian Child Welfare Act
Transportation	LB 629	Mello	Committee	Provide for regulation of transportation network companies
Transportation	LB 641	Garrett	General File	Provide rights and duties for a person operating a manual or motorized wheelchair or bicycle as prescribed
Urban Affairs	LB 152	Urban Affairs Committee	General File	Authorize cities and villages to borrow from state-chartered or federally chartered financial institutions as prescribed
Urban Affairs	LB 324	McCollister	General File	Provide authority to sanitary and improvement districts to contract for solid waste collection services

AGENDA SUMMARY SHEET

AGENDA ITEM: Strategy 3.1 Action Step #3 Update

MEETING DATE: March 16, 2015

DEPARTMENT: Student Services

TITLE AND BRIEF DESCRIPTION: Update on Strategy 3.1 Action Step #3 - Implementation of a Bullying Curriculum Component.

ACTION DESIRED: Approval _____ Discussion _____ Information Only X

BACKGROUND: Strategy 3.1 requires the selection of a behavior management system for each school in the District. Action Step #3 also requires building administrators to assess current bullying prevention procedures and curricula to determine gaps and areas of need.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: Strategy 3.1

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Bill Jelkin, Director of Student Services

SUPERINTENDENT'S APPROVAL: _____



MEMORANDUM

To: J. Sutfin
Re: Update Strategy 3.1 Action Step #3 Bullying Prevention
From: B. Jelkin
Date: March 16, 2015

Bullying disrupts a school's ability to educate students, threatens public safety and creates an atmosphere where such behavior can escalate into violence. In 2009, the District adopted age appropriate developmentally based bullying prevention and education programming, which includes in its scope the legal, social, health, and discipline consequences of bullying and provides information and techniques for the resistance and reporting of bullying. The program is for all students in all grades.

District Rules 5300.3 and 5400.6 define bullying as any intentionally hostile or offensive verbal, written, graphic, demonstrative, electronic, or physical act that has the purpose of exerting domination over another student through the act of intimidating, frightening, oppressing, or adversely controlling the student, and that is disruptive of the educational process, or any ongoing pattern of physical, verbal, written, graphic, demonstrative, or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written, or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, intentionally bumping, tripping, and damaging clothing.

The goal of Millard Public Schools has always been to take a proactive approach with the issue of bullying. As a result, we also offer a variety of non-academic anti-bullying activities to complement our educational programming. Some examples include homeroom activities, courage retreats, kindness retreats, RESPECT presentations, and BMX anti-bullying bike tours. We also provide anti-bullying information and literature to students and parents along with our community outreach presentations. A recent example of one of our community outreach presentations is the social media/cyber-bullying presentation we promoted through our partnership with the Sarpy SAFE task force. Finally, we also offer a variety of anti-bullying staff development activities for our staff members. In the last two years we have provided training on cyber-bullying/suicide and recognizing the signs of bullying.


Despite our proactive efforts, we continue to examine our processes and procedures to try and identify areas of need. Action Step #3 of Strategy 3.1 requires each school in the District to incorporate a bullying prevention curriculum component. As mentioned previously, we already have curricular components which were created in 2009 and are due for update and revision as part of the MEP process beginning in 2015-16. In addition to the curriculum update, each building will be required to inventory their current bullying prevention processes and procedures to determine if the needs of all students are being met.

In the fall of the 2015-16 school year, each building will be provided an inventory kit that will include site surveys, resource mapping guides, curriculum matrices, and other documents intended to help evaluate the areas listed below to identify areas of growth.

1. Awareness and Prevention.
 - a. School Culture
 - b. Vertical and Horizontal Curriculum Alignment
 - c. Training and Staff Development
 - d. Community Outreach
2. Reporting and Investigation.
 - a. Staff Response and Reporting Procedures
 - b. Reporting Procedures for Students, Parents and Others
 - c. Administrative Investigation Procedures
 - d. Access to Internal Resources and Services

3. Documentation and External Services.
 - a. 1:1 Complaint versus Resolution
 - b. Documentation in IC
 - c. Access to External Resources & Services

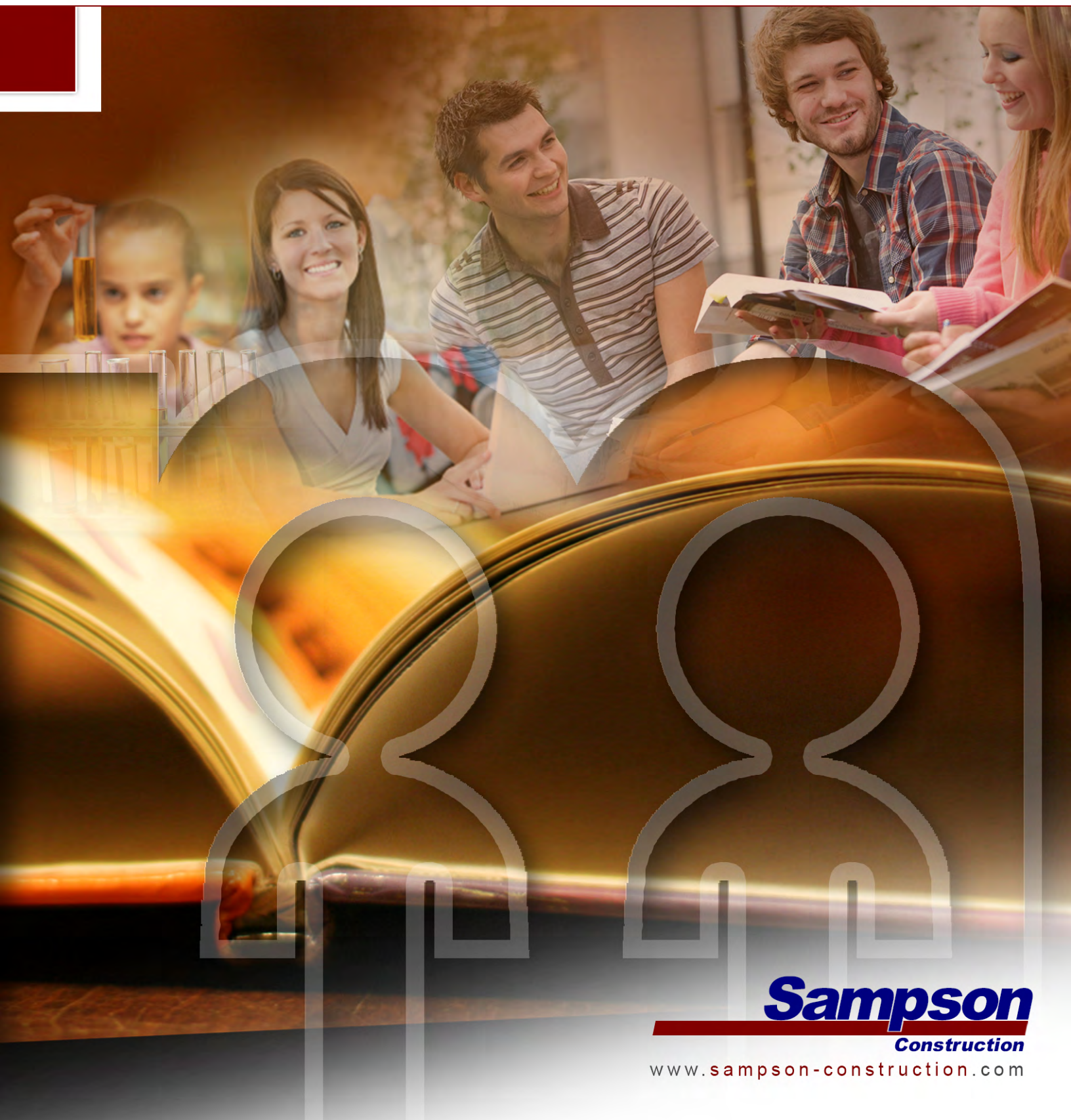
AGENDA SUMMARY SHEET

AGENDA ITEM:	Bond Construction Report (Sampson)
MEETING DATE:	March 16, 2015
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Construction Report – A report from the District’s construction management firm with regard to the progress on projects related to the 2013 bond issue.
ACTION DESIRED:	Approval <input type="checkbox"/> Discussion <input type="checkbox"/> Information Only <input checked="" type="checkbox"/> .
BACKGROUND:	<p>The District has engaged the services of Sampson Construction to act as the construction manager for the District’s construction/renovation projects related to the 2013 bond issue.</p> <p>Dave Cavlovic (Samson Construction) will be present at the meeting to present the construction update (see attached) and to answer questions.</p>
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	n/a
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	n/a
RESPONSIBLE PERSON:	Sampson Construction (CMA), Ed Rockwell (Gen. Mgr. Support Services), and Ken Fossen, Associate Superintendent (General Administration)
SUPERINTENDENT’S APPROVAL:	<div style="display: flex; align-items: center;"> <div style="flex: 1; border-bottom: 1px solid black; margin-right: 10px;"></div>  </div>

MILLARD PUBLIC SCHOOLS

Bond Construction Progress Report

March 2015



Sampson
Construction

www.sampson-construction.com

3/10/2015

Bond Construction Progress Report

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- I. Executive Summary
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 - b. Black Elk Elementary - Closeout
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 - e. West High School – Pending
 - f. Ron Witt Support Services Center - Active**
 - g. Abbott Elementary – Active**
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 - i. Aldrich Elementary - Closeout
 - j. Cottonwood Elementary - Closeout
 - k. Ezra Elementary – Active**
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3/10/2015

Executive Summary

The start of the 2015 construction projects is fast approaching and all projects have been bid. Construction at North High School will begin the week of spring break as will required abatement at some locations. Coordination meetings with MPS staff have been conducted and move schedules are planned. The next month will see activity from the general contractors in procurement and planning for the short construction schedules ahead.

Now that we are through the second round of receiving construction bids, we have again spent a significant amount of time evaluating the Bond Budget. The short summary below is a snapshot of the budget status, in round numbers, as it relates to contingency as a whole. This snapshot includes Sampson managed projects of \$37,035,969, but is representative of the complete 2013 Bond Budget of \$79,965,000.

First, it is important to understand that, in terms of dollars, the Bond is 22% complete, 37% in construction, and 41% still in the planning stage. The contingency increase shown below for completed projects consists of the balance of unused soft costs and contingency increase combined. The other values are based on current estimates and assuming that projects track historically similar.

Starting Contingency Amount		\$5.98 million
Completed	add	\$.64 million
In Construction	add	\$1.04 million
Lighting (awarded/out for bid)	less	(\$1.23 million)
Funds from Hail Insurance	add	\$.43 million
Current Contingency		\$6.86 million

With review of the information above and knowledge of the upward trend in cost, the MPS 2013 Bond Budget is still positive.



3/10/2015



Project #1

Bryan Elementary Interior and Exterior Renovations

5010 S 144th Street, 68137

Architect/Engineer: BCDM / Morrissey

General Contractor: F&B Constructors

Project Budget: \$4,300,956

Estimated Construction Budget: \$3,258,300

Construction Start: Spring 2014

Construction Completion: Summer 2015

Scope Description:

This project consists of the removal and replacement of the existing exterior curtain walls. This includes the glazing, electrical, and mechanical fin tubes. The building will get re-roofed with the exception of the North addition. Interior renovation will include four new ADA restrooms, finishes and lighting. The building will receive a new secure entry vestibule along with new kindergarten corridor openings. Other updates include upgrading fire alarm system, occupancy sensors, intercom system and mechanical systems as budget allows.

Project Photos:**Current Activity:**

This project will have minimal activity through the winter months. Construction will resume in the spring as early as possible for exterior work.



3/10/2015



Project #2/14

Black Elk Elementary Classroom and MP Room Additions6708 S. 161st Ave, 68135

Architect/Engineer: Carlson West Povondra/Morrissey

General Contractor: Prairie Construction

Project Budget: \$2,138,730

Estimated Construction Budget: \$1,620,250

Construction Start: Spring of 2014

Construction Completion: Fall 2014

Scope Description:

This project consists of a single story 6 classroom addition of approximately 6,000SF on the Southwest corner of the building, a 3,500SF multi-purpose addition on the North side of the building, and lockable classroom doors. Site work will be required to accommodate the additions.

Project Photos:**Current Activity:**

Complete



3/10/2015



Project #3

North High School Connector Addition and Renovation1010 S. 144th St., 68154

Architect/Engineer: BCDM / Morrissey

General Contractor: PHI: KE Flex

Project Budget: \$11,574,756

PHII: Lund-Ross

Estimated Construction Budget: \$8,768,755

Construction Start: Spring 2015

Construction Completion: Summer 2016

Scope Description:

Scope includes the addition of the main and second level corridors between the North and South classroom wings. A new secure main entrance will be established along with a new administration/guidance program area. A lecture hall will be incorporated into the new layout. New paint and flooring in areas affected by construction. Fire sprinkler system will be provided as required by fire marshal.

Current Activity:

Construction of the Temporary Counselors' Offices is in the closeout stage and work is scheduled to begin the week of March 16th on the Connector Addition. The counselors and administration team will be relocating to their temporary offices during spring break.



3/10/2015



Project #4
South High School Industrial Tech Addition and Renovation
14905 Q St., 68137

Architect/Engineer: BCDM / Morrissey

General Contractor:

Project Budget: \$2,697,712

Estimated Construction Budget: \$2,043,721

Construction Start: Spring 2016

Construction Completion: Fall 2017

Scope Description:

This project consists of a 5,000SF Industrial Technology addition and renovation of the existing Industrial Technology, Metal Shop, and Graphics space. The addition will be on the west and will begin in the spring of 2016. Finishes inside the existing building will be limited to the renovation of the previously mentioned spaces.

Current Activity:

Pending



3/10/2015



Project #5

West High School Industrial Tech Addition and Renovation5710 S 176th Ave, 68135

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$1,560,236

Estimated Construction Budget: \$1,181,997

Construction Start: Spring of 2016

Construction Completion: Fall 2017

Scope Description:

This project consists of a 4,800SF Industrial Technology addition and renovation of the existing Industrial Technology, Labs and Classroom space. The addition will be near the Southwest side of the building and will begin in the spring of 2016. This work will be on-going during the school year and will need to be completed prior to renovation work in the existing school being done. The renovation work will be scheduled at times when the school is not occupied, or at least the renovation area is not occupied. Finishes inside the existing building will be limited to the renovation of the previously mentioned spaces. The renovation space in this project is significantly smaller than that at South High School.

Current Activity:

Pending

3/10/2015

Project #6

Ron Witt Support Services Center Phase II Exterior Renovation

13737 Industrial Road, 68137

Architect/Engineer: BCDM / Morrissey

General Contractor: Lueder

Project Budget: \$696,767

Estimated Construction Budget: \$527,854

Construction Start: Summer 2014

Construction Completion: July 15th

Scope Description:

Project includes the renovation of the existing exterior conditions for the portion of the main building that was not remodeled in 2010. Remodel includes new TPO roof (approximately 53,000 SF), skylights, exterior hollow metal and overhead doors. Budget also includes replacing of corroded room and sidewall panels and repainting of sidewalls. Rebuild approximately 2,250 sf of the exterior walls at old cafeteria. And install new gutters and downspouts as well.

Project Photos:

Current Activity: Construction mobilization occurred on this project 3-1-15. Investigation and demolition has been taking place and framing of roof curbs is beginning, and roofing will follow.



3/10/2015



Project #7

Abbott Elementary Open to Close

1313 N. 156th St, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$849,734

Estimated Construction Budget: \$643,738

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Bids were received March 10, 2015. Recommendation for award is scheduled for the March 16th Board of Education Meeting.



3/10/2015



Project #8

Ackerman Elementary Open to Close

5110 S. 156th St, 68135

Architect/Engineer: Carlson West Povondra / Morrissey

General Contractor: F&B Constructors

Project Budget: \$235,636

Estimated Construction Budget: \$178,512

Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Project Photos:

Current Activity:

Complete



3/10/2015



Project #9

Aldrich Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: CLH / Farris

General Contractor: Holtze

Project Budget: \$647,812

Estimated Construction Budget: \$490,767

Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Project Photos:

Current Activity:

Complete



3/10/2015



Project #10

Cottonwood Elementary Open to Close

615 Piedmont Dr. 68154

Architect/Engineer: Purdy and Slack

General Contractor: Prairie Construction

Project Budget: \$962,391

Estimated Construction Budget: \$729,084

Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Project Photos:

Current Activity:

Complete



3/10/2015



Project #11

Ezra Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor: McGinnis Construction

Project Budget: \$842,346

Estimated Construction Budget: \$638,141

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Current Activity:

McGinnis Construction has been awarded this project, and procurement of material has begun.



3/10/2015



Project #12

Harvey Oaks Elementary Open to Close

15228 Shirley St, 68144

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor: Hargrave

Project Budget: \$767,518

Estimated Construction Budget: \$581,453

Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Project Photos:

Current Activity:

This project is closing out.



3/10/2015



Project #13

Hitchcock Elementary Open to Close

5809 S. 104th St. 68127

Architect/Engineer: Reinhardt / Alvine

General Contractor: Lund-Ross

Project Budget: \$198,238

Estimated Construction Budget: \$150,180

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Current Activity:

Project has been awarded to Lund-Ross Construction and is in the procurement stage.



3/10/2015



Project #15

Disney Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor: Meco-Henne

Project Budget: 2,009,568

Estimated Construction Budget: \$1,522,400

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

This project was originally scheduled for two summers. After a review of the existing conditions, the scope was able to be significantly reduced and still comply with the Bond objectives. Therefore, the timeframe required for construction was reduced and work will now be limited to the summer of 2015.

Current Activity:

Project has been awarded to Meco-Henne Construction and is in the procurement stage.



3/10/2015



Project #16

Montclair Elementary Open to Close2405 S. 138th St., 68144

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$1,859,352

Estimated Construction Budget: \$1,408,600

Construction Start: Summer 2014

Construction Completion: Summer 2015

Scope Description:

This project is currently scheduled for two summers of work due to the amount of new walls that will need to be added in order to close the classroom spaces. Renovations of finishes are still limited to the areas directly impacted. Mechanical work will be limited to that affected by the newly enclosed spaces. This project will most likely see less hard walls than shown in the RFP documents because of the Montessori Program.

Project Photos:**Current Activity:**

Phase I of this project was substantially complete, as required on 7-30-14. This project will be finished next summer. Work is not scheduled during the school year.



3/10/2015



Project #17

Neihardt Elementary Open to Close506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$3,491,400

Estimated Construction Budget: \$2,645,000

Construction Start: Summer 2016

Construction Completion: Summer 2017

Scope Description:

This project is currently scheduled for two summers of work due to the amount of new walls that will need to be added in order to close the classroom spaces. Renovations of finishes are still limited to the areas directly impacted. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Pending



3/10/2015



Project #18

Rockwell Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: BCDM / Morrissey

General Contractor: Lund-Ross

Project Budget: \$1,121,604

Estimated Construction Budget: \$849,700

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

This project will enclose the classrooms with corridor walls and lockable doors. Renovation of finishes will be limited to those directly affected by construction. Mechanical Work will be limited to that affected by the newly enclosed spaces.

Current Activity:

This project has been awarded to Lund-Ross Construction and is in the procurement stage.



3/10/2015



Project #19

Upchurch Elementary Open to Close506 N. 162nd Ave, 68118

Architect/Engineer: CLH / Morrissey

General Contractor:

Project Budget: \$67,980

Estimated Construction Budget: \$51,500

Construction Start: Summer 2016

Construction Completion: Summer 2016

Scope Description:

This project will enclose the classrooms with corridor walls and lockable doors. Renovation of finishes will be limited to those directly affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Pending



3/10/2015



Project #20

Willowdale Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor: Meco-Henne

Project Budget: \$1,013,232

Estimated Construction Budget: \$767,600

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

This project will enclose the classrooms with corridor walls and lockable doors. Renovation of finishes will be limited to those directly affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

This project is scheduled for bid award recommendation to the Board of Education March 16, 2015.

