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	THE DAILY RECORD OF OMAHA
at 6:00 p.m. on Monday, July 6, 2015 at 5606 South 147th Street, Omaha, Nebraska	IVNDA K HENNINGSEN Bublisher
Agenda for such meeting, kept	DDOOF OF DUDI ICATION
aspection at the office of the superintendent	PROOF OF PUBLICATION
ebraska.	UNITED STATES OF AMERICA,
Secretary	The State of Nebraska,
-15	District of Nebraska,
	County of Douglas,
· · · · ·	City of Omana,
	J. BOYD
	being duly sworn, deposes and says that she is
	LEGAL EDITOR
	published daily in the English language, having a bona fide pa circulation in Douglas County in excess of 300 copies, printed Omaha, in said County of Douglas, for more than fifty-two weeks la
	published daily in the English language, having a bona fide pa circulation in Douglas County in excess of 300 copies, printed Omaha, in said County of Douglas, for more than fifty-two weeks la past; that the printed notice hereto attached was published in TH DAILY RECORD, of Omaha, on July 3, 2015
	published daily in the English language, having a bona fide participation in Douglas County in excess of 300 copies, printed of Omaha, in said County of Douglas, for more than fifty-two weeks la past; that the printed notice hereto attached was published in TH DAILY RECORD, of Omaha, on
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	published daily in the English language, having a bona fide pa circulation in Douglas County in excess of 300 copies, printed Omaha, in said County of Douglas, for more than fifty-two weeks la past; that the printed notice hereto attached was published in TH DAILY RECORD, of Omaha, on July 3, 2015 That said Newspaper during that time was regularly published an in general circulation in the County of Douglas, and State of Nebraska ELLEN FREEMAN
	published daily in the English language, having a bona fide pa circulation in Douglas County in excess of 300 copies, printed Omaha, in said County of Douglas, for more than fifty-two weeks la past; that the printed notice hereto attached was published in TH DAILY RECORD, of Omaha, on July 3, 2015 That said Newspaper during that time was regularly published an in general circulation in the County of Douglas, and State of Nebraska ELLEN FREEMAN My Comm. Exp. Dec. 11, 2017 Subscribed in my presence and sworn to before
	published daily in the English language, having a bona fide participation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks la past; that the printed notice hereto attached was published in TH DAILY RECORD, of Omaha, on
	published daily in the English language, having a bona fide pair circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks la past; that the printed notice hereto attached was published in TH   DAILY RECORD, of Omaha, on
	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 la past; that the printed notice hereto attached was published in TH   DAILY RECORD, of Omaha, on

# **BOARD OF EDUCATION SIGN IN**

# July 6, 2015

NAME:

**REPRESENTING:** 

Matthew Scott	MPS-MEP Facilitator
Tim Boyers	MEA
Canay Thera	Rohver
N.C.	



#### BOARD OF EDUCATION MILLARD PUBLIC SCHOOLS OMAHA, NEBRASKA

BOARD MEETING 6:00 P.M.

STROH ADMINISTRATION CENTER 5606 SOUTH 147thSTREET July 6, 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 <u>This is the proper time for public questions and comments on agenda items</u> only. Please make sure a request form is given to the Board President before the meeting begins.
- E. Routine Matters
  - \*Approval of Board of Education Minutes, June 1, 2015 and Special Board of Education Minutes, June 23, 2015
  - 2. \*Approval of Bills
  - 3. \*Receive the Treasurer's Report and Place on File
  - 4. Summary of Board Committee of the Whole Meeting June 8, 2015
- F. Information Items
  - 1. Presentation of Award to Candy Iberg Parent Technology Committee Chair
  - 2. Superintendent's Comments
  - 3. Board Comments/Announcements
- G. Unfinished Business
- H. <u>New Business</u>
  - 1. Approval of Rule 5015.1 Student Services Service Animals and Students
  - 2. Reaffirm Policy 10,000 Site Based Planning and Management Shared Decision-Making
  - 3. Approval of Rule 10,000.1 Site-Based Planning and Management Shared Decision-Making
  - 4. Approval of High School Science ELO Cut Scores
  - 5. Approval of PK-12 Mathematics Framework: Part I
  - 6. Approval of K-5 Mathematics Field Study
  - 7. Approval of K-12 Language Arts Standards within PK-12 Science and PK-12 Social Studies Frameworks
  - 8. Approval of 2015-16 Compensation Program for Non-Union Employees
  - 9. Approval of Superintendent Contract 2015-2016
  - 10. Approval of Superintendent Goals 2015-2016
  - 11. Approval to Enter into Collective Bargaining Negotiations with the Service Employees International Union Local 226 ("SEIU") for the 2015-2016 Contract for Custodial, Grounds and Maintenance Employees
  - 12. Approval of Appointment of the Negotiations Team for Custodial/Maintenance/Grounds Employees Contract
  - 13. Approval of Personnel Actions: Resignations, Recommendations to Hire and Contract Amendment
- I. <u>Reports</u>
  - 1. Educational Services End of Year Report
- J. Future Agenda Items/Board Calendar
  - 1. New Staff Luncheon on Friday, July 31, 2015 from 12:00-1:15 p.m. at Millard West High School

- 2. Board of Education Meeting on Monday, August 3, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 3. First Day Back to School for Students on Monday, August 10, 2015
- 4. Budget Hearing Fiscal Year 2016 on Monday, August 10, 2015 at 5:00 p.m. at the Don Stroh Administration Center
- 5. Committee of the Whole Meeting on Monday, August 10, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 6. Board of Education Meeting on Monday, August 17, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 7. Labor Day on September 7, 2015 Millard Public Schools Closed
- 8. Board of Education Meeting on **Tuesday**, September 8, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 9. Committee of the Whole Meeting on Monday, September 14, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 10. Board of Education Meeting on Monday, September 21, at 6:00 p.m. at the Don Stroh Administration Center
- K. <u>Public Comments</u> This is the proper time for public questions and comments on <u>any topic</u>. <u>Please make sure a</u> request form is given to the Board President before the meeting begins.
- L. Adjournment:

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

#### BOARD OF EDUCATION MILLARD PUBLIC SCHOOLS OMAHA, NEBRASKA

BOARD MEETING 6:00 P.M.

STROH ADMINISTRATION CENTER 5606 SOUTH 147th STREET July 6, 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, June 1, 2015 and June 23, 2015 (See enclosure.)
- \*E.2. Motion by \_\_\_\_\_\_, seconded by \_\_\_\_\_\_, to approve the bills. (See enclosure.)
- \*E.3. Motion by \_\_\_\_\_\_, to receive the Treasurer's Report and Place on File (See enclosure.)
- E.4. Summary of Board Committee of the Whole Meeting June 8, 2015
- F.1. Presentation of Award to Candy Iberg Parent Technology Committee Chair
- F.2. Superintendent's Comments
- F.3. Board Comments/Announcements
- H.1. Motion by\_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5015.1 Student Services Service Animals and Students (See enclosure.)
- H.2. Motion by\_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Policy 10,000 Site Based Planning and Management Shared Decision-Making (See enclosure.)
- H.3. Motion by\_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 10,000.1 Site-Based Planning and Management Shared Decision-Making (See enclosure.)
- H.4. Motion by\_\_\_\_\_, seconded by \_\_\_\_\_, to adopt the Cut Score of 25 for both Forms D & C of the High School Science ELO (See enclosure.)
- H.5. Motion by\_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Revised PK-12 Mathematics Framework: Part I (See enclosure.)
- H.6. Motion by\_\_\_\_\_, seconded by \_\_\_\_\_, to approve the K-5 Mathematics Field Study (See enclosure.)
- H.7. Motion by\_\_\_\_\_, seconded by\_\_\_\_\_, to approve the K-12 Language Arts Standard within PK-12 Science and PK-12 Social Studies Frameworks (See enclosure.)

- H.8. Motion by\_\_\_\_\_\_, seconded by\_\_\_\_\_\_, that the Salary and Benefits program for all Salaried Administrators and Salaried Professional Technical Employees be approved with each group receiving an equivalent total package increase as Teachers. It is further recommended that the Salary and Benefits program for all hourly Food Service Employees and hourly Professional Technical Employees be approved with each group receiving an equivalent total package increase as hourly Paraprofessionals. The District's Human Resources division is directed to calculate equivalent total packages when determining wage increases by employee group for 2015-2016.
- H.9. Motion by\_\_\_\_\_\_, seconded by\_\_\_\_\_\_, to approve the Superintendents Contract and to direct the President and Secretary of the Board of Education to Execute the Contract with the Superintendent and to publish and file the Contract as provided by law. (See enclosure.)
- H.10. Motion by\_\_\_\_\_, seconded by\_\_\_\_\_, to approve Superintendent Goals for 2015-2016 (See enclosure.)
- H.11. Motion by\_\_\_\_\_\_, seconded by\_\_\_\_\_\_, that the District recognize Service Employees International Union Local 226 as the collective bargaining agent for custodial, grounds, and maintenance employees in the District; and further that the District meet and confer with the SEIU to negotiate the FYE16 employment contract for said employee group at times and places mutually agreed to by the parties. (See enclosure.)
- H.12. Motion by\_\_\_\_\_, seconded by\_\_\_\_\_, that the Board appoint Ken Fossen, Bob Snowden, Duncan Young, and Chad Meisgeier for the District's negotiations team for collective bargaining related to the FYE16 employment contract for the custodial, maintenance, and grounds employees; and that the Board appoint Chad Meisgeier as the lead negotiator for the team.(See enclosure.)
- H.13. Motion by\_\_\_\_\_, seconded by\_\_\_\_\_, to approve Personnel Actions: Resignations, Recommendations to Hire, Contract Amendment (See enclosure.)
- I. <u>Reports</u>
  - 1. Educational Services End of Year Report
- J. Future Agenda Items/Board Calendar
  - 1. New Staff Luncheon on Friday, July 31, 2015 from 12:00-1:15 p.m. at Millard West High School
  - 2. Board of Education Meeting on Monday, August 3, 2015 at 6:00 p.m. at the Don Stroh Administration Center
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  - 4. Budget Hearing Fiscal Year 2016 on Monday, August 10, 2015 at 5:00 p.m. at the Don Stroh Administration Center
  - 5. Committee of the Whole Meeting on Monday, August 10, 2015 at 6:00 p.m. at the Don Stroh Administration Center
  - 6. Board of Education Meeting on Monday, August 17, 2015 at 6:00 p.m. at the Don Stroh Administration Center
  - 7. Labor Day on September 7, 2015 Millard Public Schools Closed
  - 8. Board of Education Meeting on Tuesday, September 8, 2015 at 6:00 p.m. at the Don Stroh Administration Center
  - 9. Committee of the Whole Meeting on Monday, September 14, 2015 at 6:00 p.m. at the Don Stroh Administration Center
  - 10. Board of Education Meeting on Monday, September 21, 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 <u>any topic</u>. <u>Please make sure a request form is</u> 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, June 1, 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, May 29, 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 meeting laws are posted and available for public inspection. Mr. Ricketts asked everyone to join in the Pledge of Allegiance.

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

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 Mike Kennedy, seconded by Paul Meyer, to approve the Board of Education Minutes from May 18, 2015, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against were: None. Motion carried.

#### **Student Reports:**

Showcase high-lighted Math Olympiad, Omaha World Herald, All-State Academic Team, Journalism, Spring Sports: Baseball, Track, Boys & Girls Soccer.

#### Superintendent's Comments:

- > Dr. Sutfin thanked all six Board members for attending the MPS graduation ceremonies.
- It was suggested to Dr. Sutfin that administration take a look at not having graduation on Memorial weekend in the future. Dr. Sutfin asked for the Board members' opinions and suggestions.
- Summer school starts on Monday at the three host sites, Millard West High School, Russell Middle School and Holling Heights Elementary.
- Millard West teacher, Jane Sandoz, passed away on Thursday after a courageous battle with cancer. Mrs. Sandoz was heavily involved with the MPS Education Academy. She has three children, two of whom have graduated from Millard schools and one that will be a senior this fall. Funeral arrangements are still pending.
- We hosted our celebration for Food Service employees last Friday. Thank you to the Board members who were able to attend. Dr. Sutfin said we appreciate all that our Food Service employees do for us.

#### **Board Comments:**

Mike Kennedy:

- Mr. Kennedy said he is not in favor of having graduation on three different nights. With cost and logistics, it is easier to have it all on one day.
- > Congratulations to the graduates. Graduation was successful and went very smoothly at the Century Link.

#### Linda Poole:

- Mrs. Poole said she also is not in favor of moving graduation and would prefer to keep it on Memorial Day weekend. Having a long weekend allows time for those families having to travel to Omaha.
- Congratulations to this year's graduates. Graduation is the high-light of the year for Mrs. Poole as a Board member. It is the culmination of 13 years of hard work by students and staff.
- Congratulation also to the staff for an outstanding year. Some remarkable things were done this year and it wouldn't have been possible without the hard work of all of our staff.
- Mrs. Poole attended the Food Service Luncheon on Thursday. She said it was a great event and thanked Bob Snowden and Justin Wiley for hosting.

Board of Education Minutes June 1, 2015 Page 2

#### Dave Anderson:

- Mr. Anderson agreed with his fellow Board members that Memorial weekend is a great time to hold the graduations and asked why change it. Dr. Sutfin explained there were comments from high school principals concerning their loss of a three day weekend. The principals also hear both sides from parents, those that want to travel and be away on that weekend and those that like graduation on that weekend so family and friends can travel in to attend graduation. Dr. Sutfin told the principals that he would present the question to the Board and get their opinions.
- Mr. Anderson wanted to thank the administration, staff and students for another great year and for their hard work.
- > Mr. Anderson said that he heard only good and positive comments from lots of people at graduation, mostly about how the ceremonies are handled and how efficiently they are run.
- Mr. Anderson thanked Dr. Sutfin for a phenomenal first year as superintendent and said he is thrilled that the Board made the decision to hire him.

#### Mike Pate:

- Mr. Pate said he is indifferent to the decision to move high school graduations to a different date. If it makes sense logistically and economically to change it, that is fine with him.
- The Learning Community Board recently met. There were two action items on the agenda. One was to accept the resignation of Ted Stilwell as the President and CEO of the Learning Community. This action item passed unanimously. The second item, which also passed, was to approve the formation of a team to begin a search for the replacement of Mr. Stilwell. Mr. Pate will be a part of that team.
- > The Foundation golf outing is this Friday and is full with 216 golfers.

#### Pat Ricketts:

- > Mr. Ricketts thanked staff, students and administration for a great year.
- > Graduation was enjoyable. The students were a class act and the administration did a great job on that day.
- Mr. Ricketts said he is also indifferent to the Memorial weekend graduation schedule. He said let common sense prevail.
- > The Food Service Luncheon was a success. Mr. Ricketts heard comments that the visibility of Dr. Sutfin in the buildings and his stopping in to say hello was very much appreciated.

#### **New Business:**

Motion by Dave Anderson and seconded by Mike Kennedy to approve Rule 5100.3– Student Services – Enrollment of Students – Nonresident Students: Enrollment Option Program. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Motion by Mike Kennedy and seconded by Paul Meyer to approve Rule 5100.4 – Student Services - Enrollment of Students: Foreign Exchange Students. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve Rule 5100.8 – Student Services – Enrollment of Students: Learning Community Open Enrollment. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson, and Mr. Ricketts. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Mike Pate to approve Rule 5300.3 – Student Services – Student Conduct: Bullying. Mr. Pate wanted to make sure we are adhering to our own rules and policies when it comes to bullying. He wanted us to remember cyber bullying. He feels it is a bigger issue then we think it is. Mr. Jelkin stated that MPS will have a kick off campaigns this fall at all buildings, looking at how they are handling, communicating and educating students, staff and parents on the processes of reporting bullying. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer. Voting against was: None. Motion carried. Board of Education Minutes June 1, 2015 Page 3

Motion by Dave Anderson and seconded by Mike Kennedy to approve the 2015-2016 High School Calendars. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole that the District recognize the MEA as the collective bargaining agent for teachers in the District; and further that the District meet and confer with the MEA to negotiate the FYE17 employment contract for said employee group at times and places mutually agreed to by the parties. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole that the Board appoint Ken Fossen, Duncan Young, Kevin Chick and Chad Meisgeier for the District's negotiation team for collective bargaining related to the FYE17 employment contract for teachers; and that the Board appoint Chad Meisgeier as the lead negotiator for the team. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole that the District recognize the MEA as the collective bargaining agent for Nurses in the District; and further that the District meet and confer with the MEA to negotiate the FYE17 employment contract for said employee group at times and places mutually agreed to by the parties. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mr. Ricketts Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson that the Board appoint Duncan Young, Mitch Mollring and Chad Meisgeier for the District's negotiation team for collective bargaining related to the FYE17 employment contract for nurses; and that the Board appoint Chad Meisgeier as the lead negotiator for the team. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Mike Pate and seconded by Mike Kennedy to approve Personnel Actions: Rescission of Resignation: Virginia Curtiss; Resignations: Paul Markley, Megan N. Siebe, Leslie Wilkinson, Victoria A. Campbell; New Hires: Linda Silva, Kacy L. Sullivan, Colleen N. O'Doherty, Breanne S. Campbell, Kylie A. Habell, Stefanie E. Novotny, Lisa L. Meister, Julie A. Wilds, Michelle L. Bradbury; Contract Amendment: Rebecca L. Johnson, Virginia Curtiss. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against was: None. Motion carried.

Mr. Ricketts requested that Executive Session be moved to after the reports.

#### **Reports:**

Enrollment Report: Dr. Williams reported that this is the final Board report of the school year and does not reflect our graduates as graduation had not happened at the time the report was completed. The buildings have until the end of the day on Tuesday to finish up paperwork and complete the end dates on enrollment. At that time she will get graduate numbers and details to the Executive Cabinet. Kevin Chick reported that the middle schools will be full this fall. At the elementary schools, the numbers are looking lower, however, not all open enrollment students have been placed yet. The numbers in the high schools are remaining consistent.

<u>Legislative Report</u>: Nolan Beyer reported that Legislature chose to adjourn after day eighty-nine and fore-go the ninetieth day. Mr. Beyer shared a copy of LS344 with the Board members. He said this will be the off season legislative study on how we fund public education in the state of Nebraska. An effort will be made to try and find a way to relieve the burden of property tax in funding our schools.

Board of Education Minutes June 1, 2015 Page 4

Food Service Report: Justin Wiley pointed out a typographical error in the financial projections so Board members would have the correct numbers. He said in the January – March quarter, they held two culinary events, Elementary Kids Culinary and High School Future Chefs. The Employee Recognition Picnic was a success and Mr. Wiley thanked Dr. Sutfin and the administrators that helped. The summer food program is up and running and Food Service is getting ready for the next school year.

<u>Operation & Maintenance Report</u>: Bob Snowden said he will have year-end numbers on the next quarterly report. Included in that report, will be all work orders, the inspections and teacher surveys. Mr. Snowden said this past week, the custodial crews did an outstanding job getting buildings emptied for construction which was beginning this week. There will be an Employee Recognition Luncheon for custodians after the summer.

Mr. Ricketts reminded the Board of future agenda items and said it was the proper time for public questions and comments. There were none in front of him.

#### Future Agenda Items/Board Calendar:

- 1. Committee of the Whole Meeting on Monday, June 8, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 2. Special Board of Education Meeting on Tuesday, June 23, 2015 at 12:00 p.m. at the Don Administration Center
- 3. Board of Education Meeting on Monday, July 6, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 4. New Staff Luncheon, Friday, July 31, 2015 at 12:00 p.m. at Millard West High School
- 5. Board of Education Meeting on Monday, August 3, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 6. First Day Back to School for Students on Monday, August 10, 2015
- 7. Committee of the Whole Meeting on Monday, August 10, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 8. Board of Education Meeting on Monday, August 17, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 9. Labor Day on September 7, 2015 Millard Public Schools Closed
- 10. Board of Education Meeting on Tuesday, September 8, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 11. Committee of the Whole Meeting on Monday, September 14, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 12. Board of Education Meeting on Monday, September 21, at 6:00 p.m. at the Don Stroh Administration Center

At 7:03 p.m. Pat Ricketts said the Board will go into Executive Session. Motion was made by Dave Anderson and seconded by Linda Poole to go into Executive Session for the purpose of negotiation and evaluation. Voting in favor was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried.

Pat Ricketts announced the Board would go into Executive Session at 7:03 p.m.

A motion was made by Dave Anderson and seconded by Mike Kennedy to come out of Executive Session at 7:30 p.m. Voting in favor was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Julen

Secretary, Dave Anderson

#### MILLARD PUBLIC SCHOOLS SCHOOL DISTRICT NO. 17

A Special 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 12:30 p.m., Tuesday, June 23, 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, May 22, 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.

Roll call was taken: Pat Ricketts, Paul Meyer, Dave Anderson and Mike Pate were present.

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

Cody Wickam of D.A. Davidson (the District's financial advisors) as well as Josh Meyers of Kutak Rock (the District's bond counsel) addressed the board regarding the results of the auction to issue \$25,000,000 in general obligation bonds and to refund \$24,345,000 of outstanding bonds. There were a total of 10 bidders, with Citigroup Global Markets having the lowest bid. It was reported that the net savings to the District as a result of the refunding was over \$1,650,000.

A motion was made by Mike Pate and seconded by Dave Anderson that the RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF GENERAL OBLIGATION BONDS, SERIES 2015A AND GENERAL OBLIGATION REFUNDING BONDS, SERIES 2015B, OF DOUGLAS COUNTY SCHOOL DISTRICT 0017 (MILLARD PUBLIC SCHOOLS), IN THE STATE OF NEBRASKA, IN THE PRINCIPAL AMOUNTS OF TWENTY FIVE MILLION DOLLARS (\$25,000,000); AND TWENTY ONE MILLION THREE HUNDRED FIFTY FIVE THOUSAND DOLLARS (\$21,355,000), RESPECTIVELY; DESIGNATING FOR REDEMPTION CERTAIN GENERAL OBLIGATION INDEBTEDNESS OF THE DISTRICT; CONFIRMING THE GIVING OF NOTICES OF REDEMPTION; APPOINTING A PAYING AGENT AND REGISTRAR; APPROVING THE PUBLICATION AND DELIVERY OF THE NOTICE OF SALE, PRELIMINARY OFFICIAL STATEMENT AND THE DELIVERY OF THE OFFICIAL STATEMENT; DIRECTING THE DEPOSIT OF BOND PROCEEDS; AND RELATED MATTERS be adopted as submitted.

Following discussion, a roll call vote was conducted with the members voting as follows:

Voting Yes: Pat Ricketts, Paul Meyers, Dave Anderson, and Mike Pate Voting No: None Not Voting: None Absent: Linda Poole and Mike Kennedy

Having no further business to conduct, the president adjourned the meeting at 12:50 p.m.

ny Chilen

Secretary, Dave Anderson

# **Millard Public Schools**

July 6, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	423756	05/28/2015	011651	AMERICAN EXPRESS	\$1,210.98
	423757	05/28/2015	107732	BRIAN L NELSON	\$350.00
	423758	05/28/2015	140788	THE UNIVERSITY OF TEXAS AT EL PASO	\$100.00
	423759	06/04/2015	140799	SHELBY TRAVIS AABERG	\$750.00
	423760	06/04/2015	133970	CCS PRESENTATION SYSTEMS	\$282.50
	423761	06/04/2015	073231	DXP ENTERPRISES INC	\$36.41
	423762	06/04/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$30.00
	423763	06/04/2015	038140	ELECTRONIC SOUND INC.	\$111.60
	423764	06/04/2015	136857	GRANLIBAKKEN MANAGEMENT CO	\$1,672.20
	423765	06/04/2015	063150	MSC INDUSTRIAL SUPPLY CO	\$511.19
	423766	06/04/2015	139194	MUTUAL FIRST FEDERAL CREDIT UNION	\$800.00
	423767	06/04/2015	135490	NE ASSOC OF SCHOOL PERSONNEL ADMIN	\$300.00
	423768	06/04/2015	098765	SECURITY BENEFIT LIFE INS CO	\$2,168.30
	423769	06/04/2015	139603	SKILLS USA NEBRASKA	\$1,210.00
	423770	06/04/2015	135863	RUDOLPH A VLCEK III	\$50.00
	423798	06/15/2015	010003	ACT INC	\$10.94
	423799	06/15/2015	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$1,025.00
	423800	06/15/2015	140391	ALLY FINANCIAL INC	\$394.00
	423802	06/15/2015	139224	SCANDIUM INC	\$269.15
	423803	06/15/2015	136956	RAYMOND J SAVARD	\$3,000.00
	423804	06/15/2015	072250	B G PETERSON COMPANY	\$396.90
	423805	06/15/2015	135991	BAKER DISTRIBUTING CO LLC	\$241.12
	423807	06/15/2015	019111	BISHOP BUSINESS EQUIPMENT	\$31,956.81
	423808	06/15/2015	140793	ELIZABETH BRAUN	\$332.58
	423811	06/15/2015	138710	NICHOLAS L CANIGLIA	\$160.00
	423812	06/15/2015	138642	DIAN CARLSON	\$58.25
	423814	06/15/2015	133483	RONALD B COLE	\$160.00
	423815	06/15/2015	140794	HELEN CREGER	\$105.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	423816	06/15/2015	106893	WICHITA WATER CONDITIONING INC	\$60.07
	423817	06/15/2015	136517	WILLIAM DAUGHTRIDGE	\$47.06
	423820	06/15/2015	038100	ELECTRICAL ENGINEERING & EQPT CO	\$1,825.34
	423821	06/15/2015	038140	ELECTRONIC SOUND INC.	\$700.68
	423824	06/15/2015	040450	FEDERAL EXPRESS	\$169.08
	423825	06/15/2015	040537	FERGUSON ENTERPRISES INC	\$37.74
	423826	06/15/2015	133919	FILTER SHOP INC	\$311.08
	423827	06/15/2015	138501	DANIEL R FLYNN	\$75.00
	423828	06/15/2015	140795	THOMAS W FRICKE	\$160.00
	423831	06/15/2015	139027	ANTHONY W GUTIERREZ	\$160.00
	423832	06/15/2015	136076	HALDEMAN-HOMME INC/ANDERSON LADD	\$196.00
	423833	06/15/2015	140797	STACIE HANELINE	\$30.00
	423839	06/15/2015	049844	HYDRONIC ENERGY INC	\$179.34
	423840	06/15/2015	133397	HY-VEE INC	\$1,038.90
	423843	06/15/2015	130994	JOHNSON CONTROLS INC	\$6,452.00
	423846	06/15/2015	140796	BRIDGET KRATZ	\$154.86
	423850	06/15/2015	137281	DMG INC	\$2,869.68
	423851	06/15/2015	135493	JOHN MARTINEZ	\$160.00
	423853	06/15/2015	136388	MITCHELL MOLLRING	\$38.30
	423855	06/15/2015	138707	MICHELLE M MORIARTY	\$160.00
	423857	06/15/2015	108160	BROOKE NECH	\$94.92
	423859	06/15/2015	134900	JOHN ODDO	\$160.00
	423860	06/15/2015	140798	ERIC M OLSON	\$75.00
	423862	06/15/2015	138288	PAPIO TRANSPORT SCHOOL SERVICE INC	\$18,710.00
	423863	06/15/2015	131646	TYLER PEARSON	\$73.93
	423865	06/15/2015	077750	QUILL CORP	\$103.80
	423866	06/15/2015	140669	JESSICA RABER	\$18.94
	423867	06/15/2015	108176	AMY RANGELOFF	\$303.43