Project: MPS Overall
Date: Tue 3/10/15

Task
Split

Milestone
Summary

Project Summary
External Tasks

External Milestone
Inactive Task

Inactive Milestone
Inactive Summary



















Manual Task
Duration-only

Manual Summary Rollup
Manual Summary

Start-only
Finish-only

Deadline
Progress

Project: MPS Overall Date: Tue 3/10/15	Task	 Milestone	 Project Summary	 External Milestone	 Inactive Milestone	 Manual Task	 Manual Summary Rollup	 Start-only	 Deadline	
	Split	Summary	External Tasks	Inactive Task	Inactive Summary	Duration-only	Manual Summary	Finish-only	Progress	

Project: MPS Overall Date: Tue 3/10/15	Task		Milestone		Project Summary		External Milestone		Inactive Milestone		Manual Task		Manual Summary Rollup		Start-only		Deadline	
	Split		Summary		External Tasks		Inactive Task		Inactive Summary		Duration-only		Manual Summary		Finish-only		Progress	

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		Construction					Soft Costs (22%)			Contingency (10%)		
Project Name	Total Project Budget	Construction Budget	Contract Award	Change Orders \$	Change Orders %	Latest Estimate	Soft Cost Budget	Soft Cost Committed	Soft Cost Balance	Contingency Budget	Contingency Change	Contingency Balance
Additions & Renovations (Sampson Cma)												
Bryan Elem	4,300,956	3,258,300	3,026,000	75,474	2.49%	3,101,474	716,826	458,329	258,497	325,830	156,826	482,656
Black Elk Elem	2,138,730	1,620,250	1,689,000	28,109	1.66%	1,717,109	356,455	324,764	31,691	162,025	(65,168)	96,857
North High	11,574,757	8,768,755	9,840,150	0	0.00%	9,840,150	1,929,126	856,177	1,072,949	876,876	(1,071,395)	(194,520)
South High	2,697,712	2,043,721	0	0	0.00%	2,043,721	449,619	200,397	249,222	204,372	0	204,372
West High	1,560,236	1,181,997	0	0	0.00%	1,181,997	260,039	96,604	163,435	118,200	0	118,200
Ron Witt	696,767	527,854	600,210	0	0.00%	600,210	116,128	88,594	27,534	52,785	(72,356)	(19,571)
Open to Closed Renovations (Sampson Cma)												
Abbott	849,734	643,738	0	0	0.00%	643,738	141,622	77,163	64,459	64,374	0	64,374
Ackerman	235,636	178,512	130,000	0	0.00%	130,000	39,273	29,472	9,800	17,851	58,312	76,163
Aldrich	647,812	490,767	350,750	(5,483)	-1.56%	345,267	107,969	71,685	36,283	49,077	181,783	230,860
Cottonwood	962,391	729,084	380,000	11,942	3.14%	391,942	160,398	103,602	56,797	72,908	393,939	466,847
Ezra	842,346	638,141	448,770	0	0.00%	448,770	140,391	74,585	65,806	63,814	189,371	253,185
Harvey Oaks	767,518	581,453	351,012	0	0.00%	351,012	127,920	85,335	42,584	58,145	273,025	331,171
Hitchcock	198,238	150,180	282,900	0	0.00%	282,900	33,040	40,405	(7,365)	15,018	(132,720)	(117,702)
Black Elk	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above
Disney	2,009,568	1,522,400	629,300	0	0.00%	629,300	334,928	144,512	190,416	152,240	893,100	1,045,340
Montclair	1,859,352	1,408,600	1,385,533	17,823	1.29%	1,403,356	309,892	166,747	143,145	140,860	5,244	146,104
Neihardt	3,491,400	2,645,000	0	0	0.00%	2,645,000	581,900	191,854	390,046	264,500	0	264,500
Rockwell	1,121,604	849,700	773,900	0	0.00%	773,900	186,934	85,850	101,084	84,970	75,800	160,770
Upchurch	67,980	51,500	0	0	0.00%	51,500	11,330	16,816	(5,486)	5,150	0	5,150
Willowdale	1,013,232	767,600	606,500	0	0.00%	606,500	168,872	83,770	85,102	76,760	161,100	237,860
Total Sampson CMA	\$37,035,969	\$28,057,552	\$20,494,025	\$127,865	0.62%	\$27,187,846	\$6,172,661	\$3,196,662	\$2,975,999	\$2,805,755	\$1,046,861	\$3,852,616
Additions												
Rohwer	1,980,000	1,500,000	1,687,900	93,760	5.55%	1,781,660	330,000	319,154	10,846	150,000	(270,814)	(120,814)
Upchurch	1,830,605	1,386,822	1,469,972	59,968	4.08%	1,529,940	305,101	280,902	24,198	138,682	(118,919)	19,763
Total MPS Additions	\$3,810,605	\$2,886,822	\$3,157,872	\$153,728	4.87%	\$3,311,600	\$635,101	\$600,057	\$35,044	\$288,682	(\$389,733)	(\$101,051)
Electronic Security (MPS)												
13 Phase I Video Intercoms* **	1,136,166	629,696	780,469	(4,825)	-0.62%	775,645	443,500	463,802	(20,302)	62,970	(166,251)	(103,281)
14 Phase IIA Intrusion Detection **	960,500	470,000	284,126	0	0.00%	284,126	443,500	459,113	(15,613)	47,000	185,874	232,874
14 Phase IIB Intrusion Detection **	1,246,500	730,000	315,567	34,261	10.86%	349,828	443,500	458,447	(14,947)	73,000	380,172	453,172
15 Phase III Integration **	2,056,835	1,466,668	0	0	0.00%	1,466,668	443,500	754,381	(310,881)	146,667	0	146,667
Interior Security (MPS)												
13 Phase I HS Classroom Locks	144,896	109,770	17,700	0	0.00%	17,700	24,149	61,563	(37,413)	10,977	54,657	65,634
13 Phase II MS Classroom Locks	138,653	105,040	19,400	4,511	23.25%	23,911	23,109	60,989	(37,880)	10,504	43,249	53,753
13 Phase III Elem Classroom Locks	196,020	148,500	27,023	825	3.05%	27,848	32,670	157,023	(124,353)	14,850	(3,701)	11,149
14 Phase IV Panic Device Locks	670,164	507,700	15,689	0	0.00%	15,689	111,694	114,074	(2,380)	50,770	489,631	540,401
Total MPS Security	\$6,549,734	\$4,167,374	\$1,459,974	\$34,773	2.38%	\$2,961,414	\$1,965,622	\$2,529,392	(\$563,770)	\$416,737	\$983,631	\$1,400,369
Summer Projects (MPS) 2014												
13 Buell Stair Railing Improvements	0	0	15,700	0	0.00%	15,700	0	21,362	(21,362)	0	(37,062)	(37,062)
14 Ackerman Roof Coat	184,800	140,000	104,493	0	0.00%	104,493	30,800	24,120	6,681	14,000	42,188	56,188

Project Name	Total Project Budget	Construction Budget	Contract Award	Change Orders \$	Change Orders %	Latest Estimate	Soft Cost Budget	Soft Cost Committed	Soft Cost Balance	Contingency Budget	Contingency Change	Contingency Balance
14 Cody Re-roof Phase I	531,300	402,500	211,778	1,815	0.86%	213,593	88,550	67,801	20,749	40,250	209,656	249,906
14 Neihardt Skylight	161,436	122,300	237,096	0	0.00%	237,096	26,906	14,679	12,227	12,230	(102,569)	(90,339)
14 Norris Phase I Roof	349,800	265,000	153,146	12,013	7.84%	165,159	58,300	58,086	214	26,500	100,055	126,555
14 Willowdale Paving	323,400	245,000	298,401	0	0.00%	298,401	53,900	57,693	(3,793)	24,500	(57,194)	(32,694)
14 CMS P2 Drain Imp	211,530	160,250	191,672	13,528	7.06%	205,200	35,255	35,621	(366)	16,025	(45,316)	(29,291)
14 CMS Fire Detec Rpl	231,000	175,000	186,670	33,113	17.74%	219,783	38,500	15,627	22,873	17,500	(21,910)	(4,410)
14 CMS Floor Repl Media	184,800	140,000	140,280	6,553	4.67%	146,833	30,800	88,637	(57,837)	14,000	(64,669)	(50,669)
14 KMS Track Repl	382,800	290,000	271,525	133	0.05%	271,658	63,800	62,042	1,758	29,000	20,100	49,100
14 KMS Int Key Conv	44,880	34,000	0	0	0	0	7,480	17,496	(10,016)	3,400	23,984	27,384
14 NMS Kitchen & Fire Repl	135,960	103,000	97,900	308	0.31%	98,208	22,660	12,906	9,754	10,300	14,546	24,846
14 NMS Ext Door & Win Repl	27,720	21,000	16,995	0	0.00%	16,995	4,620	10,859	(6,239)	2,100	(2,234)	(134)
14 RMS Phase I Paving	204,600	155,000	159,240	3,591	2.26%	162,831	34,100	34,078	22	15,500	(7,810)	7,690
14 NHS Track Repl	145,200	110,000	108,144	0	0.00%	108,144	24,200	23,837	363	11,000	2,219	13,219
14 NHS Roof Coat	554,400	420,000	220,797	0	0.00%	220,797	92,400	44,068	48,332	42,000	247,535	289,535
14 NHS Pool Reno	2,059,200	1,560,000	1,860,000	90,678	4.88%	1,950,678	343,200	248,856	94,344	156,000	(296,334)	(140,334)
14 SHS P IV & V Roof	1,042,800	790,000	812,000	63,762	7.85%	875,762	173,800	166,002	7,798	79,000	(85,762)	(6,762)
14 SHS Tennis Resurf	70,752	53,600	97,874	0	0.00%	97,874	11,792	13,677	(1,885)	5,360	(46,159)	(40,799)
14 WHS Tennis Repl	501,600	380,000	497,940	0	0.00%	497,940	83,600	71,898	11,702	38,000	(106,238)	(68,238)
14 SHS P2 Elec Switch Repl	264,000	200,000	138,411	3,828	2.77%	142,239	44,000	17,607	26,393	20,000	84,154	104,154
14 Buell Seating	72,600	55,000	97,700	3,415	3.50%	101,115	12,100	6,652	5,448	5,500	(40,667)	(35,167)
14 DSAC P1 Paving	89,760	68,000	70,163	1,929	2.75%	72,092	14,960	25,702	(10,742)	6,800	(14,834)	(8,034)
Summer Projects (MPS) 2015												
15 AMS/KMS Cooling Tower Repl	146,520	111,000	188,513	0	0	188,513	24,420	22,766	1,654	11,100	(77,513)	(66,413)
15 Buell Repair Study	0	0	0	0	0	0	0	14,833	(14,833)	0	0	0
15 Buell Stadium Turf***	501,600	380,000	354,415	0	0	354,415	83,600	13,066	70,534	38,000	25,586	63,586
15 Stage Curtain Replacements***	0	0	0	0	0	0	0	20,350	(20,350)	0	0	0
15 Cody Floor Replacement	191,400	145,000	0	0	0	145,000	31,900	51,836	(19,936)	14,500	0	14,500
15 Neihardt/Rockwell Cooling Tower	99,000	75,000	107,950	0	0	107,950	16,500	16,766	(266)	7,500	(32,950)	(25,450)
15 NHS Band Floor Replacement	34,980	26,500	0	0	0	26,500	5,830	3,900	1,930	2,650	0	2,650
15 NHS Tennis Resurfacing	132,000	100,000	0	0	0	100,000	22,000	16,258	5,742	10,000	0	10,000
15 NMS RTU Replacement Phs I	681,120	516,000	507,250	0	0	507,250	113,520	81,764	31,756	51,600	8,750	60,350
15 RMS Track Replacement	330,000	250,000	248,903	0	0	248,903	55,000	48,747	6,253	25,000	1,097	26,097
15 SHS Roof Phs VI	198,000	150,000	119,698	0	0	119,698	33,000	38,610	(5,610)	15,000	30,302	45,302
15 Upchurch Heat Pump	47,520	36,000	0	0	0	36,000	7,920	5,000	2,920	3,600	0	3,600
15 WHS Drainage Improvements	118,800	90,000	91,463	0	0	91,463	19,800	24,677	(4,877)	9,000	(1,463)	7,538
15 WHS Track Spray/Stripe	79,860	60,500	58,743	0	0	58,743	13,310	7,894	5,416	6,050	1,757	7,807
15 Abbott Flooring (Sampson Alt)	118,800	90,000	0	0	0	90,000	19,800	0	19,800	9,000	0	9,000
15 Hitchcock Flooring (Sampson Alt)	145,200	110,000	0	0	0	0	24,200	0	24,200	11,000	110,000	121,000
15 Disney Flooring (Sampson Alt)	151,800	115,000	0	0	0	0	25,300	0	25,300	11,500	115,000	126,500
15 Rockwell Flooring (Sampson Alt)	231,000	175,000	0	0	0	0	38,500	0	38,500	17,500	175,000	192,500
0						0	0		0	0	0	0
0						0	0		0	0	0	0
Total MPS Summer Projects	\$10,981,938	\$8,319,650	\$7,664,859	\$234,666	3.06%	\$8,297,025	\$1,830,323	\$1,505,773	\$324,550	\$831,965	\$171,244	\$1,003,209

Project Name	Total Project Budget	Construction Budget	Contract	Award	Change Orders \$	Change Orders %	Latest Estimate	Soft Cost Budget	Soft Cost Committed	Soft Cost Balance	Contingency Budget	Contingency Change	Contingency Balance
Lighting Energy Projects (MPS) 2015													
15 CMS Light Improvements	0	0		0	0	0	800,000	0	42,500	(42,500)	0	(800,000)	(800,000)
15 DSAC Light Improvements	0	0		171,477	0	0	171,477	0	11,056	(11,056)	0	(171,477)	(171,477)
15 Harvey Oaks Light Improvements	0	0		259,370	0	0	259,370	0	13,118	(13,118)	0	(259,370)	(259,370)
15 Rockwell Lighting (Sampson Alt)	0	0		0	0	0	0	0	0	0	0	0	0
	0						0	0		0	0	0	0
	0						0	0		0	0	0	0
	0						0	0		0	0	0	0
	0						0	0		0	0	0	0
	0						0	0		0	0	0	0
	0						0	0		0	0	0	0
Total MPS Lighting / Energy Projects	\$0	\$0	\$430,847		\$0	0.00%	\$1,230,847	\$0	\$66,674	(\$66,674)	\$0	(\$1,230,847)	(\$1,230,847)
Global Expenses	0	0	0	0	0	0	0	0	128,585	(128,585)	0	(128,585)	(128,585)
Funding from Insurance Claims	0	0	0	0	0	0	0	0	0	0	0	434286	434,286
Future Years Summer Projects	21,586,755	16,353,602	0	0	0	0.00%	16,353,602	3,597,792	0	3,597,792	1,635,360	0	1,635,360
Total 2013 Bond Issue	\$79,965,000	\$59,785,000	\$33,207,577		\$551,032	1.66%	\$59,342,335	\$14,201,500	\$8,027,143	\$6,174,357	\$5,978,500	\$886,857	\$6,865,357

* Project Total Committed reflects Separate Funding from MPS Foundation

** Soft Cost Values do not reflect 22%

*** Emergency Fund Projects

Grey Cells Represent construction complete and Soft Cost Balance applied to Contingency

271 3/10/2015

Construction Manager	<i>Sampson</i>
Architect	<i>BCDM</i>
Engineer	<i>Morrissey</i>

[illegible]

5210 Construction Contract	\$ 3,258,300	\$ 3,101,474	F&B	\$ 2,139,018	69%	\$ 962,456
Subtotal	\$ 3,258,300	\$ 3,101,474		\$ 2,139,018		\$ 962,456
Project total	\$ 3,975,126	\$ 3,559,803		\$ 2,481,200	70%	\$ 1,078,604

**MILLARD PUBLIC SCHOOLS
PROJECT SUMMARY**

272 9/10/2015

Project name: Black Elk Elementary Classroom & MP Room Additions
Code 07-7860-1401-158-320-XXXXX

Construction Manager **Sampson**
Architect **Carlson West Povondra**
Engineer **Morrissey**

Bid Information		Construction Information	
Date out to Bid:	1/21/2014	General Contractor:	Prairie
Date Public Notice Posted:	1/23/2014	Construction Start:	3/17/2014
Date / Time Bids Due:	2-12-14 @ 10am	Construction Substantial Completion:	
Bid Location:	DSAC-A	Final Completion:	
Bid to BOE Packet:	2/11/2014	Liquidated Damages Start:	7-17-14 & 7-31-14
BOE Approval Date:	3/3/2014	Liquidated Damages \$/day:	\$ 2,000

Pentamation Cost Code	Original Budget	Contract Amount	Vendor Name	Invoiced to Date	% Invoiced	Balance to Invoice
Indirect costs						
3125 Cma fee		\$ 52,016	Sampson	\$ 48,845	94%	\$ 3,171
3120 A & E fee	\$ -	\$ 102,913	CWP	\$ 102,399	100%	\$ 514
3119 A & E additional services	\$ -	\$ -		\$ -	0%	\$ -
3920 Outsourced printing & distribution	\$ -	\$ 1,759	A&D	\$ 1,759	100%	\$ -
3126 Site survey	\$ -	\$ 3,612	E&A	\$ 3,612	100%	\$ -
3127 Geotechnical services	\$ -	\$ 20,590	Terracon	\$ 12,233	59%	\$ 8,357
3709 Environmental insp & mgmt	\$ -	\$ 4,550	AMI	\$ -	0%	\$ 4,550
3190 Contractor Direct	\$ -	\$ (3,385)	Lueder	\$ (3,385)	100%	\$ -
3190 Contractor Direct	\$ -	\$ -	Prairie	\$ -	0%	\$ -
3715 Asbestos abatement	\$ -	\$ -		\$ -	0%	\$ -
5301 MPS equipment	\$ -	\$ -		\$ -	0%	\$ -
9350 Security or fire watch services	\$ -	\$ -		\$ -	0%	\$ -
5335 Technology equipment	\$ -	\$ -		\$ -	0%	\$ -
4150 Moving supplies (MPS Dist)	\$ -	\$ 1,002		\$ 1,002	100%	\$ -
3270 Storage trailer rental	\$ -	\$ -		\$ -	0%	\$ -
3000 Consultant	\$ -	\$ 2,400	Matco	\$ 2,400	100%	\$ -
3190 Locate existing utilities - interior	\$ -	\$ 1,018	Waldinger	\$ 1,018	100%	\$ -
3000 Roof Consultant	\$ -	\$ 23,000	RSI	\$ 23,000	100%	\$ -
5223 Commissioning	\$ -	\$ 7,200	Morrissey	\$ 7,200	100%	\$ -
3195 Security	\$ -	\$ 3,133	Prime Comm	\$ -	0%	\$ 3,133
3190 Locate existing Utilities - Exterior	\$ -	\$ 4,575	ESI	\$ 4,575	100%	\$ -
3190 Locate existing Utilities - Exterior	\$ -	\$ 10,156	Tritz	\$ 10,156	100%	\$ -
3520 Public Notice	\$ -	\$ 17	Daily Record	\$ 17	100%	\$ -
3000 Cox Relocation	\$ -	\$ 13,555	Cox	\$ 4,031	30%	\$ 9,524
3000 OPPD Relocation	\$ -	\$ 5,789	OPPD	\$ -	0%	\$ 5,789
5225 Test and Balance	\$ -	\$ 2,850	Specialized	\$ 2,850	100%	\$ -
5300 FF&E	\$ -	\$ 28,211	Virco	\$ 28,211	100%	\$ -
5300 FF&E	\$ -	\$ 9,260	School Specialty	\$ 9,260	100%	\$ -
5300 FF&E	\$ -	\$ 8,731	All Makes	\$ 8,731	100%	\$ -
5300 FF&E	\$ -	\$ 990	ATD American	\$ 990	100%	\$ -
5300 FF&E	\$ -	\$ 4,710	University Pub	\$ 4,710	100%	\$ -
5300 FF&E	\$ -	\$ 205	MPS Warehouse	\$ 205	100%	\$ -
5300 FF&E	\$ -	\$ 2,456	Indoff Inc	\$ 2,456	100%	\$ -
5300 FF&E	\$ -	\$ 2,479	MW Storage Solu	\$ 2,479	100%	\$ -
3000 Access Relocations	\$ -	\$ 3,133	Prime	\$ 3,133	100%	\$ -
3190 Cameras	\$ -	\$ 491	Miller	\$ 491	100%	\$ -
5300 Furniture	\$ -	\$ 6,000	Office Install Spec.	\$ 6,000	100%	\$ -
5300 FF&E	\$ -	\$ 1,350	Hempel	\$ 1,350	100%	\$ -
Subtotal	\$ 356,455	\$ 324,764		\$ 289,726		\$ 35,038
General Contractor						
5210 Construction Contract	\$ 1,620,250	\$ 1,717,109		\$ 1,540,858	90%	\$ 176,251
Subtotal	\$ 1,620,250	\$ 1,717,109		\$ 1,540,858		\$ 176,251
Project total	\$ 1,976,705	\$ 2,041,873		\$ 1,830,584	90%	\$ 211,289

274 3/10/2015

Construction Manager	<i>Sampson</i>
Architect	<i>BCDM</i>
Engineer	<i>Morrissey</i>

Pentamation Cost Code	Original Budget	Contract Amount	Vendor Name	Invoiced to Date	% Invoiced	Balance to Invoice
Indirect costs						
3125 CMA fee		\$ 63,083	Sampson	\$ 4,471	7%	\$ 58,612
3120 A & E fee	\$ -	\$ 137,000	BCDM	\$ -	0%	\$ 137,000
3119 A & E additional services	\$ -	\$ 230	BCDM	\$ 230	100%	\$ -
3920 Outsourced printing & distribution	\$ -	\$ -		\$ -	0%	\$ -
3126 Site survey	\$ -	\$ -		\$ -	0%	\$ -
3127 Geotechnical services	\$ -	\$ -		\$ -	0%	\$ -
3709 Environmental insp & mgmt	\$ -	\$ -		\$ -	0%	\$ -
6350 Permits & fees	\$ -	\$ -		\$ -	0%	\$ -
3135 Materials testing & special insp	\$ -	\$ -		\$ -	0%	\$ -
3715 Asbestos abatement	\$ -	\$ -		\$ -	0%	\$ -
5301 MPS equipment	\$ -	\$ -		\$ -	0%	\$ -
9350 Security or fire watch services	\$ -	\$ -		\$ -	0%	\$ -
5335 Technology equipment	\$ -	\$ -		\$ -	0%	\$ -
4150 Moving supplies (MPS Dist)	\$ -	\$ 84		\$ 84	100%	\$ -
3270 Storage trailer rental	\$ -	\$ -		\$ -	0%	\$ -
3280 Insurance(builders risk)	\$ -	\$ -		\$ -	0%	\$ -
	\$ -	\$ -		\$ -	0%	\$ -
	\$ -	\$ -		\$ -	0%	\$ -
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	\$ -	\$ -		\$ -	0%	\$ -
Subtotal	\$ 449,619	\$ 200,397		\$ 4,785		\$ 195,612
General Contractor						
5210 Construction Contract	\$ 2,043,721	\$ -		\$ -	0%	\$ -
Subtotal	\$ 2,043,721	\$ -		\$ -		\$ -
Project total	\$ 2,493,340	\$ 200,397		\$ 4,785	2%	\$ 195,612

281^{3/10/2015}

Construction Manager	<i>Sampson</i>
Architect	<i>Purdy & Slack</i>
Engineer	<i>Morrissey</i>

[illegible]

MILLARD PUBLIC SCHOOLS
PROJECT SUMMARY

3/8/2015

Project name: Black Elk Elementary(open-close)

All Information for the Open to Close project is included in the Addition project

283^{3/10/2015}[illegible]

28³/10/2015

Construction Manager	<i>Sampson</i>
Architect	<i>Purdy & Slack</i>
Engineer	<i>Morrissey</i>

[illegible]



Sampson
Construction

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AGENDA SUMMARY SHEET

AGENDA ITEM: Selective Abandonment Report – Increase Open Enrollment

MEETING DATE: March 16, 2015

DEPARTMENT: Multiple Departments

TITLE & BRIEF DESCRIPTION: Selective Abandonment Report – Increase Open Enrollment: A report on one of the areas studied for possible reduction or modification.

ACTION DESIRED: Approval ☐ Discussion ☐ Information Only ☒

BACKGROUND: Pursuant to provisions in its Strategic Plan, the District has engaged in a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process.

One of the programs or services studied in the Selective Abandonment Process was the one noted in the Title above. For additional information, see the attached Report.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: 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.

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Ken Fossen (Assoc. Supt. Gen. Admin.) and the Executive Committee

SUPERINTENDENT'S APPROVAL: 

MILLARD PUBLIC SCHOOLS

STUDY REPORT

INCREASING OPEN ENROLLMENT STUDENTS

(March, 2015)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

Although most of the action plans from the strategic planning process result in additions to the District's existing programs and services, one of the strategic planning parameters provides that:

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.

During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see "FINANCIAL OVERVIEW" attached hereto as Exhibit #1.)

The continuing growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the “selective abandonment process.” The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

This study examines the potential for the District to increase its revenues via the acceptance of more open enrollment students from neighboring school districts. (Although this study is not directly related to “Selective Abandonment,” it is indirectly related since increasing revenues can offset the need to reduce or modify other programs and services under the Selective Abandonment Process.)

II. FACTS

Below are the relevant facts for this study. These facts are presented in a “bulleted” format for ease of reading and quick reference.

A. Nebraska Open Enrollment Laws

- Under Nebraska law, the eleven school districts in Douglas and Sarpy Counties are under an umbrella entity referred to as a Learning Community.
- The term “open enrollment” refers to the voluntary transfer of students from their resident school to another school with the Learning Community
- If more students wish to transfer to a given school than there is space, the students who “contribute to the economic diversity” of their desired school have priority over other students.
- Free transportation services are provided for all open enrollment students who qualify for free or reduced price meals or who “contribute to the economic diversity” of the school they choose to attend.
- The District receiving the students is responsible for providing the transportation for the qualifying students.
- Recently, the law was changed to exclude free transportation for students who transferred to another school building within their resident school district or who transferred to a school building in a district that did not border on their resident school district. (Note: This excluded transportation for open enrollment students who came to Millard from Bellevue, Bennington, DC West, and Springfield Platteview or who transferred between schools within the Millard. This

change in transportation rules, however, “grandfathered” all open enrollment students that were already attending Millard.)

B. State Aid for Open Enrollment Students

- Every additional open enrollment student who attends school in Millard is counted as a Millard student for purposes of state aid. This results in the District receiving about \$7,400 more per student in “basic funding” under the state aid formula. (For more information, see “STATE AID & OPEN ENROLLMENT” attached hereto as Exhibit #2.)

C. Current Open Enrollment Students

- During the 2014-15 school year, the District had a K-12 student enrollment of 23,014 students. Of that number, 2,588 were open enrollment students. In other words, about one out of every nine students enrollment in Millard was an open enrollment student. (Note: A few of the open enrollment students were Millard students attending another school within the District. The vast majority, however, were from neighboring school districts.)
- At the time of studying this issue, the District was in the process of receiving open enrollment requests for the 15-16 school year. The process was still open, but, so far, the District had 48 open enrollment requests for kindergarten at Ezra, 24 for Abbott, and 38 for Aldrich.
- Aldrich houses the “Primary Years Program” -- i.e., the elementary version of the International Baccalaureate (IB) Program. Ezra and Abbott have traditional educational programs.
- Although open enrollment students attending Millard come from all over the metro area, there is a concentrated area of such students who reside just outside the northern boundary of the District. (See, “OPEN ENROLLMENT MAP” attached hereto as Exhibit #3.)

D. Space Available for Additional Students (Ed’s Notes)

- There are no additional classrooms available at Aldrich that could be used to add an additional section for open enrollment students.
- There is one classroom available at Abbott that could be used for an additional section of open enrollment kindergarteners.
- There are no classrooms immediately available in Ezra, however, two classrooms could be made available by moving a special needs program to another school and re-purposing the special needs spaces in Ezra into regular classrooms.
- Cottonwood has classrooms available that could be used for special needs programs currently located at Ezra. Due to its location, Cottonwood receives few, if any, open enrollment applications.

III. RECOMMENDATION(S)

With regard to the issue of accepting more open enrollment students, the Administration makes the following recommendations:

1. That, for the 15-16 school year, the District add one additional kindergarten section at either Abbott Elementary or Ezra Elementary, and, that the decision on the location for such section be determined after the open enrollment application process is completed.
2. That, in 16-17 and 17-18, the District add one additional kindergarten section at either Abbot or Ezra conditioned upon the continued availability of space and the interest of open enrollment students in attending the selected site.

IV. FISCAL NOTE

If the above recommendations were implemented, the expected financial impact on the District's budget would be as follows -- assuming that one new section of kindergarten is added each year for the next three years and, further, that the additional open enrollment students result in a corresponding increase in districtwide student enrollment:

	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>
<i>REVENUE</i>					
-- State Aid ¹	0	170,200	340,400	510,600	510,600
<i>EXPENDITURES</i>					
-- Staffing ²	(76,416)	(152,832)	(229,248)	(229,248)	(229,248)
-- Technology ³	(5,000)	(5,000)	(5,000)	0	0
-- Materials ⁴	(13,000)	(13,000)	(13,000)	(13,000)	(13,000)
-- Transportation ⁵	0	0	0	0	0

¹ It is assumed that the amount of state aid received for each additional student remains at the current \$7,400. It is also assumed that each new section will have 23 students and that these students will increase the enrollment of the district accordingly (i.e., not replaced lost enrollment from the prior year).

² The cost for staffing includes salary as well as benefits (including insurance, retirement, FICA, etc.). This is an estimated amount based upon current staffing costs.

³ The technology required for a new classroom includes 6 ipads (with accessories and apps) and two laptop computers (with software).

⁴ This is an estimate of the cost of new instructional materials (textbooks, reference materials, etc.) for the new class sections. Since these new sections move through the grade levels, they will need additional new textbooks at each level.

-- Construction ⁶	(15,000)	0	0	0	0
<i>NET</i>					
-- Total	(109,416)	(632)	93,152	268,352	268,352

V. DISCUSSION/RATIONALE

As noted above, the addition of open enrollment students can bring in revenue that exceeds the associated costs assuming that the following facts exist:

1. That the new open enrollment students actually increase the overall enrollment of the district. If they are simply replacing a decline in resident students, the new open enrollment students will not increase revenue to the district, but, they will mitigate the decline in revenue.
2. That there is existing space for the new open enrollment students and no new construction is needed. (Note: The tax levies for the District's building fund and bond fund are not assessed against property outside the District. All non-resident property in the Learning Community is subject to the Learning Community Common Levy that is distributed among the school districts.
3. That the classrooms have enough new open enrollment students in them to offset the costs of operating the new classroom. (Note: A student transferring from one Millard school to another does not increase state aid and, therefore, does not increase the revenue coming to the District. There need to be at least 14 new open enrollment students in each new class section before the District "breaks even.")

In light of the number of open enrollment applications for schools in the area of Ezra, Abbott, and Aldrich, it appears that consideration of adding additional class sections would present a viable option. This increase in the number of students in these elementary schools would, in future years, increase the number of students entering Kiewit middle school. However, since there would be only one additional section of students added each year, it is not expected that these increases would have a detrimental impact on Kiewit.

In studying the issue, it was noted that some of the schools in the center and some in the eastern part of the District might actually lose some student enrollment next year due to the "maturing" nature of the District's residents. If this is the case, the addition of new open enrollment sections in the northern schools might not bring in additional state aid revenue (which is based on student enrollment), but they would mitigate the loss of state aid due to declining enrollments.

In summary, there are a lot of moving parts when it comes to the study of the impact of open enrollment students on District finances. Under some circumstances the impact can be positive -- in others,

⁵ It is assumed that the existing open enrollment bus routes will be able to accommodate the new open enrollment students who qualify for free transportation.

⁶ This amount is an estimate of the construction costs required to move the current special needs program from Ezra Elementary to Cottonwood Elementary.

negative.⁷ Based on the study of the facts that exist in the District today, it appears that the addition of class sections for new open enrollment students on the northern part of the District would be beneficial -- and the recommendation is to proceed in that direction.

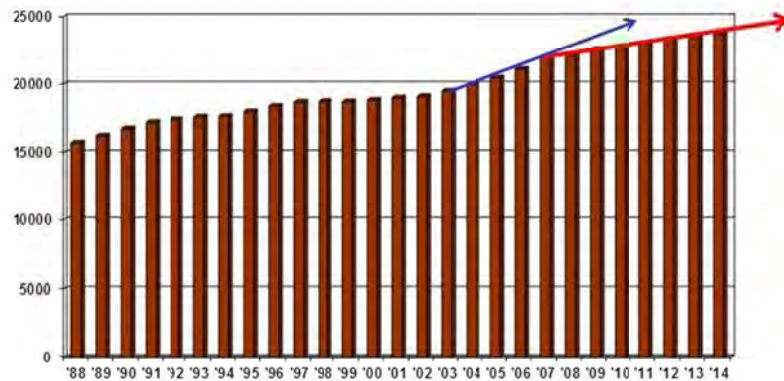
⁷ There are situations where having open enrollment students can present a negative impact on District finances. For example, if Ezra Elementary had 60 students in 4th grade (i.e., 50 resident students and 10 open enrollment students) it would have three classrooms with 20 students each. However, if there were no open enrollment students, it would have two classrooms with 25 students each. Using the calculations above, it is apparent that the cost of the additional section would significantly exceed the additional state aid received by the District.

FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

Chart 1
PK-12 STUDENT ENROLLMENT
 [Source: Fall Enrollment Report – Last Friday in September]

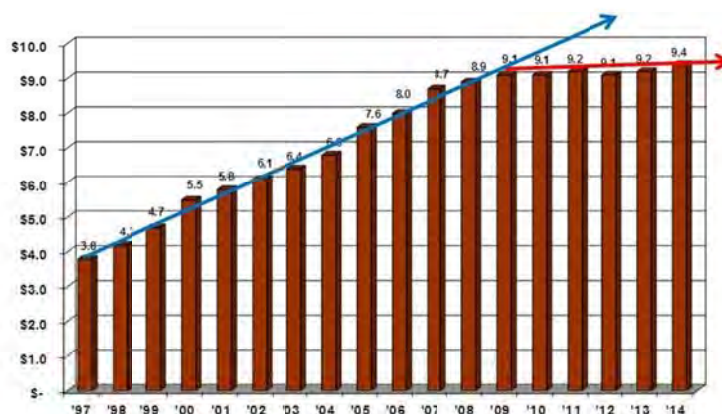


Tax Levies & Property Values

The State of Nebraska has a statutory “levy lid” that provides a maximum property tax levy that school districts are permitted to adopt (without a special election). The District is currently levying at that maximum.

In the past, when the property values in the District were growing rapidly, a fixed tax rate continued to provide the District with increased revenue each year. Recently, however, the property values have “flattened.” (See, Chart 2.) This has resulted in “flattened” revenue for the District as well.

Chart 2
ASSESSED VALUE
 [Source: August 20th County Assessor's Certifications – \$ Billions]



State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis -- 2014 was no exception. The major changes made in the formula in 2014 will impact the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances will be phased out over two years, so half will be lost in FYE16 and the remainder will be lost in FYE17.

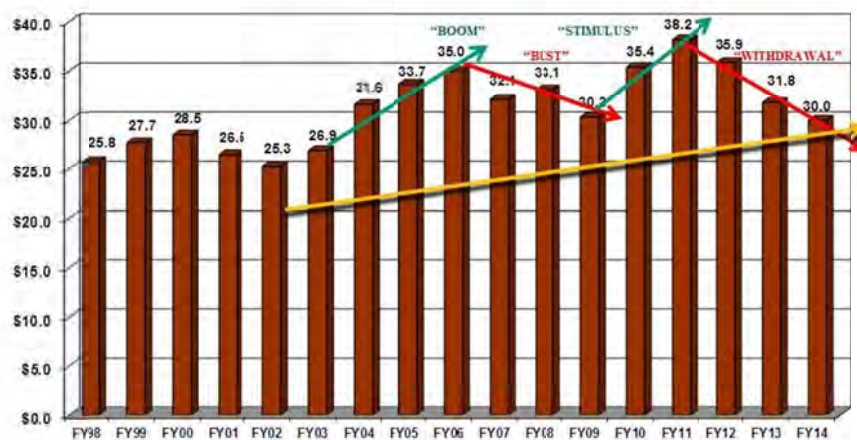
Based upon the information above, it would be easy to conclude that the District will be losing about \$5.6m in state aid due to the phase-out of the two allowances.¹ This conclusion, however, would not be entirely correct. Under the workings of the state aid formula, when an allowance is removed, the amount of money previously distributed through that allowance is thrown back into the “pot” of money that funds the statewide formula.

To make a long story short, the net loss the District expects as a result of the elimination of the Teacher Education Allowance and the Instructional Time Allowance is \$4.0 million. Half of that will be lost in FYE16 and the other half in FYE17.

¹ The total amount of the “allowances” is about \$11.2 million. However, one-half of that amount is paid out as “aid” which is considered as a “resource.” It appears confusing when the formula is presented in words only, but the net result is that the District receives about half of the \$11.2 million – i.e., \$5.6 million.

Notwithstanding the above reductions in state aid, there are some increases in the formula that the District expects to offset the losses. In particular, the District has experience some enrollment growth (though not as rapid as in the past) and that growth will provide some increase in state aid. Additionally, the state aid formula has some “growth” contained in its calculations which will also provide some increase to help offset the loss resulting from the allowances. The net impact expected by the District will be some growth in state aid, but, that growth will be significantly less than the growth received by other districts who were not negatively impacted by the loss of the two allowances noted above.

Chart 3
CASH RESERVE
[Source: Annual Audit Reports – General Fund - \$Millions]



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the “great recession” began, the District’s cash reserve went down with it.² When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

² The reason for the decline in the reserve was related primarily to the fixed tax levy combined with the continued increase in operating expenses. Property taxes are the largest revenue source for the District.

The District has a Board Rule that provides for a budgeted cash reserve of between 4% and 16%³ of the budget of expenditures. The District's practice has been to keep the reserve at or near the high end of the range in order to avoid having to borrow funds⁴ during the year to meet its cash flow needs. During the current fiscal year (i.e., FYE14), the cash reserve actually required to meet cash flow needs was about 15%.⁵ The precise percentage needed for a cash reserve will vary from year to year. Nonetheless, it would seem reasonable to assume that the percentage needed in future years will be similar to the current year.

³ In informal discussions with other larger districts, it appears that Millard's practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it's 50%.

⁴ The District has the statutory authority to do inter-fund borrowing. So, if needed, the General Fund could temporarily borrow funds from the Building Fund (or other District funds).

⁵ The District entered the FYE14 fiscal year with a cash reserve of \$31.8 million. The total budget of expenditures was \$213.6 million. Thus, the beginning reserve was about 15% of total budgeted expenditures. The low point in General Fund cash during the year was shortly before March 1st and was about \$250,000.

STATE AID & OPEN ENROLLMENT

TEEOSA (State Aid)

There are two frequently asked questions which appear to be similar, but, in actuality, are quite different.

Question #1: How much state aid does the District receive per student?

Question #2: How much state aid does the District receive for each additional student?

The answer to Question #1 is about \$3,700 per student. The answer to Question #2 is about \$7,400 per student. To understand the disparity in the answers, a person needs a general understanding of the state aid formula (i.e., the Tax Equity and Educational Opportunities Support Act -- TEEOSA) and how “equalization aid” works.

The state aid formula has two large categories in its calculations. One category is “Needs.” The other is “Resources.” The concept behind the state aid formula is that the state should financially assist those districts that do not have sufficient resources to meet their needs.

The largest factor under “Needs” in the state aid formula is the number of students enrolled in the district. The largest factor under “Resources” in the formula is the amount of property taxes the district could raise with a given tax rate (referred to as the “local effort rate¹”). This rate can change annually as the Legislature “tinkers” with the formula and tries to make it fit whatever funds the Legislature is comfortable placing in its biennium budget.

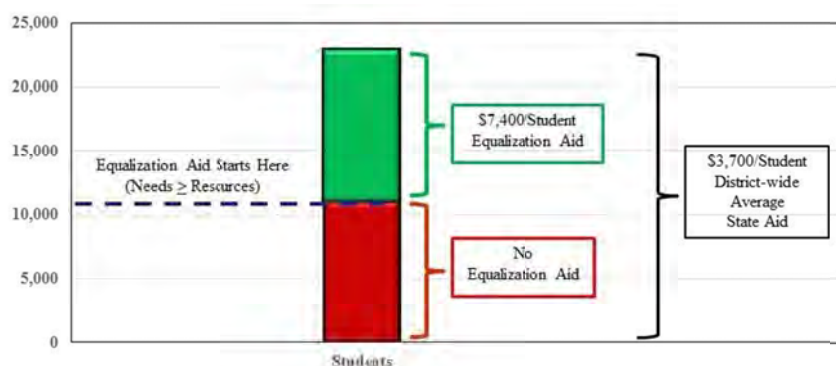
In light of the above, a rural school district with a lot of high-value agricultural land (i.e., “Resources”) but a low student enrollment (i.e., “Needs”) will receive no state equalization aid because its resources are more than sufficient to cover its needs. On the other hand, a school district that has the same property values (i.e., “Resources”) but is located in a high population area with a substantially higher student enrollment (i.e., “Needs”) will likely receive equalization aid because its “Resources” are not sufficient to meet its “Needs.”

Sometimes, concepts are easier to see in graphic form than in words, so take a look Chart 1 below. It provides an illustration of the differences between Question #1 and Question #2. Question #1 is simply a division problem. To determine how much state aid the District receives per student, one takes the District’s total state aid received and divides it by its student enrollment. Question #2, however, requires an understanding of how equalization aid works. Equalization aid provides no funding for the first student because, with only one student, the District’s “Resources” more than cover the costs (i.e., the “Needs) associated with that student. In fact, the “Resources” will continue to cover the costs (i.e.,

¹ The “local effort rate” for the 2014-15 state aid calculations was \$1.00. Increasing the local effort rate in the formula results in less equalization money being distributed to schools. Decreasing the local effort rate, of course, does just the opposite -- i.e., it increases the equalization aid being distributed to schools. “Adjusting” the local effort rate, is one way the Legislature can make the state aid formula “fit” the budget the Legislature desires to established for state aid purposes.

“Needs) for a lot of students until before an equilibrium is reached between the student enrollment “Needs” and the tax-based “Resources.” Once this equilibrium is reached, each additional student generates equalization aid for the District. That equalization aid is about \$7,400 per student.

Chart 1
STATE EQUALIZATION AID
STUDENT FUNDING
 [Numbers Are Approximate and Are Used for Illustrative Purposes Only]



Open Enrollment Students

The discussion of state aid seems to invariably lead to a discussion of open enrollment students and their impact on school finances.

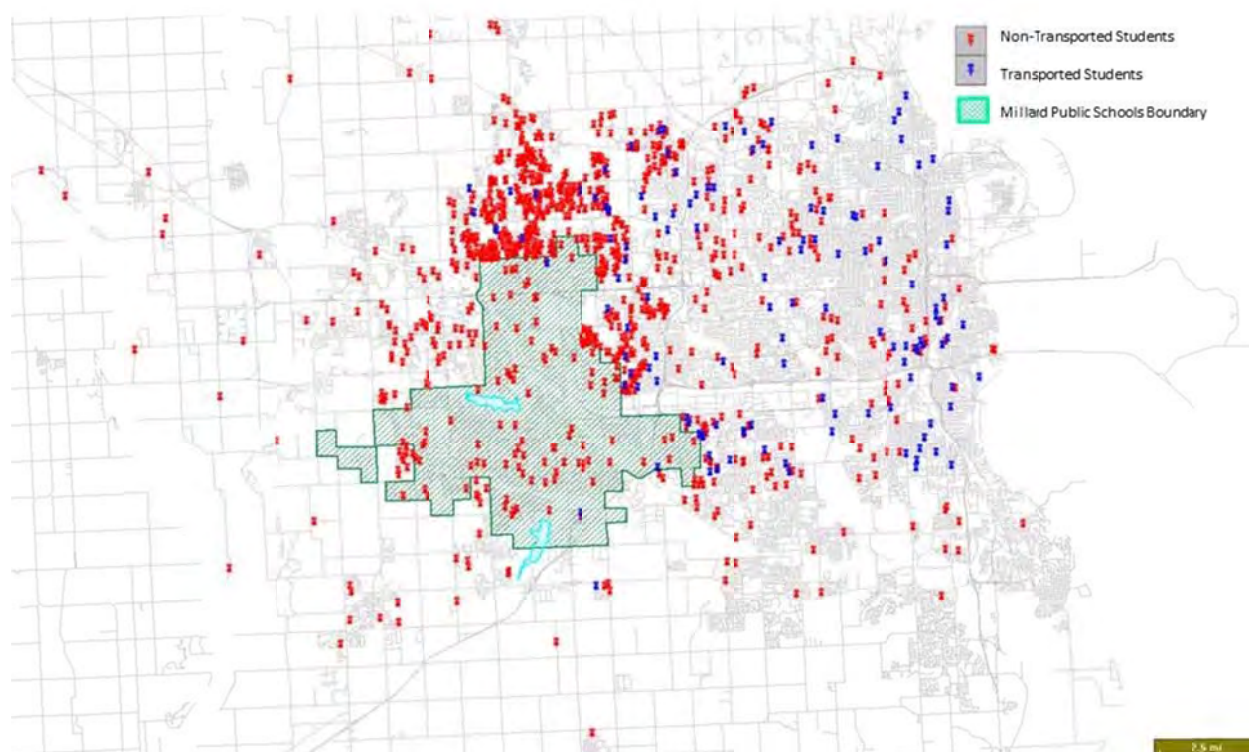
Open enrollment students can be valuable to a District (in a financial sense) when they fill empty chairs in a classroom. Under these circumstances, each open enrollment student brings about \$7,400 of additional state aid to the District but does not appreciably increase the District’s cost of operation.² So, as long as there are enough open enrollment students available (i.e., a “waiting list”) to fill empty spaces in classrooms, the additional students will have a positive financial impact for the District.

When it comes to open enrollment, one needs to keep in mind that open enrollment students do not live in the District. Therefore, their homes are not subject to the District’s tax levy for the bond fund (used for constructing new schools and renovating existing ones) and the building fund (used extensively for

² If the student qualifies for transportation services, that will, of course, increase the operational costs for the District.

technology purchases). The homes are, however, subject to the \$0.95 learning community common levy (and the District shares in the proceeds from that levy).

So, in general, if there is a “waiting list” of open enrollment students desiring to enter a given school in the District and there is an empty desk in the school for that student, accepting the additional open enrollment student would have a positive financial impact for the District. That positive impact, however, would be mitigated or even eliminated if the addition of the student would result in the need to hire additional staff, build more classrooms, or provide special transportation services.

EXHIBIT #3**OPEN ENROLLMENT MAP**

AGENDA SUMMARY SHEET

AGENDA ITEM: Selective Abandonment Report – Reduction of Paraprofessional Hours

MEETING DATE: March 16, 2015

DEPARTMENT: Multiple Departments

TITLE & BRIEF DESCRIPTION: Selective Abandonment Report – Reduction of Paraprofessional Hours: A report on one of the areas studied for possible reduction or modification.

ACTION DESIRED: Approval ☐ Discussion ☐ Information Only ☒

BACKGROUND: Pursuant to provisions in its Strategic Plan, the District has engaged in a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process.

One of the programs or services studied in the Selective Abandonment Process was the one noted in the Title above. For additional information, see the attached Report.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: 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.

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Kevin Chick, Executive Director of Human Resources and the Executive Committee

SUPERINTENDENT'S APPROVAL: 

MILLARD PUBLIC SCHOOLS

STUDY REPORT

Reduction of Paraprofessional Hours

March 16, 2015

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

Although most of the action plans from the strategic planning process result in additions to the District's existing programs and services, one of the strategic planning parameters provides that:

- 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.*

During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see "FINANCIAL OVERVIEW" attached hereto as Exhibit #1.)