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	423870	06/15/2015	139246	MICHAEL L SCOTT	\$160.00
	423871	06/15/2015	137681	ANNE SERVAIS	\$30.74
	423873	06/15/2015	101476	SODEXO INC & AFFILIATES	\$101,276.99
	423874	06/15/2015	137073	SHARANNE SPOMER	\$160.00
	423875	06/15/2015	106493	TRITZ PLUMBING, INC.	\$3,763.68
	423876	06/15/2015	090242	UNITED PARCEL SERVICE	\$318.59
	423877	06/15/2015	136617	ANTHONY R WARD	\$4,422.00
	423878	06/15/2015	139738	WASTE MANAGEMENT OF NEBRASKA	\$149.25
	423879	06/15/2015	140469	AMY WESELY	\$12.83
	423881	06/15/2015	140689	WONDER WORKSHOP INC	\$679.96
	423882	06/15/2015	131919	DENNIS YEAMAN	\$75.00
	423913	06/11/2015	056820	HARRY A KOCH COMPANY	\$40.00
	423914	06/11/2015	140763	SUNSTONE PARK LESSEE LLC	\$561.46
	423915	06/11/2015	138808	NEBRASKA SECRETARY OF STATE:NOTARY	\$30.00
	423916	06/11/2015	081630	SAMS CLUB DIRECT	\$113.44
	423917	06/11/2015	136727	RESORT INNS OF AMERICA INC	\$1,501.92
	423918	06/11/2015	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$16,719.50
	423919	06/18/2015	108436	COX COMMUNICATIONS INC	\$24,745.49
	423920	06/18/2015	108436	COX COMMUNICATIONS INC	\$7,053.69
	423921	06/18/2015	108436	COX COMMUNICATIONS INC	\$78.89
	423922	06/18/2015	108436	COX COMMUNICATIONS INC	\$19.51
	423923	06/18/2015	108436	COX COMMUNICATIONS INC	\$41.16
	423924	06/18/2015	140812	HD ENDZONECAM LLC	\$4,000.00
	423926	06/18/2015	102451	INTERNATIONAL BACCALAUREATE	\$3,695.00
	423927	06/18/2015	140700	ALLISON C SOJKA	\$3,000.00
	423928	06/18/2015	133403	AMERICAN NATIONAL BANK	\$2,366.30
	423929	06/18/2015	069689	INTERLINE BRANDS INC	\$2,615.56
	423940	06/25/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$15.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	423941	06/25/2015	098765	SECURITY BENEFIT LIFE INS CO	\$5,734.10
	423943	07/06/2015	139976	88 IMPROV PTP	\$840.00
	423946	07/06/2015	010030	AAA ENTERPRISES, INC.	\$3,135.50
	423947	07/06/2015	131632	AC AWARDS INC	\$54.50
	423948	07/06/2015	109853	ACCESS ELEVATOR INC.	\$300.00
	423950	07/06/2015	135033	ACKERMAN ELEMENTARY	\$239.60
	423951	07/06/2015	010003	ACT INC	\$71.50
	423953	07/06/2015	133402	KAREN ADAMS	\$43.87
	423955	07/06/2015	010112	JOSEY THOMAS AARON	\$310.00
	423956	07/06/2015	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$3,306.25
	423958	07/06/2015	136365	ALEGENT CREIGHTON HEALTH SPORTS MED	\$17,250.00
	423959	07/06/2015	010946	JEFFREY ALFREY	\$236.56
	423962	07/06/2015	107651	AMAZON.COM INC	\$5,656.78
	423963	07/06/2015	010021	AMERICAN ART CLAY CO.INC.	\$98.01
	423965	07/06/2015	012480	AMERICAN TIME & SIGNAL COMPANY	\$230.24
	423967	07/06/2015	102430	AMI GROUP INC	\$3,000.00
	423968	07/06/2015	012590	HOLLAND USA INC	\$755.25
	423969	07/06/2015	065425	ANDERSEN MIDDLE SCHOOL	\$721.00
	423971	07/06/2015	138548	DANIELLE ANDERSON	\$60.61
	423972	07/06/2015	135534	ACTION GROUP LLC	\$6,916.00
	423973	07/06/2015	131265	JILL ANDERSON	\$53.48
	423974	07/06/2015	012989	APPLE COMPUTER INC	\$23,413.00
	423975	07/06/2015	106436	AQUA-CHEM INC	\$3,952.27
	423976	07/06/2015	132842	ARMSTRONG MEDICAL INDUSTRIES, INC.	\$587.97
	423978	07/06/2015	013496	ASSN FOR SUPERVISION/CURRICULUM DEV	\$239.00
	423979	07/06/2015	134235	SARAH ASCHENBRENNER	\$130.64
	423980	07/06/2015	010090	AUDIOVISUAL INC	\$1,758.00
	423981	07/06/2015	102727	В & Н РНОТО	\$3,497.58

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	423982	07/06/2015	131418	B STREET COLLISION CENTER	\$795.93
	423985	07/06/2015	135991	BAKER DISTRIBUTING CO LLC	\$1,670.25
	423988	07/06/2015	135852	COLLEEN BALLARD	\$324.30
	423989	07/06/2015	017908	REX BARKER	\$79.81
	423991	07/06/2015	099646	BARNES AND NOBLE BOOKSTORE	\$1,216.13
	423992	07/06/2015	017877	CYNTHIA BARR-MCNAIR	\$226.32
	423993	07/06/2015	107979	LORI BARTELS	\$595.13
	423994	07/06/2015	017923	BARTON SOLVENTS INC	\$165.00
	423995	07/06/2015	133359	TERA BASS	\$160.00
	423996	07/06/2015	099749	BAUDVILLE INC	\$108.35
	423997	07/06/2015	138054	BAXTER FORD INC	\$1,009.78
	423999	07/06/2015	134584	MARY BAYNE	\$469.33
	424000	07/06/2015	133480	BERINGER CIACCIO DENNELL MABREY	\$220.00
	424001	07/06/2015	135223	AARON BEARINGER	\$1,196.31
	424002	07/06/2015	134873	JOHN BECKER	\$87.46
	424003	07/06/2015	139783	LYNNE H BECKER	\$1,685.32
	424004	07/06/2015	139857	ROBERT BECKER	\$26.74
	424005	07/06/2015	107540	BRIAN BEGLEY	\$296.50
	424006	07/06/2015	139889	DARLA BELL	\$173.65
	424008	07/06/2015	134884	JULIE BERGSTROM	\$259.33
	424009	07/06/2015	139161	BERKLEY RISK ADMINISTRATORS CO LLC	\$2,500.00
	424010	07/06/2015	018705	BERNINA OMAHA LLC	\$247.35
	424011	07/06/2015	134945	NOLAN BEYER	\$386.98
	424012	07/06/2015	140760	TOM BERT LAUWERS	\$2,494.80
	424013	07/06/2015	138712	RYANDEAN BIRGE	\$58.42
	424014	07/06/2015	019111	BISHOP BUSINESS EQUIPMENT	\$1,634.83
	424015	07/06/2015	132769	BLAINE WINDOW HARDWARE INC	\$525.23
	424016	07/06/2015	136105	BLAND & ASSOCIATES PC	\$500.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424017	07/06/2015	099220	DICK BLICK CO	\$4,515.90
	424018	07/06/2015	136664	JAMIE BLYCKER	\$37.95
	424019	07/06/2015	134478	TIFFANY BOCK SMITH	\$46.00
	424020	07/06/2015	139344	DOUGLAS BOGATZ	\$93.38
	424021	07/06/2015	130899	KIMBERLY BOLAN	\$229.43
	424022	07/06/2015	135539	SHEILA BOLMEIER	\$84.48
	424026	07/06/2015	019559	BOUND TO STAY BOUND BOOKS INC	\$4,601.05
	424027	07/06/2015	132888	MICHELLE BOYD	\$57.07
	424028	07/06/2015	139996	BOYS TOWN	\$17,896.26
	424031	07/06/2015	139890	DOUGLAS BREITER	\$64.34
	424032	07/06/2015	130576	PAMELA BRENNAN	\$163.30
	424034	07/06/2015	133824	NANCY BROWN	\$69.00
	424036	07/06/2015	135036	BRYAN ELEMENTARY	\$987.90
	424039	07/06/2015	140815	MIKAYLA AME BURTON	\$50.00
	424040	07/06/2015	139496	NICOLE BURTON	\$49.34
	424042	07/06/2015	139295	MICHAEL BYRNE	\$7.50
	424044	07/06/2015	136308	INTERSTATE STUDIO & PUBLISHING CO	\$1,165.80
	424045	07/06/2015	140603	TAYLOR CANFIELD	\$51.35
	424047	07/06/2015	106806	ELIZABETH CAREY	\$23.29
	424049	07/06/2015	023970	CAROLINA BIOLOGICAL SUPPLY CO	\$1,314.11
	424050	07/06/2015	132428	JENNIFER CARSON	\$76.59
	424051	07/06/2015	131158	CURTIS CASE	\$124.20
	424052	07/06/2015	137714	BETHANY CASE-MAGANA	\$230.00
	424053	07/06/2015	133970	CCS PRESENTATION SYSTEMS	\$3,518.22
	424054	07/06/2015	133589	CDW GOVERNMENT, INC.	\$2,399.39
	424056	07/06/2015	024260	CENTER TROPHY COMPANY	\$15.00
	424057	07/06/2015	065420	CENTRAL MIDDLE SCHOOL	\$935.80
	424058	07/06/2015	138613	CENTRAL SALES INC	\$903.20

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424059	07/06/2015	135648	SUSAN CHADWICK	\$22.08
	424060	07/06/2015	134043	MALCOLM CHAI	\$267.95
	424061	07/06/2015	139345	JULIE CHALOUPKA	\$18.35
	424063	07/06/2015	132271	ERIK CHAUSSEE	\$45.59
	424064	07/06/2015	106836	KEVIN J CHICK	\$730.14
	424065	07/06/2015	106851	CHILDREN'S HOME HEALTHCARE	\$51,104.00
	424066	07/06/2015	097900	GUIDANCE GROUP INC	\$116.80
	424067	07/06/2015	139924	CHOICE SOLUTIONS LLC	\$20,500.00
	424069	07/06/2015	137629	MEGAN CHRISTENSEN	\$6.00
	424071	07/06/2015	099222	SCHOOL SPECIALTY INC	\$131.32
	424072	07/06/2015	025235	DALE CLAUSEN	\$132.25
	424073	07/06/2015	131135	PATRICIA CLIFTON	\$58.13
	424074	07/06/2015	137013	NANCY COLE	\$123.57
	424075	07/06/2015	132126	KIP COLONY	\$122.76
	424076	07/06/2015	022701	SHARON COMISAR-LANGDON	\$148.93
	424077	07/06/2015	106902	COMMUNICATION SERVICES INC.	\$157.50
	424078	07/06/2015	025690	COMPUTER INFORMATION CONCEPTS	\$600.00
	424079	07/06/2015	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$660.50
	424080	07/06/2015	139891	MARY CONNELL	\$76.94
	424081	07/06/2015	132720	CONTROLTEMP INC	\$275.98
	424082	07/06/2015	136518	JANET COOK	\$84.01
	424084	07/06/2015	133049	CORNERSTONE LEADERSHIP INSTITUTE	\$329.00
	424086	07/06/2015	017611	ANGELA CRAFT	\$219.70
	424087	07/06/2015	139034	CRAIG RESOURCES INC	\$8,949.72
	424089	07/06/2015	134039	CROUCH RECREATIONAL DESIGN INC	\$178.00
	424090	07/06/2015	109021	PATRICIA CRUM	\$25.07
	424091	07/06/2015	102803	GEORGIA HOLDINGS INC	\$438.84
	424092	07/06/2015	106893	WICHITA WATER CONDITIONING INC	\$36.96

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424093	07/06/2015	027300	CUMMINS CENTRAL POWER LLC	\$456.98
	424094	07/06/2015	100577	CURTIS 1000 INC	\$35.92
	424095	07/06/2015	130900	CHERYL CUSTARD	\$208.73
	424097	07/06/2015	130731	D & D COMMUNICATIONS	\$7,582.18
	424098	07/06/2015	131483	JANET DAHLGAARD	\$92.52
	424099	07/06/2015	132671	JEAN DAIGLE	\$171.35
	424100	07/06/2015	134751	ANGELA DAIGLE	\$40.14
	424101	07/06/2015	131003	DAILY RECORD	\$65.60
	424102	07/06/2015	138477	MIDWEST HARDWOODS	\$813.35
	424103	07/06/2015	138306	STACY DARNOLD	\$88.38
	424104	07/06/2015	134816	DATA DOCUMENTS LLC	\$276.45
	424105	07/06/2015	140440	DATASHIELD CORPORATION	\$1,464.20
	424108	07/06/2015	140817	FRED DEGEORGE	\$501.00
	424110	07/06/2015	099249	DELTA EDUCATION LLC	\$11,024.34
	424111	07/06/2015	139839	DELUXE SMALL BUSINESS SALES INC	\$196.58
	424112	07/06/2015	032800	DEMCO INC	\$932.12
	424114	07/06/2015	136316	EVA DENTON	\$36.80
	424115	07/06/2015	133009	ROBERTA DEREMER	\$17.00
	424116	07/06/2015	137331	BASTIAN DERICHS	\$57.10
	424118	07/06/2015	136181	MARY DICKERSON	\$283.59
	424120	07/06/2015	033473	DIETZE MUSIC HOUSE INC	\$109.49
	424121	07/06/2015	132669	DIGITAL DOT SYSTEMS INC	\$321.50
	424122	07/06/2015	136179	DIGITAL EXPRESS INC	\$4,727.01
	424124	07/06/2015	140591	DISCOVERY BENEFITS INC	\$4,379.00
	424125	07/06/2015	140806	NEBRASKA TRENCHER SALES INC	\$7,530.00
	424128	07/06/2015	135373	LINDA DONOHUE	\$21.74
	424132	07/06/2015	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$315,526.59
	424133	07/06/2015	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$33,610.58

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424134	07/06/2015	108120	DOUGLAS COUNTY SHERIFF	\$60,384.00
	424135	07/06/2015	138848	ERIN DOWNS	\$116.73
	424136	07/06/2015	134298	DOUGLAS DRUMMOND	\$216.00
	424137	07/06/2015	135689	SUSAN DULANY	\$140.82
	424139	07/06/2015	139281	PAMELA A DUNCAN	\$180.00
	424143	07/06/2015	102791	ERIC ARMIN INC	\$101.37
	424144	07/06/2015	138426	KELLY EALY	\$57.21
	424145	07/06/2015	133572	EASTERN AMBULANCE SERVICE INC	\$1,326.00
	424146	07/06/2015	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$27,512.00
	424148	07/06/2015	052370	ECHO ELECTRIC SUPPLY CO	\$15.91
	424150	07/06/2015	036830	EDITORIAL PROJECTS IN EDUCATION INC	\$89.94
	424151	07/06/2015	140713	BIOGENTEX LABORATORIES	\$3,305.95
	424152	07/06/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$80.00
	424154	07/06/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$339,863.92
	424155	07/06/2015	139132	EDVOTEK INC	\$1,034.00
	424157	07/06/2015	139892	ERIN EHLY	\$15.81
	424158	07/06/2015	133823	REBECCA EHRHORN	\$424.59
	424160	07/06/2015	038100	ELECTRICAL ENGINEERING & EQPT CO	\$2,899.17
	424161	07/06/2015	038140	ELECTRONIC SOUND INC.	\$1,562.42
	424162	07/06/2015	102286	ELECTRONIX EXPRESS	\$58.00
	424164	07/06/2015	139714	JULIE EMMEL	\$7.50
	424165	07/06/2015	132066	ENGINEERED CONTROLS INC	\$16,450.00
	424166	07/06/2015	134883	ERIC ENGSTROM	\$164.23
	424167	07/06/2015	135360	PAMELA ERIXON	\$118.63
	424168	07/06/2015	109066	TED ESSER	\$143.36
	424169	07/06/2015	135656	NEBRASKA ESU COOP PURCHASING	\$71,355.00
	424170	07/06/2015	035610	A DAIGGER & CO INC	\$62.74
	424173	07/06/2015	140838	EXECUTIVE LAWN & LANDSCAPING LLC	\$14,590.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424174	07/06/2015	132591	EZRA ELEMENTARY	\$335.75
	424176	07/06/2015	134861	TARA FABIAN	\$71.42
	424177	07/06/2015	139144	REZNICEK INVESTMENTS INC	\$89.91
	424178	07/06/2015	130632	DANIELSON ENTERPRISES INC	\$323.61
	424179	07/06/2015	131927	RLB ENTERPRISE LLC	\$1,337.56
	424180	07/06/2015	132699	FATHER FLANAGANS BOYS HOME	\$122.00
	424181	07/06/2015	139472	MATTHEW FEDDE	\$519.17
	424182	07/06/2015	040450	FEDERAL EXPRESS	\$318.34
	424183	07/06/2015	056724	FEDEX OFFICE AND PRINT SERVICES INC	\$25.06
	424184	07/06/2015	131826	ALICIA FEIST	\$27.14
	424185	07/06/2015	040470	MARK FELDHAUSEN	\$92.00
	424186	07/06/2015	040537	FERGUSON ENTERPRISES INC	\$711.28
	424187	07/06/2015	137016	ANGELA FERGUSON	\$30.45
	424188	07/06/2015	106956	FERRELLGAS	\$48.00
	424189	07/06/2015	132845	JODI FIDONE	\$37.38
	424190	07/06/2015	133919	FILTER SHOP INC	\$4,309.60
	424191	07/06/2015	133960	FIREGUARD INC	\$223.50
	424193	07/06/2015	040902	FIRST NATIONAL BANK TRUST DEPT	\$1,200.00
	424194	07/06/2015	109855	SHANNON FISCHER	\$30.42
	424196	07/06/2015	131817	KRISTINE FLEMING	\$111.90
	424197	07/06/2015	041086	FLINN SCIENTIFIC INC	\$3,059.82
	424200	07/06/2015	041100	FOLLETT SCHOOL SOLUTIONS INC	\$18,709.50
	424201	07/06/2015	041146	KENNETH FOSSEN	\$68.20
	424202	07/06/2015	041530	SCHOOL SPECIALTY INC	\$3,246.25
	424204	07/06/2015	140841	KELLY GALLEGOS	\$19.88
	424205	07/06/2015	043760	GALLUP ORGANIZATION	\$62,500.00
	424206	07/06/2015	131565	GARTNER & ASSOCIATES CO, INC.	\$1,147.82
	424207	07/06/2015	140494	MATTHEW GEERTS	\$307.51

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424208	07/06/2015	137543	MEGAN GEERTS	\$123.11
	424209	07/06/2015	130343	DAVID L. GERARD	\$556.00
	424210	07/06/2015	133607	GIBBS M SMITH INC	\$2,049.30
	424211	07/06/2015	139894	TRICIA GILLETT	\$49.34
	424212	07/06/2015	106660	GLASSMASTERS INC	\$1,515.89
	424213	07/06/2015	140046	ELIZABETH GLENN	\$10.99
	424214	07/06/2015	044886	GOODWILL INDUSTRIES INC	\$1,558.00
	424215	07/06/2015	044891	GOPHER	\$2,474.10
	424217	07/06/2015	132152	GOVCONNECTION INC	\$3,080.67
	424218	07/06/2015	044950	GRAINGER INDUSTRIAL SUPPLY	\$2,867.28
	424219	07/06/2015	010250	GREATER OMAHA REFRIGERATION	\$39.20
	424220	07/06/2015	133885	GREENLIFE GARDENS INC	\$70.00
	424223	07/06/2015	140789	GROWING LEADERS INC	\$1,411.07
	424224	07/06/2015	135199	LISA GUSTIN	\$167.50
	424225	07/06/2015	045317	GYM CLOSET	\$573.41
	424226	07/06/2015	059223	HAL LEONARD CORPORATION	\$165.00
	424228	07/06/2015	136805	JAMES HANLON	\$411.00
	424230	07/06/2015	047853	HAPPY CAB COMPANY INC	\$25,061.79
	424232	07/06/2015	F03042	HARRIS COMPUTER CORP	\$309.81
	424234	07/06/2015	131367	AMANDA HARTZ	\$96.03
	424235	07/06/2015	135040	HARVEY OAKS ELEMENTARY	\$31.60
	424236	07/06/2015	136458	JEAN HASTINGS	\$27.01
	424237	07/06/2015	130609	HAYDEN-MCNEILL SPECIALTY	\$541.74
	424238	07/06/2015	132489	CHARLES HAYES	\$259.61
	424239	07/06/2015	139347	CHERYL HEADLEY	\$90.85
	424240	07/06/2015	048475	HEARTLAND FOUNDATION	\$9,240.00
	424242	07/06/2015	108273	MARGARET HEBENSTREIT PT	\$232.31
	424243	07/06/2015	109808	CHERYL HEIMES	\$1,028.93

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424244	07/06/2015	048517	GREENWOOD PUBLISHING GROUP INC	\$115.50
	424245	07/06/2015	102842	HELGET GAS PRODUCTS INC	\$19.08
	424246	07/06/2015	108478	DAVID HEMPHILL	\$19.44
	424247	07/06/2015	101881	OMAHA ZOOLOGICAL SOCIETY	\$98.50
	424248	07/06/2015	132423	HEWLETT PACKARD CO	\$1,318.00
	424249	07/06/2015	048845	CAMILLE HINZ	\$76.76
	424250	07/06/2015	138782	JACOB HIRZ	\$128.23
	424251	07/06/2015	135041	HITCHCOCK ELEMENTARY	\$11.50
	424252	07/06/2015	048940	HOBBY LOBBY STORES INC	\$237.09
	424253	07/06/2015	048960	HOCKENBERGS EQUIP & SUPPLY CO INC	\$37.09
	424255	07/06/2015	099759	HOLIDAY INN OF KEARNEY	\$83.00
	424256	07/06/2015	131694	HOLLING HEIGHTS ELEMENTARY	\$140.35
	424257	07/06/2015	135658	SHAUN HOOVER	\$34.50
	424259	07/06/2015	139302	SHAWN HOPPES	\$1,702.50
	424262	07/06/2015	137943	STACY HORSHAM	\$374.91
	424263	07/06/2015	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$123,819.30
	424264	07/06/2015	109836	AMY HOULTON	\$189.18
	424265	07/06/2015	132531	TERRY HOULTON	\$1,144.70
	424266	07/06/2015	101533	DIANE HOWARD	\$148.47
	424267	07/06/2015	139473	KATHLEEN HRABAN	\$24.27
	424268	07/06/2015	139211	AGILE SPORTS TECHNOLOGIES INC	\$2,399.00
	424270	07/06/2015	049700	HUGHES TREE SERVICE	\$4,000.00
	424271	07/06/2015	134807	MONICA HUTFLES	\$108.04
	424272	07/06/2015	130283	KARA HUTTON	\$465.00
	424273	07/06/2015	133397	HY-VEE INC	\$752.43
	424274	07/06/2015	133397	HY-VEE INC	\$761.54
	424275	07/06/2015	132878	HY-VEE INC	\$488.23
	424276	07/06/2015	135004	HY-VEE INC	\$187.96

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424277	07/06/2015	049851	HY-VEE INC	\$869.24
	424278	07/06/2015	049850	HY-VEE INC	\$596.76
	424279	07/06/2015	051551	IBM CORPORATION	\$2,737.60
	424280	07/06/2015	051573	POPCO INC	\$55.00
	424283	07/06/2015	140819	HARRY INMAN	\$47.68
	424284	07/06/2015	139348	DANIEL INNES	\$73.43
	424285	07/06/2015	140093	INTEGRATED ENERGY SOLUTIONS LLC	\$832.00
	424286	07/06/2015	102451	INTERNATIONAL BACCALAUREATE	\$31,252.00
	424287	07/06/2015	135761	KLETT-LANGENSCHEIDT ED SVCS	\$396.81
	424288	07/06/2015	052150	INTERNATIONAL READING ASSOCIATION	\$129.00
	424289	07/06/2015	138629	INTERWORKS INC	\$1,000.00
	424290	07/06/2015	138560	IXL LEARNING INC	\$825.00
	424291	07/06/2015	100928	J W PEPPER & SON INC.	\$269.19
	424293	07/06/2015	102287	JAMECO ELECTRONICS	\$302.20
	424294	07/06/2015	136314	KORRINDA JAMIESON	\$928.93
	424295	07/06/2015	131157	CHRISTINE JANOVEC-POEHLMAN	\$95.74
	424296	07/06/2015	136953	JSDO 1 LLC	\$209.65
	424297	07/06/2015	135735	GEORGE JELKIN	\$197.51
	424298	07/06/2015	132340	JENNIFER JEROME	\$260.17
	424299	07/06/2015	131122	JOHN WILEY & SONS, INC.	\$853.21
	424300	07/06/2015	138845	KRISTIN JOHN	\$80.50
	424301	07/06/2015	130994	JOHNSON CONTROLS INC	\$798.22
	424302	07/06/2015	054500	JOHNSON HARDWARE CO LLC	\$214.28
	424304	07/06/2015	139350	BRANDON JOHNSTON	\$25.82
	424305	07/06/2015	059573	NANCY JOHNSTON	\$70.56
	424307	07/06/2015	138713	LAURIE JONES	\$36.35
	424310	07/06/2015	140074	JOURNEYED.COM INC	\$55,795.57
	424311	07/06/2015	026300	JP COOKE COMPANY	\$20.64

Jul 1, 2015

13

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424312	07/06/2015	056182	KAGAN PUBLISHING & PRO DEVELOPMENT	\$84.00
	424313	07/06/2015	101224	КАРСО	\$136.04
	424315	07/06/2015	132265	CATHERINE KEISER	\$125.81
	424316	07/06/2015	132272	SUSAN KELLEY	\$20.93
	424317	07/06/2015	056276	KELVIN LP	\$648.88
	424318	07/06/2015	134801	JULIE KEMP	\$307.30
	424320	07/06/2015	135931	JEFFREY KERNS	\$30.71
	424321	07/06/2015	131177	ANDREA KIDD	\$38.18
	424322	07/06/2015	140091	KENT KINGSTON	\$459.67
	424323	07/06/2015	139301	REBECCA KLEEMAN WEYANT	\$211.14
	424324	07/06/2015	132264	MICHELLE KLUG	\$1,187.54
	424325	07/06/2015	138846	ELIZABETH KOCIS	\$19.32
	424327	07/06/2015	131006	CONNIE KOZAK	\$27.54
	424328	07/06/2015	136285	MICHELLE KRAFT	\$12.08
	424329	07/06/2015	134546	ELLEN KRAMER	\$362.98
	424332	07/06/2015	137385	JOSEPH KUEHL	\$239.89
	424334	07/06/2015	140827	KURT MEHLIN	\$160.00
	424335	07/06/2015	132934	VICTORIA KYROS	\$63.48
	424336	07/06/2015	137010	CHRISTINA LAGRONE	\$135.30
	424337	07/06/2015	099217	LAKESHORE LEARNING MATERIALS	\$937.06
	424339	07/06/2015	136818	LAMPE'S CLEAN AIR SPECIALISTS	\$65.60
	424340	07/06/2015	135257	LANGUAGE LINE SERVICES INC	\$80.19
	424342	07/06/2015	102491	LARUE DISTRIBUTING INC	\$381.71
	424343	07/06/2015	058875	KELLY LATIMER-BRIGGS	\$235.10
	424345	07/06/2015	135156	LAWSON PRODUCTS INC	\$2,034.68
	424346	07/06/2015	131828	MONICA LAWSON	\$29.67
	424349	07/06/2015	130792	LEARNING RESOURCES	\$337.87
	424350	07/06/2015	137618	WLC LLC	\$8,085.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424351	07/06/2015	139896	MICHELLE LEENERTS	\$112.76
	424352	07/06/2015	108450	JACEN LEFHOLTZ	\$168.02
	424353	07/06/2015	140738	LIBRARYSKILLS INC	\$644.12
	424354	07/06/2015	059470	LIEN TERMITE & PEST CONTROL INC	\$845.00
	424355	07/06/2015	059560	MATHESON TRI-GAS INC	\$281.82
	424356	07/06/2015	139885	ERIC LITTLE	\$328.60
	424357	07/06/2015	133027	TRACY LOGAN	\$350.53
	424358	07/06/2015	136315	COURTNEY LOHRENZ	\$18.98
	424359	07/06/2015	059866	STACY LONGACRE	\$34.50
	424360	07/06/2015	060111	LOVELESS MACHINE & GRINDING SVC INC	\$187.30
	424361	07/06/2015	131397	LOWE'S HOME CENTERS INC	\$405.20
	424363	07/06/2015	135376	CASEY LUNDGREN	\$108.10
	424364	07/06/2015	140668	CHERI LUNDGREN	\$125.00
	424366	07/06/2015	131586	LYMM CONSTRUCTION INC	\$895.00
	424368	07/06/2015	139415	STEPHANIE MACKEL	\$29.15
	424369	07/06/2015	099321	MACKIN BOOK CO	\$13,998.98
	424370	07/06/2015	132556	MAKEMUSIC INC	\$3,600.00
	424372	07/06/2015	137281	DMG INC	\$1,947.89
	424373	07/06/2015	139232	HARWOOD PIZZA INC	\$230.27
	424374	07/06/2015	137007	KAREN MARBLE	\$151.80
	424377	07/06/2015	063920	MARCO PRODUCTS INC	\$275.26
	424378	07/06/2015	101167	MARKERBOARD PEOPLE	\$210.00
	424379	07/06/2015	133505	SUSAN MARLATT	\$70.15
	424380	07/06/2015	133201	DAWN MARTEN	\$105.27
	424381	07/06/2015	135854	YOLANDA MARTIN	\$24.68
	424382	07/06/2015	139897	CRAIG MATHIS	\$210.77
	424383	07/06/2015	108052	MAX I WALKER	\$1,171.33
	424385	07/06/2015	138341	MAXIM HEALTHCARE SERVICES INC	\$51,703.99

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424387	07/06/2015	136618	DANIEL MCCONNELL	\$96.08
	424389	07/06/2015	063262	LINDA MCCREA	\$92.19
	424391	07/06/2015	139923	MCGLADREY LLP	\$2,070.00
	424392	07/06/2015	137014	RYE MCINTOSH	\$134.21
	424393	07/06/2015	140826	SHAGHAYEGH MCVAY	\$1.21
	424394	07/06/2015	134526	MECA	\$132.81
	424395	07/06/2015	137947	MECHANICAL SALES PARTS INC	\$2,180.33
	424397	07/06/2015	121126	PATRICIA MEEKER	\$310.13
	424398	07/06/2015	133998	SUZANNE MELLIGER	\$499.53
	424399	07/06/2015	064600	METAL DOORS & HARDWARE COMPANY INC	\$1,066.00
	424401	07/06/2015	133403	AMERICAN NATIONAL BANK	\$12,064.50
	424402	07/06/2015	064618	METROPOLITAN COMMUNITY COLLEGE	\$2,625.00
	424404	07/06/2015	132599	MID AMERICA COMPANY	\$139.00
	424405	07/06/2015	103082	MID STATES SCHOOL EQUIPMENT CO INC	\$4,772.00
	424406	07/06/2015	102870	MIDLAND COMPUTER INC	\$3,149.12
	424407	07/06/2015	101068	MIDWEST BOX COMPANY	\$2,080.00
	424410	07/06/2015	101274	MIDWEST SPECIAL INSTRUMENTS CORP	\$952.81
	424411	07/06/2015	131899	MIDWEST STORAGE SOLUTIONS	\$482.90
	424413	07/06/2015	065438	MILLARD NORTH HIGH SCHOOL	\$9,567.95
	424414	07/06/2015	065410	MILLARD PUB SCHLS ADMIN ACTIVITY FD	\$404.25
	424415	07/06/2015	065440	MILLARD SOUTH HIGH SCHOOL	\$15,031.19
	424416	07/06/2015	065443	MILLARD WEST HIGH SCHOOL	\$6,975.95
	424417	07/06/2015	131716	BRAD S MILLARD	\$245.00
	424418	07/06/2015	131328	MILLER ELECTRIC COMPANY	\$1,764.89
	424419	07/06/2015	135388	ANNE MILLER	\$85.57
	424420	07/06/2015	132412	SANDRA MILLER	\$46.75
	424421	07/06/2015	065810	MIRACLE RECREATION EQUIPMENT CO	\$2,128.60
	424423	07/06/2015	140818	KASSANDRA LENAE DORSEY	\$450.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424424	07/06/2015	140823	MICHAEL MORT	\$450.00
	424426	07/06/2015	136388	MITCHELL MOLLRING	\$1,172.89
	424428	07/06/2015	135042	MONTCLAIR ELEMENTARY	\$107.50
	424431	07/06/2015	132491	DONITA MOSEMAN	\$62.10
	424432	07/06/2015	137961	MOUNTAIN MATH/LANGUAGE LLC	\$95.95
	424433	07/06/2015	063150	MSC INDUSTRIAL SUPPLY CO	\$1,100.99
	424435	07/06/2015	137052	DEVONYE MULLINS	\$59.69
	424436	07/06/2015	063115	MULTI-HEALTH SYSTEMS	\$1,532.22
	424437	07/06/2015	138675	MUSEUM OF SCIENCE	\$508.25
	424439	07/06/2015	135550	NEBRASKA ASSN FOR SUPERVISION	\$125.00
	424440	07/06/2015	067000	NASCO	\$2,361.89
	424441	07/06/2015	134953	NATIONAL ASSN FOR GIFTED CHILDREN	\$139.00
	424442	07/06/2015	101560	NATIONAL COUNCIL FOR SOCIAL STUDIES	\$82.00
	424444	07/06/2015	130548	NCS PEARSON INC	\$72,011.59
	424445	07/06/2015	068334	NEBRASKA AIR FILTER INC	\$4,932.41
	424446	07/06/2015	068343	NEBRASKA ASSN OF SCHOOL BOARDS	\$190.00
	424447	07/06/2015	068414	NEBRASKA COUNCIL OF SCHOOL ATTORNEY	\$70.00
	424448	07/06/2015	068415	NEBRASKA COUNCIL OF SCHOOL	\$150.00
	424449	07/06/2015	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$1,250.00
	424450	07/06/2015	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$375.00
	424452	07/06/2015	068684	NEBRASKA SCIENTIFIC	\$1,971.10
	424453	07/06/2015	068954	NEFF COMPANY	\$555.44
	424455	07/06/2015	140824	TAMARA NEILL	\$651.00
	424456	07/06/2015	131550	NANCY NELSON	\$264.00
	424457	07/06/2015	138425	NETCHEMIA LLC	\$27,514.25
	424458	07/06/2015	109843	NEXTEL PARTNERS INC	\$4,785.39
	424462	07/06/2015	136562	NANCY NIELSEN	\$14.48
	424463	07/06/2015	107905	MELINDA NOLLER	\$24.61

Jul 1, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424464	07/06/2015	135570	JONATHAN NORD	\$36.92
	424466	07/06/2015	136759	ROSHNI NORONHA	\$19.09
	424467	07/06/2015	135043	NORRIS ELEMENTARY	\$234.75
	424470	07/06/2015	050042	ANNE OETH	\$188.60
	424471	07/06/2015	100013	OFFICE DEPOT 84133510	\$24.99
	424478	07/06/2015	100013	OFFICE DEPOT 84133510	\$11,711.96
	424479	07/06/2015	070245	OHARCO DISTRIBUTORS	\$1,460.90
	424480	07/06/2015	132778	MELANIE OLSON	\$9.49
	424483	07/06/2015	070700	OMAHA PAPER COMPANY INC.	\$189.60
	424484	07/06/2015	070800	OMAHA PUBLIC POWER DISTRICT	\$291,017.79
	424485	07/06/2015	071050	OMAHA WORLD HERALD	\$262.57
	424486	07/06/2015	071053	OMAHA WORLD HERALD (EDUC)	\$91.00
	424487	07/06/2015	140402	OMNI FINANCIAL GROUP INC	\$792.50
	424488	07/06/2015	133850	ONE SOURCE	\$928.00
	424489	07/06/2015	138662	KELLY OSTRAND	\$71.24
	424490	07/06/2015	133368	KELLY O'TOOLE	\$99.49
	424491	07/06/2015	071178	OUTDOOR RECREATION PRODUCTS	\$732.65
	424492	07/06/2015	132443	OZANAM/BIST	\$16,000.00
	424493	07/06/2015	134428	ELIZABETH PACHTA	\$244.61
	424494	07/06/2015	139945	KATHERINE PADILLA	\$22.66
	424495	07/06/2015	140825	DAVID PALMER	\$386.40
	424496	07/06/2015	102967	PALOS SPORTS INC	\$1,390.64
	424497	07/06/2015	071545	PAPER CORPORATION	\$19,219.20
	424498	07/06/2015	137015	GEORGE PARKER	\$63.54
	424499	07/06/2015	132006	ANDREA PARSONS	\$156.12
	424500	07/06/2015	099244	PASCO SCIENTIFIC	\$11,878.00
	424501	07/06/2015	132166	PATRICIA M KUSEK	\$110.00
	424502	07/06/2015	135569	CYNTHIA PAVONE	\$71.88

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424503	07/06/2015	102699	PEARSON EDUCATION	\$4,782.90
	424506	07/06/2015	082652	PEARSON EDUCATION	\$58,248.83
	424507	07/06/2015	107783	HEIDI PENKE	\$71.88
	424508	07/06/2015	133150	PENSKE TRUCK LEASING	\$1,509.94
	424509	07/06/2015	072200	PERFECTION LEARNING CORP.	(\$287.73)
	424510	07/06/2015	136724	PETCO ANIMAL SUPPLIES STORES INC	\$89.07
	424511	07/06/2015	139256	CARRIE PETERSON	\$4.79
	424512	07/06/2015	140422	AMY PETRICEK	\$98.23
	424513	07/06/2015	135485	ANN PETRY	\$16.00
	424515	07/06/2015	133390	HEATHER PHIPPS	\$41.25
	424516	07/06/2015	130721	MARY PILLE	\$163.88
	424517	07/06/2015	137722	ANDREW PINKALL	\$34.50
	424518	07/06/2015	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	424519	07/06/2015	072760	PITSCO INC	\$8,711.73
	424520	07/06/2015	072785	PLANK ROAD PUBLISHING INC	\$419.96
	424521	07/06/2015	139752	NEBRASKA GAME & PARKS	\$121.00
	424524	07/06/2015	072899	LINDA POOLE	\$1,623.99
	424525	07/06/2015	072900	POPPLERS MUSIC INC	\$515.95
	424526	07/06/2015	073010	PORTER TRUSTIN CARLSON	\$346.50
	424528	07/06/2015	131835	PRAIRIE MECHANICAL CORP	\$3,887.00
	424529	07/06/2015	139532	PREFERRED SHIPPING INC	\$225.86
	424530	07/06/2015	072349	SCHOOL SPECIALTY INC	\$618.00
	424531	07/06/2015	134598	PRIME COMMUNICATIONS INC	\$2,883.69
	424532	07/06/2015	073427	PRO-ED INC	\$413.49
	424533	07/06/2015	132713	PROTEX CENTRAL INC	\$427.25
	424534	07/06/2015	073650	PRUFROCK PRESS INC	\$990.00
	424536	07/06/2015	102241	PYRAMID SCHOOL PRODUCTS	\$25,383.30
	424537	07/06/2015	078250	RALSTON PUBLIC SCHOOLS	\$185,313.94

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424538	07/06/2015	140511	FAITH RASMUSSEN	\$47.21
	424539	07/06/2015	078420	RAWSON & SONS ROOFING, INC.	\$3,933.00
	424540	07/06/2015	140670	BECKY RAWSON	\$125.00
	424541	07/06/2015	109810	BETHANY RAY	\$153.53
	424542	07/06/2015	106725	RD FITNESS SERVICE	\$850.00
	424543	07/06/2015	100642	REALLY GOOD STUFF INC	\$1,085.83
	424544	07/06/2015	130656	REGAL PRINTING COMPANY	\$927.25
	424545	07/06/2015	134858	JENNIFER REID	\$37.90
	424546	07/06/2015	140465	JULIE REINEKE	\$36.05
	424547	07/06/2015	133770	DIANE REINERS	\$19.32
	424548	07/06/2015	139742	RELIANCE COMMUNICATIONS LLC	\$30,914.00
	424549	07/06/2015	078958	REMEDIA PUBLICATIONS INC	\$29.99
	424551	07/06/2015	109192	KIMBERLI RICE	\$72.97
	424553	07/06/2015	133365	BRENDA RIDDER	\$7.00
	424554	07/06/2015	079179	RIEKES EQUIPMENT CO	\$1,807.59
	424556	07/06/2015	137470	AMBER RIPA	\$243.32
	424558	07/06/2015	136847	RIVERSIDE TECHNOLOGIES INC	\$17,866.94
	424559	07/06/2015	138312	PAIGE ROBERTS	\$328.68
	424560	07/06/2015	079310	ROCKBROOK CAMERA CENTER	\$116.00
	424561	07/06/2015	137125	LAUREN ROEDER	\$47.15
	424562	07/06/2015	136247	SIMON ROHDE	\$99.69
	424563	07/06/2015	134882	LINDA ROHMILLER	\$51.64
	424564	07/06/2015	136121	MELANIE E ROLL	\$4,950.00
	424565	07/06/2015	134081	EILEEN RONCI	\$266.23
	424568	07/06/2015	079440	ROSENBAUM ELECTRIC INC	\$7,642.53
	424569	07/06/2015	072286	JEAN RUCHTI	\$156.98
	424570	07/06/2015	136135	GINA RUDLOFF	\$89.36
	424571	07/06/2015	131615	RUSSELL MIDDLE SCHOOL	\$189.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424573	07/06/2015	081695	VWR INTERNATIONAL LLC	\$3,035.59
	424574	07/06/2015	081725	KIMBERLEY SAUM-MILLS	\$113.39
	424575	07/06/2015	131353	SCANTRON	\$1,000.00
	424576	07/06/2015	109806	BRENT SCHADE	\$76.02
	424577	07/06/2015	135433	MONTE SCHEEF	\$162.27
	424578	07/06/2015	134174	ELIZABETH SCHMIDT	\$250.00
	424579	07/06/2015	137012	SHELLEY SCHMITZ	\$30.07
	424581	07/06/2015	099640	SCHOLASTIC BOOK FAIRS	\$60.00
	424582	07/06/2015	082100	SCHOLASTIC INC	\$31,576.67
	424584	07/06/2015	102278	SCHOOL DATEBOOKS INC	\$509.12
	424585	07/06/2015	082200	SCHOOL HEALTH CORPORATION	\$5,379.73
	424586	07/06/2015	130044	SCHOOL SOCIAL WORK ASSN OF NE	\$40.00
	424587	07/06/2015	082350	SCHOOL SPECIALTY INC	\$372.26
	424588	07/06/2015	082336	SCHOOLMART	\$209.06
	424589	07/06/2015	134567	KAYE SCHWEIGERT	\$82.69
	424590	07/06/2015	139827	MATTHEW SCOTT	\$120.03
	424591	07/06/2015	082905	KIMBERLY SECORA	\$49.68
	424592	07/06/2015	082910	SECURITY EQUIPMENT INC	\$2,230.00
	424593	07/06/2015	108161	STAN SEGAL	\$62.62
	424594	07/06/2015	082920	MARTI SEIBERLING	\$21.39
	424595	07/06/2015	082941	KELLY SELTING	\$126.50
	424596	07/06/2015	134189	JODY SEMPEK	\$94.77
	424597	07/06/2015	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$166,177.00
	424598	07/06/2015	140071	MEGAN SEPTAK	\$565.00
	424599	07/06/2015	136754	CCT ENTERPRISES LLC	\$230.56
	424600	07/06/2015	131078	SHAR PRODUCTS COMPANY	\$296.99
	424601	07/06/2015	109800	AMY SHATTUCK	\$163.88
	424602	07/06/2015	137697	LARIA SHEA	\$193.67

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424603	07/06/2015	130512	DEBRA SHELDON	\$228.28
	424604	07/06/2015	130758	BARBARA SHEPPARD	\$21.54
	424605	07/06/2015	083188	SHIFFLER EQUIPMENT SALES, INC.	\$939.44
	424606	07/06/2015	133155	MICHELLE SHILLITO	\$51.14
	424608	07/06/2015	139007	MEGAN SIEBE	\$77.22
	424609	07/06/2015	140735	SIEBERT MOBILITY NEBRASKA INC	\$7,266.00
	424611	07/06/2015	138176	SIGNAL 88 FRANCHISE GROUP INC	\$200.00
	424612	07/06/2015	132590	SILVERSTONE GROUP INC	\$9,754.00
	424614	07/06/2015	083400	SIMPLEX GRINNELL LP	\$2,061.28
	424617	07/06/2015	136697	MARYLINN R SMITH	\$193.75
	424620	07/06/2015	083950	SOCIAL STUDIES SCHOOL SERVICE	\$44.74
	424623	07/06/2015	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	\$587.20
	424624	07/06/2015	133954	SOUTHSIDE PLUMBING LLC	\$599.26
	424625	07/06/2015	084093	SOUTHWEST STRINGS	\$346.00
	424626	07/06/2015	131714	JOHN SOUTHWORTH	\$92.00
	424627	07/06/2015	102524	SPALDING EDUCATION INTERNATIONAL	\$535.04
	424628	07/06/2015	132405	SPARTAN STORES DISTRIBUTION LLC	\$34.00
	424630	07/06/2015	140734	CHRISTA SPEED	\$84.70
	424631	07/06/2015	137574	ST JAMES SETON SCHOOL	\$480.00
	424632	07/06/2015	100584	STAHLS ID DIRECT	\$1,232.84
	424635	07/06/2015	084415	STANDARD STATIONERY SUPPLY CO	\$13,726.69
	424636	07/06/2015	137481	STAPLES CONTRACT & COMMERCIAL INC	\$221.75
	424638	07/06/2015	084491	TRACY STAUFFER	\$146.05
	424639	07/06/2015	140698	JENNIFER STEC	\$16.56
	424640	07/06/2015	131099	STENHOUSE PUBLISHERS	\$68.00
	424641	07/06/2015	140350	BRIDGETTE STEVENS	\$108.00
	424642	07/06/2015	084630	CYNTHIA STIGGE	\$45.27
	424643	07/06/2015	138931	STONEWARE INC	\$22,250.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424645	07/06/2015	139843	STUDENT TRANSPORATION NEBRASKA INC	\$103,892.48
	424646	07/06/2015	109822	BRAD SULLIVAN	\$71.87
	424648	07/06/2015	084930	SUPER DUPER INC	\$65.44
	424649	07/06/2015	069689	INTERLINE BRANDS INC	\$105,776.44
	424650	07/06/2015	084954	BLASCHKO ENTERPRISES INC	\$1,704.89
	424651	07/06/2015	084959	JAMES V SUTFIN	\$460.86
	424652	07/06/2015	130911	SWANDA BUSINESS FORMS	\$1,883.80
	424653	07/06/2015	137011	CARRIE SWANEY	\$392.73
	424654	07/06/2015	132191	TRINA SWITZER	\$213.12
	424655	07/06/2015	140444	SATARII, INC	\$788.40
	424657	07/06/2015	099302	SYSCO LINCOLN INC	\$135.65
	424658	07/06/2015	133167	TEACHERS COLLEGE PRESS	\$42.31
	424659	07/06/2015	101257	TEACHERS' CURRICULUM INSTITUTE	\$31,647.80
	424660	07/06/2015	109041	AMERICAN EAGLE COMPANY INC	\$527.98
	424661	07/06/2015	133969	TENNANT SALES & SERVICE COMPANY	\$3,020.47
	424662	07/06/2015	140054	THINK THROUGH LEARNING INC	\$8,865.00
	424663	07/06/2015	140513	ANNA THOMA	\$607.67
	424664	07/06/2015	136381	ANNETTE THOMAS	\$3.80
	424665	07/06/2015	131159	JONATHON THOMPSON	\$195.96
	424666	07/06/2015	136827	THOMSON REUTERS-WEST	\$396.00
	424667	07/06/2015	135006	STEVE THRONE	\$428.71
	424668	07/06/2015	132493	GREGORY TIEMANN	\$456.50
	424669	07/06/2015	139799	TIERNEY BROTHERS INC	\$332.22
	424670	07/06/2015	138304	TIME MANAGEMENT SYSTEMS	\$206.25
	424671	07/06/2015	139446	TODAY'S CLASSROOM LLC	\$402.60
	424672	07/06/2015	136578	PEGGI TOMLINSON	\$38.70
	424673	07/06/2015	106807	JEAN TOOHER	\$85.56
	424674	07/06/2015	131446	TOSHIBA AMERICA INFO SYS INC	\$1,999.00
Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
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01	424675	07/06/2015	131446	TOSHIBA AMERICA INFO SYS INC	\$2,733.50
	424676	07/06/2015	106364	TRANE US INC	\$576.67
	424677	07/06/2015	138478	TRANSWORLD SYSTEMS INC	\$21.98
	424679	07/06/2015	107719	KIMBERLY TRISLER	\$46.63
	424681	07/06/2015	036945	TRIUMPH LEARNING LLC	\$87.51
	424682	07/06/2015	136110	DONNA TROMBLA	\$53.07
	424683	07/06/2015	131819	JEAN UBBELOHDE	\$1,424.60
	424684	07/06/2015	102846	ULTIMATE OFFICE INC	\$90.78
	424685	07/06/2015	090678	UNISOURCE WORLDWIDE INC	\$2,609.73
	424686	07/06/2015	090214	UNITED ELECTRIC SUPPLY CO INC	\$219.77
	424687	07/06/2015	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$4,000.00
	424688	07/06/2015	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$250.00
	424689	07/06/2015	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$15,480.00
	424690	07/06/2015	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$140.00
	424692	07/06/2015	139797	US BANK NATIONAL ASSOCIATION	\$10,436.00
	424693	07/06/2015	139411	US SCHOOL SUPPLY INC	\$932.70
	424695	07/06/2015	138661	USA-CLEAN INC	\$2,119.46
	424696	07/06/2015	138046	AUTO LUBE INC	\$250.24
	424697	07/06/2015	135516	MICHELLE VANDENBERG	\$474.72
	424699	07/06/2015	140314	VARIDESK LLC	\$400.00
	424701	07/06/2015	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	\$7,111.12
	424702	07/06/2015	136318	JENNIFER VEST	\$228.80
	424703	07/06/2015	092323	VIRCO INC	\$1,209.34
	424704	07/06/2015	109122	CONNIE VLCEK	\$11.50
	424706	07/06/2015	140828	JOSEPH VONDERHAAR	\$79.00
	424707	07/06/2015	093008	BARBARA WALLER	\$81.31
	424708	07/06/2015	130788	WALSWORTH PUBLISHING CO	\$1,388.00
	424709	07/06/2015	131112	LINDA WALTERS	\$40.94

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	424710	07/06/2015	139738	WASTE MANAGEMENT OF NEBRASKA	\$12,388.82
	424711	07/06/2015	093765	WATER ENGINEERING, INC.	\$1,150.80
	424712	07/06/2015	139220	KATRINA M WATTON	\$160.00
	424713	07/06/2015	140538	ELISE WEAVER	\$63.25
	424714	07/06/2015	133438	HEIDI WEAVER	\$381.29
	424718	07/06/2015	107563	CAROL WEST	\$279.22
	424719	07/06/2015	094650	WESTSIDE COMMUNITY SCHOOLS	\$21,452.17
	424720	07/06/2015	136909	WHEELER CONTRACTING INC	\$600.00
	424721	07/06/2015	137878	WHITE WOLF WEB PRINTERS INC	\$480.00
	424723	07/06/2015	137485	WENDY WIGHT	\$104.19
	424724	07/06/2015	102785	WILLIAM V MACGILL & CO	\$45.11
	424725	07/06/2015	136322	TAMARA WILLIAMS	\$115.68
	424726	07/06/2015	139463	TAMARA WILT	\$31.14
	424727	07/06/2015	140730	ADAM WISNIEWSKI	\$49.80
	424728	07/06/2015	140705	WOLVERINE BRASS INC	\$461.30
	424729	07/06/2015	140689	WONDER WORKSHOP INC	\$599.93
	424730	07/06/2015	095349	WOODWIND & BRASSWIND	\$846.50
	424731	07/06/2015	095491	GLEN WRAGGE	\$279.57
	424733	07/06/2015	109852	WURTH BAER SUPPLY CO	\$483.57
	424734	07/06/2015	140311	WW NORTON & COMPANY INC	\$35,100.00
	424735	07/06/2015	096200	YOUNG & WHITE	\$13,202.85
	424736	07/06/2015	101717	YOUTHLIGHT INC.	\$224.50
	424737	07/06/2015	099212	ZANER BLOSER INC	\$256.14
	424738	07/06/2015	137020	CHAD ZIMMERMAN	\$214.48
	424739	07/06/2015	135647	LACHELLE ZUHLKE	\$57.16
01 - To	otal				\$3,524,214.69
02	25016	05/28/2015	081630	SAMS CLUB DIRECT	\$164.36
	25017	06/18/2015	081630	SAMS CLUB DIRECT	\$157.95

26

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
02	25018	06/18/2015	140813	DONNA FINK	\$125.00
	25019	07/06/2015	106893	WICHITA WATER CONDITIONING INC	\$9.84
	25020	07/06/2015	109843	NEXTEL PARTNERS INC	\$134.02
	25021	07/06/2015	100013	OFFICE DEPOT 84133510	\$842.91
	25022	07/06/2015	136847	RIVERSIDE TECHNOLOGIES INC	\$816.00
	25023	07/06/2015	101476	SODEXO INC & AFFILIATES	\$442,695.81
02 - To	otal				\$444,945.89
06	423819	06/15/2015	136245	DONOVAN PROPERTIES LLC	\$1,725.61
	423944	07/06/2015	010040	A & D TECHNICAL SUPPLY CO INC	\$109.93
	423974	07/06/2015	012989	APPLE COMPUTER INC	\$610,620.00
	424000	07/06/2015	133480	BERINGER CIACCIO DENNELL MABREY	\$7,416.00
	424023	07/06/2015	108047	ARR ROOFING LLC	\$44,730.00
	424041	07/06/2015	135245	BAHR VERMEER HAECKER ARCHITECTS	\$3,580.00
	424053	07/06/2015	133970	CCS PRESENTATION SYSTEMS	\$4,561.00
	424054	07/06/2015	133589	CDW GOVERNMENT, INC.	\$53,750.00
	424077	07/06/2015	106902	COMMUNICATION SERVICES INC.	\$926.66
	424142	07/06/2015	131740	EAGLE SOFTWARE INC,	\$190,579.34
	424218	07/06/2015	044950	GRAINGER INDUSTRIAL SUPPLY	\$371.52
	424282	07/06/2015	135502	INDOFF, INC.	\$10,025.15
	424310	07/06/2015	140074	JOURNEYED.COM INC	\$7,266.63
	424338	07/06/2015	058775	LAMP RYNEARSON ASSOCIATES INC	\$3,597.44
	424365	07/06/2015	107590	LUND-ROSS CONSTRUCTORS INC	\$30,886.20
	424399	07/06/2015	064600	METAL DOORS & HARDWARE COMPANY INC	\$334.00
	424406	07/06/2015	102870	MIDLAND COMPUTER INC	\$955.41
	424425	07/06/2015	140386	MOBILE MINI INC	\$229.24
	424478	07/06/2015	100013	OFFICE DEPOT 84133510	\$0.00
	424481	07/06/2015	136898	OLSSON ASSOCIATES INC	\$1,451.25
	424531	07/06/2015	134598	PRIME COMMUNICATIONS INC	\$8,461.27