The continuing growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the "selective abandonment process." The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

This study consisted of an analysis of all current paraprofessional utilization across the District

II. FACTS

Educational Paraprofessionals are currently utilized in 35 school buildings in the Millard Public Schools system. Millard Paraprofessionals offer a wide variety of services and assistance to students and teachers. Some examples of the assistance they offer are listed below:

Health Paras – Providing supervised health care to students

Workroom/Office Paras – Providing assistance to teachers by running copies and ordering and providing supplies to building staff as needed

Library Paras - Assisting the building teacher librarian

Supervision – Providing student supervision at recess, lunchtime, and other non-instructional times throughout the school day

****This does not include special education, instructional, early childhood, or ELL paraprofessionals**

There are currently 310.39 F.T.E (Full-time equivalency) of Educational Paraprofessionals in the Millard Public Schools. This is currently down 2.76 F.T.E's from the 2013-2014 school year. Looking back at the 2009-2010 school year, Paraprofessional F.T.E's were as high as 317.38. Since that time cuts have been made in all job classes, including paraprofessionals. While some of the job classes have gained in F.T.E's again since 2009-10, paraprofessional F.T.E's has remained fairly consistent. Hours worked to F.T.E. breakdown is listed below:

<u>Hours</u>	<u>F.T.E</u>
1	.125
2	.25
3	.375
4	.5

5	.625
6	.75
7	.875
8	1.0

An average paraprofessional salary of \$13.76 per hour including variable benefits such as FICA/Medicare/NPERS that change depending on hours worked. It does not include "fixed costs" such as health insurance that generally do not vary based on hours worked.

An average paraprofessional works 191 days per year. That is 184 days of work and 7 paid holidays on the current calendar.

III. RECOMMENDATION(S)

In light of the foregoing, the Administration makes the following recommendations:

1. We cut one hour of general education paraprofessional time from each building's allocation/points.

IV. FISCAL NOTE

The cost savings to cut 1 paraprofessional hour per day per building, is \$13.76 per hour * 35 buildings * 191 days * 1 hour per day resulting in a savings of \$91,985.60

V. DISCUSSION/RATIONALE

All elementary schools get a general education base para allotment that is based on enrollment. The base allocation works as follows:

<u>Students</u>	<u>Elementary Hours</u>
up to 200	14.0
200-475	17.5
476-550	21.0
551-600	22.0
601-650	26.5
651-725	27.5
726-850	31.0

We have not made a District mandated cut to the base allocations listed above in the past.

Middle Schools and High Schools do not have a base para allotment based on enrollment but have the ability to employ paraprofessionals using their building points.

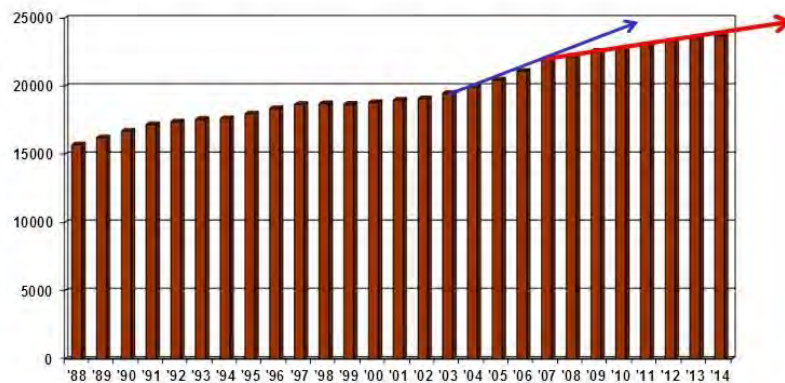
During this study, concerns were raised regarding cutting more than one hour per day of paraprofessional time in that it may require the addition of other staff such as additional teachers or secretaries to cover the vacated duties. Cutting 1 hour could be managed by each building while still providing all services currently being provided for students.

FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

Chart 1
PK-12 STUDENT ENROLLMENT
 [Source: Fall Enrollment Report – Last Friday in September]

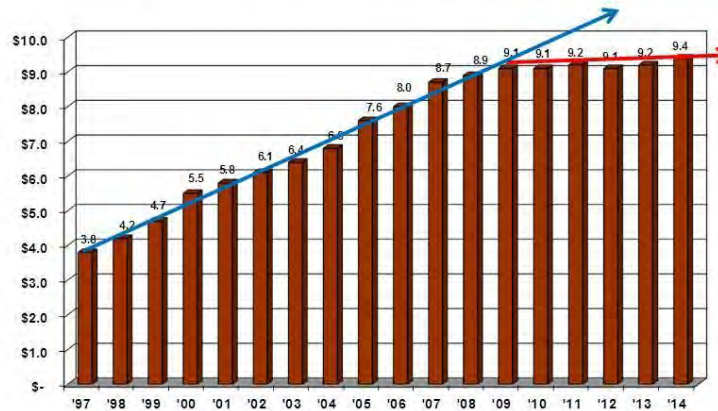


Tax Levies & Property Values

The State of Nebraska has a statutory “levy lid” that provides a maximum property tax levy that school districts are permitted to adopt (without a special election). The District is currently levying at that maximum.

In the past, when the property values in the District were growing rapidly, a fixed tax rate continued to provide the District with increased revenue each year. Recently, however, the property values have “flattened.” (See, Chart 2.) This has resulted in “flattened” revenue for the District as well.

Chart 2
ASSESSED VALUE
 [Source: August 20th County Assessor's Certifications – \$ Billions]



State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis -- 2014 was no exception. The major changes made in the formula in 2014 will impact the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances will be phased out over two years, so half will be lost in FYE16 and the remainder will be lost in FYE17.

Based upon the information above, it would be easy to conclude that the District will be losing about \$5.6m in state aid due to the phase-out of the two allowances.¹ This conclusion, however, would not be entirely correct. Under the workings of the state aid formula, when an allowance is removed, the amount of money previously distributed through that allowance is thrown back into the “pot” of money that funds the statewide formula.

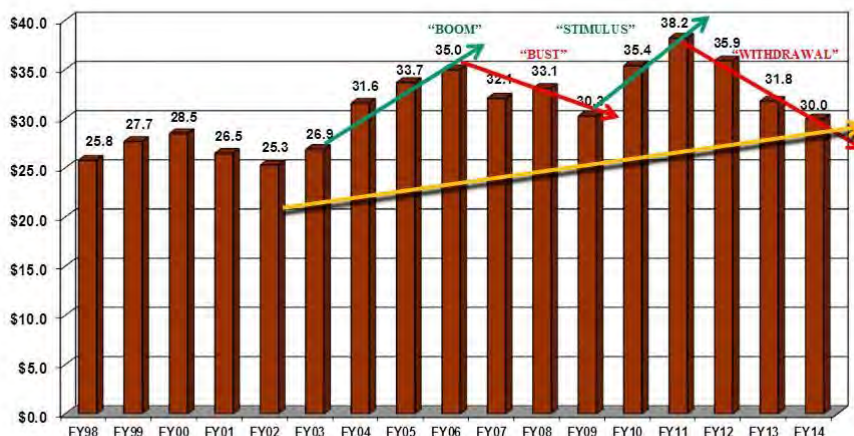
To make a long story short, the net loss the District expects as a result of the elimination of the Teacher Education Allowance and the Instructional Time Allowance is \$4.0 million. Half of that will be lost in FYE16 and the other half in FYE17.

Notwithstanding the above reductions in state aid, there are some increases in the formula that the District expects to offset the losses. In particular, the District has experienced some enrollment growth (though not as rapid as in the past) and that growth will provide some increase in state aid. Additionally, the state aid

¹ The total amount of the “allowances” is about \$11.2 million. However, one-half of that amount is paid out as “aid” which is considered as a “resource.” It appears confusing when the formula is presented in words only, but the net result is that the District receives about half of the \$11.2 million – i.e., \$5.6 million.

formula has some “growth” contained in its calculations which will also provide some increase to help offset the loss resulting from the allowances. The net impact expected by the District will be some growth in state aid, but, that growth will be significantly less than the growth received by other districts who were not negatively impacted by the loss of the two allowances noted above.

Chart 3
CASH RESERVE
[Source: Annual Audit Reports – General Fund - \$Millions]



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the “great recession” began, the District’s cash reserve went down with it.² When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

The District has a Board Rule that provides for a budgeted cash reserve of between 4% and 16%³ of the budget of expenditures. The District’s practice has been to keep the reserve at or near the high end of the

² The reason for the decline in the reserve was related primarily to the fixed tax levy combined with the continued increase in operating expenses. Property taxes are the largest revenue source for the District.

³ In informal discussions with other larger districts, it appears that Millard’s practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it’s 50%.

range in order to avoid having to borrow funds⁴ during the year to meet its cash flow needs. During the current fiscal year (i.e., FYE14), the cash reserve actually required to meet cash flow needs was about 15%.⁵ The precise percentage needed for a cash reserve will vary from year to year. Nonetheless, it would seem reasonable to assume that the percentage needed in future years will be similar to the current year.

⁴ The District has the statutory authority to do inter-fund borrowing. So, if needed, the General Fund could temporarily borrow funds from the Building Fund (or other District funds).

⁵ The District entered the FYE14 fiscal year with a cash reserve of \$31.8 million. The total budget of expenditures was \$213.6 million. Thus, the beginning reserve was about 15% of total budgeted expenditures. The low point in General Fund cash during the year was shortly before March 1st and was about \$250,000.

AGENDA SUMMARY SHEET

AGENDA ITEM: Selective Abandonment Report – Middle School Alternative Program (Central Middle School Annex)

MEETING DATE: March 16, 2015

DEPARTMENT: Multiple Departments

TITLE & BRIEF DESCRIPTION: Selective Abandonment Report – Middle School Alternative Program (Central Middle School Annex): A report on one of the areas studied for possible reduction or modification.

ACTION DESIRED: Approval ____ Discussion ____ Information Only x .

BACKGROUND: Pursuant to provisions in its Strategic Plan, the District has engaged in a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process.

One of the programs or services studied in the Selective Abandonment Process was the one noted in the Title above. For additional information, see the attached Report.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: n/a


STRATEGIC PLAN REFERENCE: 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.*

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Mark Feldhausen (Assoc. Supt. Ed. Services) and the Executive Committee

SUPERINTENDENT'S APPROVAL: -  .

MILLARD PUBLIC SCHOOLS

STUDY REPORT

Middle School Alternative Program (Central Middle School Annex)

(March 16, 2015)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

Although most of the action plans from the strategic planning process result in additions to the District's existing programs and services, one of the strategic planning parameters provides that:

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During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property taxes are the largest single source of revenue for the District, the stagnation of property values

translated into budgeting challenges for the District as well. (For more information, see “FINANCIAL OVERVIEW” attached hereto as Exhibit #1.)

The continuing growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the “selective abandonment process.” The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

The purpose of this study is to examine the impact, if any, the District would experience if it were to eliminate the Middle School Alternative Program (MSAP) located in the Central Middle School Annex.

II. FACTS

A. Curriculum/Program Description

The Middle School Alternative Program was created in 2000 and is housed in the Central Middle School annex. It addresses the needs of specific at-risk students from all six middle schools, grades 6-8. Students are placed in the program based on attendance, discipline, and academic issues.

B. Enrollment

Enrollment history is derived from Infinite Campus (Millard Public Schools Student Information System) records:

Sixth graders are not enrolled into MSAP until second semester.

Fall 2011	Not SPED	SPED	Total		Spring 2012	Not SPED	SPED	Total
Grade 6					Grade 6	3	2	5
Grade 7	0	7	7		Grade 7	3	12	15
Grade 8	5	11	16		Grade 8	7	11	18
Total			23		Total	13	25	38
Fall 2012	Not SPED	SPED	Total		Spring 2013	Not SPED	SPED	Total
Grade 6					Grade 6	3	8	11
Grade 7	7	5	12		Grade 7	7	5	12
Grade 8	4	4	11		Grade 8	6	8	14
Total			23		Total	16	21	37
Fall 2013	Not SPED	SPED	Total		Spring 2014	Not SPED	SPED	Total
Grade 6					Grade 6	2	8	10
Grade 7	5	8	13		Grade 7	2	11	13
Grade 8	6	7	13		Grade 8	5	7	12
Total			26		Total	9	26	35
Fall 2014	Not SPED	SPED	Total		Spring 2015	Not SPED	SPED	Total
Grade 6					Grade 6	0	3	3
Grade 7	5	8	13		Grade 7	5	9	14
Grade 8	4	8	12		Grade 8	5	6	11
Total			25		Total	10	19	28
Fall 4 Yr. Average			24		Spring 4 Yr. Average			35

C. Staffing

There are 6 people (5.81 FTE) assigned to MSAP. This results in a student to adult ratio of approximately 6:1

3.0 FTE Content Teachers paid from SPED/FLEX Funding = \$229,248

1.0 FTE SPED Behavior Specialist = \$76,416

1.81 FTE BD SPED Para = \$46,399

(CMS social worker also serves MSAP)

Total = \$352,063

D. Ancillary Costs

None

E. Location

MSAP utilizes approximately 5,150 sq. feet of the CMS Annex.

III. RECOMMENDATION

The Administration makes the following recommendations:

1. That the Middle School Alternative Program be ended with the completion of the 2014-2015 school year, and
2. That students currently enrolled in the program be returned to their home school for the 2015-2016 school year.
3. That the vacated space be allocated for YAP expansion and other District determined programs.

IV. FISCAL NOTE

With the elimination of the program, savings = \$352,063

Move YAP from leased space to part of MSAP space and eliminate the Altech lease space at a savings of \$21,792 for 2015-2016 for the fourth year of a five year lease.

Total = \$373,855

V. DISCUSSION

Impact on Students

- Student needs would be addressed at their home school. Academic and behavioral issues would be reviewed by building data teams and addressed through placement in the appropriate Tier of support (note: RtI+I did not exist when MSAP created. RtI+I behavioral support began in 15-16.)
- For behavior issues, Structured Behavioral Skills programs at three middle schools will be available as needed and when students qualify.
- Level III placements may need to occur for intense, prolonged behavioral situations

Impact on Personnel

- Personnel would be used to fill anticipated open slots.
- Social worker assigned to CMS, who also works with MSAP, may be assigned to assist with Ombudsman or other District facilities/programs

Impact on Schools/District

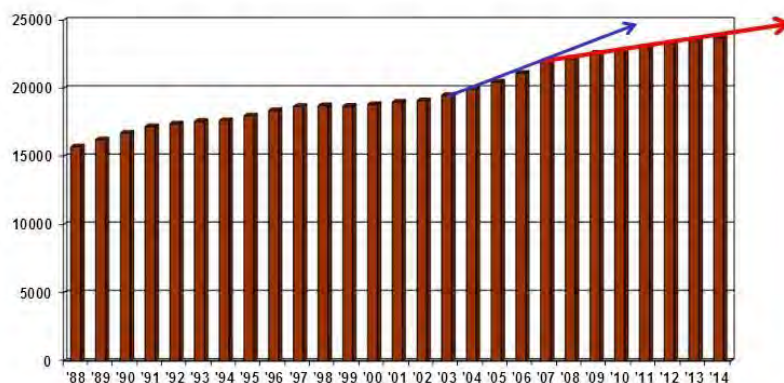
- Middle schools would have to address student academic, attendance, and behavioral needs through the RtI+I process and other existing programs.
- Learning Community GOALS (Greater Omaha Attendance and Learning Services Center) will continue to assist with attendance issues.

FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

Chart 1
PK-12 STUDENT ENROLLMENT
 [Source: Fall Enrollment Report – Last Friday in September]

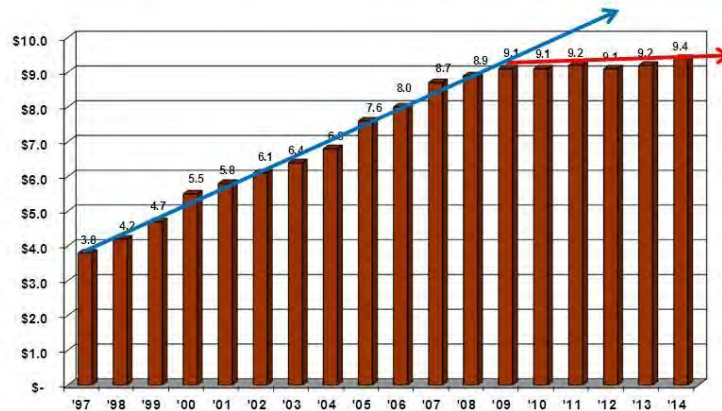


Tax Levies & Property Values

The State of Nebraska has a statutory “levy lid” that provides a maximum property tax levy that school districts are permitted to adopt (without a special election). The District is currently levying at that maximum.

In the past, when the property values in the District were growing rapidly, a fixed tax rate continued to provide the District with increased revenue each year. Recently, however, the property values have “flattened.” (See, Chart 2.) This has resulted in “flattened” revenue for the District as well.

Chart 2
ASSESSED VALUE
 [Source: August 20th County Assessor's Certifications – \$ Billions]



State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis -- 2014 was no exception. The major changes made in the formula in 2014 will impact the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances will be phased out over two years, so half will be lost in FYE16 and the remainder will be lost in FYE17.

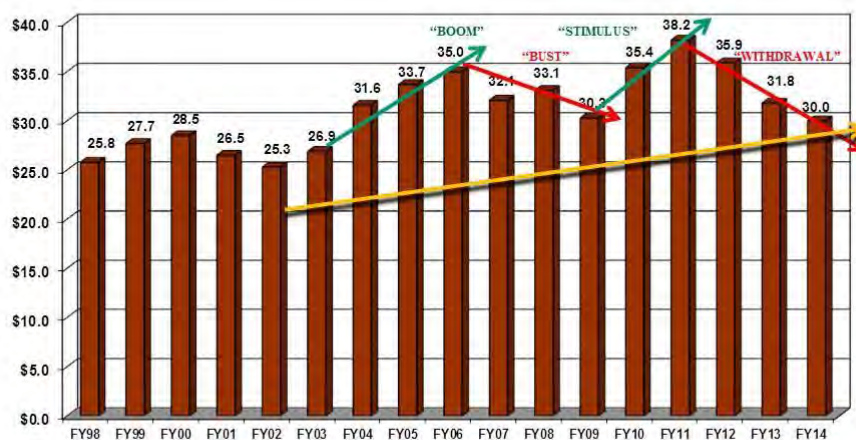
Based upon the information above, it would be easy to conclude that the District will be losing about \$5.6m in state aid due to the phase-out of the two allowances.¹ This conclusion, however, would not be entirely correct. Under the workings of the state aid formula, when an allowance is removed, the amount of money previously distributed through that allowance is thrown back into the “pot” of money that funds the statewide formula.

To make a long story short, the net loss the District expects as a result of the elimination of the Teacher Education Allowance and the Instructional Time Allowance is \$4.0 million. Half of that will be lost in FYE16 and the other half in FYE17.

¹ The total amount of the “allowances” is about \$11.2 million. However, one-half of that amount is paid out as “aid” which is considered as a “resource.” It appears confusing when the formula is presented in words only, but the net result is that the District receives about half of the \$11.2 million – i.e., \$5.6 million.

Notwithstanding the above reductions in state aid, there are some increases in the formula that the District expects to offset the losses. In particular, the District has experience some enrollment growth (though not as rapid as in the past) and that growth will provide some increase in state aid. Additionally, the state aid formula has some “growth” contained in its calculations which will also provide some increase to help offset the loss resulting from the allowances. The net impact expected by the District will be some growth in state aid, but, that growth will be significantly less than the growth received by other districts who were not negatively impacted by the loss of the two allowances noted above.

Chart 3
CASH RESERVE
[Source: Annual Audit Reports – General Fund - \$Millions]



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the “great recession” began, the District’s cash reserve went down with it.² When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

² The reason for the decline in the reserve was related primarily to the fixed tax levy combined with the continued increase in operating expenses. Property taxes are the largest revenue source for the District.


The District has a Board Rule that provides for a budgeted cash reserve of between 4% and 16%³ of the budget of expenditures. The District's practice has been to keep the reserve at or near the high end of the range in order to avoid having to borrow funds⁴ during the year to meet its cash flow needs. During the current fiscal year (i.e., FYE14), the cash reserve actually required to meet cash flow needs was about 15%.⁵ The precise percentage needed for a cash reserve will vary from year to year. Nonetheless, it would seem reasonable to assume that the percentage needed in future years will be similar to the current year.

³ In informal discussions with other larger districts, it appears that Millard's practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it's 50%.

⁴ The District has the statutory authority to do inter-fund borrowing. So, if needed, the General Fund could temporarily borrow funds from the Building Fund (or other District funds).

⁵ The District entered the FYE14 fiscal year with a cash reserve of \$31.8 million. The total budget of expenditures was \$213.6 million. Thus, the beginning reserve was about 15% of total budgeted expenditures. The low point in General Fund cash during the year was shortly before March 1st and was about \$250,000.

AGENDA SUMMARY SHEET

AGENDA ITEM:	Selective Abandonment Report – Information Technology Mini-Magnet (MSHS)	
MEETING DATE:	March 16, 2015	
DEPARTMENT:	Multiple Departments	
TITLE & BRIEF DESCRIPTION:	Selective Abandonment Report – Information Technology Mini-Magnet (MSHS): A report on one of the areas studied for possible reduction or modification.	
ACTION DESIRED:	Approval <input type="checkbox"/> Discussion <input type="checkbox"/> Information Only <input checked="" type="checkbox"/>	
BACKGROUND:	<p>Pursuant to provisions in its Strategic Plan, the District has engaged in a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process.</p> <p>One of the programs or services studied in the Selective Abandonment Process was the one noted in the Title above. For additional information, see the attached Report.</p>	
OPTIONS AND ALTERNATIVES:	n/a	
RECOMMENDATION:	n/a	
STRATEGIC PLAN REFERENCE:	Parameter:	<i>No existing program, course, and/or service will be maintained unless it:</i> <ul style="list-style-type: none"> - meets a clearly demonstrated mission-related need and - survives a cost-benefit analysis and periodic evaluation.
IMPLICATIONS OF ADOPTION/REJECTION:	n/a	
TIMELINE:	n/a	
RESPONSIBLE PERSON:	Mark Feldhausen (Assoc. Supt. Ed. Services) and the Executive Committee	
SUPERINTENDENT'S APPROVAL:	<div style="display: flex; align-items: center;"> <div style="flex: 1; border-bottom: 1px solid black; margin-right: 10px;"></div>  </div>	

MILLARD PUBLIC SCHOOLS

STUDY REPORT

Information Technology Mini-Magnet (MSHS)

(March 16, 2015)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

Although most of the action plans from the strategic planning process result in additions to the District's existing programs and services, one of the strategic planning parameters provides that:

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.*

During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property

taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see “FINANCIAL OVERVIEW” attached hereto as Exhibit #1.)