Jul 1, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
06	424539	07/06/2015	078420	RAWSON & SONS ROOFING, INC.	\$9,120.00
	424554	07/06/2015	079179	RIEKES EQUIPMENT CO	\$1,725.00
	424558	07/06/2015	136847	RIVERSIDE TECHNOLOGIES INC	\$44,253.25
	424629	07/06/2015	130500	SPECPRO	\$315,954.00
	424680	07/06/2015	106493	TRITZ PLUMBING, INC.	\$500.00
06 - To	otal				\$1,353,128.90
07	423801	06/15/2015	140305	AMERICAN TRAILER & STORAGE INC	\$95.00
	423944	07/06/2015	010040	A & D TECHNICAL SUPPLY CO INC	\$181.98
	423945	07/06/2015	140710	A-1 UNITED HEATING AIR & ELECTRICAL	\$107,919.90
	423964	07/06/2015	133174	ENCOREONE LLC	\$460.00
	423966	07/06/2015	140305	AMERICAN TRAILER & STORAGE INC	\$4,145.00
	423974	07/06/2015	012989	APPLE COMPUTER INC	\$69.00
	423986	07/06/2015	140319	BALDWIN INC	\$39,277.26
	424000	07/06/2015	133480	BERINGER CIACCIO DENNELL MABREY	\$3,712.50
	424023	07/06/2015	108047	ARR ROOFING LLC	\$72,990.00
	424053	07/06/2015	133970	CCS PRESENTATION SYSTEMS	\$880.45
	424141	07/06/2015	133806	E & A CONSULTING GROUP INC	\$3,396.00
	424175	07/06/2015	134593	F & B CONSTRUCTORS INC	\$20,718.55
	424198	07/06/2015	131555	FLOORS INC	\$22,239.90
	424218	07/06/2015	044950	GRAINGER INDUSTRIAL SUPPLY	\$1,156.40
	424338	07/06/2015	058775	LAMP RYNEARSON ASSOCIATES INC	\$5,420.00
	424362	07/06/2015	060136	LUEDER CONSTRUCTION COMPANY	\$102,866.60
	424365	07/06/2015	107590	LUND-ROSS CONSTRUCTORS INC	\$788,174.10
	424367	07/06/2015	140309	M E COLLINS CONTRACTING CO INC	\$40,307.85
	424396	07/06/2015	107298	MECO-HENNE CONTRACTING, INC.	\$105,750.00
	424408	07/06/2015	140792	MIDWEST EXCAVATING SERVICES LLC	\$24,297.75
	424409	07/06/2015	140711	RESILO-FLEX INC	\$179,141.26
	424412	07/06/2015	133203	MTT CO	\$46,289.88

Jul 1, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
07	424418	07/06/2015	131328	MILLER ELECTRIC COMPANY	\$197.64
	424429	07/06/2015	134532	MORRISSEY ENGINEERING INC	\$65,070.00
	424451	07/06/2015	068445	NEBRASKA FURNITURE MART INC	\$1,131.00
	424478	07/06/2015	100013	OFFICE DEPOT 84133510	\$155.76
	424481	07/06/2015	136898	OLSSON ASSOCIATES INC	\$952.00
	424527	07/06/2015	073210	PRAIRIE CONSTRUCTION COMPANY	\$179,079.39
	424531	07/06/2015	134598	PRIME COMMUNICATIONS INC	\$82,131.25
	424572	07/06/2015	140085	SAMPSON CONSTRUCTION CO INC	\$13,872.00
	424610	07/06/2015	131887	SIEMENS INDUSTRY INC.	\$3,522.00
	424740	07/06/2015	135068	OK ELECTRIC CO INC	\$123,030.55
07 - To	otal				\$2,038,630.97
11	423806	06/15/2015	139592	SARAH BARNES	\$100.05
	423809	06/15/2015	136977	PEGGY BREARD	\$88.42
	423813	06/15/2015	138843	JILL CLASSEN	\$96.50
	423829	06/15/2015	133574	NANCY GILMORE	\$97.53
	423834	06/15/2015	140612	EMMA HANSEN	\$52.10
	423837	06/15/2015	140300	DEBORAH HORMANN	\$61.57
	423841	06/15/2015	049850	HY-VEE INC	\$191.62
	423842	06/15/2015	107039	SHARON KIM JOHANSEN	\$62.75
	423844	06/15/2015	132786	DAVID KEBER	\$341.25
	423845	06/15/2015	134864	BRIDGET KOWAL	\$84.80
	423847	06/15/2015	130480	MARY KREIS	\$56.65
	423848	06/15/2015	058875	KELLY LATIMER-BRIGGS	\$89.43
	423849	06/15/2015	139954	ALEXANDRA LUETTEL	\$42.11
	423854	06/15/2015	133808	BARBARA MOORE	\$288.67
	423858	06/15/2015	107905	MELINDA NOLLER	\$876.45
	423880	06/15/2015	133153	JULIE WILLIAMS	\$143.57
	423883	06/15/2015	135647	LACHELLE ZUHLKE	\$94.75

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	423916	06/11/2015	081630	SAMS CLUB DIRECT	\$17.86
	423925	06/18/2015	049850	HY-VEE INC	\$194.67
	423942	06/25/2015	137187	KAREN WAGONER	\$630.00
	423949	07/06/2015	140561	ACHIEVE SUCCESS LLC	\$425.76
	423957	07/06/2015	010884	FRANCE ALBANESI	\$287.50
	423968	07/06/2015	012590	HOLLAND USA INC	\$1,078.39
	423970	07/06/2015	133578	SHERRI ANDERSEN	\$55.45
	423977	07/06/2015	140807	THE ARTERY	\$1,500.00
	423987	07/06/2015	017770	BALLARD & TIGHE INC	\$5,132.45
	423998	07/06/2015	139848	ELIZABETH L BAYLESS	\$462.00
	424030	07/06/2015	140741	BRAINY TOYS INC	\$572.30
	424033	07/06/2015	136986	NANCY BROSAMLE	\$233.00
	424054	07/06/2015	133589	CDW GOVERNMENT, INC.	\$70.00
	424055	07/06/2015	051572	CENGAGE LEARNING	\$1,080.97
	424062	07/06/2015	140837	CONNI CHARLES	\$64.40
	424068	07/06/2015	140816	CAITLIN CHRISTENSEN	\$5.00
	424080	07/06/2015	139891	MARY CONNELL	\$312.89
	424114	07/06/2015	136316	EVA DENTON	\$5.00
	424115	07/06/2015	133009	ROBERTA DEREMER	\$172.50
	424123	07/06/2015	099552	DISCOUNT SCHOOL SUPPLY	\$54.11
	424126	07/06/2015	135201	DOANE COLLEGE	\$648.00
	424127	07/06/2015	137569	TERI DOLEJS	\$108.35
	424140	07/06/2015	139792	ERIKA A DUTTON	\$250.00
	424143	07/06/2015	102791	ERIC ARMIN INC	\$58.85
	424147	07/06/2015	135622	ELIZABETH CLAIRE INC	\$316.80
	424149	07/06/2015	135134	MICHELLE EDMUNDSON	\$352.00
	424154	07/06/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$1,458.00
	424159	07/06/2015	140808	BILL EICH	\$54.63

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	424192	07/06/2015	140839	FIRST BOOK	\$204.00
	424195	07/06/2015	131636	LAURIE FITZPATRICK	\$35.11
	424203	07/06/2015	130829	JENNIFER GABRIELSON	\$174.25
	424215	07/06/2015	044891	GOPHER	\$2,019.80
	424244	07/06/2015	048517	GREENWOOD PUBLISHING GROUP INC	\$825.00
	424247	07/06/2015	101881	OMAHA ZOOLOGICAL SOCIETY	\$118.50
	424248	07/06/2015	132423	HEWLETT PACKARD CO	\$20,670.00
	424258	07/06/2015	140345	MEGAN HOPKINS	\$249.58
	424272	07/06/2015	130283	KARA HUTTON	\$40.66
	424274	07/06/2015	133397	HY-VEE INC	\$242.12
	424281	07/06/2015	139162	IMAGINE LEARNING INC	\$24,000.00
	424292	07/06/2015	131391	RICHARD JACOBI	\$115.00
	424306	07/06/2015	139793	STACY JOLLEY	\$250.00
	424308	07/06/2015	108171	CANDY JONES	\$388.87
	424319	07/06/2015	138475	STEPHEN KERKMAN	\$935.08
	424326	07/06/2015	140322	MARY KOK-DEVRIES	\$72.86
	424333	07/06/2015	140667	LAURA KUEHL	\$388.87
	424337	07/06/2015	099217	LAKESHORE LEARNING MATERIALS	\$1,267.87
	424341	07/06/2015	140820	ESTEFANIA LARSEN	\$935.08
	424348	07/06/2015	136240	VOYAGER EXPANDED LEARNING	\$765.72
	424357	07/06/2015	133027	TRACY LOGAN	\$56.00
	424386	07/06/2015	133809	MARY MCCABE	\$60.23
	424404	07/06/2015	132599	MID AMERICA COMPANY	\$161.50
	424440	07/06/2015	067000	NASCO	\$287.32
	424448	07/06/2015	068415	NEBRASKA COUNCIL OF SCHOOL	\$987.00
	424449	07/06/2015	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$9,540.00
	424450	07/06/2015	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$200.00
	424454	07/06/2015	132398	NEIHARDT ELEMENTARY SCHOOL	\$40.29

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	424460	07/06/2015	140786	AMBER NICHOLSON	\$388.87
	424478	07/06/2015	100013	OFFICE DEPOT 84133510	\$394.26
	424482	07/06/2015	099658	OMAHA CHILDRENS MUSEUM	\$399.00
	424490	07/06/2015	133368	KELLY O'TOOLE	\$100.00
	424503	07/06/2015	102699	PEARSON EDUCATION	\$21,330.97
	424506	07/06/2015	082652	PEARSON EDUCATION	\$4,303.16
	424509	07/06/2015	072200	PERFECTION LEARNING CORP.	\$722.23
	424513	07/06/2015	135485	ANN PETRY	\$115.00
	424522	07/06/2015	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	\$360.00
	424534	07/06/2015	073650	PRUFROCK PRESS INC	\$262.46
	424543	07/06/2015	100642	REALLY GOOD STUFF INC	\$710.14
	424552	07/06/2015	135484	KRISTI RICHLING	\$119.50
	424553	07/06/2015	133365	BRENDA RIDDER	\$55.78
	424555	07/06/2015	137784	CARYN RIFKIN	\$25.89
	424558	07/06/2015	136847	RIVERSIDE TECHNOLOGIES INC	\$663.00
	424566	07/06/2015	140264	MICHELLE ROONEY	\$90.44
	424580	07/06/2015	099640	SCHOLASTIC BOOK FAIRS	\$316.00
	424613	07/06/2015	133023	JANELL SIME	\$250.00
	424618	07/06/2015	140343	STEPHANIE SMITH	\$72.40
	424622	07/06/2015	140822	JUSTIN SONNENFELT	\$60.40
	424626	07/06/2015	131714	JOHN SOUTHWORTH	\$216.20
	424645	07/06/2015	139843	STUDENT TRANSPORATION NEBRASKA INC	\$1,742.41
	424647	07/06/2015	084905	SUNDANCE/NEWBRIDGE ED PUB LLC	\$2,974.44
	424655	07/06/2015	140444	SATARII, INC	\$394.20
	424656	07/06/2015	140553	PARTNERS IN LEARNING INC	\$848.00
	424691	07/06/2015	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$55.00
	424694	07/06/2015	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	\$189.98
	424698	07/06/2015	140372	LISA VARDAMAN	\$250.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	424702	07/06/2015	136318	JENNIFER VEST	\$89.00
	424705	07/06/2015	139794	SUSAN VLIEGER	\$250.00
	424717	07/06/2015	094174	WEST MUSIC CO INC	\$418.09
	424722	07/06/2015	136757	BETH WHITE	\$166.66
	424723	07/06/2015	137485	WENDY WIGHT	\$5.00
	424739	07/06/2015	135647	LACHELLE ZUHLKE	\$35.79
11 - To	otal				\$121,774.08
14	424085	07/06/2015	136587	COVENTRY HEALTH & LIFE INS CO	\$148,870.80
	424615	07/06/2015	138887	SIMPLYWELL LLC	\$72,436.55
14 - To	otal				\$221,307.35
17	423960	07/06/2015	011051	ALL MAKES OFFICE EQUIPMENT	\$857.87
	423974	07/06/2015	012989	APPLE COMPUTER INC	\$415.80
	424041	07/06/2015	135245	BAHR VERMEER HAECKER ARCHITECTS	\$7,250.00
	424053	07/06/2015	133970	CCS PRESENTATION SYSTEMS	\$2,366.12
	424107	07/06/2015	140832	TOPPING OUT INC	\$1,650.00
	424218	07/06/2015	044950	GRAINGER INDUSTRIAL SUPPLY	\$1,943.41
	424248	07/06/2015	132423	HEWLETT PACKARD CO	\$240.47
	424338	07/06/2015	058775	LAMP RYNEARSON ASSOCIATES INC	\$380.80
	424478	07/06/2015	100013	OFFICE DEPOT 84133510	\$565.92
	424699	07/06/2015	140314	VARIDESK LLC	\$400.00
	424703	07/06/2015	092323	VIRCO INC	\$1,479.65
	424716	07/06/2015	094130	WENGER CORPORATION	\$2,924.00
17 - To	otal				\$20,474.04
50	423810	06/15/2015	140742	AMELIA N BRUNER	\$142.50
	423818	06/15/2015	140743	JASMINE DEMONTE	\$162.50
	423822	06/15/2015	139683	ELIE ELKAHWAJI	\$130.00
	423823	06/15/2015	140800	ELLEN ELLIS	\$297.50
	423830	06/15/2015	140744	ADAM DC GROODT	\$135.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	423835	06/15/2015	139964	EMILY ANN HART	\$232.50
	423836	06/15/2015	139965	HOLLY R HOPSON	\$20.00
	423838	06/15/2015	139966	MADYSSEN JEAN HRLEVICH	\$152.50
	423852	06/15/2015	140745	TRENT MISCHO	\$170.00
	423856	06/15/2015	140746	CARRIE MURPHY	\$285.00
	423864	06/15/2015	139967	ALEXANDER J PUSATERI	\$177.50
	423868	06/15/2015	140747	TERESA A RENZE	\$132.50
	423869	06/15/2015	099640	SCHOLASTIC BOOK FAIRS	\$973.25
	423872	06/15/2015	140801	RACHEL SHOEMAKER	\$30.00
	423912	06/11/2015	033901	DOUGLAS COUNTY TREASURER	\$15.00
	423952	07/06/2015	101489	ADAMS PROFESSIONAL SERVICES INC	\$960.00
	423954	07/06/2015	140212	HAYLEY ADDISON	\$160.00
	423974	07/06/2015	012989	APPLE COMPUTER INC	\$279.00
	423981	07/06/2015	102727	B & H PHOTO	\$237.64
	423983	07/06/2015	140019	ERIN BACKHAUS	\$370.00
	423984	07/06/2015	139368	JEREMY AUSTIN RODGERS BADER	\$236.25
	423985	07/06/2015	135991	BAKER DISTRIBUTING CO LLC	\$2,875.29
	423990	07/06/2015	140369	MADELINE BARLA	\$273.00
	424007	07/06/2015	138888	CASSIDY BENJAMIN	\$426.00
	424017	07/06/2015	099220	DICK BLICK CO	\$58.04
	424024	07/06/2015	140842	BRYAN BOTKIN	\$300.00
	424025	07/06/2015	140843	KATHRYN BOTKIN	\$682.50
	424029	07/06/2015	134129	BRAINPOP LLC	\$3,990.00
	424035	07/06/2015	140742	AMELIA N BRUNER	\$391.12
	424037	07/06/2015	138366	JAMES PHILLIP BURROUGHS III	\$655.00
	424038	07/06/2015	140268	JACOB THOMAS BURROUGHS	\$340.00
	424043	07/06/2015	140831	SPENCER R CALL	\$175.00
	424046	07/06/2015	102880	COUGHLAN COMPANIES INC	\$395.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	424048	07/06/2015	023964	DAVE CARLSEN	\$180.00
	424054	07/06/2015	133589	CDW GOVERNMENT, INC.	\$131.61
	424070	07/06/2015	140213	ALEXIS B CHRISTIANSEN	\$400.00
	424071	07/06/2015	099222	SCHOOL SPECIALTY INC	\$86.87
	424083	07/06/2015	140718	ANDREW CORDELL	\$630.00
	424088	07/06/2015	139451	NICHOLAS CRAMER	\$245.00
	424106	07/06/2015	139963	HANNAH S DAVIDSON	\$270.00
	424112	07/06/2015	032800	DEMCO INC	\$864.40
	424113	07/06/2015	140743	JASMINE DEMONTE	\$80.00
	424117	07/06/2015	137263	DESTINATION IMAGINATION INC	\$2,325.00
	424120	07/06/2015	033473	DIETZE MUSIC HOUSE INC	\$1,932.61
	424138	07/06/2015	137509	HAYLEY DUNCAN	\$400.00
	424156	07/06/2015	139918	MAX EDWARDS	\$245.00
	424163	07/06/2015	140800	ELLEN ELLIS	\$220.00
	424171	07/06/2015	140473	CHRIS EVANS	\$120.00
	424172	07/06/2015	140719	KATIE EVANS	\$120.00
	424215	07/06/2015	044891	GOPHER	\$361.23
	424216	07/06/2015	138889	TARA GOSS	\$538.00
	424221	07/06/2015	140367	HUNTER GRIEVE	\$250.00
	424222	07/06/2015	140368	KATHERINE GROTE	\$525.00
	424227	07/06/2015	140173	JENNIFER HAMMOND	\$360.00
	424231	07/06/2015	047856	HARCOURT OUTLINES INC	\$118.28
	424233	07/06/2015	139964	EMILY ANN HART	\$270.37
	424241	07/06/2015	140772	HEARTLAND MOTOR COACH INC	\$7,850.62
	424254	07/06/2015	139809	LOGAN HODGE	\$130.00
	424260	07/06/2015	139965	HOLLY R HOPSON	\$32.50
	424261	07/06/2015	132592	WILLIAM SPRAGUE, JR.	\$1,236.70
	424269	07/06/2015	140834	LINDSAY BLAIR HUFF	\$205.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	424291	07/06/2015	100928	J W PEPPER & SON INC.	\$1,009.41
	424303	07/06/2015	054492	JIM L JOHNSON	\$250.00
	424309	07/06/2015	139921	MARQUISE JONES	\$372.00
	424314	07/06/2015	138731	KATHERINE ANN KASTRUP	\$112.50
	424330	07/06/2015	140829	MARGARET KRAMER	\$142.50
	424331	07/06/2015	140215	SARAH KRAMER	\$440.00
	424337	07/06/2015	099217	LAKESHORE LEARNING MATERIALS	\$374.74
	424344	07/06/2015	140835	PRESTON D LAU	\$280.00
	424347	07/06/2015	139353	GRACE LAY	\$360.00
	424355	07/06/2015	059560	MATHESON TRI-GAS INC	\$493.73
	424371	07/06/2015	140752	VINCENT MALENE	\$230.00
	424375	07/06/2015	139931	KALEY J MARCINSKI	\$250.00
	424376	07/06/2015	138768	SHEA MARCINSKI	\$1,098.00
	424388	07/06/2015	140766	KATHERINE ANN MCCOY	\$30.00
	424390	07/06/2015	139810	GABBY MCGINN	\$110.00
	424403	07/06/2015	139767	ISABELLA MICELI	\$30.00
	424422	07/06/2015	140745	TRENT MISCHO	\$32.50
	424427	07/06/2015	140755	EMILY MONETTE-WATERS	\$807.50
	424430	07/06/2015	139658	CAMRYN LEIGH MORTRUDE	\$227.50
	424434	07/06/2015	139136	GRACE MUELLER	\$923.00
	424438	07/06/2015	140222	JADE MYATT	\$340.00
	424443	07/06/2015	067996	JOHN C NOWELL	\$87.23
	424459	07/06/2015	140248	LAURA M NEY	\$768.75
	424461	07/06/2015	069578	N CHRIS NIELSEN	\$668.00
	424465	07/06/2015	140756	ALEXANDER K NORDBERG-ELLIS	\$340.00
	424468	07/06/2015	139275	COLIN O CONNELL	\$315.00
	424469	07/06/2015	138769	HANNAH MARIE OELTJEN	\$130.00
	424478	07/06/2015	100013	OFFICE DEPOT 84133510	\$304.25

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	424501	07/06/2015	132166	PATRICIA M KUSEK	\$160.00
	424514	07/06/2015	140757	MADILYN PHELPS	\$340.00
	424523	07/06/2015	140830	JOCELYN H POLACEK	\$115.00
	424535	07/06/2015	139967	ALEXANDER J PUSATERI	\$543.37
	424550	07/06/2015	140747	TERESA A RENZE	\$270.00
	424560	07/06/2015	079310	ROCKBROOK CAMERA CENTER	\$838.99
	424567	07/06/2015	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$769.50
	424583	07/06/2015	140840	CAITLYN SCHOLL	\$60.00
	424607	07/06/2015	140801	RACHEL SHOEMAKER	\$212.62
	424616	07/06/2015	139660	SYDNEY SLOSSON	\$200.00
	424619	07/06/2015	137828	BRENT SNOW	\$686.03
	424621	07/06/2015	140607	SOLIDOODLE LLC	\$748.80
	424633	07/06/2015	140836	JORDAN STALHEIM	\$250.00
	424634	07/06/2015	139771	LINDSEY STALHEIM	\$468.00
	424636	07/06/2015	137481	STAPLES CONTRACT & COMMERCIAL INC	\$28.29
	424637	07/06/2015	136465	JAKE STAUFFER	\$20.00
	424678	07/06/2015	089740	TREETOP PUBLISHING INC	\$304.43
	424700	07/06/2015	140272	AUSTIN MICHAEL VAVRA	\$815.00
	424715	07/06/2015	140357	ZOE WELAND	\$195.00
	424732	07/06/2015	136943	MICHAELA WRAGGE	\$108.00
50 - To	otal				\$53,647.42
99	423877	06/15/2015	136617	ANTHONY R WARD	(\$176.88)
99 - To	otal				(\$176.88)
Overa	ll - Total				\$7,777,946.46

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Site ID	Site Na	me					F10111 04/01/2013	0.000.000
Group ID	Group Nam Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
DSAC	Don Str	roh Administration C	enter					
A	ACTIVIT	Y GENERAL						(11:11).11:1 <u>2:</u>
	1010	General Admin		146,135.52	15.54	0.00	0.00	146,151.06
	1025	Savings		317.49	0.00	0.00	0.00	317.49
	1030	Staff Vending		7,822.64	0.00	0.00	0.00	7,822.64
		А	Totals:	154,275.65	15.54	0.00	0.00	154,291.19
E	ADMINIS	STRATIVE CUSTODIAL						
-	5005	Activity Express		95,680.34	1,500.00	4,483.00	0.00	92,697.34
	5011	Creative Cottage Crafts		2,115.49	593.45	903.75	0.00	1,805.19
	5060	Hospitality		4.59	0.00	0.00	0.00	4.59
	5062	Ed Services Hospitality		151.42	0.00	45.00	0.00	106.42
	5080	Media		0.00	0.00	0.00	0.00	0.00
	5081	MPS App		0.00	0.00	0.00	0.00	0.00
	5096	MPS Activities Calendar	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			0.00	236.50	0.00	0.00	236.50
	5255	South Swim Lessons		12,645.00	480.00	0.00	0.00	13,125.00
	5260	North Swim Lessons		5,315.00	430.00	120.00	0.00	5,625.00
	5265	West Swim Lessons		9,030.00	0.00	0.00	0.00	9,030.00
	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		1,778.44	0.00	0.00	0.00	1,778.44
	5295	Facility Use Rental Fee		-28,509.75	11,074.75	0.00	0.00	-17,435.00
	5300	Facility Use Building Acce	55	60,400.00	5,376.00	0.00	0.00	65,776.00
	5305	Facility Use Staffing		17,248.54	3,480.00	0.00	0.00	20,728.54
	5310	Check Collection		483.15	42.25	42.25	0.00	483,15
		E	Totals:	213,492.70	23,212.95	5,594.00	0.00	231,111.65
Q	STUDE	NT FEE FUND						
	7195	HAL Field Trips		1,126.96	1,963.75	2,272.91	0.00	817.80
		Q	Totals:	1,126.96	1,963.75	2,272.91	0.00	817.80
		DSAC	Totals:	368,895.31	25,192.24	7,866.91	0.00	386,220.64

Page 16

Sorted by Site ID,	Group ID, Activity ID; Filtered by Site	e
	From 04/01/2015 to 04/30/201	5

Site ID	Site Name							
Group ID	Group Nam Activity ID	e Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Abbott	Abbott E	Elementary						
A	ACTIVITY	GENERAL						
	1010	General Admin		25,892.28	1.38	1,989.37	0.00	23,904.29
	1020	Volunteers-General		661.06	0.00	0.00	0.00	661.06
	1030	Staff Vending		454.57	0.00	50.54	0.00	404.03
		А	Totals:	27,007.91	1.38	2,039.91	0.00	24,969.38
D	CLUBS A	ND 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		0.00	0.00	0.00	0.00	0.00
	4660	Spanish Club		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		3,254.98	252.00	2,936.75	0.00	570.23
	4760	World Language		102.48	0.00	0.00	0.00	102.48
		D	Totals:	3,357.46	252.00	2,936.75	0.00	672.71
E	ADMINIS	TRATIVE 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		5,009.46	94.96	96.64	0.00	5,007.78
	5180	Teacher Fund/Grants		555.11	0.00	57.90	0.00	497.21
		E	Totals:	5,564.57	94.96	154.54	0.00	5,504.99
Q	STUDEN	IT FEE FUND						
	7000	KG Field Trips		361.78	7.00	423.93	0.00	-55.15
	7010	1st Grade Field Trips		45.54	0.00	281.92	0.00	-236.38
	7020	2nd Grade Field Trips		76.94	0.00	0.00	0.00	76.94
	7030	3rd Grade Field Trips		-58.89	0.00	0.00	0.00	-58.89
	7040	4th Grade Field Trips		-482.59	0.00	770.00	0.00	-1,252.59
	7050	5th Grade Field Trips		-258.67	849.75	169.98	0.00	421.10
	7900	Field Trips-Other		0.00	0.00	0.00	0.00	0.00
		Q	Totals:	-315.89	856.75	1,645.83	0.00	-1,104.97
		Abbott	Totals:	35,614.05	1,205.09	6,777.03	0.00	30,042.11

Sorted by Site ID,	Group ID,	Activity	ID; Filt	ered by	Site
	From	04/01/	2015 to	04/30/2	2015

Site ID	Site Name								
Group ID	Activity ID	e Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Ackerm	Ackerma	an Elementary							
A	ACTIVITY	GENERAL							
	1010	General Admin		8,128.41	1.70	311.12	0.00	7,818.99	
	1030	Staff Vending		174.18	0.00	0.00	0.00	174.18	
		А	Totals:	8,302.59	1.70	311.12	0.00	7,993.17	
D	CLUBS A	ND ORGANIZATIONS							
	4040	Art		6,992.67	0.00	0.00	0.00	6,992.67	
	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		1,336.60	0.00	0.00	0.00	1,336.60	
	4710	Student Council		958.49	209.00	0.00	0.00	1,167.49	
	4770	Yearbook		702.59	0.00	0.00	0.00	702.59	
		D	Totals:	10,864.69	209.00	0.00	0.00	11,073.69	
E	ADMINIS	TRATIVE 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		2,605.57	22.70	0.00	0.00	2,628.27	
	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:	3,727.35	22.70	0.00	0.00	3,750.05	
Q	STUDEN	IT FEE FUND							
	7000	KG Field Trips		8.87	214.00	0.00	0.00	222.87	
	7010	1st Grade Field Trips		310.22	312.25	328.50	0.00	293.97	
	7020	2nd Grade Field Trips		1.62	43.00	0.00	0.00	44.62	
	7030	3rd Grade Field Trips		51.50	0.00	0.00	0.00	51.50	
	7040	4th Grade Field Trips		300.00	0.00	207.72	0.00	92.28	
	7050	5th Grade Field Trips		428.60	0.00	323.16	0.00	105.44	
	7900	Field Trips-Other		0.00	1,342.25	1,160.00	0.00	182.25	
		Q	Totals:	1,100.81	1,911.50	2,019.38	0.00	992.93	
		Ackerma	Totals:	23,995.44	2,144.90	2,330.50	0.00	23,809.84	

Site ID	Site Na	ame			262.57	From 04/01/2015 to 04/30/				
Group ID	Group Nar Activity ID	me Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance		
Aldrich	Aldrich	Elementary								
A	ACTIVIT	TY GENERAL								
	1010	General Admin		22,306.13	448.09	186.62	0.00	22,567.60		
	1030	Staff Vending		387.75	0.00	0.00	0.00	387.75		
		А	Totals:	22,693.88	448.09	186.62	0.00	22,955.35		
D	CLUBS	AND ORGANIZATIONS								
	4040	Art		0.00	0.00	0.00	0.00	0.00		
	4070	Birthday Book Club		1,954.68	70.00	0.00	0.00	2,024.68		
	4710	Student Council		4.20	0.00	0.00	0.00	4.20		
		D	Totals:	1,958.88	70.00	0.00	0.00	2,028.88		
E	ADMINI	STRATIVE 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		957.55	41.22	0.00	0.00	998.77		
		E	Totals:	957.55	41.22	0.00	0.00	998.77		
Q	STUDE	NT FEE FUND								
	7000	KG Field Trips		-26.06	133.00	131.50	0.00	-24.56		
	7010	1st Grade Field Trips		168.07	150.00	209.40	0.00	108.67		
	7020	2nd Grade Field Trips		729.62	690.15	1,131,15	0.00	288.62		
	7030	3rd Grade Field Trips		488.88	0.00	0.00	0.00	488.88		
	7040	4th Grade Field Trips		814.49	0.00	0.00	0.00	814.49		
	7050	5th Grade Field Trips		-546.50	358.90	0.00	0.00	-187.60		
	7900	Field Trips-Other		-2,599.43	0.00	0.00	0.00	-2,599.43		
		Q	Totals:	-970.93	1,332.05	1,472.05	0.00	-1,110.93		
		Aldrich	Totals:	24,639.38	1,891.36	1,658.67	0.00	24,872.07		

Beginning Cash

5	1
-	

Cash Balance

9.016.17

230.00

1,358.28

4,750.78

5,725.49

1,827.64

2,846.63

910.42

604.43

447.00

711.65

99.18

83.13

188.30

-232.23

-124.43

-195.54

-284.88

-565.65

61,386.61

0.00

9,113.30

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

256.50

313.71

323.16

0.00

0.00

893.37

9,781.79

6,340.62

50.65

56.43

0.00

From 04/01/2015 to 04/30/2015.

Adjustments

Disbursements

Receipts

ACTIVITY GENERAL A 61.42 0.00 2.66 9,074.93 1010 General Admin 26,976.89 4,920.01 0.00 2,812.81 29.084.09 Volunteers-General 1020 0.00 230.00 0.00 0.00 Volunteers - Hospitality 1022 0.00 0.00 0.00 0.00 1030 Staff Vending 0.00 36,223.06 4,981.43 2,815.47 38,389.02 A Totals: D CLUBS AND ORGANIZATIONS 0.00 0.00 0.00 1,358.28 4040 Art 0.00 0.00 0.00 4,750.78 Birthday Book Club 4070 3,361.43 25.00 3,330.00 0.00 4140 Choir 0.00 1,814.09 3,936.00 24.60 4270 Field Day 0.00 1.890.46 0.00 62.82 4540 Other Clubs 0.00 50.65 0.00 0.00 4580 Reading 0.00 3,079.70 92.50 325.57 Student Council 4710 16,615.90 4.053.50 3,742.99 0.00 16,305.39 D Totals: ADMINISTRATIVE CUSTODIAL Е 0.00 0.00 0.00 910.42 5040 Fundraising-General 0.00 228.49 375.94 0.00 Hospitality-VIP 5065 0.00 72.00 164.00 5080 Media 6,432.62 447.00 0.00 0.00 0.00 Other Adm Custodial 5100 0.00 0.00 72.10 639.55 Other Student Activities 5110 0.00 73.78 25.40 0.00 PayBac 5140 164.00 0.00 8,164.41 1,112.89 Е Totals: STUDENT FEE FUND Q

#### Tue, 30 Jun 2015 at 04:45:21 PM

7000

7010

7020

7030

7040

7050

7900

KG Field Trips

1st Grade Field Trips

2nd Grade Field Trips

3rd Grade Field Trips

4th Grade Field Trips

5th Grade Field Trips

Q

BlackElk Totals:

Totals:

Field Trips-Other

Site Name

Activity Name

Black Elk Elementary

Group Name

Activity ID

Site ID

Group ID

BlackEl

83.13

188.30

24.27

189.28

127.62

-284.88

0.00

327.72

63,186.54

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

7,981.86

Site ID	Site Na	me					From 04/01/2015 to 04/30/2015.	
Group ID	Group Nan Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Bryan	Bryan E	Elementary School						
A	ACTIVIT	Y GENERAL						
	1010	General Admin		5,722.97	76.37	37.47	0.00	5,761.87
	1030	Staff Vending		662.38	0.00	0.00	0.00	662.38
		А	Totals:	6,385.35	76.37	37.47	0.00	6,424.25
D	CLUBS /	AND ORGANIZATIONS	5					
	4040	Art		20.25	336.00	0.00	0.00	356.25
	4220	Drama Club		151.02	0.00	0.00	0.00	151.02
	4500	Music		-351.38	600.00	0.00	0.00	248.62
	4710	Student Council		844.92	0.00	0.00	0.00	844.92
		D	Totals:	664.81	936.00	0.00	0.00	1,600.81
E	ADMINI	STRATIVE CUSTODIA	L					
	5040	Fundraising-General		12,440.16	15.40	1,109.14	0.00	11,346.42
	5060	Hospitality		0.00	0.00	0.00	0.00	0.00
	5080	Media		6,012.45	100.00	199.75	0.00	5,912.70
	5100	Other Adm Custodial		539.70	0.00	0.00	0.00	539.70
	5180	Teacher Fund/Grants		239.84	0.00	0.00	0.00	239.84
		E	Totals:	19,232.15	115.40	1,308.89	0.00	18,038.66
Q	STUDE	NT FEE FUND						
	7000	KG Field Trips		121.27	0.00	0.00	0.00	121.27
	7010	1st Grade Field Trips		-36.26	72.00	0.00	0.00	35.74
	7020	2nd Grade Field Trips		38.59	598.00	291.66	0.00	344.93
	7030	3rd Grade Field Trips		93.08	0.00	157.92	0.00	-64.84
	7040	4th Grade Field Trips		-78.07	82.00	0.00	0.00	3.93
	7050	5th Grade Field Trips		-33.56	405.60	730.00	0.00	-357.96
	7900	Field Trips-Other		0.00	0.00	0.00	0.00	0.00
		Q	Totals:	105.05	1,157.60	1,179.58	0.00	83.07
		Bryan	Totals:	26.387.36	2,285.37	2,525.94	0.00	26,146.79

Tue, 30 Jun 2015 at 04:45:21 PM

Sorted by Site	ID.	Group ID,	Activity	ID;	Filtered	by	Site
		From	04/01/2	201	5 to 04/3	30/2	2015

Site ID	Site Name							
Group ID	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Cather	Cather	Elementary						
A	ACTIVITY	Y GENERAL						
	1010	General Admin		19,953.71	7.15	584.73	0.00	19,376.13
	1030	Staff Vending		0.00	0.00	0.00	0.00	0.00
		А	Totals:	19,953.71	7.15	584.73	0.00	19,376.13
D	CLUBS A	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		1,013.61	429.80	450.80	0.00	992.61
		D	Totals:	1,105.79	429.80	450.80	0.00	1,084.79
E	ADMINIS	STRATIVE 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		2,885.74	83.61	58.11	0.00	2,911.24
	5140	PayBac		3,882.04	27.54	131.87	0.00	3,777.71
		E	Totals:	6,767.78	111.15	189.98	0.00	6,688.95
Q	STUDEN	IT FEE FUND						
	7000	KG Field Trips		-21.34	189.00	324.00	0.00	-156.34
	7010	1st Grade Field Trips		0.00	150.00	328.50	0.00	-178.50
	7020	2nd Grade Field Trips		-24.00	0.00	0.00	0.00	-24.00
	7030	3rd Grade Field Trips		0.00	44.00	0.00	0.00	44.00
	7040	4th Grade Field Trips		0.00	105.26	370.00	0.00	-264.74
	7050	5th Grade Field Trips		0.00	130.00	92.02	0.00	37.98
	7900	Field Trips-Other		217.90	0.00	0.00	0.00	217.90
		Q	Totals:	172.56	618.26	1,114.52	0.00	-323.70
		Cather	Totals:	27,999.84	1,166.36	2,340.03	0.00	26,826.17

Sorted by Site ID,	Group ID,	Activity	ID; F	iltered	by	Site
	From	04/01/2	2015	to 04/3	0/2	015

Site ID	Site Nar	ne					F10m 04/01/201	5 10 04/30/2013.
Group ID	Group Name Activity ID	e Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Cody	Cody El	ementary School						
A	ACTIVITY	GENERAL						
2020	1010	General Admin		5,120.78	629.21	1,708.47	0.00	4,041.52
	1030	Staff Vending		7.58	0.00	0.00	0.00	7.58
	1050	Projects/Support		2,161.87	0.00	68.96	0.00	2,092.91
		А	Totals:	7,290.23	629.21	1,777.43	0.00	6,142.01
D	CLUBS A	ND ORGANIZATION	IS					
	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		-230.63	12.50	12.50	0.00	-230.63
	4540	Other Clubs		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		4,220.91	0.00	1,138.00	0.00	3,082.91
		D	Totals:	3,990.28	12.50	1,150.50	0.00	2,852.28
E	ADMINIS	TRATIVE CUSTODI	AL					
	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		3,044.77	3.99	0.00	0.00	3,048.76
	5110	Other Student Activities	i	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:	4,363.45	3.99	0.00	0.00	4,367.44
Q	STUDEN	IT 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:	15,892.44	645.70	2,927.93	0.00	13,610.21

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Site ID	Site Nar	me					F10m 04/01/201	5 10 04/50/2015.
Group ID	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Cottonw	Cottonw	vood Elementary Scl	hool					
A	ACTIVITY	Y GENERAL						
	1010	General Admin		20,303.76	0.90	818.23	0.00	19,486.43
	1030	Staff Vending		-79.59	0.00	0.00	0.00	-79.59
		А	Totals:	20,224.17	0.90	818.23	0.00	19,406.84
D	CLUBS A	ND ORGANIZATIONS						
000	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		2,126.07	0.00	0.00	0.00	2,126.07
	4750	Volunteer Club		0.00	0.00	0.00	0.00	0.00
		D	Totals:	1,992.91	0.00	0.00	0.00	1,992.91
E	ADMINIS	STRATIVE 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		-21.34	0.00	493.75	0.00	-515.09
	5180	Teacher Fund/Grants		191.00	0.00	0.00	0.00	191.00
		E	Totals:	169.66	0.00	493.75	0.00	-324.09
Q	STUDEN	IT FEE FUND						
	7000	KG Field Trips		-27.78	0.00	0.00	0.00	-27.78
	7010	1st Grade Field Trips		-61.51	0.00	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		547.98	0.00	0.00	0.00	547.98
	7040	4th Grade Field Trips		-359.76	0.00	306.37	0.00	-666.13
	7050	5th Grade Field Trips		33.14	0.00	704.78	0.00	-671.64
	7900	Field Trips-Other		0.00	0.00	0.00	0.00	0.00
		Q	Totals:	177.31	0.00	1,011.15	0.00	-833.84
		Cottonw	Totals:	22,564.05	0.90	2,323.13	0.00	20,241.82

Site ID	Site Na	ame					From 04/01/201	5 to 04/30/2015.
Group ID	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Disney	Disney	Elementary						
A	ACTIVIT	TY GENERAL						
	1010	General Admin		5,411.98	0.30	238.26	0.00	5,174.02
	1030	Staff Vending		47.74	0.00	0.00	0.00	47.74
		А	Totals:	5,459.72	0.30	238.26	0.00	5,221.76
D	CLUBS	AND ORGANIZATIONS						
	4040	Art		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		704.56	0.00	0.00	0.00	704.56
		D	Totals:	704.56	0.00	0.00	0.00	704.56
E	ADMIN	ISTRATIVE CUSTODIAL	-					
	5040	Fundraising-General		867.46	0.00	34.13	0.00	833.33
	5060	Hospitality		0.00	0.00	0.00	0.00	0.00
	5070	Library		1,223.22	114.81	0.00	0.00	1,338.03
	5120	P.E.		108.90	0.00	0.00	0.00	108.90
		E	Totals:	2,199.58	114.81	34.13	0.00	2,280.26
Q	STUDE	NT FEE FUND						
	7000	KG Field Trips		-26.25	0.00	0.00	0.00	-26.25
	7010	1st Grade Field Trips		-146.78	312.00	312.00	0.00	-146.78
	7020	2nd Grade Field Trips		118.00	0.00	0.00	0.00	118.00
	7030	3rd Grade Field Trips		0.00	225.00	230.00	0.00	-5.00
	7040	4th Grade Field Trips		-93.07	0.00	0.00	0.00	-93.07
	7050	5th Grade Field Trips		-274.82	0.00	0.00	0.00	-274.82
	7090	ACP (SpEd) Trips		0.00	0.00	0.00	0.00	0.00
	7900	Field Trips-Other		-648.17	0.00	605.94	0.00	-1,254.11
		Q	Totals:	-1,071.09	537.00	1,147.94	0.00	-1,682.03
		Disney	Totals:	7,292.77	652.11	1,420.33	0.00	6,524.55

Site ID	Site Nar	me					From 04/01/201	5 to 04/30/2015.
Group in	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Ezra	Ezra Ele	ementary						
A	ACTIVITY	GENERAL						
	1010	General Admin		13,160.33	175.16	390.11	0.00	12,945.38
	1030	Staff Vending		227.99	0.00	0.00	0.00	227.99
		А	Totals:	13,388.32	175.16	390.11	0.00	13,173.37
D	CLUBS A	ND ORGANIZATIO	NS					
	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		278.34	0.00	258.41	0.00	19.93
	4500	Music		633.57	6.00	0.00	0.00	639.57
		D	Totals:	911.91	6.00	258.41	0.00	659.50
E	ADMINIS	TRATIVE CUSTOD	IAL					
	5040	Fundraising-General		17.00	0.00	0.00	0.00	17.00
E	5060	Hospitality		0.00	0.00	0.00	0.00	0.00
	5070	Library		7,294.36	2,105.93	735.84	0.00	8,664.45
	5110	Other Student Activitie	es	0.00	0.00	0.00	0.00	0.00
	5165	Logo Sales		647.20	0.00	500.00	0.00	147.20
	5170	Student Notebooks		0.00	0.00	0.00	0.00	0.00
		E	Totals:	7,958.56	2,105.93	1,235.84	0.00	8,828.65
Q	STUDEN	IT FEE FUND						
	7000	KG Field Trips		-74.06	0.00	0.00	0.00	-74.06
	7010	1st Grade Field Trips		-30.00	0.00	400.50	0.00	-430.50
	7020	2nd Grade Field Trips		100.12	610.00	610.68	0.00	99.44
	7030	3rd Grade Field Trips		100.00	0.00	0.00	0.00	100.00
	7040	4th Grade Field Trips		-47.53	570.00	161.58	0.00	360.89
	7050	5th Grade Field Trips		51.58	0.00	0.00	0.00	51.58
	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:	100.11	1,180.00	1,172.76	0.00	107.35
		Ezra	Totals:	22,358.90	3,467.09	3,057.12	0.00	22,768.87

Sorted by Site ID,	Group ID, A	ctivity	ID; Filte	red by	Site
	From 0	04/01/2	015 to 1	04/30/2	2015

Site ID	Site Na	me					From 04/01/201	5 to 04/30/2015.
Group ID	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Harvey	O Harvey	Oaks Elementary						
A	ACTIVITY	Y GENERAL						
	1010	General Admin		1,585.34	0.15	985.64	0.00	599.85
	1030	Staff Vending		62.26	0.00	0.00	0.00	62.26
	1170	Wellness		555.02	0.00	0.00	0.00	555.02
		A	Totals:	2,202.62	0.15	985.64	0.00	1,217.13
D	CLUBS A	ND ORGANIZATIONS						
	4040	Art		0.00	0.00	0.00	0.00	0.00
	4140	Choir		0.00	0.00	0.00	0.00	0.00
	4620	Safety Patrol		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		220.09	0.00	0.00	0.00	220.09
		D	Totals:	220.09	0.00	0.00	0.00	220.09
E	ADMINIS	TRATIVE 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		198.06	506.70	342.94	0.00	361.82
	5180	Teacher Fund/Grants		0.00	0.00	0.00	0.00	0.00
		E	Totals:	393.06	506.70	342.94	0.00	556.82
Q	STUDEN	IT 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		70.79	0.00	0.00	0.00	70.79
	7030	3rd Grade Field Trips		83.30	0.00	0.00	0.00	83.30
	7040	4th Grade Field Trips		79.99	168.00	165.78	0.00	82.21
	7050	5th Grade Field Trips		444.70	0.00	0.00	0.00	444.70
		Q	Totals:	647.18	168.00	165.78	0.00	649.40
		HarveyO	Totals:	3,462.95	674.85	1,494.36	0.00	2,643,44

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Site ID	Site Nar	ne					1.0	1011104/01/201	
Group ID	Activity ID	e Activity Name			Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Hitchco	Hitchco	ck Elementar	y						
A	ACTIVITY	GENERAL							
	1010	General Admin			21,930.81	1,092.68	516.97	0.00	22,506.52
	1030	Staff Vending			454.55	0.00	0.00	0.00	454.55
			A	Totals:	22,385.36	1,092.68	516.97	0.00	22,961.07
D	CLUBS A	ND ORGANIZA	TIONS						
(5) ( )	4040	Art			1,230.34	0.00	0.00	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:	5,039.51	0.00	0.00	0.00	5,039.51
E	ADMINIS	TRATIVE CUS	TODIAL						10000000
	5040	Fundraising-Gen	eral		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			1,798.06	51.11	0.00	0.00	1,849.17
	5165	Logo Sales			84.62	0.00	0.00	0.00	84.62
			Е	Totals:	3,872.68	51.11	0.00	0.00	3,923.79
Q	STUDEN	IT 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		1.81	400.00	424.68	0.00	-22.87
	7050	5th Grade Field	Trips		0.02	0.00	0.00	0.00	0.02
	7090	ACP (SpEd) Trip	os		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-Othe	r		0.00	0.00	0.00	0.00	0.00
			Q	Totals:	20.77	400.00	424.68	0.00	-3.91
		н	litchcoc	Totals:	31,318.32	1,543.79	941.65	0.00	31,920.46

Sorted by Site ID.	Group ID, Activity ID; Filtered by Site
	From 04/01/2015 to 04/30/2015

Site ID	Site Na	ame					From 04/01/201	5 (0 04/30/2013.
Group ID	Group Na Activity ID	me Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Holling	Holling	Heights Elementar	ту					
A	ACTIVIT	TY GENERAL						
	1010	General Admin		18,164.90	476.91	167.22	0.00	18,474.59
	1030	Staff Vending		476.65	0.00	13.82	0.00	462.83
		А	Totals:	18,641.55	476.91	181.04	0.00	18,937.42
D	CLUBS	AND ORGANIZATION	S					
65.	4710	Student Council		1,601.38	0.00	0.00	0.00	1,601.38
		D	Totals:	1,601.38	0.00	0.00	0.00	1,601.38
E	ADMIN	STRATIVE CUSTODIA	AL.					
-T	5070	Library		7,786.48	0.00	213.07	0.00	7,573.41
	5140	PayBac		702.63	430.63	25.43	0.00	1,107.83
	5180	Teacher Fund/Grants		0.00	0.00	0.00	0.00	0.00
		E	Totals:	8,489.11	430.63	238.50	0.00	8,681.24
Q	STUDE	NT FEE FUND						
	7000	KG Field Trips		18.76	0.00	0.00	0.00	18.76
	7010	1st Grade Field Trips		16.74	0.00	0.00	0.00	16.74
	7020	2nd Grade Field Trips		-4.58	0.00	0.00	0.00	-4.58
	7030	3rd Grade Field Trips		13.85	0.00	0.00	0.00	13.85
	7040	4th Grade Field Trips		0.00	224.68	282.14	0.00	-57.46
	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:	44.77	224.68	282.14	0.00	-12.69
		Holling	Ht Totals:	28,776.81	1,132.22	701.68	0.00	29,207.35

Sorted by Site ID,	Group ID,	Activity	ID; Filte	ared by	Site.
1993-1991 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1 1997 -	From	04/01/2	2015 to	04/30/2	2015.

Site ID	Site Nar	ne					From 04/01/2013	5 (0 04/30/2013.
Group ID	Activity ID	e Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Montclai	Montcla	ir Elementary						
A	ACTIVITY	GENERAL						
	1010	General Admin		3,241.99	4,022.88	590.17	0.00	6,674.70
	1030	Staff Vending		553.23	0.00	0.00	0.00	553.23
		А	Totals:	3,795.22	4,022.88	590.17	0.00	7,227.93
D	CLUBS A	ND ORGANIZATION	S					
-T.	4040	Art		1,854.62	0.00	0.00	0.00	1,854.62
	4440	Leadership Club		0.00	0.00	0.00	0.00	0.00
	4570	Play Production		4,135.38	688.06	0.00	0.00	4,823.44
	4610	SAFE/DARE/Drug Free		1.84	0.00	0.00	0.00	1.84
	4710	Student Council		2,308.21	3.00	283.75	0.00	2,027.46
		D	Totals:	8,300.05	691.06	283.75	0.00	8,707.36
E	ADMINIS	TRATIVE CUSTODIA	AL.					
	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		4,812.20	76.37	1,663.11	0.00	3,225.46
	5120	P.E.		165.15	0.00	0.00	0.00	165.15
		E	Totals:	4,982.17	76.37	1,663.11	0.00	3,395.43
Q	STUDEN	IT FEE FUND						
	7000	KG Field Trips		-22.38	246.50	0.00	0.00	224.12
	7010	1st Grade Field Trips		0.00	48.00	0.00	0.00	48.00
	7020	2nd Grade Field Trips		297.51	282.00	459.09	0.00	120.42
	7030	3rd Grade Field Trips		-18.43	323.00	197.37	0.00	107.20
	7040	4th Grade Field Trips		72.23	0.00	0.00	0.00	72.23
	7050	5th Grade Field Trips		24.89	230.00	42.00	0.00	212.89
	7110	Montessori PreK		30.80	1,819.25	505.25	0.00	1,344.80
	7120	Montessori 1-3		619.83	989.75	1,478.24	0.00	131.34
	7130	Montessori 4th & 5th		1.51	1,207.00	1,225.02	0.00	-16.5
	7140	Mini-Classes		3,658.30	0.00	321.48	0.00	3,336.82
	7150	Jumpstart		0.00	0.00	0.00	0.00	0.0
	7900	Field Trips-Other		5.00	1,534.00	0.00	0.00	1,539.0
		Q	Totals:	4,669.26	6,679.50	4,228.45	0.00	7,120.31
		Montel	air Totals:	21,746.70	11,469.81	6,765.48	0.00	26,451.03

Sorted by	Site I	D,	Group	ID,	Activity	ID;	Filtered	by	Site
			F	rom	04/01/2	201	5 to 04/3	10/2	2015

Site ID Group ID	Site Name						From 04/01/2015 to 04/30/2015.	
Group ID	Group Name Activity ID	e Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Morton	Morton	Elementary						
A	ACTIVITY	GENERAL						
	1010	General Admin		1,134.01	0.41	14.00	0.00	1,120.42
	1030	Staff Vending		0.00	0.00	0.00	0.00	0.00
		А	Totals:	1,134.01	0.41	14.00	0.00	1,120.42
D	CLUBS A	ND ORGANIZATIONS						
	4230	Environmental Club		98.80	0.00	0.00	0.00	98.80
	4580	Reading		204.99	0.00	75.30	0.00	129.69
	4610	SAFE/DARE/Drug Free		0.00	0.00	0.00	0.00	0.00
	4620	Safety Patrol		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		2,306.59	276.00	979.83	0.00	1,602.76
		D	Totals:	2,610.38	276.00	1,055.13	0.00	1,831.25
E	ADMINIS	TRATIVE CUSTODIAL						
	5040	Fundraising-General		0.00	0.00	0.00	0.00	0.00
	5060	Hospitality		1,015.25	0.00	331.75	0.00	683.50
	5070	Library		4,323.69	50.00	130.00	0.00	4,243.69
	5140	РауВас		1,300.62	975.95	1,263.85	0.00	1,012.72
		E	Totals:	6,639.56	1,025.95	1,725.60	0.00	5,939.91
Q	STUDEN	IT FEE FUND						
	7000	KG Field Trips		-136.38	0.00	0.00	0.00	-136.38
	7010	1st Grade Field Trips		-266.00	253.70	134.10	0.00	-146.40
	7020	2nd Grade Field Trips		0.00	0.00	175.50	0.00	-175.50
	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		6.00	0.00	0.00	0.00	6.00
	7900	Field Trips-Other		0.00	0.00	0.00	0.00	0.00
		Q	Totals:	-396.38	253.70	309.60	0.00	-452.28
		Morton	Totals:	9,987.57	1,556.06	3,104.33	0.00	8,439.30

Sorted by Site ID,	Group ID,	Activity	ID;	Filtered	by	Site
	From	04/01/2	201	5 to 04/3	30/2	2015

Site ID	Site Name						From 04/01/201	5 to 04/30/2015.
Group ID	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Neihardt	Neihard	t Elementary Scho	lool					
A	ACTIVITY	GENERAL						
	1010	General Admin		2,889.21	0.80	396.43	0.00	2,493.58
	1030	Staff Vending		77.88	0.00	0.00	0.00	77.88
		A	Totals:	2,967.09	0.80	396.43	0.00	2,571.46
D	CLUBS A	ND ORGANIZATION	S					
	4140	Choir		780.93	0.00	0.00	0.00	780.93
	4620	Safety Patrol		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		-62.38	0.00	0.00	0.00	-62.38
	4770	Yearbook		4,597.70	0.00	0.00	0.00	4,597.70
		D	Totals:	5,316.25	0.00	0.00	0.00	5,316.25
E	ADMINIS	TRATIVE CUSTODIA	L					
	5015	Circle of Friends		13.00	0.00	0.00	0.00	13.00
	5035	Fuel Up to Play 60		53.49	0.00	0.00	0.00	53.49
	5040	Fundraising-General		1,501.19	0.00	166.09	0.00	1,335.10
	5070	Library		2,793.47	0.00	0.00	0.00	2,793.47
	5110	Other Student Activities		0.00	0.00	0.00	0.00	0.00
	5140	PayBac		5,628.05	509.05	404.21	0.00	5,732.89
		E	Totals:	9,989.20	509.05	570.30	0.00	9,927.95
Q	STUDEN	T 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		156.09	150.00	0.00	0.00	306.09
	7050	5th Grade Field Trips		43.39	0.00	1,694.00	0.00	-1,650.61
	7900	Field Trips-Other		0.00	0.00	0.00	0.00	0.00
		Q	Totals:	824.81	150.00	1,694.00	0.00	-719.19
		Neihard	It Totals:	19.097.35	659.85	2,660.73	0.00	17,096.47