The continuing growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the “selective abandonment process.” The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

The purpose of this study is to examine the impact, if any, the District would experience if it were eliminate the Information Technology Mini-Magnet at Millard South High School.

II. FACTS

A. Courses/Program Description:

The Millard South High School Technology Mini-Magnet was created in 2000 to increase student enrollment and provide specialized training in computer and network support by offering certification in Cisco and Microsoft support programs. The program has changed dramatically over the years and today offers courses in three distinctive strands: Information Services and Support, Programming and Software Development, and Interactive Media.

Courses included:

0650 INTRODUCTION TO GRAPHICS COMMUNICATIONS 9-12 5 Credits

Description: An exploratory-level class designed to introduce the student to the tools and techniques used in Graphic Communications. Activities provide the basis necessary for computer and visual graphic classes, including desktop publishing, computer graphics, and visual arts (digital photography and videography) exercises. Students may be asked to donate money or materials to defray costs of consumable materials or to provide personal equipment. Meets the technology requirement for graduation.

Prerequisites: None

0651 FOUNDATIONS OF COMPUTER GRAPHICS **10-12** **10 Credits**

Description: An interactive media class designed to enhance the student's use of tools and techniques used in the computer graphics industry. Processes include advanced computer navigation, designing graphic communications products, image generation and assembly, computer desktop publishing and web page design. Students may be asked to donate money or materials to defray costs of consumable materials.

Prerequisites: Introduction to Graphics Communication

0652 ADVANCED COMPUTER GRAPHICS **11-12** **10 Credits**

Description: An advanced, interactive media class designed to enhance the student's use of tools and techniques used in the computer graphics industry. Processes include advanced computer navigation, designing graphic communication products, image generation and assembly, computer desktop publishing, video production, and advanced web page design. Students may be asked to donate money or materials to defray costs of consumable materials.

Prerequisites: Foundations of Computer Graphics

0655 FOUNDATIONS OF VISUAL GRAPHICS **10-12** **5 Credits**

Description: A class designed to enhance the student's use of the tools and techniques used in visual graphics production. Processes include advanced computer navigation, digital photography, and videography. Projects will include subject photography, photo editing, and video segments. Students may be asked to donate money or materials to defray costs of consumable materials.

Prerequisites: Introduction to Graphics Communication

0656 ADVANCED VISUAL GRAPHICS **10-12** **5 Credits**

Description: An advanced class designed to enhance the student's use of tools and techniques used in visual graphics. Activities include advanced computer graphics navigation, advanced digital photography and videography. Projects include portraits, high contrast, still life, and video production. Students may be asked to donate money or materials to defray costs of consumable materials.

Prerequisites: Foundations of Computer Graphics

0985 STARS **11-12** **10 Credits**

Description: This class provides students an opportunity to enhance and expand their technology skills through work-based learning activities in a simulated business environment. Students will receive business-related instruction to include the following: communication, technology, and work related skills. Students will also participate in job shadowing opportunities during classroom time and will be able to enroll in STARS Internship concurrently.

Prerequisites: Completion of the Technology Mini-Magnet strands and completed application

0987 STARS INTERNSHIP **11-12** **10 Credits**

Description: This cooperative work program provides an opportunity for students to prepare for employment through on-the-job training in cooperating local businesses. STARS Internship is designed to provide students with computer-related work experience in conjunction with STARS class. Through part-time positions, students can enhance skills in technology. Students performing satisfactorily receive school credit and are paid an hourly wage by the business.

Students may obtain part-time jobs through the teacher or they may seek one on their own subject to approval.

Prerequisites: The student must be concurrently enrolled in the STARS class.

The program has been restructured for the 2015-2016 school year to consist of three strands; computer applications, programming and software development, and digital communications.

0570 Digital Media 10-12 5 Credits

Description: Students will create, design, and produce digital media including sound, video, graphics, text, and animation. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management and web processes.

Prerequisites: Digital Design

0571 Web Design 10-12 5 Credits

Description: Students will demonstrate knowledge of web design and languages to create a content rich and visually pleasing website that captures and keeps visitors' interests. Focus will be given to effective page layout, image creation and manipulation, interactivity, content creation and project management.

Prerequisites: Digital Media

0572 Visual Graphics 10-12 5 Credits

Description: Students will interact with advanced digital techniques and processes. Areas of study include operating cameras, use of light, image capture, and processing digital images. Students will also learn the history of photography, legal and ethical issues related to the field of visual graphics.

Prerequisites: Digital Design

0656 Advanced Visual Graphics 10-12 5 Credits

Description: This course provides advanced visual graphics students with instruction in advanced digital techniques and processes in commercial photography. Manipulation of images using industry-standard software is also included. Students will be required to exhibit their projects. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Prerequisites: Visual Graphics

0985 STARS 11-12 10 Credits

Description: Students who have completed the courses in a technology sequence, will pursue advanced application in the pathway. Students will work independently or in a team, to complete problem-based learning projects for internal clients such as Millard Public Schools or approved businesses and agencies. Students will evaluate the client's needs and produce professional digital media products. Students will complete a capstone project or a portfolio.

Prerequisites: Completion of the Technology Mini-Magnet strands and completed application

0987 STARS Internship**11-12****10 Credits**

Description: Students will enhance their technology skills through part-time employment. Students may obtain part-time jobs through the teacher or may seek a position independently. Students must work an average of 10 hours per week to receive credit.

Prerequisites: Concurrent enrollment with STARS

B. Enrollment

- Enrollment history taken from Infinite Campus (MPS Student Information System).

Course	Course #	2012-13	2013-14	2014-2015
Intro Graphics Communications	650	236	202	252
Foundations Computer Graphics	651	20	18	16
Adv Computer Graphics	652	11	6	7
Foundations Visual Graphics	655	24	23	21
Adv Visual Graphics	656	6	3	7
STARS	985	22	9	6
STARS Internship	987	7	1	2
Total		326	262	311
	Subtract #650	236	202	252
Remaining Program	6 courses	90	60	59
	Avg. Stds. /course	15	10	10

Introduction to Graphics Communications (#650) has been used at MSHS to meet the graduation technology requirement. Of the 480 students in the class of 2014, 174 students used this course to meet said requirement.

- There is no record of students transferring to MSHS in recent years for this program.

C. Staffing

0.8 Industrial Technology

0.2 Industrial Technology

Total of 1.0 FTE at \$76,416

D. Ancillary Costs

The Office of Secondary Education allocates \$6,000 per year to support this program.

E. Student Achievement

No program evaluation has been conducted on this program since it completed its original five year evaluation.

III. RECOMMENDATION

The Administration makes the following recommendations:

1. That the Information Technology Mini-Magnet at MSHS be retained for one year (2015-2016) during which time the options for converting the program to a Career Academy that would respond to the Omaha Chamber of Commerce Technology Talent Initiative be explored.
2. Should the Tech Talent Initiative not result in a restructured program then the program would be eliminated at the end of the 2016-2017 school year.

IV. FISCAL NOTE

Maximum immediate savings from the elimination of this program is \$82,416

V. DISCUSSION

Impact on Students:

- There is no record of students transferring to MSHS for this program.
- Technology graduation requirements would be addressed by the revised Information Technology program scheduled to be implemented in 2015-2016.

Impact on Personnel:

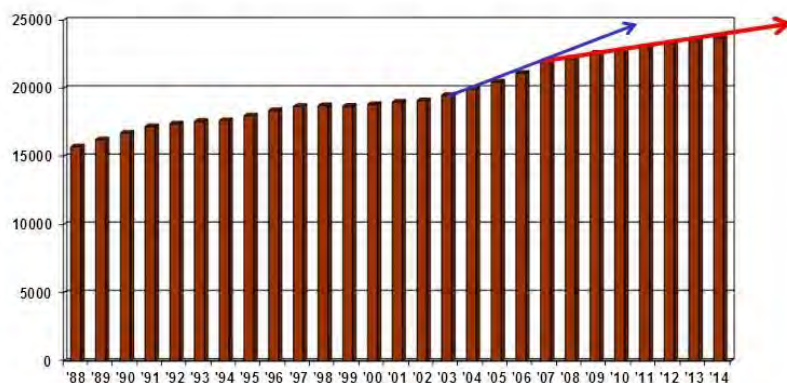
- Every attempt would be made to absorb existing personnel utilizing open positions.

FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

Chart 1
PK-12 STUDENT ENROLLMENT
 [Source: Fall Enrollment Report – Last Friday in September]

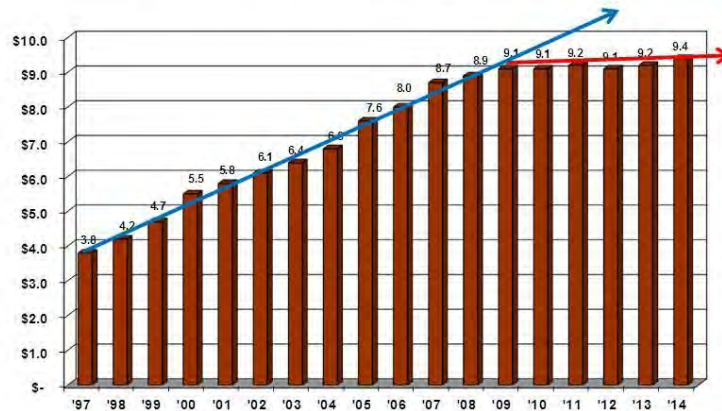


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State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis -- 2014 was no exception. The major changes made in the formula in 2014 will impact the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances will be phased out over two years, so half will be lost in FYE16 and the remainder will be lost in FYE17.

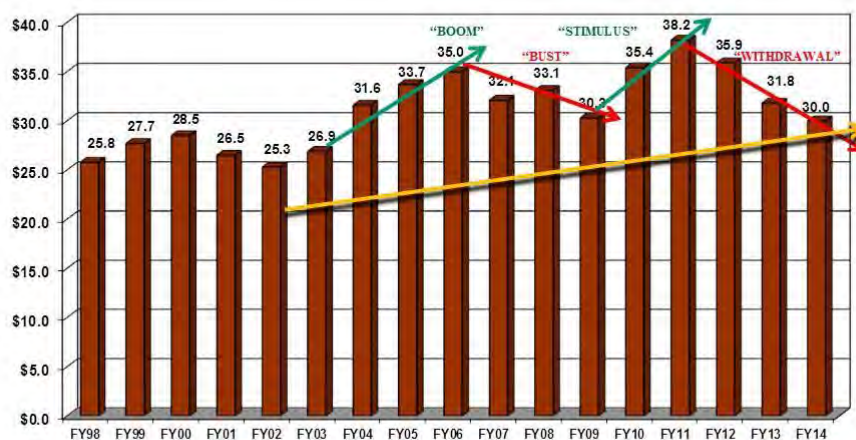
Based upon the information above, it would be easy to conclude that the District will be losing about \$5.6m in state aid due to the phase-out of the two allowances.¹ This conclusion, however, would not be entirely correct. Under the workings of the state aid formula, when an allowance is removed, the amount of money previously distributed through that allowance is thrown back into the “pot” of money that funds the statewide formula.

To make a long story short, the net loss the District expects as a result of the elimination of the Teacher Education Allowance and the Instructional Time Allowance is \$4.0 million. Half of that will be lost in FYE16 and the other half in FYE17.

¹ The total amount of the “allowances” is about \$11.2 million. However, one-half of that amount is paid out as “aid” which is considered as a “resource.” It appears confusing when the formula is presented in words only, but the net result is that the District receives about half of the \$11.2 million – i.e., \$5.6 million.

Notwithstanding the above reductions in state aid, there are some increases in the formula that the District expects to offset the losses. In particular, the District has experience some enrollment growth (though not as rapid as in the past) and that growth will provide some increase in state aid. Additionally, the state aid formula has some “growth” contained in its calculations which will also provide some increase to help offset the loss resulting from the allowances. The net impact expected by the District will be some growth in state aid, but, that growth will be significantly less than the growth received by other districts who were not negatively impacted by the loss of the two allowances noted above.

Chart 3
CASH RESERVE
[Source: Annual Audit Reports – General Fund - \$Millions]



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the “great recession” began, the District’s cash reserve went down with it.² When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

² The reason for the decline in the reserve was related primarily to the fixed tax levy combined with the continued increase in operating expenses. Property taxes are the largest revenue source for the District.

The District has a Board Rule that provides for a budgeted cash reserve of between 4% and 16%³ of the budget of expenditures. The District's practice has been to keep the reserve at or near the high end of the range in order to avoid having to borrow funds⁴ during the year to meet its cash flow needs. During the current fiscal year (i.e., FYE14), the cash reserve actually required to meet cash flow needs was about 15%.⁵ The precise percentage needed for a cash reserve will vary from year to year. Nonetheless, it would seem reasonable to assume that the percentage needed in future years will be similar to the current year.

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AGENDA SUMMARY SHEET

AGENDA ITEM: Selective Abandonment Report – Career Academies – Culinary Skills

MEETING DATE: March 16, 2015

DEPARTMENT: Multiple Departments

TITLE & BRIEF DESCRIPTION: Selective Abandonment Report – Career Academies – Culinary Skills: A report on one of the areas studied for possible reduction or modification.

ACTION DESIRED: Approval ☐ Discussion ☐ Information Only ☒

BACKGROUND: Pursuant to provisions in its Strategic Plan, the District has engaged in a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process.

One of the programs or services studied in the Selective Abandonment Process was the one noted in the Title above. For additional information, see the attached Report.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: n/a


STRATEGIC PLAN REFERENCE: 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.*

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Mark Feldhausen (Assoc. Supt. Ed. Services) and the Executive Committee

SUPERINTENDENT'S APPROVAL:  —

MILLARD PUBLIC SCHOOLS

STUDY REPORT

Career Academies -- Culinary Skills

(March 16, 2015)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

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During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property

taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see “FINANCIAL OVERVIEW” attached hereto as Exhibit #1.)

The continuing growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the “selective abandonment process.” The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

The purpose of this study is to examine the impact, if any, the District would experience if it were eliminate one or more Career Academies--Culinary Skills Academy.

II. FACTS

A. Courses/Program Description:

The Millard Culinary Skills Academy is a two year program of study in which students take courses that are aligned with and provide dual enrollment credit with the Culinary Arts program of Metropolitan Community College. A complete explanation of the program of study may be found in Exhibit 1 -- Career Academies -- Culinary Skills Academy (Derived from Board of Education Approved High School Curriculum Handbook). The two year program consist of ten (10) courses.

In addition, the Culinary Skills Academy complies with Nebraska Department of Education Rule 47--Career Academies guidelines and requirements. Effective November 19, 2013, Title 92, Nebraska Administrative Code, Chapter 47 defined Career Academies. “A career academy program is a sequence of credit-bearing academic and career technical education courses which reflect a career cluster selected in response to local, regional or state employment needs and demand for expertise.”

Students who successfully complete the Culinary Skills Academy with transferrable transcribed grades (C or better) graduate from high school with up to 39.5 college credits from Metropolitan Community College (equivalent to 27 credits for baccalaureate program)

The original intent and purpose of Millard Career Academies aligns with Rule 47 and supports the District's current operational vocabulary of college and career readiness. In August of 2012 and January of 2013, Millard Public Schools completed an official update to the District Strategic Plan. Strategy 2 formally references plans to ensure that all students are college and career ready. In October of 2013, Board of Education Rule 6315.1 Curriculum, Instruction, and Assessment Millard Education Program – Use of Assessment Data formally references Essential Learner Outcomes of College and Career Readiness as measured by a College and Career Ready metric.

B. Enrollment

Enrollment history taken from Infinite Campus (MPS Student Information System) and program records as reported to the Millard Public Schools Board of Education on December 15, 2014. Attached as Exhibit 2.

	Culinary Skills Academy Year I	Culinary Skills Academy Year II	Total Enrollment	Yearly Program Capacity
2015-2016 (Approved Applicants)	10	13	23	32
2014-2015	13	10	23	32
2013-2014	16	9	25	32
2012-2013	14	10	24	32
2011-2012	16	9	25	32
2010-2011	16	N/A	16	16

Capacity: 16 (Enrollment limited by number of workstations)

N/A--2010-2011 was first year of program. No Year II opportunity possible.

C. Staffing

1.0 FTE Culinary Skills Academy courses Year 1 and Year 2

.25 FTE Culinary Skills Academy Dual Enrollment English and History courses

.25 FTE Culinary Skills Academy Spanish

Total of 1.50 FTE at \$114,624

1.5 FTE taught 10 courses

D. Ancillary Costs

A three year average for Culinary Skills Academy support and materials costs is \$17,921.

Support costs include curriculum writing and course alignment with Metropolitan Community College, student transportation for field trips and competitions, food supplies, dues and fees for professional membership and competitions, and miscellaneous lab expenses.

	Culinary Skills Academy Support Costs
2011-2012	\$20,543
2012-2013	\$15,725
2013-2014	\$17,495
Three Year Average	\$17,921

E. Student Achievement

The following statements are quoted verbatim from the Program Evaluation for High School Career Academies report to the Millard Public Schools Board of Education on December 15, 2014.

Students in the Academies performed similarly to the non-Academy matched sample on 11th grade state testing (Reading, Math, Writing, and Science), ACT composite, 11th grade Science ELO, and 11th grade Social Studies ELO.

A matched sample comparison design was used to evaluate the academic achievement and post-secondary analysis of students who have completed two years in the Millard Public Schools Career Academy. A sample of non-Academy students were matched on 9th grade TerraNova composite results, 9th grade Reading ELO results, 10th grade Math ELO results, 10th grade AWA results, PLAN composite score, 9th grade behavior referral counts, and 10th grade behavior referral counts. The table below shows the quality of the matched sample.

No significant differences in student achievement were found between students who had completed two years in a Millard Public Schools Career Academy to the matched non-Academy sample. Students in the Academies performed similarly to the non-Academy matched sample on 11th grade state testing (Reading, Math, Writing, and Science), ACT composite, 11th grade Science ELO, and 11th grade Social Studies ELO.

Students who participate in Millard Public Schools Career Academies indicate 10th grade PLAN career interests similar to their 11th and 12th grade Academy area of study. For example, students participating in MPS Health Sciences Academy most frequently selected Medical Diagnosis & Treatment and Health Care as their PLAN career interests. Similarly, Finance

students selected Financial Transactions, Entrepreneurship students selected Management and Marketing & Sales, and Education students selected education. Millard Public Schools Career Academies are aligned to students' interests.

Comparing the matched samples (two years of Career Academy to non-Academy peers), the College and Career Readiness of students as measured by the ACT is not statistically significant different. The ACT composite average for students enrolled in two years of Career Academy is 21.33 compared to their non-Academy matched sample peers of 21.67.

Comparing the matched samples (two years of Career Academy to non-Academy peers), a higher percentage of Academy students are going to college than students in the non-Academy matched sample. Also, a higher percentage of Academy students who go to college are going to four year colleges than their non-Academy college going peers.

III. RECOMMENDATION(S)

The Administration makes the following recommendations:

1. That no Year 1 students be accepted into the Culinary Skills Academy,
2. That students enrolled in Year 2 of the program for 2015-2016 be allowed to complete the program,
3. That the Culinary Skills Academy be eliminated at the end of the 2016-2017 school year, and
4. That should it be necessary to eliminate the Culinary Skills Academy for the 2015-2016 school year, the District will work to provide Year 2 students with culinary courses through Metropolitan Community College Academy Program.

IV. FISCAL NOTE

Impact on Budget:

If program completely eliminated:

- Total of 1.50 FTE at \$114,624
- Yearly Ancillary Costs at \$17,921

Total = \$131,545

If program elimination is phased over two years cost savings will be approximately \$66,272 per year.

V. DISCUSSION

Impact on Students:

- Program student enrollment has suffered yearly retention issues for Year 2 of program.
- Elimination of program detracts from offerings of non-baccalaureate bound college and career ready students.
- Phased elimination allows student to complete started program of study.

Impact on Personnel:

- Personnel would be used to address other areas of need and potential openings

Impact on District Strategic Plan

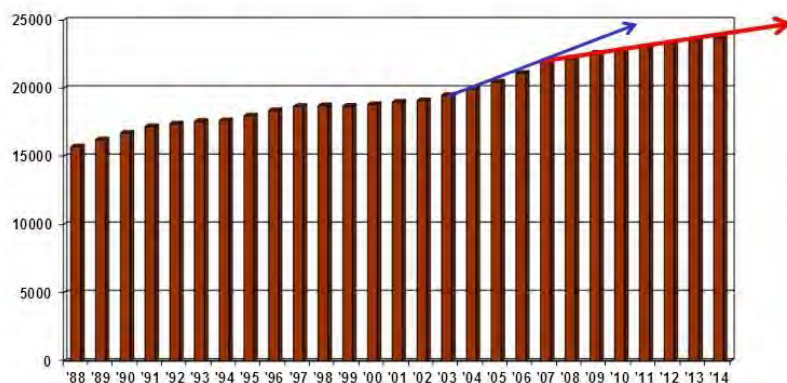
- Millard Career Academies were created as the result of the District's Strategic Plan which called for non-traditional on-campus educational opportunities.. The identified and implemented Academies were the direct result of input from Nebraska Workforce Development, the Omaha Chamber of Commerce and its members, and local businesses.
- The original intent and purpose of Millard Career Academies align with Rule 47 and supports the District's current operational vocabulary of college and career readiness. In August of 2012 and January of 2013, Millard Public Schools completed an official update to the District Strategic Plan. Strategy 2 formally references plans to ensure that all students are college and career ready. In October of 2013, Board of Education Rule 6315.1 Curriculum, Instruction, and Assessment Millard Education Program – Use of Assessment Data formally references Essential Learner Outcomes of College and Career Readiness as measured by a College and Career Ready metric.

FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

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PK-12 STUDENT ENROLLMENT
 [Source: Fall Enrollment Report – Last Friday in September]

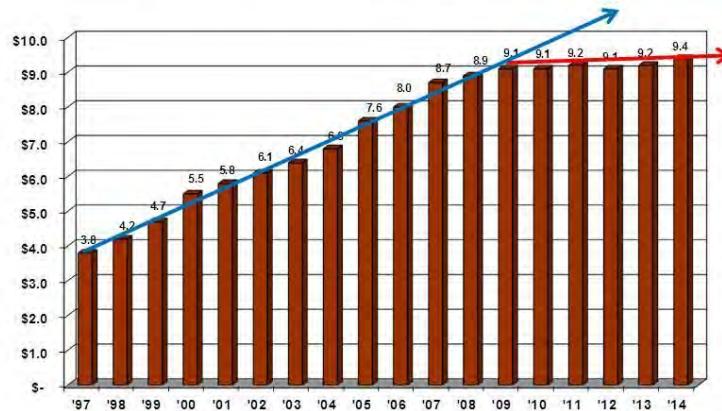


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In the past, when the property values in the District were growing rapidly, a fixed tax rate continued to provide the District with increased revenue each year. Recently, however, the property values have “flattened.” (See, Chart 2.) This has resulted in “flattened” revenue for the District as well.

Chart 2
ASSESSED VALUE
 [Source: August 20th County Assessor's Certifications – \$ Billions]



State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis -- 2014 was no exception. The major changes made in the formula in 2014 will impact the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances will be phased out over two years, so half will be lost in FYE16 and the remainder will be lost in FYE17.

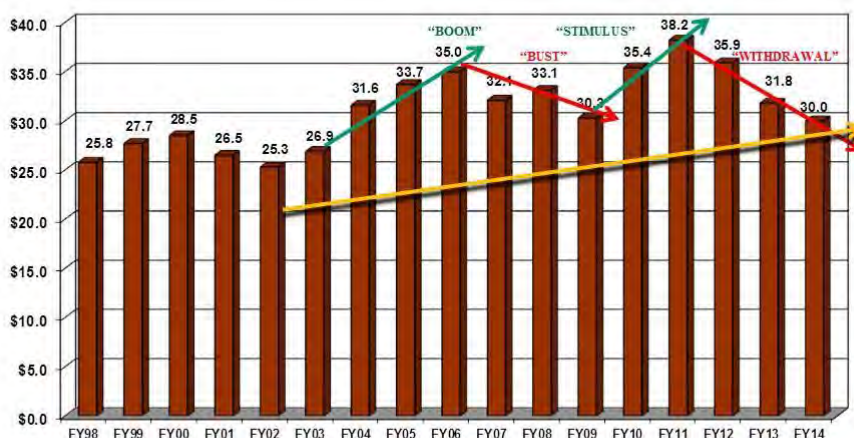
Based upon the information above, it would be easy to conclude that the District will be losing about \$5.6m in state aid due to the phase-out of the two allowances.¹ This conclusion, however, would not be entirely correct. Under the workings of the state aid formula, when an allowance is removed, the amount of money previously distributed through that allowance is thrown back into the “pot” of money that funds the statewide formula.

To make a long story short, the net loss the District expects as a result of the elimination of the Teacher Education Allowance and the Instructional Time Allowance is \$4.0 million. Half of that will be lost in FYE16 and the other half in FYE17.

¹ The total amount of the “allowances” is about \$11.2 million. However, one-half of that amount is paid out as “aid” which is considered as a “resource.” It appears confusing when the formula is presented in words only, but the net result is that the District receives about half of the \$11.2 million – i.e., \$5.6 million.

Notwithstanding the above reductions in state aid, there are some increases in the formula that the District expects to offset the losses. In particular, the District has experience some enrollment growth (though not as rapid as in the past) and that growth will provide some increase in state aid. Additionally, the state aid formula has some “growth” contained in its calculations which will also provide some increase to help offset the loss resulting from the allowances. The net impact expected by the District will be some growth in state aid, but, that growth will be significantly less than the growth received by other districts who were not negatively impacted by the loss of the two allowances noted above.

Chart 3
CASH RESERVE
[Source: Annual Audit Reports – General Fund - \$Millions]



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the “great recession” began, the District’s cash reserve went down with it.² When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

² The reason for the decline in the reserve was related primarily to the fixed tax levy combined with the continued increase in operating expenses. Property taxes are the largest revenue source for the District.

The District has a Board Rule that provides for a budgeted cash reserve of between 4% and 16%³ of the budget of expenditures. The District's practice has been to keep the reserve at or near the high end of the range in order to avoid having to borrow funds⁴ during the year to meet its cash flow needs. During the current fiscal year (i.e., FYE14), the cash reserve actually required to meet cash flow needs was about 15%.⁵ The precise percentage needed for a cash reserve will vary from year to year. Nonetheless, it would seem reasonable to assume that the percentage needed in future years will be similar to the current year.

³ In informal discussions with other larger districts, it appears that Millard's practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it's 50%.

⁴ The District has the statutory authority to do inter-fund borrowing. So, if needed, the General Fund could temporarily borrow funds from the Building Fund (or other District funds).

⁵ The District entered the FYE14 fiscal year with a cash reserve of \$31.8 million. The total budget of expenditures was \$213.6 million. Thus, the beginning reserve was about 15% of total budgeted expenditures. The low point in General Fund cash during the year was shortly before March 1st and was about \$250,000.

AGENDA SUMMARY SHEET

AGENDA ITEM: Selective Abandonment Report – Career Academies -- Distribution and Logistics Management (DLM)

MEETING DATE: March 16, 2015

DEPARTMENT: Multiple Departments

TITLE & BRIEF DESCRIPTION: Selective Abandonment Report – Career Academies -- Distribution and Logistics Management (DLM): A report on one of the areas studied for possible reduction or modification.

ACTION DESIRED: Approval ____ Discussion ____ Information Only x

BACKGROUND: Pursuant to provisions in its Strategic Plan, the District has engaged in a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process.

One of the programs or services studied in the Selective Abandonment Process was the one noted in the Title above. For additional information, see the attached Report.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: n/a


STRATEGIC PLAN REFERENCE: 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.*

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Mark Feldhausen (Assoc. Supt. Ed. Services) and the Executive Committee

SUPERINTENDENT'S APPROVAL:  -

MILLARD PUBLIC SCHOOLS

STUDY REPORT

Career Academies -- Distribution and Logistics Management (DLM)

(March 16, 2015)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

Although most of the action plans from the strategic planning process result in additions to the District's existing programs and services, one of the strategic planning parameters provides that:

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.*

During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property

taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see “FINANCIAL OVERVIEW” attached hereto as Exhibit #1.)

The continuing growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the “selective abandonment process.” The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

The purpose of this study is to examine the impact, if any, the District would experience if it were eliminate one or more Career Academies. The focus of this analysis is the Distribution and Logistics Management Academy.

II. FACTS

A. Courses/Program Description:

The Distribution and Logistics Management Academy is a two year program of study in which students take courses that are aligned with and provide dual enrollment credit with the Logistics program at Metropolitan Community College. A complete explanation of the program of study may be found in Exhibit 4 -- Career Academies -- Distribution and Logistics Management Academy (Derived from Board of Education Approved High School Curriculum Handbook).

In addition, the Distribution and Logistics Management Academy complies with Nebraska Department of Education Rule 47--Career Academies guidelines and requirements..

Students who successfully complete the Distribution and Logistics Management Academy with transferrable transcribed grades (C or better) graduate from high school with up to 58 college credits from Metropolitan Community College (equivalent to 39 credits for baccalaureate program)

The Program's courses include:

0007 ENGLISH 11

11

10 Credits

American Perspectives through Literature

Description: Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing increasingly challenging texts from a variety of genres through multi-cultural, multi-racial, women's and men's perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction, and visual text. Students will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities.

Prerequisites: English 10 or English 10 Literacy Enrichment

Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 1010 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 (3 credits).

ATD60 COLLEGE COMPOSITION AND RESEARCH

12

5 Credits

Description: This course is designed to further develop the skills of English 11 by teaching students how to synthesize and organize primary and secondary sources for the purpose of composing a formal research paper on an educational topic using the Modern Language Association format.

Prerequisites: Honors English 10 or English 11

Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 1020 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1160 (3 credits).

ATD10 Introduction to Business

12

5 Credits

Description: A survey of the structure and functions of the American business system is provided, together with an overview of business organization, finance, managerial control, production/distribution, personnel, the interdependence of business and government and consumer business relations.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 1000 (4.5 credits) Introduction to Business from Metropolitan Community College.

ATD01 Introduction to Transportation, Distribution AND LOGISTICS

11

5 Credits

Description: This course is an introduction to the transportation, distribution and logistics career field. Students will study planning, management and movement of people, materials and products by road, air, rail, and water.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for INCT 1100 (4.5 credits) from Metropolitan Community College.

ATD05 Industrial Safety and Health**11****5 credits**

Description: This course covers the basics of industrial safety and health. Topics include lock out/tag out, confined space entry, blood-borne pathogens, hot work, ladder safety, and fall protection. Additional safe work practices and procedures are covered. Students who successfully complete this course are eligible to receive the OSHA 30 hour general industry course completion card.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for INCT 1000 (4.5 credits) Industrial Safety and Health from Metropolitan Community College.

ATD15 Introduction to Distribution**11****5 credits**

Description: Students interested in learning about the importance of distribution in manufacturing need a good overview of distributors and distributorships. Students will examine the role of distributors in bringing goods to market, adding value through distributor services, and tracking products from procurement through final sale and installation. Basic accounting principles and contract law necessary for distribution will also be introduced.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for INCT 1500 (4.5 credits) Introduction to Distribution from Metropolitan Community College.

ATD20 Principles of Marketing**11****5 credits**

Description: This course features a survey of the distributive fields, their functions and interrelationships. The course covers pricing policies, promotional activities, marketing in special fields and market analysis.

Prerequisites: Introduction to Business

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 1010 (4.5 credits) Principles of Marketing from Metropolitan Community College and will transfer to University of Nebraska at Omaha as Marketing 3310.

ATD25 Principles of Management**11****5 credits**

Description: This is an introduction to the theory and practice of organizational management. Various management theories are discussed. Special attention is devoted to planning, decision making, organizing, leading, and controlling the organization.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 2100 (4.5 credits) Principles of Management from Metropolitan Community College.

ATD30 Mechanical Print Reading**12****5 credits**

Description: This course is directed toward the development of skills required for visualizing and interpreting industrial prints and freehand technical sketching. Topics include print identification, drafting and print reading procedures, machining specifications, geometric dimensioning and tolerancing, elements of welding symbols, symbols used in fluid power diagrams and applied mathematics.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for INCT1050 (4 credits) Mechanical Print Reading from Metropolitan Community College.

ATD35 Business Logistics**12****5 credits**

Description: Business Logistics is the study of the acquisition, storage, use, packaging, transportation and distribution of materials and products. Topics covered include management of materials and physical distribution; transportation choices, regulation and rates; traffic management; product storage, warehousing, handling and packaging; inventory management; acquisition and production scheduling; order entry and processing; logistics systems design and operation; and international logistics.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 2400 (4.5 credits) Business Logistics from Metropolitan Community College.

ATD40 Purchasing and Materials Management**12****5 credits**

Description: This course acquaints the student with the theory and applications of purchasing and materials management concepts. The course content includes purchasing organization and administration, quality management, supplier relations, negotiations, legal considerations, logistics, international and governmental procurement, and strategic incentives.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 2410 (4.5 credits) Purchasing and Materials Management from Metropolitan Community College.

ATD50 Production & Operations Management**12****5 credits**

Description: Students will study the fundamentals of production and operations management used in service and manufacturing organizations. The student is introduced to the application of effective production and operations management techniques; the measurement of productivity and customer service; the planning and management of materials, manpower and capacity; and the concepts of quality and project management.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 2420 (4.5 credits) Production and Operations Management from Metropolitan Community College.

ATD55 DISTRIBUTION and Logistics MANAGEMENT Internship**12****10 credits**

Description: The internship provides the student with the opportunity to apply his/her knowledge, learn new techniques and get on-the-job training at an approved work site. Students will work 10-12 hours per week.

Prerequisites: Year 1 Transportation, Distribution & Logistics Courses

ATD65 RADIO FREQUENCY IDENTIFICATION**12****5 credits**

Description: This course provides the student with the background knowledge needed to install and support the growing radio frequency identification (RFID) market. Students learn to plan, install, maintain, update, and optimize RFID systems through critical thinking and problem solving with hands-on experience using RFID technology.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for ELEC 1300 (4.5 credits) Radio Frequency Identification from Metropolitan Community College

B. Enrollment

Enrollment history taken from Infinite Campus (MPS Student Information System) and program records as reported to the Millard Public Schools Board of Education on December 15, 2014. Attached as Exhibit 2.

	Distribution and Logistics Management Academy Year I	Distribution and Logistics Management Academy Year II	Total Enrollment	Yearly Program Capacity
2015-2016 (Approved Applicants)	22	16	38	50
2014-2015	16	15	31	50
2013-2014	21	7	28	50
2012-2013	10	6	16	50
2011-2012	9	4	13	50
2010-2011	10	N/A	10	25

N/A--2010-2011 was first year of program. No Year II opportunity possible.

C. Staffing

0.75 FTE Distribution and Logistics Management Academy Industrial Technology courses Year 1 and Year 2 of Program

0.75 FTE Distribution and Logistics Management Academy Business Management courses Year 1 and Year 2 of Program

0.25 FTE Distribution and Logistics Management Academy Dual Enrollment English and History

Total of 1.75 FTE at \$133,728

D. Ancillary Costs

A three year average for Distribution and Logistics Management Academy support and materials costs is \$7,162.

Support costs include curriculum writing and course alignment with Metropolitan Community College, student transportation for field trips and competitions, supplies and equipment, dues and fees for professional membership and competitions, and miscellaneous lab expenses.

Shared transportation costs to shuttle students between the five career academies at three locations for four high school (includes Horizon) is

	Distribution and Logistics Management Academy Support Costs
2011-2012	\$9,656
2012-2013	\$4,780
2013-2014	\$7,649
Three Year Average	\$7,162

E. Student Achievement

The following statements are quoted verbatim from the Program Evaluation for High School Career Academies report to the Millard Public Schools Board of Education on December 15, 2014.

Students in the Academies performed similarly to the non-Academy matched sample on 11th grade state testing (Reading, Math, Writing, and Science), ACT composite, 11th grade Science ELO, and 11th grade Social Studies ELO.

A matched sample comparison design was used to evaluate the academic achievement and post-secondary analysis of students who have completed two years in the Millard Public Schools Career Academy. A sample of non-Academy students were matched on 9th grade TerraNova composite results, 9th grade Reading ELO results, 10th grade Math ELO results, 10th grade AWA results, PLAN composite score, 9th grade behavior referral counts, and 10th grade behavior referral counts. The table below shows the quality of the matched sample.

No significant differences in student achievement were found between students who had completed two years in a Millard Public Schools Career Academy to the matched non-Academy sample. Students in the Academies performed similarly to the non-Academy matched sample on 11th grade state testing (Reading, Math, Writing, and Science), ACT composite, 11th grade Science ELO, and 11th grade Social Studies ELO.

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III. RECOMMENDATION(S)

The Administration makes the following recommendations:

1. That the Distribution and Logistics Management Academy continue for 2015-2016 school year,
2. That efforts and means to increase student enrollment be examined and implemented for 2016-2017, and
3. That the program be subject to yearly analysis for continuation.

IV. FISCAL NOTE

No change to fiscal impact for 2015-2016 school year.

If phased program elimination occurs for 2016-2017 then the District would experience the following

- 0.75 FTE = \$57,312
- Ancillary expenses = \$7,500

Total = \$64,812

If the entire program were to be eliminated the savings would be:

- 1.75 FTE at \$133,728
- Ancillary expenses of \$7,162
- Total = \$140,890.

V. DISCUSSION

Impact on District Strategic Plan:

- Millard Career Academies were created as the result of the District's Strategic Plan which called for non-traditional on-campus educational opportunities.. The identified and implemented Academies were the direct result of input from Nebraska Workforce Development, the Omaha Chamber of Commerce and its members, and local businesses.
- The original intent and purpose of Millard Career Academies align with Rule 47 and supports the District's current operational vocabulary of college and career readiness. In August of 2012 and January of 2013, Millard Public Schools completed an official update to the District Strategic Plan. Strategy 2 formally references plans to ensure that all students are college and career ready. In October of 2013, Board of Education Rule 6315.1 Curriculum, Instruction, and Assessment Millard Education Program – Use of Assessment Data formally references Essential Learner Outcomes of College and Career Readiness as measured by a College and Career Ready metric.
- Student enrollment should be studied and strategies employed to increase enrollment from both within and outside the District.

Impact on Students:

- Elimination of Career Academy limits student choices/opportunities and student engagement.
- Eliminates hands-on, career oriented program of study when research indicates there should be more of these kinds of programs

Impact on Personnel:

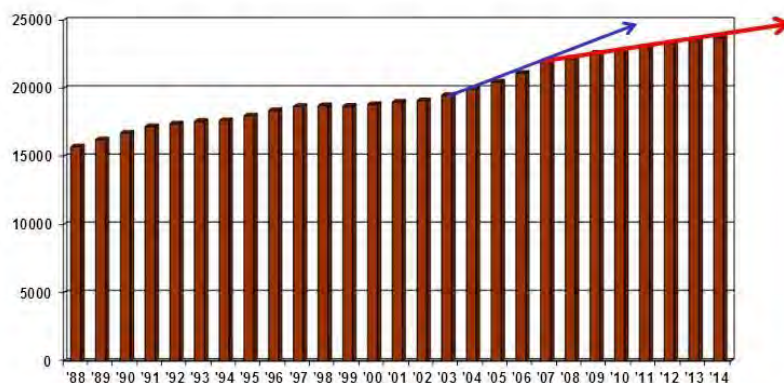
- Personnel would assume openings elsewhere in District.

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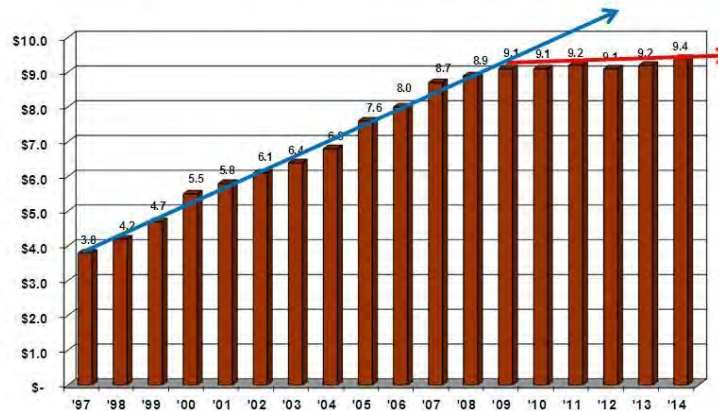


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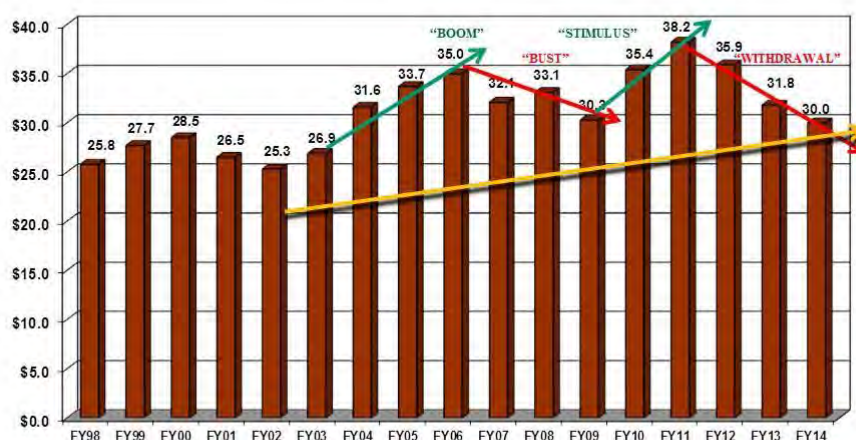
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³ In informal discussions with other larger districts, it appears that Millard's practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it's 50%.

⁴ The District has the statutory authority to do inter-fund borrowing. So, if needed, the General Fund could temporarily borrow funds from the Building Fund (or other District funds).

⁵ The District entered the FYE14 fiscal year with a cash reserve of \$31.8 million. The total budget of expenditures was \$213.6 million. Thus, the beginning reserve was about 15% of total budgeted expenditures. The low point in General Fund cash during the year was shortly before March 1st and was about \$250,000.

AGENDA SUMMARY SHEET

AGENDA ITEM: Selective Abandonment Report – World Languages – Latin (MNHS only)

MEETING DATE: March 16, 2015

DEPARTMENT: Multiple Departments

TITLE & BRIEF DESCRIPTION: Selective Abandonment Report – World Languages – Latin (MNHS only): A report on one of the areas studied for possible reduction or modification.

ACTION DESIRED: Approval ____ Discussion ____ Information Only x .

BACKGROUND: Pursuant to provisions in its Strategic Plan, the District has engaged in a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process.

One of the programs or services studied in the Selective Abandonment Process was the one noted in the Title above. For additional information, see the attached Report.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: n/a


STRATEGIC PLAN REFERENCE: 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.*

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Mark Feldhausen (Assoc. Supt. Ed. Services) and the Executive Committee

SUPERINTENDENT'S APPROVAL: — 

MILLARD PUBLIC SCHOOLS

STUDY REPORT

World Languages -- Latin (MNHS only)

(March 16, 2015)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

Although most of the action plans from the strategic planning process result in additions to the District's existing programs and services, one of the strategic planning parameters provides that:

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.*

During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property

taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see “FINANCIAL OVERVIEW” attached hereto as Exhibit #1.)

The continuing growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the “selective abandonment process.” The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

The purpose of this study is to examine the impact, if any, the District would experience if it were to eliminate specific world language programs. The program in question is Latin at Millard West High School.

II. FACTS

A. Curriculum/Program Description

- Latin Course Sequence: Of the four courses, AP Latin has not been taught/offered at MWHS over the last three years.

0162 LATIN I 9-12 North and West only 10 Credits

Description: Latin I provides an introduction to the Latin language with emphasis on acquiring a vocabulary foundation, strengthening basic grammatical skills and learning Classical Latin reading skills. Students will begin a literature study focusing on Roman and/or Greek epic poetry. Roman history and culture and Roman and Greek mythology will provide an understanding of the historical and contemporary influences of the Ancient Roman world.

Prerequisites: None

0163 LATIN II 10-12 North and West only 10 Credits

Description: Latin II is a continuation of the language acquisition process begun in the preceding Latin course. New grammar concepts and active and passive vocabulary advance the students' ability to comprehend Latin manuscripts and further communication skills using Latin. Students will continue literature studies emphasizing primary historical sources in translation. Roman historical and cultural studies will focus primarily upon the legacy of Julius Caesar and the Roman Republic.

Prerequisites: Latin I

0164 LATIN III 11-12 North and West only 10 Credits

Description: Latin III explores the development of both prose and poetry, emphasizing the authors Cicero, Caesar and Catullus, with authentic reading selections chosen for their diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Ancient Greek and Roman art.

Prerequisites: Latin II

0172 ADVANCED PLACEMENT® LATIN 12 North only 10 Credits

Description: The final level of the Latin sequence involves intense study, analysis and translation of Vergil's *Aenid* and Julius Caesar's *De Bello Gallico*. A high degree of reading proficiency and vocabulary assimilation allows the scholar to study the cultural, social, and political content of these pieces of literature, as well as their respective genres and themes. Completion of this course will prepare students to take the Advanced Placement® Latin exam.