Sorted by Site ID.	, Group ID, Activity ID; Filtere	d by	Site
	From 04/01/2015 to 04	/30/2	015

Site ID	Site Na	me			101104012013					
Group ID	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance		
Norris	Norris E	Elementary School								
A	ACTIVIT	Y GENERAL								
	1010	General Admin		16,990.97	1.37	472.27	-168.25	16,351.82		
	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 Pro	grams	1,153.00	0.00	0.00	0.00	1,153.00		
		А	Totals:	21,891.85	1.37	472.27	-168.25	21,252.70		
D	CLUBS A	AND ORGANIZATION	S							
	4010	40 Assets		932.97	1,550.05	915.82	0.00	1,567.20		
	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:	3,432.53	1,550.05	915.82	0.00	4,066.76		
E	ADMINIS	STRATIVE CUSTODIA	L.							
	5060	Hospitality		-37.19	0.00	0.00	200.00	162.81		
	5080	Media		4,113.04	2,409.20	2,399.57	0.00	4,122.67		
	5090	Montessori		1,049.52	0.00	0.00	0.00	1,049.52		
	5140	PayBac		1,035.70	0.00	0.00	0.00	1,035.70		
	5180	Teacher Fund/Grants		31.75	0.00	0.00	-31.75	0.00		
		E	Totals:	6,192.82	2,409.20	2,399.57	168.25	6,370.70		
Q	STUDE	NT FEE FUND								
	7000	KG Field Trips		-65.59	0.00	0.00	0.00	-65.59		
	7010	1st Grade Field Trips		12.01	0.00	0.00	0.00	12.01		
	7020	2nd Grade Field Trips		-20.94	0.00	0.00	0.00	-20.94		
	7030	3rd Grade Field Trips		170.93	0.00	142.68	0.00	28.25		
	7040	4th Grade Field Trips		-94.35	0.00	159.75	0.00	-254.10		
	7050	5th Grade Field Trips		-7.65	0.00	0.00	0.00	-7.65		
	7090	ACP (SpEd) Trips		0.00	0.00	0.00	0.00	0.00		
	7110	Montessori PreK		90.18	330.00	95.65	0.00	324.53		
	7120	Montessori 1-3		87.55	0.00	0.00	0.00	87.55		
	7130	Montessori 4th & 5th		-7.73	0.00	0.00	0.00	-7.73		
	7150	Jumpstart		0.00	0.00	0.00	0.00	0.0		
	7900	Field Trips-Other		0.00	0.00	0.00	0.00	0.00		
		Q	Totals:	164.41	330.00	398.08	0.00	96.33		
		Norris	Totals:	31,681.61	4,290.62	4,185.74	0.00	31,786.49		

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Site ID	Site Na	me					From 04/01/2015 to 04/30/2015	
Group ID	Group Nam Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Reagan	Reagan	Elementary						
Δ	ACTIVIT	Y GENERAL						
	1010	General Admin		29,653.04	1,779.02	20.00	0.00	31,412.06
	1020	Volunteers-General		56,910.52	3,245.34	1,567.06	0.00	58,588.80
	1022	Volunteers - Hospitality	0.00	0.00	0.00	0.00	0.00	
	1030	Staff Vending		787.34	0.00	0.00	0.00	787.34
	1045	Gym Teachers Activity Acc	ount	0.00	51.24	0.00	0.00	51.24
		А	Totals:	87,350.90	5,075.60	1,587.06	0.00	90,839.44
D	CLUBS /	AND ORGANIZATIONS						
-	4540	Other Clubs		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		956.46	0.00	0.00	0.00	956.46
		D	Totals:	956.46	0.00	0.00	0.00	956.46
E	ADMINIS	STRATIVE 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		5,507.74	0.00	503.16	0.00	5,004.58
	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:	5,569.74	0.00	503.16	0.00	5,066.58
Q	STUDE	NT FEE FUND						
	7000	KG Field Trips		859.88	0.00	303.90	0.00	555.98
	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		63.21	686.60	195.00	0.00	554.81
	7040	4th Grade Field Trips		1,242.72	0.00	75.00	0.00	1,167.72
	7050	5th Grade Field Trips		-164.70	0.00	767.14	0.00	-931.84
	7900	Field Trips-Other		0.00	0.00	0.00	0.00	0.00
		Q	Totals:	2,444.08	686.60	1,341.04	0.00	1,789.64
		Reagan	Totals:	96,321.18	5,762.20	3,431.26	0.00	98,652.12

Site ID	Site Nar	ne			From 04/01/2015 to 04/30/2015.				
Group ID	Group Name Activity ID	e Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Reeder	Reeder	Elementary							
A	ACTIVITY	GENERAL							
	1010	General Admin		8,755.26	0.83	903.06	0.00	7,853.03	
	1030	Staff Vending		-12.27	0.00	0.00	0.00	-12.27	
		А	Totals:	8,742.99	0.83	903.06	0.00	7,840.76	
D	CLUBS A	ND ORGANIZATIONS							
20.	4500	Music		2,156.47	0.00	454.64	0.00	1,701.83	
	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:	2,474.85	0.00	454.64	0.00	2,020.21	
E	ADMINIS	TRATIVE 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		2,047.96	42.00	252.00	0.00	1,837.96	
	5120	P.E.		2,092.72	0.00	0.00	0.00	2,092.72	
	5140	PayBac		2,992.73	715.74	0.00	0.00	3,708.47	
	5180	Teacher Fund/Grants		0.00	0.00	0.00	0.00	0.00	
		E	Totals:	7,190.32	757.74	252.00	0.00	7,696.06	
Q	STUDEN	IT FEE FUND							
	7000	KG Field Trips		-70.51	0.00	0.00	0.00	-70.51	
	7010	1st Grade Field Trips		28.49	0.00	0.00	0.00	28.49	
	7020	2nd Grade Field Trips		104.49	0.00	0.00	0.00	104.49	
	7030	3rd Grade Field Trips		17.94	0.00	0.00	0.00	17.94	
	7040	4th Grade Field Trips		56.82	455.45	538.92	0.00	-26.65	
	7050	5th Grade Field Trips		33.12	0.00	0.00	0.00	33.12	
	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:	170.35	455.45	538.92	0.00	86.88	
		Reeder	Totals:	18,578.51	1,214.02	2,148.62	0.00	17,643.91	

Tue, 30 Jun 2015 at 04:45:21 PM

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Site ID	Site Name				22	F10111 04/01/2013	010040012010.	
Group ID	Group Name Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Rockwe	Rockwe	II Elementary						
A	ACTIVITY	GENERAL						0000022
	1010	General Admin		3,598.98	1.15	88.44	0.00	3,511.69
	1030	Staff Vending		223.76	0.00	0.00	0.00	223.76
	1040	Donations		11,391.36	0.00	272.85	0.00	11,118.51
		А	Totals:	15,214.10	1.15	361.29	0.00	14,853.96
D	CLUBS A	ND ORGANIZATIONS						000101
	4230	Environmental Club		538.07	0.00	15.76	0.00	522.31
	4540	Other Clubs		480.33	0.00	741.26	0.00	-260.93
	4610	SAFE/DARE/Drug Free		239.82	0.00	0.00	0.00	239.82
	4710	Student Council		2,511.48	0.00	158.24	0.00	2,353.24
		D	Totals:	3,769.70	0.00	915.26	0.00	2,854.44
E	ADMINIS	TRATIVE CUSTODIAL						10000000
	5040	Fundraising-General		3,094.57	0.00	0.00	0.00	3,094.57
	5070	Library		3,211.30	30.00	0.00	0.00	3,241.30
	5110	Other Student Activities		228.63	741.26	0.00	0.00	969.89
	5140	PayBac		1,933.87	164.57	156.24	0.00	1,942.20
		E	Totals:	8,468.37	935.83	156.24	0.00	9,247.96
Q	STUDEN	IT 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	177.05	0.00	0.00	77.50
	7030	3rd Grade Field Trips		4.94	0.00	0.00	0.00	4.94
	7040	4th Grade Field Trips		26.95	0.00	78.00	0.00	-51.05
	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:	90.10	177.05	78.00	0.00	189.15
		Rockwel	Totals:	27,542.27	1,114.03	1,510.79	0.00	27,145.51

Sorted by Site ID,	Group ID, Activity ID; Filtered by Site.
	From 04/01/2015 to 04/30/2015.

Site ID	Site Name					PI0II 04/01/2013 10 04/30/2013			
Group ID	Activity ID	e Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Rohwer	Rohwer	Elementary							
A	ACTIVITY	GENERAL							
	1010	General Admin		2,881.32	985.79	1,509.84	0.00	2,357.27	
	1030	Staff Vending		98.92	0.00	0.00	0.00	98.92	
		А	Totals:	2,980.24	985.79	1,509.84	0.00	2,456.19	
D	CLUBS A	ND ORGANIZATIONS							
	4070	Birthday Book Club		1,829.01	30.00	0.00	0.00	1,859.01	
	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:	2,622.61	30.00	0.00	0.00	2,652.61	
E	ADMINIS	TRATIVE CUSTODIAL							
	5040	Fundraising-General		0.00	0.00	0.00	0.00	0.00	
	5060	Hospitality		894.61	0.00	0.00	0.00	894.61	
	5080	Media		1,548.30	0.00	0.00	0.00	1,548.30	
	5140	PayBac		6,764.59	352.77	212.38	0.00	6,904.98	
	5180	Teacher Fund/Grants		400.00	0.00	0.00	0.00	400.00	
		E	Totals:	9,607.50	352.77	212.38	0.00	9,747.89	
Q	STUDEN	IT 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	663.30	0.00	-678.77	
	7020	2nd Grade Field Trips		-171.44	156.00	155.28	0.00	-170.72	
	7030	3rd Grade Field Trips		679.14	0.00	250.00	0.00	429.14	
	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	331.56	0.00	-143.89	
	7900	Field Trips-Other		0.00	0.00	0.00	0.00	0.00	
		Q	Totals:	1,467.12	156.00	1,400.14	0.00	222.98	
		Rohwer	Totals:	16,677.47	1,524.56	3,122.36	0.00	15,079.67	

Site ID	Site Name				From 04/01/2015 to 04/30/2015.					
Group ID	Group Nam	e		Reginging Cash	Receipts	Disbursements	Adjustments	Cash Balance		
	Activity ID	Activity Name		Deginaning Cash	Troughto					
Sandoz	Sandoz	Elementary								
A	ACTIVITY	Y GENERAL					2020			
	1010	General Admin		17,492.07	303.61	1,305.30	0.00	16,490.38		
	1030	Staff Vending		103.39	46.00	0.00	0.00	149.39		
		А	Totals:	17,595.46	349.61	1,305.30	0.00	16,639.77		
D	CLUBS A	AND ORGANIZATIONS								
2	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	ADMINIS	STRATIVE CUSTODIAL								
	5040	Fundraising-General		0.00	0.00	0.00	0.00	0.00		
	5070	Library		1,301.13	0.00	32.03	0.00	1,269.10		
		E	Totals:	1,301.13	0.00	32.03	0.00	1,269.10		
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	256.50	0.00	-131.25		
	7030	3rd Grade Field Trips		222.33	300.00	232.00	0.00	290.33		
	7040	4th Grade Field Trips		0.00	0.00	0.00	0.00	0.00		
	7050	5th Grade Field Trips		-224.46	232.35	88.30	-4.35	-84.76		
	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:	496.48	532.35	576.80	-4.35	447.68		
		Sandoz	Totals:	19,734.04	881.96	1,914.13	-4.35	18,697.52		
Cite ID	Site No.	mo.			Sorted by Site ID, Group ID, Activity II From 04/01/20					
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Group ID	Group Nam Activity ID	e Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance		
Upchurc	Upchur	ch Elementary								
A	ACTIVIT	Y GENERAL								
	1010	General Admin		15,065.43	1.30	276.15	0.00	14,790.58		
	1030	Staff Vending		510.22	0.00	0.00	0.00	510.22		
		А	Totals:	15,575.65	1.30	276.15	0.00	15,300.80		
D	CLUBS A	AND ORGANIZATION	IS							
	4710	Student Council		2,953.53	4,806.50	17.80	0.00	7,742.23		
		D	Totals:	2,953.53	4,806.50	17.80	0.00	7,742.23		
E	ADMINIS	STRATIVE CUSTODI	AL							
1972-00	5040	Fundraising-General		4,515.66	0.00	0.00	0.00	4,515.66		

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75.00

240.50

1,155.00

594.00

369.15

107.00

2,465.65

7,348.45

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1,156.45

472.50

#### 5040 Fundraising-General 7,267.93 5070 Library 11,783.59 Е Totals: STUDENT FEE FUND Q 78.70 7000 KG Field Trips 1st Grade Field Trips 46.47 7010 90.20 2nd Grade Field Trips 7020 46.97 3rd Grade Field Trips 7030 46.46 4th Grade Field Trips 7040 12.46 5th Grade Field Trips 7050 0.00 Field Trips-Other 7900 321.26 Q Totals:

Upchurc Totals: 30,634.03 6,952.93

11,468.59

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772.70

640.97

415.61

119.46

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Site ID	Site Nar	ne				50	F10111 04/01/2013	510 04/30/2013.
Group ID	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Wheeler	Wheeler	Elementary						
A	ACTIVITY	GENERAL						
	1010	General Admin		5,799.50	0.98	65.97	0.00	5,734.51
	1030	Staff Vending		132.83	0.00	0.00	0.00	132.83
	1040	Donations		7,729.23	0.00	0.00	0.00	7,729.23
		А	Totals:	13,661.56	0.98	65.97	0.00	13,596.57
D	CLUBS A	ND ORGANIZATIONS						
770 A	4040	Art		0.00	0.00	0.00	0.00	0.00
	4070	Birthday Book Club		1,753.49	40.00	0.00	0.00	1,793.49
	4500	Music		301.60	235.00	0.00	0.00	536.60
	4710	Student Council		264.10	0.00	0.00	0.00	264.10
		D	Totals:	2,319.19	275.00	0.00	0.00	2,594.19
E	ADMINIS	TRATIVE 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		4,573.38	13.04	256.00	0.00	4,330.42
	5100	Other Adm Custodial		1,998.49	680.17	0.00	0.00	2,678.66
	5110	Other Student Activities		0.00	0.00	0.00	0.00	0.00
		E	Totals:	6,601.87	693.21	256.00	0.00	7,039.08
Q	STUDEN	IT FEE FUND						
	7000	KG Field Trips		49.34	0.00	0.00	0.00	49.34
	7010	1st Grade Field Trips		-333.81	0.00	0.00	0.00	-333.81
	7020	2nd Grade Field Trips		103.99	419.60	200.00	0.00	323.59
	7030	3rd Grade Field Trips		462.47	743.80	445.00	0.00	761.27
	7040	4th Grade Field Trips		470.49	834.00	841.60	0.00	462.89
	7050	5th Grade Field Trips		38.84	339.00	0.00	0.00	377.84
	7600	Garden Club		0.00	0.00	0.00	0.00	0.00
	7900	Field Trips-Other		97.86	0.00	1,840.00	0.00	-1,742.14
		Q	Totals:	889.18	2,336.40	3,326.60	0.00	-101.02
		Wheeler	Totals:	23,471.80	3,305.59	3,648.57	0.00	23,128.82

Site ID	Site Nar	ne								
Group ID	Group Name Activity ID	e Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance		
Willowd	Willowda	ale Elementary								
A	ACTIVITY	GENERAL						0.0000000		
	1010	General Admin		11,873.71	2,650.98	2,736.06	0.00	11,788.63		
	1030	Staff Vending		3,246.45	0.00	83.90	0.00	3,162.55		
		А	Totals:	15,120.16	2,650.98	2,819.96	0.00	14,951.18		
D	CLUBS A	ND ORGANIZATIONS								
10	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		530.88	1,342.79	1,342.79	0.00	530.88		
		D	Totals:	530.88	1,342.79	1,342.79	0.00	530.88		
E	ADMINIS	TRATIVE 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		440.91	0.00	0.00	0.00	440.91		
	5180	Teacher Fund/Grants		31.25	0.00	0.00	0.00	31.25		
	5200	Outdoor Learning Environm	nent	379.36	0.00	0.00	0.00	379.36		
		E	Totals:	851.52	0.00	0.00	0.00	851.52		
Q	STUDEN	IT FEE FUND								
	7000	KG Field Trips		-151.29	0.00	0.00	0.00	-151.29		
	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		-109.03	0.00	274.23	0.00	-383.26		
	7050	5th Grade Field Trips		-26.08	0.00	0.00	0.00	-26.08		
	7900	Field Trips-Other		-5.62	0.00	1,027.94	0.00	-1,033.56		
		Q	Totals:	-310.83	0.00	1,302.17	0.00	-1,613.00		
		Willowda	Totals:	16,191.73	3,993.77	5,464.92	0.00	14,720.58		
		Report T	otals:	2,691,457.35	478,728.86	559,393.24	12,528.15	2,623,321.12		

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Site ID	Site Na	ame		From 04/01/2015 to 04/30/201					
Group ID	Group Nar Activity ID	ne Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
AMS	Anders	en Middle School							
A	ACTIVIT	Y GENERAL							
	1010	General Admin		27,424.62	1.96	2,160.05	0.00	25,266.53	
	1025	Savings		0.00	0.00	0.00	0.00	0.00	
	1030	Staff Vending		1,533.53	0.00	35.00	0.00	1,498.53	
	1035	Student Vending		3,030.45	0.00	717.76	0.00	2,312.69	
	1170	Wellness		460.52	0.00	55.75	0.00	404.77	
		А	Totals:	32,449.12	1.96	2,968.56	0.00	29,482.52	
В	Athletics	s-Girls							
	2013	Misc. Expenditures - Gir	is	-77.01	0.00	239.94	35.00	-281.95	
		В	Totals:	-77.01	0.00	239.94	35.00	-281.95	
С	Athletics	s-Boys							
	3013	Misc. Expenditures - Bo	ys	3,784.04	0.00	587.97	4,455.00	7,651.07	
		С	Totals:	3,784.04	0.00	587.97	4,455.00	7,651.07	
D	CLUBS	AND ORGANIZATION	IS						
	4040	Art		322.05	0.00	0.00	0.00	322.05	
	4060	Band		6,128.50	48.00	141.88	0.00	6,034.62	
	4080	Book Club		213.17	0.00	0.00	0.00	213.17	
	4100	Builders Club		412.06	0.00	0.00	0.00	412.06	
	4220	Drama Club		49.75	0.00	0.00	0.00	49.75	
	4260	FCS Club		2,459.73	0.00	0.00	0.00	2,459.73	
	4370	Industrial Arts		8,138.64	0.00	0.00	0.00	8,138.64	
	4440	Leadership Club		1,299.15	0.00	0.00	0.00	1,299.15	
	4500	Music		1,942.13	880.00	989.30	216.00	2,048.83	
	4540	Other Clubs		-7.91	0.00	0.00	0.00	-7.91	
	4560	Photography Club		79.58	0.00	0.00	0.00	79.58	
	4590	Renaissance Program		304.79	0.00	304.79	0.00	0.00	
	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		6,176.34	0.00	0.00	0.00	6,176.34	
	4780	Youth to Youth		1,658.92	0.00	0.00	0.00	1,658.92	
		D	Totals:	32,947.00	928.00	1,435.97	216.00	32,655.03	
E	ADMIN	STRATIVE CUSTODI	AL						
	5020	Fines		7,223.62	0.00	0.00	0.00	7,223.62	
	5030	Counseling Center		932.85	39.00	0.00	0.00	971.85	
	5040	Fundraising-General		9,848.71	0.00	1,114.99	0.00	8,733.72	
	5050	HAL		0.00	73.75	152.50	0.00	-78.75	
	5060	Hospitality		811.43	0.00	0.00	0.00	811.43	
	5070	Library		1,670.78	0.00	0.00	0.00	1,670.78	
	5100	Other Adm Custodial		0.00	0.00	0.00	0.00	0.00	

Tue, 30 Jun 2015 at 04:45:21 PM

Millard Public Schools

Page 4

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Group ID	Group Name	e						
	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
-	5110	Other Student Activities	6	57.01	0.00	0.00	0.00	57.01
	5120	P.E.		1,174.34	0.00	471.05	0.00	703.29
	5165	Logo Sales		5,492.21	0.00	0.00	0.00	5,492.21
	5200	Outdoor Learning Envir	onment	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:	37,231.27	112.75	1,738.54	0.00	35,605.48
Q	STUDEN	T FEE FUND						
	7060	6th Grade Field Trips		-217.66	861.00	946.38	0.00	-303.04
	7070	7th Grade Field Trips		-4.75	7.00	0.00	0.00	2.25
	7080	8th Grade Field Trips		-16.33	21.00	0.00	0.00	4.67
	7150	Jumpstart		-78.11	0.00	0.00	0.00	-78.11
	7170	Participation Fees - Clu	ibs & Orgs	0.00	0.00	0.00	0.00	0.00
	7900	Field Trips-Other		0.00	216.00	0.00	-216.00	0.00
	7901	Student Transportation		0.00	2,130.00	0.00	0.00	2,130.00
		Q	Totals:	-316.85	3,235.00	946.38	-216.00	1,755.77
S	ATHLET	С						
	9050	Athletic-General		12,492.61	0.00	0.00	0.00	12,492.61
		S	Totals:	12,492.61	0.00	0.00	0.00	12,492.61
		AMS	Totals:	118,510.18	4,277.71	7,917.36	4,490.00	119,360.53

Site ID Site Name

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Site ID	Site Na	ime		From 04/01/2015 to 04/					
Group ID	Group Nar Activity ID	ne Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
BMS	Beadle	Middle School							
A	ACTIVIT	Y GENERAL							
	1010	General Admin		7,828.09	430.94	629.40	0.00	7,629.63	
	1025	Savings		0.00	0.00	0.00	0.00	0.00	
	1030	Staff Vending		681.93	30.00	370.58	0.00	341.35	
	1035	Student Vending		3,095.89	0.00	846.36	0.00	2,249.53	
	1040	Donations		4,117.80	0.00	0.00	0.00	4,117.80	
	1070	Start Up Cash		0.00	100.00	100.00	100.00	100.00	
	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:	16,067.82	560.94	1,946.34	100.00	14,782.42	
В	Athletics	s-Girls							
	2013	Misc. Expenditures - Girl	s	800.17	1,925.00	317.47	2,030.00	4,437.70	
		В	Totals:	800.17	1,925.00	317.47	2,030.00	4,437.70	
С	Athletics	s-Boys							
	3013	Misc. Expenditures - Boy	/5	2,268.81	0.00	509.43	3,920.00	5,679.38	
		С	Totals:	2,268.81	0.00	509.43	3,920.00	5,679.38	
D	CLUBS	AND ORGANIZATION	S						
	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		911.97	0.00	0.00	0.00	911.97	
	4320	Future Educators		18.87	0.00	0.00	0.00	18.87	
	4540	Other Clubs		51.88	0.00	0.00	0.00	51.88	
	4570	Play Production		3,212.28	4,485.00	1,295.56	-100.00	6,301.72	
	4630	Science Club		74.58	0.00	0.00	360.00	434.58	
	4690	Spirit Shop		5,849.65	0.00	0.00	0.00	5,849.65	
	4710	Student Council		645.46	132.00	82.69	0.00	694.77	
	4770	Yearbook		31,068.29	0.00	0.00	0.00	31,068.29	
	4780	Youth to Youth		770.35	0.00	300.00	0.00	470.35	
		D	Totals:	43,325.26	4,617.00	1,678.25	260.00	46,524.01	
E	ADMINI	STRATIVE CUSTODIA	AL.						
	5025	Fines - Library Book		874.20	0.00	14.79	0.00	859.41	
	5030	Counseling Center		183.24	701.34	699.95	0.00	184.63	
	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		1,344.55	0.00	0.00	0.00	1,344.55	

Tue, 30 Jun 2015 at 04:45:21 PM

Millard Public Schools

Page 7

Sorted by Site ID.	Group ID, Activity ID; Filtered by Site.
	From 04/01/2015 to 04/30/2015.