Prerequisites: Latin III

0161 IB LATIN SL 12 North only 10 Credits

Description: Through the poetry of Ovid, Horace, Vergil, and Catullus, the scholar will demonstrate excellent knowledge and understanding of the influences and perspectives the modern world has of the ancient world. By intensely studying the grammar of Latin, the scholar will be more adept at analyzing the ancient authors' subtle and overt intentions. Students will study the authors' techniques, styles, and both the literary and non-literary connections to the Roman civilization. Scholars will use the Latin texts, as well as English translations, to support the development of analysis regarding the impact these authors and the Roman world had upon the past and the present cultures. The scholar will enjoy using these timeless pieces of literature as a basis of exploration into our own modern humanity. The Standard Level assessment includes translating unprepared scripts and masterfully analyzing in-depth extracts from within subordinate topics.

Prerequisites: Latin III

B. Enrollment

Enrollment history from Infinite Campus (MPS Student Information System)

	Lat. I	# sec.	Lat. II	# sec.	Lat. III	# sec.	AP Lat.	# sec.	IB Lat. SL	# sec	Tot. Stds .	Tot. Sec.	# Stds per Sec
Proj 15- 16	56		53		34		11		4		157		
14- 15	64	3	44	2	17	1	15	1	3	1	143	8	18
13- 14	55	2	27	1	24	2	14	1	8	1	128	7	17
12- 13	48	2	34	2	30	2	10	1	8	1	130	8	16
3 Yr. Avg	56		35		24		13		6		134		17

C. Staffing

1.5 FTE used for Latin.

0.5 FTE has resigned for 2015-2016

Pool of Latin teachers is extremely small. NDE records indicate only 17 active educators with Latin endorsements statewide under the age of sixty. Only UNL supports a Latin endorsement and they credentialed only one teacher-candidate this past year.

D. Ancillary Costs

- Purchase of new curriculum materials/textbooks would be placed on hold. Estimated savings for 2015-2016 would be:
 - Latin I textbook: $\$139.94 \times 56$ (avg. enroll.) = \$7,837
 - Latin II textbook: $\$139.94 \times 35$ (avg. enroll.) = \$4,898
 - Latin III textbook: $\$124.44 \times 28$ (avg. enroll.) = \$3,484
 - Latin III Aeneid: $\$59 \times 28$ (avg. enroll.) = \$1,652
- Total Cost = \$17,871

III. RECOMMENDATION(S)

The Administration makes the following recommendations:

Latin:

1. That the Latin Program/Courses at Millard North High School continue, and
2. That the recent resignation of the 0.5 Latin FTE not be replaced, and
3. That the program provide its offerings based on 1.0 FTE only

IV. FISCAL NOTE

Impact on Budget:

- 0.5 FTE = \$38,208
- Total = \$38,208

V. DISCUSSION

Impact on Students:

- The number of students who would be able to start Latin would be limited.
- 10th, 11th, and 12th graders may not be able to take Latin I and/or Latin II wishing to start the Latin sequence late. (In 2014-2015 12 of 64 Latin I students were 10th -12th graders, 2 Latin II were 12th graders.)
- Consider combining AP and IB into one section instead of a section each depending on enrollment.

Impact on Personnel:

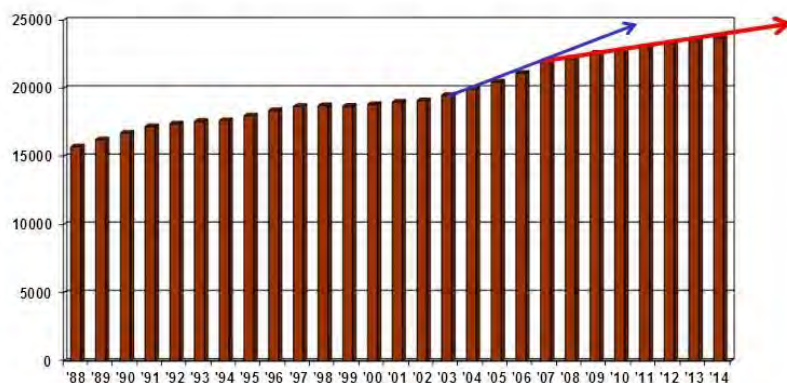
- Existing 0.5 FTE has resigned effective the end of the 2014-2015 school year.
- Sustainability of program relative to available teacher endorsements problematic.

FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

Chart 1
PK-12 STUDENT ENROLLMENT
 [Source: Fall Enrollment Report – Last Friday in September]

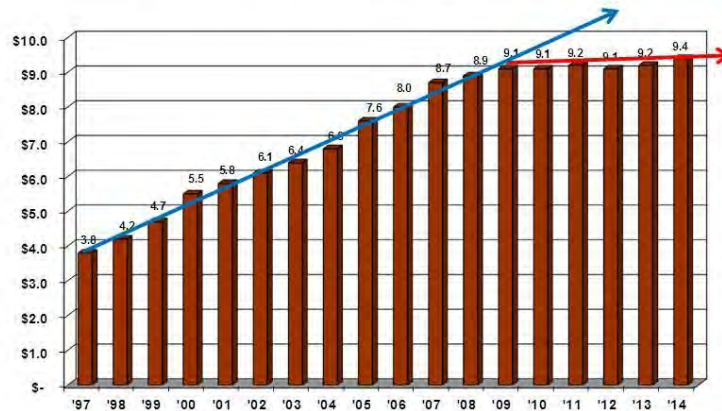


Tax Levies & Property Values

The State of Nebraska has a statutory “levy lid” that provides a maximum property tax levy that school districts are permitted to adopt (without a special election). The District is currently levying at that maximum.

In the past, when the property values in the District were growing rapidly, a fixed tax rate continued to provide the District with increased revenue each year. Recently, however, the property values have “flattened.” (See, Chart 2.) This has resulted in “flattened” revenue for the District as well.

Chart 2
ASSESSED VALUE
 [Source: August 20th County Assessor's Certifications – \$ Billions]



State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis -- 2014 was no exception. The major changes made in the formula in 2014 will impact the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances will be phased out over two years, so half will be lost in FYE16 and the remainder will be lost in FYE17.

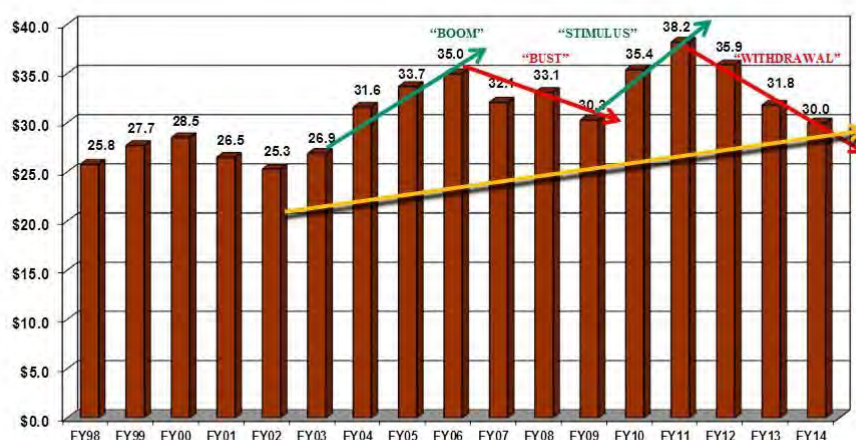
Based upon the information above, it would be easy to conclude that the District will be losing about \$5.6m in state aid due to the phase-out of the two allowances.¹ This conclusion, however, would not be entirely correct. Under the workings of the state aid formula, when an allowance is removed, the amount of money previously distributed through that allowance is thrown back into the “pot” of money that funds the statewide formula.

To make a long story short, the net loss the District expects as a result of the elimination of the Teacher Education Allowance and the Instructional Time Allowance is \$4.0 million. Half of that will be lost in FYE16 and the other half in FYE17.

¹ The total amount of the “allowances” is about \$11.2 million. However, one-half of that amount is paid out as “aid” which is considered as a “resource.” It appears confusing when the formula is presented in words only, but the net result is that the District receives about half of the \$11.2 million – i.e., \$5.6 million.

Notwithstanding the above reductions in state aid, there are some increases in the formula that the District expects to offset the losses. In particular, the District has experience some enrollment growth (though not as rapid as in the past) and that growth will provide some increase in state aid. Additionally, the state aid formula has some “growth” contained in its calculations which will also provide some increase to help offset the loss resulting from the allowances. The net impact expected by the District will be some growth in state aid, but, that growth will be significantly less than the growth received by other districts who were not negatively impacted by the loss of the two allowances noted above.

Chart 3
CASH RESERVE
[Source: Annual Audit Reports – General Fund - \$Millions]



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the “great recession” began, the District’s cash reserve went down with it.² When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

² The reason for the decline in the reserve was related primarily to the fixed tax levy combined with the continued increase in operating expenses. Property taxes are the largest revenue source for the District.

The District has a Board Rule that provides for a budgeted cash reserve of between 4% and 16%³ of the budget of expenditures. The District's practice has been to keep the reserve at or near the high end of the range in order to avoid having to borrow funds⁴ during the year to meet its cash flow needs. During the current fiscal year (i.e., FYE14), the cash reserve actually required to meet cash flow needs was about 15%.⁵ The precise percentage needed for a cash reserve will vary from year to year. Nonetheless, it would seem reasonable to assume that the percentage needed in future years will be similar to the current year.

³ In informal discussions with other larger districts, it appears that Millard's practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it's 50%.

⁴ The District has the statutory authority to do inter-fund borrowing. So, if needed, the General Fund could temporarily borrow funds from the Building Fund (or other District funds).

⁵ The District entered the FYE14 fiscal year with a cash reserve of \$31.8 million. The total budget of expenditures was \$213.6 million. Thus, the beginning reserve was about 15% of total budgeted expenditures. The low point in General Fund cash during the year was shortly before March 1st and was about \$250,000.

AGENDA SUMMARY SHEET

AGENDA ITEM: Selective Abandonment Report – World Languages – Latin (MWHS only)

MEETING DATE: March 16, 2015

DEPARTMENT: Multiple Departments

TITLE & BRIEF DESCRIPTION: Selective Abandonment Report – World Languages – Latin (MWHS only): A report on one of the areas studied for possible reduction or modification.

ACTION DESIRED: Approval ☐ Discussion ☐ Information Only ☒ .

BACKGROUND: Pursuant to provisions in its Strategic Plan, the District has engaged in a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process.

One of the programs or services studied in the Selective Abandonment Process was the one noted in the Title above. For additional information, see the attached Report.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: n/a


STRATEGIC PLAN REFERENCE: 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.*

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Mark Feldhausen (Assoc. Supt. Ed. Services) and the Executive Committee

SUPERINTENDENT'S APPROVAL:  -

MILLARD PUBLIC SCHOOLS

STUDY REPORT

World Languages -- Latin (MWHS only)

(March 16, 2015)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

Although most of the action plans from the strategic planning process result in additions to the District's existing programs and services, one of the strategic planning parameters provides that:

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During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that

occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see “FINANCIAL OVERVIEW” attached hereto as Exhibit #1.)

The continuing growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the “selective abandonment process.” The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

The purpose of this study is to examine the impact, if any, the District would experience if it were to eliminate specific world language programs. The program in question is Latin at Millard West High School.

II. FACTS

A. Curriculum/Program Description

- Latin Course Sequence: Of the four courses, AP Latin has not been taught/offered at MWHS over the last three years.

0162 LATIN I	9-12	North and West only	10 Credits
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Description: Latin I provides an introduction to the Latin language with emphasis on acquiring a vocabulary foundation, strengthening basic grammatical skills and learning Classical Latin reading skills. Students will begin a literature study focusing on Roman and/or Greek epic poetry. Roman history and culture and Roman and Greek mythology will provide an understanding of the historical and contemporary influences of the Ancient Roman world.

Prerequisites: None

0163 LATIN II 10-12 North and West only 10 Credits

Description: Latin II is a continuation of the language acquisition process begun in the preceding Latin course. New grammar concepts and active and passive vocabulary advance the students' ability to comprehend Latin manuscripts and further communication skills using Latin. Students will continue literature studies emphasizing primary historical sources in translation. Roman historical and cultural studies will focus primarily upon the legacy of Julius Caesar and the Roman Republic.

Prerequisites: Latin I

0164 LATIN III 11-12 North and West only 10 Credits

Description: Latin III explores the development of both prose and poetry, emphasizing the authors Cicero, Caesar and Catullus, with authentic reading selections chosen for their diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Ancient Greek and Roman art.

Prerequisites: Latin II

0172 ADVANCED PLACEMENT® LATIN 12 North only 10 Credits

Description: The final level of the Latin sequence involves intense study, analysis and translation of Vergil's *Aenid* and Julius Caesar's *De Bello Gallico*. A high degree of reading proficiency and vocabulary assimilation allows the scholar to study the cultural, social, and political content of these pieces of literature, as well as their respective genres and themes. Completion of this course will prepare students to take the Advanced Placement® Latin exam.

Prerequisites: Latin III

B. Enrollment

Enrollment history from Infinite Campus (MPS Student Information System)

	Latin I	# sec.	Latin II	# sec.	Latin III	# sec.	AP Latin	Total Stds.	# Stds. per Sec.
14-15	70	3	27	2	25	1	0	122	20
13-14	43	3	24	2	21	1	0	88	15
12-13	58	3	24	2	8	1	0	90	15
Three Yr. Avg.	57	3	25	2	18	1	0	100	17

The culminating course, AP Latin, has not been offered for the last ten (10) years.

C. Staffing

1.0 FTE has submitted request to retire /resign at end of 2014-2015 school year.

1.0 FTE used exclusively for Latin.

Pool of Latin teachers is extremely small. NDE records indicate only 17 active educators with Latin endorsements statewide under the age of sixty. Only UNL supports a Latin endorsement and they credentialed only one teacher-candidate this past year.

D. Ancillary Costs

- Purchase of new curriculum materials/textbooks would be placed on hold. Estimated savings for 2015-2016 would be:
 - Latin I textbook: $\$139.94 \times 57$ (avg. enroll.) = \$7,977
 - Latin II textbook: $\$139.94 \times 25$ (avg. enroll.) = \$3,499
 - Latin III textbook: $\$124.44 \times 18$ (avg. enroll.) = \$2,240
 - Latin III Aeneid: $\$59 \times 18$ (avg. enroll.) = \$1,062
 - Total Cost = \$14,778

III. RECOMMENDATION(S)

The Administration makes the following recommendations:

Latin:

1. That the Latin Program/Courses at Millard West High School be ended with the completion of the 2014-2015 school year, except:
2. That students wishing to complete their Latin studies be allowed to transfer to MNHS under in-District enrollment, and

IV. FISCAL NOTE

Impact on Budget:

- 1.0 FTE = \$76,416
- Latin scheduled for curriculum adoption in 2015-2016. Cost of new instructional materials estimated at \$14,778
- Total = \$91,194

V. DISCUSSION

Impact on Students:

- One fewer world language option available to MWHHS students.
- Students wishing to complete second year of Latin to fulfill two year post-secondary admissions requirement would need to transfer to MNHS.
- Students wishing to complete four years of Latin studies would need to transfer to MNHS.
- Students have not had the opportunity to take the culminating AP course in over a decade.

Impact on Personnel:

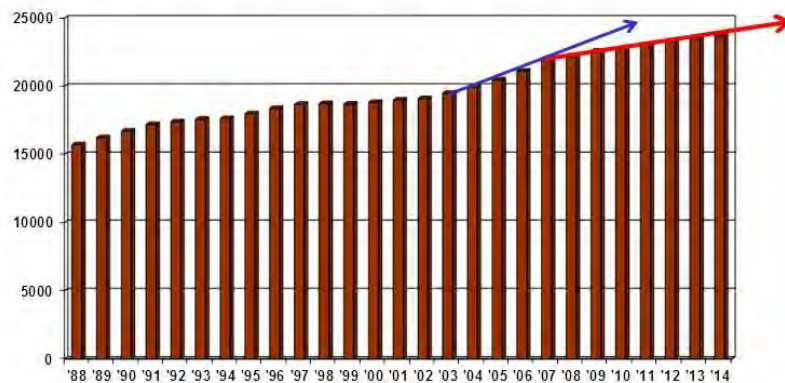
- Existing 1.0 FTE has resigned/retired effective the end of the 2014-2015 school year.
- Sustainability of program relative to available teacher endorsements problematic.

FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

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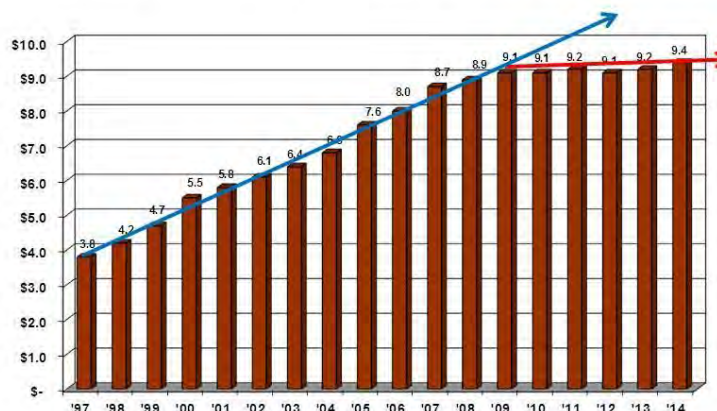


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Chart 2
ASSESSED VALUE
 [Source: August 20th County Assessor's Certifications – \$ Billions]



State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis -- 2014 was no exception. The major changes made in the formula in 2014 will impact the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances will be phased out over two years, so half will be lost in FYE16 and the remainder will be lost in FYE17.

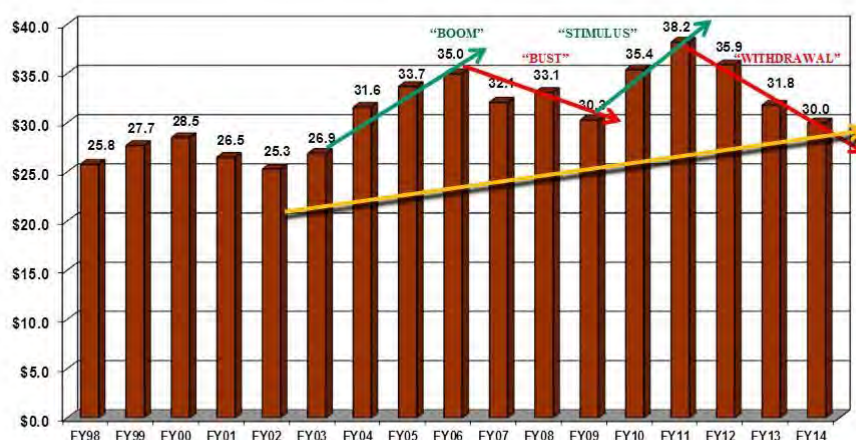
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Chart 3
CASH RESERVE
[Source: Annual Audit Reports – General Fund - \$Millions]



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the “great recession” began, the District’s cash reserve went down with it.² When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

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The District has a Board Rule that provides for a budgeted cash reserve of between 4% and 16%³ of the budget of expenditures. The District's practice has been to keep the reserve at or near the high end of the range in order to avoid having to borrow funds⁴ during the year to meet its cash flow needs. During the current fiscal year (i.e., FYE14), the cash reserve actually required to meet cash flow needs was about 15%.⁵ The precise percentage needed for a cash reserve will vary from year to year. Nonetheless, it would seem reasonable to assume that the percentage needed in future years will be similar to the current year.

³ In informal discussions with other larger districts, it appears that Millard's practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it's 50%.

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AGENDA SUMMARY SHEET

AGENDA ITEM: Selective Abandonment Report – World Languages -- Japanese (MNHS only)

MEETING DATE: March 16, 2015

DEPARTMENT: Multiple Departments

TITLE & BRIEF DESCRIPTION: Selective Abandonment Report – World Languages -- Japanese (MNHS only): A report on one of the areas studied for possible reduction or modification.

ACTION DESIRED: Approval ☐ Discussion ☐ Information Only ☒ .

BACKGROUND: Pursuant to provisions in its Strategic Plan, the District has engaged in a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process.

One of the programs or services studied in the Selective Abandonment Process was the one noted in the Title above. For additional information, see the attached Report.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: n/a


STRATEGIC PLAN REFERENCE: 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.*

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Mark Feldhausen (Assoc. Supt. Ed. Services) and the Executive Committee

SUPERINTENDENT'S APPROVAL: 

MILLARD PUBLIC SCHOOLS

STUDY REPORT

World Languages -- Japanese (MNHS only) (March 16, 2015)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

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During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property

taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see “FINANCIAL OVERVIEW” attached hereto as Exhibit #1.)

The continuing growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the “selective abandonment process.” The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

The purpose of this study is to examine the impact, if any, the District would experience if it were to eliminate specific world language programs. The subject of this analysis is Japanese at Millard North High School.

II. FACTS

A. Curriculum/Program Description

- Japanese

0166 JAPANESE I	9-12	North only	10 Credits
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Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will master reading and writing in Hiragana and Katakana. Students will learn about and experience cultural practices relating to Japanese culture.

Prerequisites: None

167 JAPANESE II	10-12	North only	10 Credits
------------------------	--------------	-------------------	-------------------

Description: Students will continue learning vocabulary and developing skills to express themselves. Students will learn to read and write 100 kanji. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the Japanese language.

Prerequisites: Japanese I

0168 JAPANESE III**11-12****North only****10 Credits**

Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in (the target) culture(s). Students will learn to read and write 200 kanji. Students will learn an expanded vocabulary and develop skills utilizing authentic sources. Students will use complex mechanics of the language. Students will communicate in the present, past and future tenses. Students will also explore culture through a variety of topics.

Prerequisites: Japanese II

0170 ADVANCED PLACEMENT® JAPANESE LANGUAGE AND CULTURE**12****North only****10 Credits**

Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in Japanese culture(s). Students will learn to read and write 400 kanji. Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in Japanese. Completion of this course will prepare all students to take the Advanced Placement® Japanese Language and Culture exam.

Prerequisites: Japanese III

B. Enrollment

Enrollment history from Infinite Campus (MPS Student Information System)

	Japanese I	Japanese II	Japanese III	AP Japanese Language and Culture	Total Students
2015-2016 Projected Registration	30	20	16	7	73
2014-2015	26	17	10	8	61
2013-2014	25	14	12	8	59
2012-2013	20	12	9	6	47
Three Yr. Avg.	24	14	10	7	55

The Japanese language program consists of four courses with a 3-year average yearly enrollment of 55 students in four courses/sections. This is a course/section average of 14 students or a 14:1 students to teacher ratio.

C. Staffing

1.0 FTE at \$76,416

D. Ancillary Costs

- World Language Curriculum Adoption is scheduled for 2015-2016.
- End of Japanese Language program would save Curriculum Adoption budget anticipated \$8,400 for textbooks alone.

III. RECOMMENDATION(S)

The Administration makes the following recommendations:

1. That the Japanese Program/Courses at Millard North High School be ended phasing the elimination over a three year period such that students may enroll in Japanese II, III, and AP in 2015-2016; Japanese III and AP in 2016-2017; and AP in 2017-2018.