Site ID Group ID	Site Nar Group Nam	ne º		Begigning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	Activity ID	Activity Name		Beginning Gaan	0.00	0.00	0.00	1,829.95
	5120	P.E.		1,829.95	0.00	0.00	0.00	1,226,23
	5180	Teacher Fund/Grants		1,226.23	0.00	0.00	0.00	475.93
	5220	Site Improvements		475.83	0.00	0.00	0.00	475.05
		E	Totals:	9,290.50	701.34	714.74	0.00	9,277.10
Q	STUDEN	T FEE FUND			000.023	0.00	0.00	66 78
	7060	6th Grade Field Trips		66.78	0.00	0.00	0.00	00.70
	7400	After School Program		0.00	0.00	0.00	0.00	0.00
	/100	Alter School Logion		0.00	470.00	0.00	0.00	470.00
	7150	Jumpstart		0.00	507.00	0.00	-507.00	0.00
	7170	Participation Fees - Club	s & Orgs	0.00	3 720 00	3 660 00	0.00	3,720.00
	7901	Student Transportation		3,660.00	3,720.00	3,000.00		
		Q	Totals:	3,726.78	4,697.00	3,660.00	-507.00	4,256.78
		BMS	Totals:	75,479.34	12,501.28	8,826.23	5,803.00	84,957.39

76

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Site ID	Site Na	me		From 04/01/2015 to 04/30/					
Group ID	Group Nar Activity ID	ne Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
CMS	Centra	Middle School							
A	ACTIVIT	Y GENERAL							
	1010	General Admin		466.43	106.20	703.75	0.00	-131.12	
	1025	Savings		0.00	0.00	0.00	0.00	0.00	
	1030	Staff Vending		256.24	84.00	0.00	0.00	340.24	
	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	
		А	Totals:	5,022.44	190.20	703.75	0.00	4,508.89	
В	Athletics	-Girls						214 P 214	
	2013	Misc. Expenditures - Gir	Is	4,800.77	0.00	314.08	900.00	5,386.69	
		В	Totals:	4,800.77	0.00	314.08	900.00	5,386.69	
С	Athletics	-Boys							
	3013	Misc. Expenditures - Bo	ys	-6,594.21	0.00	100.42	0.00	-6,694.63	
		С	Totals:	-6,594.21	0.00	100.42	0.00	-6,694.63	
D	CLUBS	AND ORGANIZATION	S						
	4010	40 Assets		0.00	0.00	0.00	0.00	0.00	
	4040	Art		192.57	0.00	54.49	0.00	138.08	
	4060	Band		0.00	90.00	111.88	0.00	-21.88	
	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		2,293.16	0.00	88.30	0.00	2,204.86	
	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	162.00	162.00	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		1,553.82	1,769.25	127.06	0.00	3,196.01	
	4760	World Language		0.00	0.00	0.00	0.00	0.00	
	4770	Yearbook		3,760.72	125.00	0.00	0.00	3,885.72	
		D	Totals:	9,907.00	2,146.25	543.73	0.00	11,509.52	
E	ADMINI	STRATIVE CUSTODIA	AL.						
	5020	Fines		541.16	25.00	0.00	0.00	566.16	
	5040	Fundraising-General		2,668.84	755.94	765.47	0.00	2,659.31	
	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		663.78	95.71	20.00	0.00	739.49	
	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		717.55	0.00	0.00	0.00	717.55	
	5093	Montessori 7/8 Sales		856.52	0.00	0.00	0.00	856.52	
	5095	Montessori Fundraising		8,492.67	354.54	0.00	0.00	8,847.21	

Tue, 30 Jun 2015 at 04:45:21 PM

Millard Public Schools

Page 11

Site ID Group ID	Site Nan Group Nam	me				1	From 04/01/201	5 to 04/30/2015.
	Activity ID	ty 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		0.00	0.00	0.00	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		2,419.82	0.00	0.00	0.00	2,419.82
	5180	Teacher Fund/Grants		1,357.04	0.00	275.91	0.00	1,081.13
	5185	Technology		0.00	0.00	0.00	0.00	0.00
	5210	Zone		-154.65	250.00	7.96	0.00	87.39
		E	Totals:	18,349.19	1,481.19	1,069.34	0.00	18,761.04
Q	STUDEN	T FEE FUND						
	7060	6th Grade Field Trips		129.65	468.00	0.00	0.00	597.65
	7070	7th Grade Field Trips		-191.83	0.00	0.00	0.00	-191.83
	7080	8th Grade Field Trips		-79.98	198.00	0.00	0.00	118.02
	7135	Montessori 6-8		-19,953.57	12,784.49	610.00	0.00	-7,779.08
	7150	Jumpstart		-61.03	0.00	0.00	0.00	-61.03
	7170	Participation Fees - Club	s & Orgs	625.00	0.00	0.00	0.00	625.00
	7900	Field Trips-Other		-186.35	10.00	0.00	0.00	-176.35
	7901	Student Transportation		2,280.00	3,300.00	2,340.00	0.00	3,240.00
		Q	Totals:	-17,438.11	16,760.49	2,950.00	0.00	-3,627.62
S	ATHLET	IC						
	9070	Miscellaneous Receipts		940.64	75.00	5.40	0.00	1,010.24
		S	Totals:	940.64	75.00	5.40	0.00	1,010.24
		CMS	Totals:	14,987.72	20,653.13	5,686.72	900.00	30,854.13

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Site ID	Site Name									
Group ID	Group Nam Activity ID	Activity Name			Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
KMS	Kiewit M	Aiddle School								
A	ACTIVIT	Y GENERAL				0.00	0.00	0.00	2,494.99	
	1010	General Admin			2,494.99	0.00	0.00	0.00	58,551,58	
	1025	Savings			58,551.58	0.00	0.00	0.00	3.041.71	
	1030	Staff Vending			3,041.71	0.00	0.00 65.00	-50.12	56 128 55	
	1035	Student Vending			56,001.17	112.50	-65.00	0.00	17 980 97	
	1050	Projects/Support			17,980.97	0.00	0.00	0.00		
		ŀ	4	Totals:	138,070.42	112.50	-65.00	-50.12	138,197.80	
в	Athletics	-Girls					270 74	4 055 00	4 962 94	
	2013	Misc. Expenditures	- Girls		1,287.68	0.00	3/9./4	4,055.00	4,000.01	
		1	3	Totals:	1,287.68	0.00	379.74	4,055.00	4,962.94	
С	Athletics	-Boys						4 400 00	4 006 36	
	3013	Misc. Expenditures	- Boys	k	603.48	0.00	195.12	4,498.00	4,900.00	
	3052	Camps - Boys Bas	ketball		0.00	0.00	0.00	0.00		
			С	Totals:	603.48	0.00	195.12	4,498.00	4,906.36	
D	CLUBS	AND ORGANIZA	TIONS	6				10033		
D	4040	Art			435.04	0.00	3.77	0.00	431.27	
	4040	Band			0.00	0.00	0.00	0.00	0.00	
	4000	Chess Club			0.00	0.00	0.00	0.00	0.00	
	4130	Drama Club			3,028.58	0.00	0.00	0.00	3,028.58	
	4220	ECS Club			400.57	0.00	0.00	0.00	400.57	
	4200	Industrial Arts			18,063.80	501.50	72.75	0.00	18,492.55	
	4370	Industrial Arts			51.96	0.00	0.00	0.00	51.96	
	4380	Music			1,587.15	250.00	0.00	0.00	1,837.15	
	4500	Other Clubs			71.80	0.00	28.14	0.00	43.66	
	4540	Other Clubs			670.00	0.00	0.00	0.00	670.00	
	4630	Science Club			374.00	307.00	343.00	0.00	338.00	
	4680	Speech Club			4,799,90	0.0	0.00	0.0	4,799.90	
	4710	Student Council			8,138,13	0.0	0.00	0.0	8,138.13	
	4750	Volunteer Club			52 755 53	0.0	0.00	0.0	52,755.53	
	4770 4780	Yearbook Youth to Youth			0.00	0.0	0.00	0.0	0.00	
			D	Totals:	90,376.46	1,058.5	0 447.66	0.0	90,987.30	
F		USTRATIVE CUS	TODIA	AL						
E	ADIVIN	Eurodraising Cen	oral		13,487.79	25.0	0 2,753.04	0.0	0 10,759.75	
	5040	Fulldraising-Och	u.u.		-67.41	101.2	5 101.25	50.1	2 -17.29	
	5050	HAL			1,322.35	0.0	0.00	0.0	0 1,322.35	
	5060	Hospitality			6.959.37	98.4	2 133.11	0.0	0 6,924.68	
	5070	Library			656.80	0.0	0.00	0.0	656.80	
	5120	P.E.			10.938.69	263.9	9 0.00	0.0	0 11,202.68	
	5140	Раувас			40.473.57	0.0	0.00	0.0	40,473.57	
	5165	Logo Sales	china		1.536.06	0.0	0.00	0.0	1,536.06	
	5175 5180	Teacher Fund/G	Frants		412.01	0.0	0.00	0.0	412.01	
	100000		_		Millard Public	Schools			Page 22	

Tue, 30 Jun 2015 at 04:45:21 PM

Sorted by Site ID, Group ID, Activity ID; Filtered by Site
From 04/01/2015 to 04/30/2015

Site ID	Site Nar	ne					0.00000000	
Group in	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:	75,719.23	488.66	2,987.40	50.12	73,270.61
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		-109.92	1,903.00	616.00	0.00	1,177.08
	7100	After School Program		1,057.00	2,618.00	3,062.30	0.00	612.70
	7140	Mini-Classes		0.00	0.00	0.00	0.00	0.00
	7140	Participation Fees - Club	s & Oras	7.602.00	3,683.00	0.00	-8,553.00	2,732.00
	7901	Student Transportation	o a orgo	1,336.86	6,090.00	6,120.00	0.00	1,306.86
		Q	Totals:	9,866.48	14,294.00	9,798.30	-8,553.00	5,809.18
		KMS	Totals:	315,923.75	15,953.66	13,743.22	0.00	318,134.19

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Site ID	Site Nar	ite Name							
Group ID	Group Nam Activity ID	e Activity Name			Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
NMS	North M	liddle School							
A	ACTIVITY	Y GENERAL				0 000 54	1 660 23	2 716 97	
	1010	Name Name y D Activity Name th Middle School IVITY GENERAL General Admin Savings Staff Vending Student Vending Donations Wellness A Totals: etics-Girls Entry Fees - Girls Entry Fees - Girls B Totals: JBS AND ORGANIZATIONS Art B And Chess Club Choir Cross Country Club Choir Cross Club Choir Cross Country Club Choir Cross Club Choir Cross Country Club Choir Cross Club Choir Choi			3,396.20	356.05	2,693.51	1,050.25	0.00
	1025	Savings			0.00	0.00	0.00	0.00	0.00
	1030	Staff Vending			17.84	0.00	0.00	-17.04	300.11
	1035	Student Vending			1,875.25	65.75	0.00	-1,040.09	14 336 80
	1040	Donations			14,382.92	0.00	46.12	0.00	0.00
	1170	Wellness			0.00	0.00	0.00	0.00	0.00
			А	Totals:	19,672.21	421.80	2,739.63	-0.50	17,353.88
В	Athletics	-Girls					0.00	0.00	0.00
	2003	Entry Fees - Girl	s		0.00	0.00	0.00	0.00	
			в	Totals:	0.00	0.00	0.00	0.00	0.00
D	CLUBS	AND ORGANIZ	ATION	S			07.00	260.00	337 63
	4040	Name Name YID Activity Name Activity School Activity GENERAL General Admin Savings Staff Vending Student Vending Donations Vellness Student Vending Donations Vellness Activity Fees - Girls Entry Fees - Girls Entry Fees - Girls Entry Fees - Girls Act Band Chess Club Choir Cross Country Club Choir Cross Club Choir Cross Choir Cr			45.55	0.00	67.92	360.00	523.00
	4060	Band			-457.37	65.64	131.27	0.00	-140.88
	4130	Chess Club			-38.63	0.00	102.25	0.00	-140.00
	4140	Choir			-380.00	0.00	0.00	0.00	-217.00
	4170	Cross Country C	Club		-217.00	0.00	0.00	0.00	E 242 62
	4220	Drama Club			5,343.62	0.00	0.00	0.00	0.00
	4260	FCS Club			0.00	0.00	0.00	0.00	-313 50
	4290	Forensics			50.00	532.50	986.00	90.00	480.88
	4370	Industrial Arts			1,639.36	15.00	1,173.48	0.00	307.10
	4380	International Clu	ub		307.10	0.00	0.00	0.00	0.00
	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 & Eng	ineering	Club	0.00	0.00	0.00	0.00	0.00
	4690	Spirit Shop			0.00	0.00	0.00	0.00	10 383 04
	4710	Student Counci	1		10,383.04	0.00	0.00	0.00	0.00
	4750	Volunteer Club			0.00	0.00	0.00	0.00	6 203 76
	4770	Yearbook			-6,203.76	0.00	0.00	0.00	432.16
	4780	Youth to Youth			503.90	253.00	324.74	0.00	452.10
			D	Totals:	10,975.81	866.14	2,785.66	450.00	9,506.29
E	ADMIN	ISTRATIVE CUS	STOD	AL				0.00	22 673 72
	5040	Fundraising-Ge	eneral		22,049.42	624.30	0.00	0.00	777 74
	5050	HAL			482.21	1,226.50	) 931.00	0.00	) ///.//
	5060	Hospitality			678.16	0.00	) 0.00	0.00	070.10
	5070	Library			2,110.69	43.99	9 0.00	0.00	2,154.00
	5120	P.E.			0.00	0.0	0.00	0.0	0.00
	5200	Outdoor Learn	ing Envi	ironment	0.00	0.0	0.00	0.0	0 4 907 97
	5215	Special Events			1,307.27	0.0			
			Е	Totals:	26,627.75	1,894.7	9 931.00	0.0	0 27,591.54
Q	STUDE	ENT FEE FUND							

Q STUDENT FEE FU

Tue, 30 Jun 2015 at 04:45:21 PM

Sorted by Site ID,	Group ID, Activity ID; Filtered by Site
	From 04/01/2015 to 04/30/2015

Site ID Group ID	Site Nar	ne					F1011 04/01/201	0 10 04/30/2010.
	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
	7460	lumostart		1,047.86	0.00	680.00	0.00	367.86
	7150	Participation Fees - Clut	ns & Oras	1,607.16	0.00	0.00	-450.00	1,157.16
	7170	Field Trips-Other	lo u olgo	0.00	0.00	0.00	0.00	0.00
	7900	Student Transportation		0.00	1,020.00	1,020.00	0.00	0.00
		Q	Totals:	2,655.02	1,020.00	1,700.00	-450.00	1,525.02
		NMS	Totals:	59,930.79	4,202.73	8,156.29	-0.50	55,976.73

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Site ID	Site Na	me					1011104/01/2010				
Group ID	Group Nam Activity ID	e Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance			
RMS	Russell	Middle School									
A	ACTIVIT	Y GENERAL						1 000 05			
	1010	General Admin		6,137.66	361.99	1,870.00	0.00	4,629.65			
	1030	Staff Vending		729.79	41.98	81.33	0.00	690.44			
	1035	Student Vending		50.95	89.75	19.36	0.00	121.34			
	1040	Donations		34,750.55	50.00	53.38	0.00	34,747.17			
	1170	Wellness		0.00	0.00	0.00	0.00	0.00			
		А	Totals:	41,668.95	543.72	2,024.07	0.00	40,188.60			
в	Athletics	-Girls									
	2013	Misc. Expenditures - Gi	rls	7,376.46	0.00	448.44	105.00	7,033.02			
		в	Totals:	7,376.46	0.00	448.44	105.00	7,033.02			
С	Athletics	-Boys						0.0000000000			
1.0	3013	Misc. Expenditures - Bo	ys	7,956.89	0.00	411.34	1,235.00	8,780.55			
		С	Totals:	7,956.89	0.00	411.34	1,235.00	8,780.55			
D	CLUBS /	AND ORGANIZATION	1S								
	4040	Art		-645.47	572.00	0.00	7.00	-66.47			
	4045	Art Projects		43.91	0.00	14.18	5.00	34.73			
	4060	Band		0.00	0.00	0.00	0.00	0.00			
	4170	Cross Country Club		280.00	0.00	129.00	0.00	151.00			
	4180	Culinary Competition		88.38	0.00	0.00	24.00	112.38			
	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		-3,291.72	583.00	0.00	0.00	-2,708.72			
	4500	Music		-157.54	0.00	0.00	-171.08	-328.62			
	4503	Music-Musicals		1,922.92	0.00	1,513.02	171.08	580.98			
	4530	Orchestra		-144.87	363.00	0.00	0.00	218.13			
	4540	Other Clubs		0.00	0.00	0.00	0.00	0.00			
	4710	Student Council		1,454.26	0.00	140.74	0.00	1,313.52			
	4750	Volunteer Club		0.00	0.00	0.00	0.00	0.00			
	4770	Yearbook		5,462.95	240.00	30.00	0.00	5,672.95			
		D	Totals:	6,172.23	1,758.00	1,826.94	36.00	6,139.29			
E	ADMINI	STRATIVE CUSTOD	IAL					11572-5252			
	5008	Surplus Sales		59,000.00	0.00	319.96	0.00	58,680.04			
	5025	Fines - Library Book		0.00	0.00	0.00	0.00	0.00			
	5030	Counseling Center		622.94	0.00	0.00	0.00	622.9			
	5040	Fundraising-General		4,691.03	608.08	0.00	0.00	5,299.1			
	5050	HAL		0.00	661.00	661.00	0.00	) 0.0			
	5060	Hospitality		843.45	0.00	0.00	0.00	843.4			
	5070	Library		293.91	37.40	) 14.01	0.00	) 317.3			
	5100	Other Adm Custodial		0.00	0.00	0.00	0.00	) 0.0			
	5110	Other Student Activitie	25	2,791.96	1,552.50	204.00	0.00	4,140.4			
	5120	P.E.		316.46	0.00	0.00	0.00	316.4			

Tue, 30 Jun 2015 at 04:45:21 PM

Millard Public Schools

Page 43

Site ID	Site Name Group Name						FIOH 04/01/2013	10 04/30/2013.
	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	5165	Logo Sales		18.00	2,179.88	229.38	0.00	1,968.50
		E	Totals:	68,577.75	5,038.86	1,428.35	0.00	72,188.26
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	3,047.00	1,939.00	0.00	1,108.65
	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 Field Trips-Other		0.00	36.00	0.00	-36.00	0.00
	7900			0.00	0.00	0.00	0.00	0.00
	7901	Student Transportation		450.00	510.00	450.00	0.00	510.00
		Q	Totals:	-732.41	3,593.00	2,389.00	-36.00	435.59
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:	131,019.87	10,933.58	8,528.14	1,340.00	134,765.31

Sorted by Site ID.	Group ID, Activity ID; Filtered by Site.
	From 04/01/2015 to 04/30/2015.

Site ID Group ID	Site Nar Group Name	ne •			Dessists	Disburgemente	Adjustments	Cash Balance
	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustmenta	Gastr Balance
Horizon	Millard H	Horizon High Schoo	l					
A	ACTIVITY GENERAL							
	1010	General Admin		0.71	0.24	0.00	0.00	0.95
	1030	Staff Vending		1,577.55	0.00	149.06	0.00	1,428.49
		А	Totals:	1,578.26	0.24	149.06	0.00	1,429.44
D	CLUBS A	ND ORGANIZATIONS						
	4650	Skills USA		3,194.95	0.00	2,940.00	0.00	254.95
	4710	Student Council		159.14	0.00	0.00	0.00	159.14
	4790	DLM Academy		355.65	0.00	0.00	0.00	355.65
		D	Totals:	3,709.74	0.00	2,940.00	0.00	769.74
E	ADMINISTRATIVE CUSTODIAL							
	5040	Fundraising-General		523.41	0.00	140.40	0.00	383.01
		E	Totals:	523.41	0.00	140.40	0.00	383.01
		Horizon	Totals:	5,811.41	0.24	3,229.46	0.00	2,582.19

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Site ID	Site Name						
Group ID	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
NHS	Millard	North High School					
Δ	ACTIVIT	Y GENERAL					
~	1010	General Admin	9,431.49	45.00	588.76	0.00	8,887.73
	1025	Savings	-300,500.12	0.00	0.00	0.00	-300,500.12
	1030	Staff Vending	-910.08	0.00	0.00	0.00	-910.08
	1035	Student Vending	47,500.00	0.00	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	0.00	0.00	0.00	24,082.08
	1070	Start Up Cash	-2,700.00	700.00	0.00	0.00	-2,000.00
	1090	Other Revenue	2,278.95	0.00	0.00	0.00	2,278.95
	1110	Extracurr Transportation	-41,424.27	1,450.00	1,409.06	0.00	-41,383.33
		A Totals:	-262,241.95	2,195.00	1,997.82	0.00	-262,044.77
в	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	3,325.00	0.00	0.00	0.00	3,325.00
	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	1,578.46	990.00	0.00	0.00	2,568.46
	2053	Entry Fees - Girls Basketball	-225.00	0.00	0.00	0.00	-225.00
	2054	Equipment - Girls Basketball	-1,340.80	0.00	0.00	0.00	-1,340.80
	2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00
	2056	Meals - Girls Basketball	-261.91	0.00	0.00	0.00	-261.91
	2057	Officials - Girls Basketball	-4,120.00	0.00	0.00	0.00	-4,120.00
	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	0.0
	2060	Security - Girls Basketball	-940.00	0.00	0.00	0.00	-940.00
	2061	Transportation - Girls Basketball	-3,340.82	0.00	0.00	0.00	-3,340.8
	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	0.0
	2101	Awards - Girls Cross Country	-33.05	0.0	0.00	0.00	-33.0
	2102	Camps - Girls Cross Country	1,390.95	60.0	0.00	0.00	1,450.9
	2103	Entry Fees - Girls Cross Country	-484.00	0.0	0.00	0.00	, -484.0
	2104	Equipment - Girls Cross Country	0.00	0.0	0 0.00	0.00	, 0.0
	2105	Lodging - Girls Cross Country	0.00	0.0	0 0.00	0.00	, 0.0
	2106	Meals - Girls Cross Country	0.00	0.0	0 0.00	0.0	) 0.0

Tue, 30 Jun 2015 at 04:45:21 PM

Site ID	Site Name
O	Course Manage

Group ID	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	645.81	280.00	208.00	0.00	717.81
	2153	Entry Fees - Girls Golf	-725.00	0.00	0.00	0.00	-725.00
	2154	Equipment - Girls Golf	-540.00	0.00	0.00	0.00	-540.00
	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	-781.00	0.00	0.00	0.00	-781.00
	2201	Awards - Girls Soccer	0.00	0.00	0.00	0.00	0.00
	2202	Camps - Girls Soccer	299.79	45.00	176.00	0.00	168.79
	2203	Entry Fees - Girls Soccer	0.00	0.00	110.00	0.00	-110.00
	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	-405.00	0.00	1,422.00	0.00	-1,827.00
	2208	Prof. Development - Girls Soccer	-309.00	0.00	0.00	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	1,424.73	0.00	-1,424.73
	2213	Misc. Expenditures - Girls Soccer	0.00	0.00	175.00	0.00	-175.00
	2251	Awards - Girls Swimming	-240.75	0.00	0.00	0.00	-240.75
	2252	Camps - Girls Swimming	728.39	0.00	425.00	0.00	303.39
	2253	Entry Fees - Girls Swimming	-242.50	0.00	0.00	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	-592.54	0.00	0.00	0.00	-592.54
	2257	Officials - Girls Swimming	-740.00	0.00	0.00	0.00	-740.00
	2258	Prof. Development - Girls Swimming	0.00	0.00	20.00	0.00	-20.00
	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	-776.60	0.00	168.69	0.00	-945.29
	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
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01010	Site	ID	Site	Name
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Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Group ID	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	2301	Awards - Girls Tennis	-106.90	0.00	0.00	0.00	-106.90
	2302	Camps - Girls Tennis	796.02	0.00	0.00	0.00	796.02
	2303	Entry Fees - Girls Tennis	0.00	0.00	85.00	0.00	-85.00
	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	-349.36	0.00	0.00	0.00	-349.36
	2352	Camps - Girls Track	885.51	26.00	404.86	0.00	506.65
	2353	Entry Fees - Girls Track	-50.70	0.00	385.00	0.00	-435.70
	2354	Equipment - Girls Track	-308.55	0.00	2,996.27	0.00	-3,304.82
	2355	Lodging - Girls Track	0.00	0.00	0.00	0.00	0.00
	2356	Meals - Girls Track	-170.10	0.00	25.00	0.00	-195.10
	2357	Officials - Girls Track	-125.00	0.00	100.00	0.00	-225.00
	2358	Prof. Development - Girls Track	-677.32	0.00	0.00	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	1,371.52	0.00	-1,371.52
	2362	Uniforms/Apparel - Girls Track	-42.00	0.00	0.00	0.00	-42.00
	2363	Misc. Expenditures - Girls Track	-267.51	0.00	0.00	0.00	-267.51
	2401	Awards - Girls Vollevball	-176.50	0.00	0.00	0.00	-176.50
	2402	Camps - Girls Volleyball	2,890.81	225.00	0.00	0.00	3,115.81
	2402	Entry Fees - Girls Volleyball	-935.00	0.00	0.00	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
	2400	Officials - Girls Volleyball	-5,215.00	0.00	0.00	0.00	-5,215.00
	2408	Prof. Development - Girls Volleyball	-78.36	0.00	0.00	0.00	-78.36
	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	1,845.41	90.00	0.00	0.00	1,935.41
	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

Tue, 30 Jun 2015 at 04:45:21 PM

Site ID	Site Name
Group ID	Group Name

Group ID	Group Name Activity ID	Activity ID Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
-	2458	Prof Development - Gir	is Softball	-110.45	0.00	0.00	0.00	-110.45
	2400	Scoution - Girls Softball		0.00	0.00	0.00	0.00	0.00
	2400	Security - Girls Softball		0.00	0.00	0.00	0.00	0.00
	2400	Transportation - Girls Si	offball	-1,291.62	0.00	0.00	0.00	-1,291.62
	2401	Uniforme/Annarel - Girls	Softball	-2.285.00	0.00	0.00	0.00	-2,285.00
	2402	Miss Expenditures - Girls Softball	rls Softball	0.00	0.00	0.00	0.00	0.00
	2403	Misc. Experiancies - Or	ing Gonipan					20 224 80
		В	Totals:	-31,550.82	1,716.00	9,497.07	0.00	-39,331.09

Group ID	Group Name	e Activity Nama	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	Addivity ID Activity India		Degining oash	ricocipio	Discurscinante		
C	Athletics-I	Boys	0.00	0.00	0.00	0.00	0.00
	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	782.50	1,710.00	825.00	0.00	1,667.50
	3053	Entry Fees - Boys Basketball	-200.00	0.00	0.00	0.00	-200.00
	3054	Equipment - Boys Basketball	-175.00	0.00	0.00	0.00	-175.00
	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	-5,795.00	0.00	0.00	0.00	-5,795.00
	3058	Prof. Development - Boys Basketball	-677.70	0.00	0.00	0.00	-677.70
	3059	Scouting - Boys Basketball	-22.00	0.00	0.00	0.00	-22.00
	3060	Security - Boys Basketball	-720.00	0.00	0.00	0.00	-720.00
	3061	Transportation - Boys Basketball	-5,891.50	0.00	0.00	0.00	-5,891.50
	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	-143.49	0.00	0.00	0.00	-143.49
	3152	Camps - Boys Golf	827.80	885.00	2,124.00	0.00	-411.20
	3153	Entry Fees - Boys Golf	0.00	0.00	940.00	0.00	-940.00
	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	0.0
		7					

Site ID	Site Name
Group ID	Group Name

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Group in	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	-2,255.00	0.00	14.00	0.00	-2,269.00
	3201	Awards - Boys Soccer	0.00	0.00	0.00	0.00	0.00
	3202	Camps - Boys Soccer	35.04	235.00	0.00	0.00	270.04
	3203	Entry Fees - Boys Soccer	0.00	0.00	110.00	0.00	-110.00
	3204	Equipment - Boys Soccer	-281.70	0.00	455.21	0.00	-736.91
	3205	Lodging - Boys Soccer	0.00	0.00	0.00	0.00	0.00
	3206	Meals - Boys Soccer	-218.26	0.00	0.00	0.00	-218.26
	3207	Officials - Boys Soccer	-198.00	0.00	693.00	0.00	-891.00
	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	1,487.11	0.00	-1,487.11
	3213	Misc. Expenditures - Boys Soccer	-273.73	0.00	12.74	0.00	-286.47
	3251	Awards - Boys Swimming	0.00	0.00	0.00	0.00	0.00
	3252	Camps - Boys Swimming	444.32	115.00	0.00	0.00	559.32
	3253	Entry Fees - Boys Swimming	-242.50	0.00	0.00	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	-432.25	0.00	0.00	0.00	-432.25
	3257	Officials - Boys Swimming	-330.00	0.00	0.00	0.00	-330.00
	3258	Prof. Development - Boys Swimming	0.00	0.00	20.00	0.00	-20.00
	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	-776.61	0.00	78.20	0.00	-854.81
	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	-349.35	0.00	0.00	0.00	-349.35

Tue, 30 Jun 2015 at 04:45:21 PM

Site	ID	Site	Name
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Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Group ID	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	3352	Camps - Boys Track	1,308.17	0.00	0.00	0.00	1,308.17
	3353	Entry Fees - Boys Track	-50.70	0.00	340.00	0.00	-390.70
	3354	Equipment - Boys Track	-272.50	0.00	1,780.27	0.00	-2,052.77
	3355	Lodging - Boys Track	0.00	0.00	0.00	0.00	0.00
	3356	Meals - Boys Track	-170.10	0.00	25.00	0.00	-195.10
	3357	Officials - Boys Track	-125.00	0.00	100.00	0.00	-225.00
	3358	Prof. Development - Boys Track	-556.72	0.00	0.00	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	1,618.43	0.00	-1,618.43
	3362	Uniforms/Apparel - Boys Track	0.00	0.00	883.24	0.00	-883.24
	3363	Misc. Expenditures - Boys Track	-267.50	0.00	0.00	0.00	-267.50
	3451	Awards - Boys Baseball	-77.75	0.00	0.00	0.00	-77.75
	3452	Camps - Boys Baseball	-1,019.11	270.00	0.00	0.00	-749.11
	3453	Entry Fees - Boys Baseball	-60.00	0.00	0.00	0.00	-60.00
	3454	Equipment - Boys Baseball	-5,307.70	0.00	64.00	0.00	-5,371.70
	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	-1,365.00	0.00	2,415.00	0.00	-3,780.00
	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	1,245.84	0.00	-1,245.84
	3462	Uniforms/Apparel - Boys Baseball	-7,137.72	0.00	0.00	0.00	-7,137.72
	3463	Misc. Expenditures - Boys Baseball	0.00	0.00	0.00	0.00	0.00
	3501	Awards - Boys Football	0.00	0.00	0.00	0.00	0.00
	3502	Camps - Boys Football	1,354.34	750.00	60.00	0.00	2,044.34
	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	-65.00	0.00	260.00	0.00	-325.00
	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	-102.00	0.00	0.00	0.00	-102.00
	3552	Camps - Boys Wrestling	2,909.30	0.00	0.00	0.00	2,909.30
	3553	Entry Fees - Boys Wrestling	-2,075.00	0.00	0.00	0.00	-2,075.00
	3554	Equipment - Boys Wrestling	-1,676.67	0.00	0.00	0.00	-1,676.67
	3555	Lodaina - Boys Wrestlina	-2.128.26	0.00	0.00	0.00	-2,128.26
	3556	Meals - Boys Wrestling	-540.00	0.00	0.00	0.00	-540.00
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Tue, 30 Jun 2015 at 04:45:21 PM

Site	ID	Site	Name
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Group ID	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	3557	Officials - Boys Wrestling	-315.00	0.00	0.00	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	-6,031.26	0.00	0.00	0.00	-6,031.26
	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:	-64,411.34	3,965.00	15,551.04	0.00	-75,997.38

Group ID	Group Nam	e	Basissing Cash	Dessints	Disburgements	Adjustments	Cash Balance		
	Activity ID Activity Name		Beginning Cash	Receipts	Disbuisements	Aujustinente	Guarradiance		
D	CLUBS AND ORGANIZATIONS								
	4010	40 Assets	179.76	0.00	0.00	0.00	179.76		
	4030	Amnesty International	157.46	0.00	0.00	0.00	157.46		
	4040	Art	611.80	15.00	0.00	0.00	626.80		
	4050	Astronomy Club	99.65	0.00	0.00	0.00	99.65		
	4060	Band	7,525.79	551.00	418.79	0.00	7,658.00		
	4063	Drums	-3.55	1,120.00	0.00	0.00	1,116.45		
	4109	Cheer Uniforms	114.00	338.00	0.00	-376.00	76.00		
	4110	Cheerleading	4,000.05	190.00	808.94	376.00	3,757.11		
	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	550.08	0.00	118.00	0.00	432.08		
	4140	Choir	200.21	0.00	0.00	0.00	200.21		
	4190	Dance	487.90	105.00	290.40	0.00	302.50		
	4200	Debate Team	8,160.28	1,281.00	5,545.60	0.00	3,895.68		
	4210	DECA	-16,042.94	10,885.36	5,739.92	0.00	-10,897.50		
	4220	Drama Club	914.27	5,770.00	1,546.95	0.00	5,137.32		
	4230	Environmental Club	3,032.74	0.00	0.00	0.00	3,032.74		
	4250	FCCLA	3,921.39	0.00	28.50	0.00	3,892.89		
	4260	FCS Club	5,747.79	0.00	29.70	0.00	5,718.09		
	4271	Film Club	0.00	40.00	454.30	454.30	40.00		
	4280	Flag Group	-2,313.66	1,425.00	0.00	0.00	-888.66		
	4290	Forensics	12,989.65	732.00	3,975.00	0.00	9,746.65		
	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	196.86	0.00	0.00	0.00	196.86		
	4355	Habitat for Humanity	18.66	0.00	0.00	0.00	18.66		
	4360	History Club	2,667.30	0.00	0.00	0.00	2,667.30		
	4365	HOSA	488.78	60.00	603.00	0.00	-54.22		
	4370	Industrial Arts	4,233.81	0.00	78.35	0.00	4,155.46		
	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	34,097.80	3,077.03	3,579.37	0.00	33,595.46		
	4430	Latin Club	682.82	0.00	46.99	0.00	635.83		
	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	5,342.82	105.00	3,545.00	0.00	1,902.82		
	4520	Newspaper	521.06	0.00	111.38	0.00	409.68		
	4530	Orchestra	4,500.87	10.00	239.22	0.00	4,271.65		
	4540	Other Clubs	1.201.31	152.00	0.00	0.00	1,353.31		
	4560	Photography Club	0.00	0.00	0.00	0.00	0.00		
	4570	Play Production	0.00	0.00	0.00	0.00	0.00		
	4620	Science Club	25.00	0.00	0.00	0.00	25.00		
	4030	Science ondo	20.00		(T.T.T.T.)				