IV. FISCAL NOTE

- Elimination of Program would result in savings of 1.0 FTE = \$76,416
- Elimination of curriculum adoption materials scheduled for 15-16 = \$8,400
- Total cost savings over a three year period = \$84,816

V. DISCUSSION/RATIONALE

Impact on Students:

- One fewer world language options available to MNHS students.
- Students wishing to complete a two year and/or a four year sequence of a world language for post-secondary admission purposes are accommodated.

Impact on Personnel:

- Existing 1.0 FTE would be reassigned to teach Spanish in which they are endorsed.
- Long-term sustainability in question since there are only three (3) people who have Japanese endorsement in the entire state.

Impact on Program/School/District

- Diminishes multinational feel and focus of International Baccalaureate Program

Impact on Community:

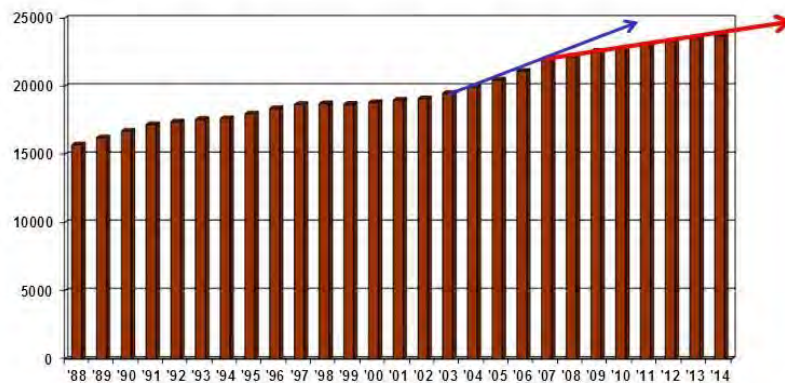
- Japanese was the only non-Indo-European language offered in the Millard Public Schools.

FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

Chart 1
PK-12 STUDENT ENROLLMENT
 [Source: Fall Enrollment Report – Last Friday in September]

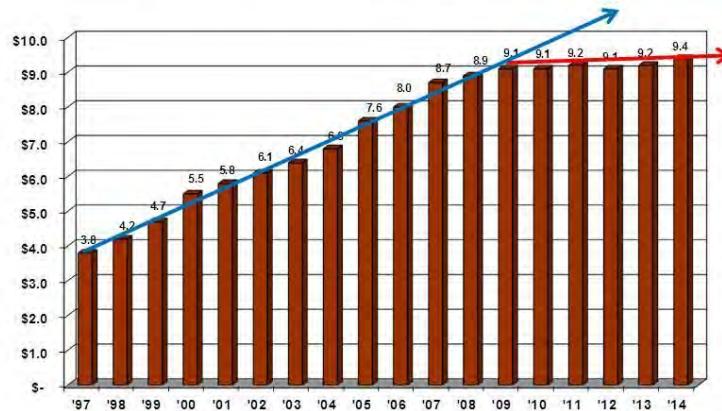


Tax Levies & Property Values

The State of Nebraska has a statutory “levy lid” that provides a maximum property tax levy that school districts are permitted to adopt (without a special election). The District is currently levying at that maximum.

In the past, when the property values in the District were growing rapidly, a fixed tax rate continued to provide the District with increased revenue each year. Recently, however, the property values have “flattened.” (See, Chart 2.) This has resulted in “flattened” revenue for the District as well.

Chart 2
ASSESSED VALUE
 [Source: August 20th County Assessor's Certifications – \$ Billions]



State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis -- 2014 was no exception. The major changes made in the formula in 2014 will impact the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances will be phased out over two years, so half will be lost in FYE16 and the remainder will be lost in FYE17.

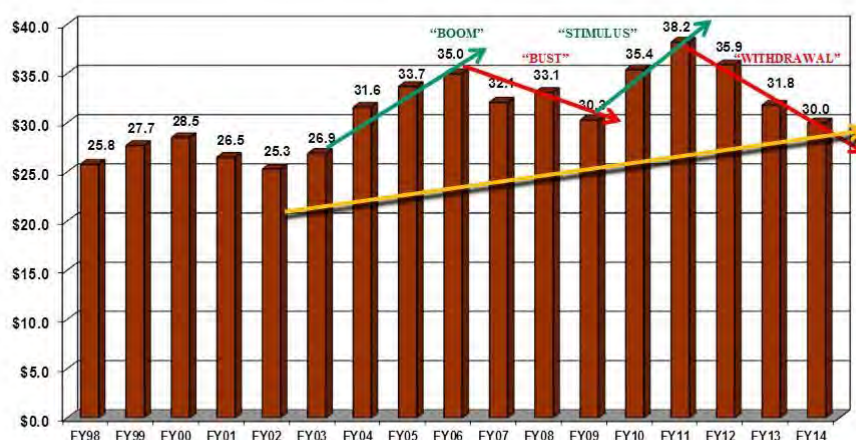
Based upon the information above, it would be easy to conclude that the District will be losing about \$5.6m in state aid due to the phase-out of the two allowances.¹ This conclusion, however, would not be entirely correct. Under the workings of the state aid formula, when an allowance is removed, the amount of money previously distributed through that allowance is thrown back into the “pot” of money that funds the statewide formula.

To make a long story short, the net loss the District expects as a result of the elimination of the Teacher Education Allowance and the Instructional Time Allowance is \$4.0 million. Half of that will be lost in FYE16 and the other half in FYE17.

¹ The total amount of the “allowances” is about \$11.2 million. However, one-half of that amount is paid out as “aid” which is considered as a “resource.” It appears confusing when the formula is presented in words only, but the net result is that the District receives about half of the \$11.2 million – i.e., \$5.6 million.

Notwithstanding the above reductions in state aid, there are some increases in the formula that the District expects to offset the losses. In particular, the District has experience some enrollment growth (though not as rapid as in the past) and that growth will provide some increase in state aid. Additionally, the state aid formula has some “growth” contained in its calculations which will also provide some increase to help offset the loss resulting from the allowances. The net impact expected by the District will be some growth in state aid, but, that growth will be significantly less than the growth received by other districts who were not negatively impacted by the loss of the two allowances noted above.

Chart 3
CASH RESERVE
[Source: Annual Audit Reports – General Fund - \$Millions]



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the “great recession” began, the District’s cash reserve went down with it.² When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

² The reason for the decline in the reserve was related primarily to the fixed tax levy combined with the continued increase in operating expenses. Property taxes are the largest revenue source for the District.


The District has a Board Rule that provides for a budgeted cash reserve of between 4% and 16%³ of the budget of expenditures. The District's practice has been to keep the reserve at or near the high end of the range in order to avoid having to borrow funds⁴ during the year to meet its cash flow needs. During the current fiscal year (i.e., FYE14), the cash reserve actually required to meet cash flow needs was about 15%.⁵ The precise percentage needed for a cash reserve will vary from year to year. Nonetheless, it would seem reasonable to assume that the percentage needed in future years will be similar to the current year.

³ In informal discussions with other larger districts, it appears that Millard's practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it's 50%.

⁴ The District has the statutory authority to do inter-fund borrowing. So, if needed, the General Fund could temporarily borrow funds from the Building Fund (or other District funds).

⁵ The District entered the FYE14 fiscal year with a cash reserve of \$31.8 million. The total budget of expenditures was \$213.6 million. Thus, the beginning reserve was about 15% of total budgeted expenditures. The low point in General Fund cash during the year was shortly before March 1st and was about \$250,000.

AGENDA SUMMARY SHEET

AGENDA ITEM:	Selective Abandonment Report – Travel to Conferences/Conventions
MEETING DATE:	March 16, 2015
DEPARTMENT:	Multiple Departments
TITLE & BRIEF DESCRIPTION:	Selective Abandonment Report – Travel to Conferences/Conventions: A report on one of the areas studied for possible reduction or modification.
ACTION DESIRED:	Approval <input type="checkbox"/> Discussion <input type="checkbox"/> Information Only <input checked="" type="checkbox"/>
BACKGROUND:	<p>Pursuant to provisions in its Strategic Plan, the District has engaged in a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process.</p> <p>One of the programs or services studied in the Selective Abandonment Process was the one noted in the Title above. For additional information, see the attached Report.</p>
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	n/a
STRATEGIC PLAN REFERENCE:	<p>Parameter: <i>No existing program, course, and/or service will be maintained unless it:</i></p> <ul style="list-style-type: none"> - <i>meets a clearly demonstrated mission-related need and</i> - <i>survives a cost-benefit analysis and periodic evaluation.</i>
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	n/a
RESPONSIBLE PERSON:	Kim Saum-Mills (Executive Director of Leadership & Strategic Planning) and the Executive Committee
SUPERINTENDENT'S APPROVAL:	

MILLARD PUBLIC SCHOOLS

STUDY REPORT

TRAVEL TO CONFERENCES

(March 16, 2015)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

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Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see "FINANCIAL OVERVIEW" attached hereto as Exhibit #1.)

The continuing growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the "selective abandonment process." The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

This study examines the benefit of travel to conferences and the possibility of reducing travel costs for 2015-2016.

II. FACTS

Travel costs were budgeted at \$423,454.75 for 2014-2015.

III. RECOMMENDATION(S)

The Administration recommends that a 20% cut be made to the travel budget line item for 2015-2016. The Administration also recommends that travel be examined in 2015-2016.

IV. FISCAL NOTES

Impact on the budget in 2015-2016 will be a decrease of \$84,690.95 due to the 20% cut in the travel budget.

V. DISCUSSION

Traveling for required training is necessary. We have several programs that we offer in Millard Public Schools that require teachers to attain additional training. These examples include but are not limited to: Montessori, International Baccalaureate® and Advanced Placement®.

Traveling to conferences is also a source for innovative ideas and is necessary. It allows educators to reap the benefits of high level staff development and to network with others in their same field. National conferences attract the most successful researchers and educators who share their ideas and new learning. Millard Public Schools staff members benefit from leaders actively participating in conferences and becoming specialized in areas of the field that help increase student achievement.

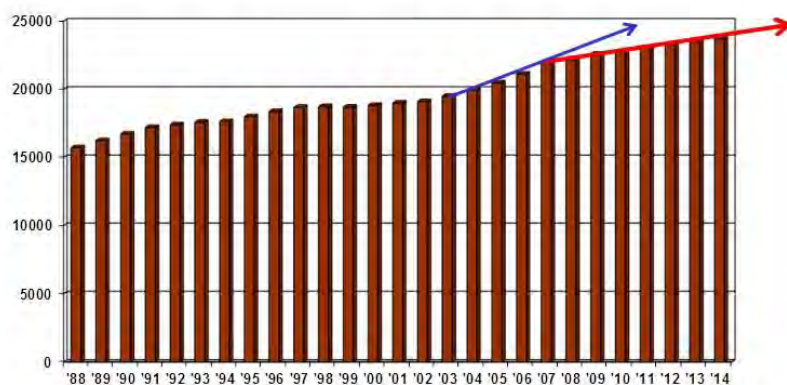
Due to the ramifications of our budget shortfall, we feel that a 20% cut in the 2015-2016 travel budget is currently feasible. Any out of state travel will be analyzed in 2015-2016.

FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

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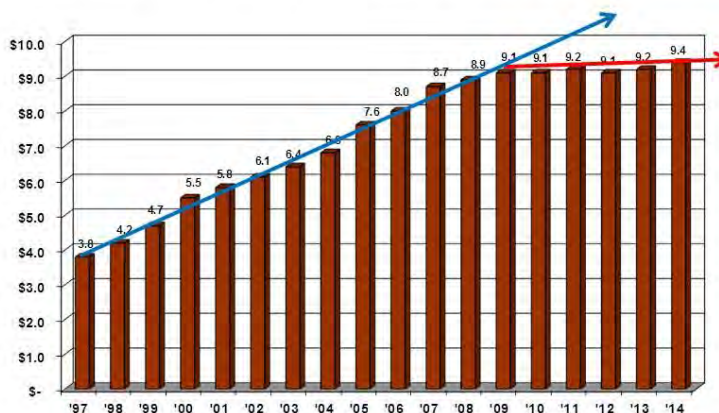


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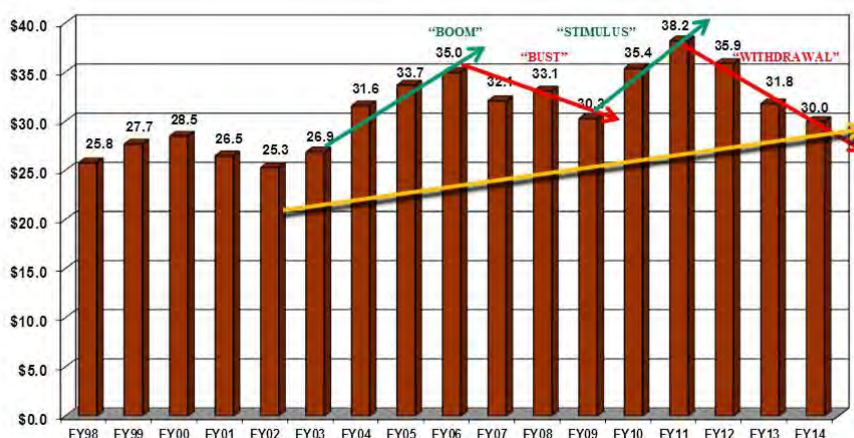
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MEETING DATE:	March 16, 2015
DEPARTMENT:	Multiple Departments
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OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	n/a
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IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	n/a
RESPONSIBLE PERSON:	Kim Saum-Mills (Executive Director of Leadership & Strategic Planning) and the Executive Committee
SUPERINTENDENT'S APPROVAL:	

MILLARD PUBLIC SCHOOLS

STUDY REPORT

DISTRICT TEACHER-LEADERS

(March 16, 2015)

I. INTRODUCTION

A. Planning & Budgeting

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In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the "selective abandonment process." The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

This study examines the different roles of district teacher-leaders and the potential for cutting and/or redesigning roles to save budget.

II. FACTS

- A. In 2014-2015 there are 34 district teacher-leaders positions. Two district teacher-leaders will retire at the end of 2014-2015.
- B. District teacher-leaders positions include the following: Special Education Program Facilitators, Interventionists, CADRE Associates, Facilitators, Technology Staff Developer, District Department Heads and a non-administrative Coordinator for Grants.
- C. After reorganization in 2 district departments, there will be one less CADRE Associate and one less MEP Facilitator in 2015-2016.
- D. The District Department Head for Music is a position that has a stipend. The person currently filling this role is retiring at the end of 2014-2015. The responsibilities of this position will be absorbed by Secondary Education team members and a stipend will no longer exist.

III. RECOMMENDATION(S)

- A. The Administration makes the following recommendations:
 - 1. Do not fill the 2 full time district teacher-leaders positions left open due to retirements.
 - 2. Direct the Department of Secondary Education and the Department of Leadership & Learning to re-organize job responsibilities with their remaining staff.
 - 3. Cut the stipend for the District Department Head for Music.

IV. FISCAL NOTES

- A. \$82,906.33 is the approximate salary of a district teacher-leader with 20 extra contract days.
- B. \$165,812.66 would be an annual cut to the budget by not filling these 2 positions.
- C. \$3,232.01 would be an annual cut to the budget by cutting the stipend for the District Department Head for Music.
- D. Total savings for these cuts would be \$169,044.67.

V. DISCUSSION

- A. District teacher-leaders provide an array of job responsibilities to the District including but not limited to the following:

- 1. Facilitates curriculum development cycle.
- 2. Develops and facilitates certificated and hourly staff development and new staff orientation.
- 3. Provides instructional coaching to all staff and intensive support to those struggling.
- 4. Facilitates site planning process.
- 5. Facilitates assessment program.
- 6. Assists staff with the implementation of the RtI+I model.
- 7. Serves on committee to evaluate textbooks, instruction, assessments, staff evaluation, etc.
- 8. Supports district database, software, apps, and other digital learning.
- 9. Serves as a liaison for district administration to building staff, parents, and vendors.

- B. Impact on Organization:

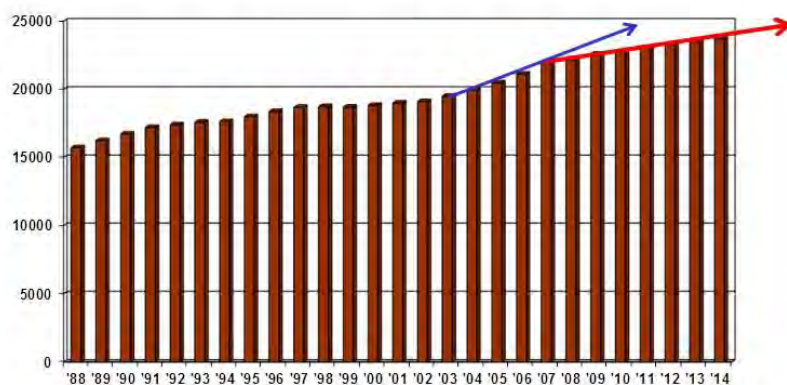
We feel we can absorb these cuts with limited impact on the district. We are committed to making as many cuts as possible through attrition. Remaining staff in the departments of Secondary Education and Leadership & Learning will cover the same duties by re-organizing current job responsibilities.

FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

Chart 1
PK-12 STUDENT ENROLLMENT
 [Source: Fall Enrollment Report – Last Friday in September]

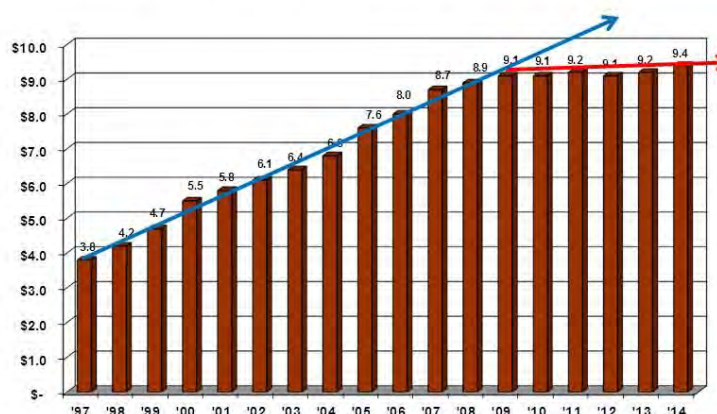


Tax Levies & Property Values

The State of Nebraska has a statutory “levy lid” that provides a maximum property tax levy that school districts are permitted to adopt (without a special election). The District is currently levying at that maximum.

In the past, when the property values in the District were growing rapidly, a fixed tax rate continued to provide the District with increased revenue each year. Recently, however, the property values have “flattened.” (See, Chart 2.) This has resulted in “flattened” revenue for the District as well.

Chart 2
ASSESSED VALUE
 [Source: August 20th County Assessor's Certifications – \$ Billions]



State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis -- 2014 was no exception. The major changes made in the formula in 2014 will impact the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances will be phased out over two years, so half will be lost in FYE16 and the remainder will be lost in FYE17.

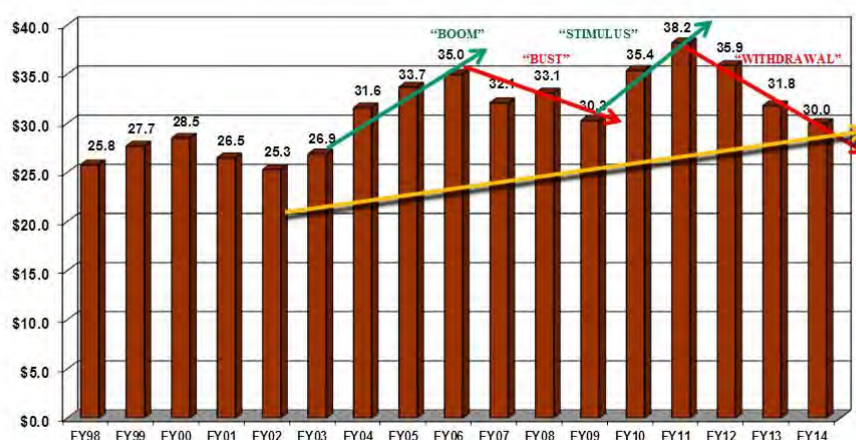
Based upon the information above, it would be easy to conclude that the District will be losing about \$5.6m in state aid due to the phase-out of the two allowances.¹ This conclusion, however, would not be entirely correct. Under the workings of the state aid formula, when an allowance is removed, the amount of money previously distributed through that allowance is thrown back into the “pot” of money that funds the statewide formula.

To make a long story short, the net loss the District expects as a result of the elimination of the Teacher Education Allowance and the Instructional Time Allowance is \$4.0 million. Half of that will be lost in FYE16 and the other half in FYE17.

¹ The total amount of the “allowances” is about \$11.2 million. However, one-half of that amount is paid out as “aid” which is considered as a “resource.” It appears confusing when the formula is presented in words only, but the net result is that the District receives about half of the \$11.2 million – i.e., \$5.6 million.

Notwithstanding the above reductions in state aid, there are some increases in the formula that the District expects to offset the losses. In particular, the District has experience some enrollment growth (though not as rapid as in the past) and that growth will provide some increase in state aid. Additionally, the state aid formula has some “growth” contained in its calculations which will also provide some increase to help offset the loss resulting from the allowances. The net impact expected by the District will be some growth in state aid, but, that growth will be significantly less than the growth received by other districts who were not negatively impacted by the loss of the two allowances noted above.

Chart 3
CASH RESERVE
 [Source: Annual Audit Reports – General Fund - \$Millions]



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the “great recession” began, the District’s cash reserve went down with it.² When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

² The reason for the decline in the reserve was related primarily to the fixed tax levy combined with the continued increase in operating expenses. Property taxes are the largest revenue source for the District.

The District has a Board Rule that provides for a budgeted cash reserve of between 4% and 16%³ of the budget of expenditures. The District's practice has been to keep the reserve at or near the high end of the range in order to avoid having to borrow funds⁴ during the year to meet its cash flow needs. During the current fiscal year (i.e., FYE14), the cash reserve actually required to meet cash flow needs was about 15%.⁵ The precise percentage needed for a cash reserve will vary from year to year. Nonetheless, it would seem reasonable to assume that the percentage needed in future years will be similar to the current year.

³ In informal discussions with other larger districts, it appears that Millard's practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it's 50%.

⁴ The District has the statutory authority to do inter-fund borrowing. So, if needed, the General Fund could temporarily borrow funds from the Building Fund (or other District funds).

⁵ The District entered the FYE14 fiscal year with a cash reserve of \$31.8 million. The total budget of expenditures was \$213.6 million. Thus, the beginning reserve was about 15% of total budgeted expenditures. The low point in General Fund cash during the year was shortly before March 1st and was about \$250,000.