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Group ID	Group Name Activity ID	Activity Name			Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	4640	Senior Class			498.82	938.00	64.14	0.00	1,372.68
	4645	Show Choir			-1,122.40	16,779.75	1,000.00	0.00	14,657.35
	4650	Skills USA			3,817.48	4,091.00	912.72	0.00	6,995.76
	4660	Spanish Club			2,680.27	348.55	1,018.38	0.00	2,010.44
	4680	Speech Club			0.00	0.00	0.00	0.00	0.00
	4690	Spirit Shop			10,172.94	182.83	64.43	0.00	10,291.34
	4710	Student Cound	il		21,160.05	80.00	292.28	0.00	20,947.77
	4730	VIA			1,415.79	0.00	0.00	0.00	1,415.79
	4770	Yearbook			3,652.43	55.00	0.00	0.00	3,707.43
			D	Totals:	127,692.14	48,331.52	30,511.36	454.30	145,966.60
E	ADMINISTRATIVE CUSTODIAL								
	5010	After Prom			1,189.58	0.00	0.00	0.00	1,189.58
	5020	Fines			3,126.95	115.71	0.00	0.00	3,242.66
	5025	Fines - Library	Book		0.00	0.00	0.00	0.00	0.00
	5060	Hospitality			3,563.05	0.00	468.70	0.00	3,094.35
	5070	Library			350.71	18.00	18.00	0.00	350.71
	5100	Other Adm Cu	stodial		-6,328.76	0.00	620.95	0.00	-6,949.71
	5120	P.E.			5,170.50	0.00	0.00	0.00	5,170.50
	5130	Parking			24,060.83	110.00	819.06	0.00	23,351.77
	5140	PayBac			240.00	0.00	0.00	0.00	240.00
	5150	Pool Maintenance			2,059.63	0.00	145.95	0.00	1,913.68
	5160	PSAT Exam			0.00	0.00	0.00	0.00	0.00
	5175	Student Schol	arships		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			1,218.11	0.00	0.00	0.00	1,218.11
			Е	Totals:	40,237.15	243.71	2,072.66	0.00	38,408.20
Q	STUDEN	T FEE FUND							
	7160	Participation F	ees - Athi	letics	67,317.00	0.00	0.00	0.00	67,317.00
	7170	Participation F	ees - Clui	bs & Orgs	0.00	0.00	0.00	0.00	0.00
	7190	Field Trips			-434.52	6,678.64	2,397.02	0.00	3,847.10
			Q	Totals:	66,882.48	6,678.64	2,397.02	0.00	71,164.10
R	AP/IB EX	AMS							
	8010	AP Exams			26,427.72	165.00	739.89	0.00	25,852.83
	8020	IB Exams			2,033.75	0.00	0.00	-454.30	1,579.45
			R	Totals:	28,461.47	165.00	739.89	-454.30	27,432.28

Site ID Site Name

#### Site ID Site Name

Group ID	Group Nam	e						
	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S	ATHLETI	С						
	9010	Gate Receipts		95,565.47	11,139.00	457.00	0.00	106,247.47
	9020	Cash Reserve		145,000.00	0.00	0.00	0.00	145,000.00
	9030	Concessions		29,578.56	838.85	1,032.46	0.00	29,384.95
	9040	Tickets		18,940.00	0.00	0.00	0.00	18,940.00
	9050	Athletic-General	Athletic-General		2,149.00	1,848.08	0.00	-3,165.88
	9055	Athletics - Projects		0.00	0.00	0.00	0.00	0.00
	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		-7,356.20	0.00	500.00	0.00	-7,856.20
	9120	Booster Contributions-G	irls	1,597.17	0.00	0.00	0.00	1,597.17
	9130	Booster Contributions-B	oys	2,671.65	0.00	0.00	0.00	2,671.65
		s	Totals:	322,087.98	14,126.85	3,837.54	0.00	332,377.29
		NHS	Totals:	227,157.11	77,421.72	66,604.40	0.00	237,974.43

Sorted by Site ID, Group ID, Activity ID; Filtered by Site
From 04/01/2015 to 04/30/2015

Group ID	Group Nam Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
CLIC	Millord	South High School					
505	ACTIVITY						
A	ACTIVIT	General Admin	7 628 15	0.00	397.05	0.00	-8.025.20
	1010	General Admin	-7,020.10	0.00	0.00	0.00	0.00
	1025	Savings	2 248 24	0.00	0.00	0.00	2,248,24
	1030	Stan vending	47 500 00	0.00	0.00	0.00	47.500.00
	1035	Student Vending	4 652 03	0.00	0.00	0.00	4,652,93
	1040	Donations	4,002.90 5 504 60	150 50	1 148 00	0.00	-6 502 19
	1050	Projects/Support	-5,504.05	0.00	0.00	0.00	-750.38
	1060	Public Relations	-2 550.00	1 800 00	1 800 00	0.00	-2.550.00
	1070	Start Op Cash	-2,550.00	0.00	0.00	0.00	3 942 50
	1090	Other Revenue	5,942.50	0.00	0.00	0.00	0.00
	1100	Damage & Loss Property	10 220 26	0.00	1 138 30	0.00	-20 477 66
	1110	Extracurr Transportation	-19,339.30	0.00	1,130.30	0.00	0.00
	1120	Equipment Replacement/Repair	0.00	0.00	55.00	0.00	495.00
	1130	Building Maintenance	-440.00	0.00	55.00	0.00	1 220 70
	1140	Student Recognitation Incentive	-1,239.79	0.00	0.00	0.00	1 269 65
	1150	Capital Outlay	1,368.65	0.00	0.00	0.00	6 220 00
	1160	Personnel Support	-6,239.99	0.00	0.00	0.00	-0,239.99
	1170	Wellness	818.31	0.00	108.00	0.00	/10.31
		A Totals:	16,838.27	1,950.50	4,646.35	0.00	14,142.42
в	Athletics	-Girls					
	2051	Awards - Girls Basketball	-36.65	0.00	0.00	0.00	-36.65
	2052	Camps - Girls Basketball	427.96	0.00	0.00	0.00	427.96
	2053	Entry Fees - Girls Basketball	-125.00	0.00	0.00	0.00	-125.00
	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	-277.75	0.00	83.00	0.00	-360.75
	2057	Officials - Girls Basketball	-4,014.54	0.00	0.00	0.00	-4.014.54
	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	-800.00	0.00	0.00	0.00	-800.00
	2061	Transportation - Girls Basketball	-6,411.35	0.00	0.00	0.00	-6,411.35
	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
		2017년 17월 2017년 17월 27일 28일 28일 28일 28일 28일 28일 28일 28일 28일 28					

Tue, 30 Jun 2015 at 04:45:21 PM

Site ID Site Name

Group ID	Group Name Activity ID	e 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	-1,510.25	0.00	0.00	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	-98.23	0.00	0.00	0.00	-98.23
	2202	Camps - Girls Soccer	8,353.40	864.00	6,449.80	0.00	2,767.60
	2203	Entry Fees - Girls Soccer	0.00	315.00	80.00	0.00	235.00
	2204	Equipment - Girls Soccer	-3,133.59	0.00	8.00	0.00	-3,141.59
	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	-414.00	0.00	2,529.00	0.00	-2,943.00
	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	454.29	0.00	-454.29
	2212	Uniforms/Apparel - Girls Soccer	-429.50	0.00	0.00	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	360.00	0.00	0.00	0.00	360.00
	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	-24.29	0.00	0.00	0.00	-24.29
	2257	Officials - Girls Swimming	-435.00	0.00	0.00	0.00	-435.00
	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	-1,295.53	0.00	0.00	0.00	-1,295.53
	2262	Uniforms/Apparel - Girls Swimming	-1,109.04	0.00	0.00	0.00	-1,109.04
	2263	Misc. Expenditures - Girls Swimming	-341.73	0.00	0.00	0.00	-341.73
	2301	Awards - Girls Tennis	0.00	0.00	0.00	0.00	0.00
	2302	Camps - Girls Tennis	141.00	668.00	0.00	0.00	809.00
	2303	Entry Fees - Girls Tennis	0.00	0.00	245.00	0.00	-245.00

#### Site ID Site Name

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Group ID	Group Name Activity ID	e 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	572.35	0.00	-572.35
	2312	Uniforms/Apparel - Girls Tennis	-550.02	0.00	0.00	0.00	-550.02
	2313	Misc. Expenditures - Girls Tennis	0.00	0.00	0.00	0.00	0.00
	2351	Awards - Girls Track	-443.80	0.00	0.00	0.00	-443.80
	2352	Camps - Girls Track	0.00	0.00	0.00	0.00	0.00
	2353	Entry Fees - Girls Track	-90.00	720.00	655.00	0.00	-25.00
	2354	Equipment - Girls Track	-2,465.89	500.00	10,021.60	0.00	-11,987.49
	2355	Lodging - Girls Track	0.00	0.00	671.60	0.00	-671.60
	2356	Meals - Girls Track	0.00	0.00	0.00	0.00	0.00
	2357	Officials - Girls Track	0.00	0.00	425.28	0.00	-425.28
	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	-129.55	0.00	550.81	0.00	-680.36
	2362	Uniforms/Apparel - Girls Track	0.00	0.00	0.00	0.00	0.00
	2363	Misc. Expenditures - Girls Track	0.00	0.00	343.50	0.00	-343.50
	2401	Awards - Girls Volleyball	-128.53	0.00	0.00	0.00	-128.53
	2402	Camps - Girls Volleyball	1,777.73	0.00	1,109.08	0.00	668.65
	2403	Entry Fees - Girls Volleyball	-105.00	0.00	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	2,341.90	0.00	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

Tue, 30 Jun 2015 at 04:45:21 PM

Site	ID	Site	Name
Group	ID	Group	Name

Sirotp is	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 S	oftball	-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 - Gi	rls Softball	-8,645.07	0.00	0.00	0.00	-8,645.07
		в	Totals:	-48,669.11	3,067.00	24,198.31	0.00	-69,800.42

Site ID Site Name

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Group ID	Group Nam	e					
	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
С	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	38.62	1,654.00	173.50	0.00	1,519.12
	3053	Entry Fees - Boys Basketball	-300.00	0.00	0.00	0.00	-300.00
	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	-320.52	0.00	0.00	0.00	-320.52
	3057	Officials - Boys Basketball	-5,554.54	0.00	0.00	0.00	-5,554.54
	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	-800.00	0.00	0.00	0.00	-800.00
	3061	Transportation - Boys Basketball	-7,291.88	0.00	0.00	0.00	-7,291.88
	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	-168.05	0.00	0.00	0.00	-168.05
	3152	Camps - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3153	Entry Fees - Boys Golf	-85.00	1,900.00	1,520.00	0.00	295.00
	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	-1,446.87	0.00	0.00	0.00	-1,446.87
	3163	Misc. Expenditures - Boys Golf	-140.00	0.00	0.00	0.00	-140.00
	3201	Awards - Boys Soccer	-97.17	0.00	0.00	0.00	-97.17
	3202	Camps - Boys Soccer	43.87	0.00	0.00	0.00	43.87
	3203	Entry Fees - Boys Soccer	-75.00	130.00	80.00	0.00	-25.00
	3204	Equipment - Boys Soccer	-1,939.24	0.00	50.00	0.00	-1,989.24

Tue, 30 Jun 2015 at 04:45:21 PM

#### Site ID Site Name Group ID Group Name

Group ID	Group Name Activity ID	e 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	-416.00	0.00	1,459.00	0.00	-1,875.00
	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	719.70	0.00	-719.70
	3212	Uniforms/Apparel - Boys Soccer	-411.99	0.00	320.00	0.00	-731.99
	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	360.00	0.00	0.00	0.00	360.00
	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	-24.28	0.00	0.00	0.00	-24.28
	3257	Officials - Boys Swimming	-435.00	0.00	0.00	0.00	-435.00
	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	-524.15	0.00	0.00	0.00	-524.15
	3262	Uniforms/Apparels - Boys Swimming	-939.18	0.00	0.00	0.00	-939.18
	3263	Misc. Expenditures - Boys Swimming	-314.74	0.00	0.00	0.00	-314.74
	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	-350.70	0.00	0.00	0.00	-350.70
	3352	Camps - Boys Track	1,858.22	58.00	473.55	0.00	1,442.67
	3353	Entry Fees - Boys Track	-90.00	720.00	515.00	0.00	115.00
	3354	Equipment - Boys Track	-2,465.86	500.00	10,021.59	0.00	-11,987.45
	3355	Lodging - Boys Track	0.00	0.00	671.60	0.00	-671.60
	3356	Meals - Boys Track	0.00	0.00	0.00	0.00	0.00
	3357	Officials - Boys Track	0.00	0.00	425.27	0.00	-425.27
	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

#### Site ID Site Name

Group ID	Group Name Activity ID	e Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	3361	Transportation - Boys Track	-129.56	0.00	550.82	0.00	-680.38
	3362	Uniforms/Apparel - Boys Track	0.00	0.00	0.00	0.00	0.00
	3363	Misc. Expenditures - Boys Track	0.00	0.00	343.50	0.00	-343.50
	3451	Awards - Boys Baseball	-97.50	0.00	0.00	0.00	-97.50
	3452	Camps - Boys Baseball	3.577.98	0.00	0.00	0.00	3,577.98
	3453	Entry Fees - Boys Baseball	0.00	0.00	125.00	0.00	-125.00
	3454	Equipment - Boys Baseball	-3.294.68	0.00	0.00	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	-445.00	0.00	2,466.84	0.00	-2,911.84
	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	-337.11	0.00	894.27	0.00	-1,231.38
	3462	Uniforms/Apparel - Boys Baseball	-1,686.48	0.00	0.00	0.00	-1,686.48
	3463	Misc. Expenditures - Boys Baseball	-10,990.00	0.00	2,163.69	0.00	-13,153.69
	3501	Awards - Boys Football	-273.30	0.00	0.00	0.00	-273.30
	3502	Camps - Boys Football	-1,749.25	0.00	0.00	0.00	-1,749.25
	3503	Entry Fees - Boys Football	0.00	0.00	0.00	0.00	0.00
	3504	Equipment - Boys Football	-1,586.10	0.00	2,736.48	0.00	-4,322.58
	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	-283.10	0.00	0.00	0.00	-283.10
	3552	Camps - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
	3553	Entry Fees - Boys Wrestling	-1,070.00	0.00	0.00	0.00	-1,070.00
	3554	Equipment - Boys Wrestling	-5,490.31	0.00	0.00	0.00	-5,490.31
	3555	Lodging - Boys Wrestling	-839.20	0.00	0.00	0.00	-839.20
	3556	Meals - Boys Wrestling	-1,172.67	0.00	0.00	0.00	-1,172.67
	3557	Officials - Boys Wrestling	-1,355.34	0.00	0.00	0.00	-1,355.34
	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	-6,570.77	0.00	0.00	0.00	-6,570.77
	3562	Uniforms/Apparel - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
	3563	Misc. Expenditures - Boys Wrestling	-1,365.48	0.00	475.00	0.00	-1,840.48
		C Totals:	-77,019.52	4,962.00	26,184.81	0.00	-98,242.33

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

100 00 <b>F</b> . 100 91	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS A	ND ORGANIZATIONS					
	4010	40 Assets	2,168.09	0.00	250.00	0.00	1,918.09
	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	680.35	36.00	425.85	0.00	290.50
	4055	Athletic Trainers Club	1.53	0.00	0.00	0.00	1.53
	4060	Band	-6,671.90	0.00	956.47	1,933.67	-5,694.70
	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	-6,799.00	0.00	0.00	15,600.00	8,801.00
	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	4,029.18	0.00	2,711.59	0.00	1,317.59
	4141	Choir Trip	0.00	0.00	0.00	0.00	0.00
	4160	Construction	-1,832.39	785.42	176.32	0.00	-1,223.29
	4180	Culinary Competition	0.00	0.00	0.00	0.00	0.00
	4190	Dance	1,925.74	43.00	0.00	0.00	1,968.74
	4191	Dance Uniforms	0.00	0.00	0.00	0.00	0.00
	4200	Debate Team	1,350.01	0.00	105.43	0.00	1,244.58
	4210	DECA	11,882.65	13,550.00	44,150.39	12,083.29	-6,634.45
	4215	Diversity-Friends	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	2,822.72	165.00	1,464.67	0.00	1,523.05
	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	0.00	74.63
	4380	International Club	66.67	0.00	0.00	0.00	66.67
	4390	Intramurals	1,168.63	0.00	0.00	0.00	1,168.63
	4410	Junior Class	-982.60	14,010.00	9,773.60	0.00	3,253.80
	4450	LEO Club	436.90	0.00	0.00	0.00	436.90
	4460	Literary Magazine	340.58	0.00	300.00	0.00	40.58
	4470	Manufacturing	833.65	0.00	0.00	0.00	833.65

Tue, 30 Jun 2015 at 04:45:21 PM

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

1999 - Carlo Barrow, 1999 -	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		3,419.98	0.00	600.29	0.00	2,819.69
	4520	Newspaper		6,043.30	0.00	0.00	0.00	6,043.30
	4530	Orchestra		1,323.05	0.00	64.00	0.00	1,259.05
	4531	Orchestra Trip		0.00	0.00	0.00	0.00	0.00
	4550	Patriot Photo		1,831.52	80.00	0.00	0.00	1,911.52
	4570	Play Production		2,892.93	5,434.55	9,863.79	5,314.00	3,777.69
	4600	Robotics & Engineering	Club	561.83	298.98	0.00	0.00	860.81
	4640	Senior Class		3,176.40	719.16	500.00	0.00	3,395.56
	4645	Show Choir		15,694.97	0.00	1,365.00	0.00	14,329.97
	4650	Skills USA		362.12	0.00	81.56	0.00	280.56
	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		38,996.01	1,570.49	2,411.10	0.00	38,155.40
	4695	STARS		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		2,396.62	1,750.38	1,671.29	0.00	2,475.71
	4760	World Language		399.49	0.00	350.11	333.00	382.38
	4770	Yearbook		25,305.38	60.00	0.00	0.00	25,365.38
		D	Totals:	119,044.05	38,502.98	77,221.46	35,263.96	115,589.53
E	ADMINIS"	TRATIVE CUSTODIA	L					
	5010	After Prom		0.00	0.00	0.00	0.00	0.00
	5020	Fines		17,600.52	0.00	0.00	0.00	17,600.52
	5025	Fines - Library Book		699.00	5.00	379.13	0.00	324.87
	5030	Counseling Center		1,088.60	0.00	76.73	0.00	1,011.87
	5040	Fundraising-General		0.00	0.00	0.00	0.00	0.00
	5060	Hospitality		1,638.50	0.00	600.00	0.00	1,038.50
	5070	Library		273.49	0.00	0.00	0.00	273.49
	5097	New Frontier		239.68	0.00	0.00	0.00	239.68
	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		10,187.81	875.00	0.00	0.00	11,062.81
	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		5,697.34	617.00	1,493.03	0.00	4,821.31
	5160	PSAT Exam		0.04	0.00	0.00	0.00	0.04
	5166	SpEd		279.46	0.00	0.00	0.00	279.46
	5167	Student ID Card Fee		973.35	270.00	0.00	0.00	1,243.35
	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		170.00	0.00	0.00	0.00	170.00
	5190	Transcripts		1,320.00	0.00	0.00	0.00	1,320.00
		E	Totals:	42,780.91	1,767.00	2,548.89	0.00	41,999.02

Tue, 30 Jun 2015 at 04:45:21 PM

Millard Public Schools

Page 56
#### Current Cash Balance Sorted by Site ID, Group ID, Activity ID; Filtered by Site.

Site ID Group ID	Site Name Group Name						From 04/01/201	5 to 04/30/2015.
	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q	STUDEN	T FEE FUND						
	7160	Participation Fees - At	hletics	35,435.00	0.00	0.00	0.00	35,435.00
	7170	Participation Fees - CI	ubs & Orgs	0.00	35,263.96	0.00	-35,263.96	0.00
	7190	Field Trips		534.67	1,013.31	353.51	0.00	1,194.47
		Q	Totals:	35,969.67	36,277.27	353.51	-35,263.96	36,629.47
R	AP/IB EXAMS							
	8010	AP Exams		19,318.25	106.00	0.00	0.00	19,424.25
		R	Totals:	19,318.25	106.00	0.00	0.00	19,424.25
S	ATHLETI	С						
	9010	Gate Receipts		69,895.14	15,083.07	832.00	0.00	84,146.21
	9020	Cash Reserve		432,644.09	0.00	0.00	0.00	432,644.09
	9030	Concessions		12,400.69	0.00	402.10	0.00	11,998.59
	9040	Tickets		13,745.00	0.00	0.00	0.00	13,745.00
	9050	Athletic-General		-63,820.70	0.00	204.57	0.00	-64,025.27
	9060	Athletic Director		-205.00	0.00	0.00	0.00	-205.00
	9070	Miscellaneous Receipt	S	1,853.52	0.00	0.00	0.00	1,853.52
	9080	Fundraising-Athletic		40.00	20.00	0.00	0.00	60.00
	9090	Strength & Conditionin	9	-1,165.75	0.00	388.75	0.00	-1,554.50
	9100	Athletic Training		-7,130.25	0.00	0.00	0.00	-7,130.25
	9110	Activities		-5,181.02	14.39	541.79	0.00	-5,708.42
	9120	Booster Contributions-	Girls	2,365.50	0.00	0.00	0.00	2,365.50
	9130	Booster Contributions-	Boys	2,365.50	0.00	0.00	0.00	2,365.50
	9140	Metro Tournament		0.00	0.00	0.00	0.00	0.00
		S	Totals:	457,806.72	15,117.46	2,369.21	0.00	470,554.97
		SHS	Totals:	566,069.24	101,750.21	137,522.54	0.00	530,296.91

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Group ID	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
WHS	Millard V	West High School					
A	ACTIVITY	GENERAL					
	1010	General Admin	1,582.06	0.00	1,121.77	0.00	460.29
B	1025	Savings	-404,975.33	0.00	0.00	0.00	-404,975.33
	1030	Staff Vending	-2,964.74	164.00	164.00	0.00	-2,964.74
	1035	Student Vending	18,635.98	0.00	0.00	0.00	18,635.98
	1040	Donations	7,887.19	0.00	0.00	0.00	7,887.19
	1050	Projects/Support	2,553.42	0.00	59.54	0.00	2,493.88
	1070	Start Up Cash	-12,530.06	0.00	0.00	0.00	-12,530.06
	1090	Other Revenue	5,814.50	5.00	0.00	0.00	5,819.50
	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	105.00	0.00	-105.00
	1130	Building Maintenance	-113.28	0.00	0.00	0.00	-113.28
	1140	Student Recognitation 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:	-384,132.06	169.00	1,450.31	0.00	-385,413.37
в	Athletics-	Girls					
	2051	Awards - Girls Basketball	0.00	0.00	0.00	0.00	0.00
	2052	Camps - Girls Basketball	11,795.13	200.00	695.00	0.00	11,300.13
	2053	Entry Fees - Girls Basketball	-325.00	0.00	0.00	0.00	-325.00
	2054	Equipment - Girls Basketball	-831.22	0.00	0.00	0.00	-831.22
	2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00
	2056	Meals - Girls Basketball	-430.50	0.00	0.00	0.00	-430.50
	2057	Officials - Girls Basketball	-4,530.00	0.00	0.00	0.00	-4,530.00
	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	-937.50	0.00	0.00	0.00	-937.50
	2061	Transportation - Girls Basketball	-5,064.31	975.00	0.00	0.00	-4,089.31
	2062	Uniforms/Apparel - Girls Basketball	-2,024.00	0.00	0.00	0.00	-2,024.00
	2063	Misc. Expenditures - Girls Basketball	-700.00	0.00	50.00	0.00	-750.00
	2101	Awards - Girls Cross Country	-83.32	0.00	0.00	0.00	-83.32
	2102	Camps - Girls Cross Country	4,469.67	0.00	134.72	0.00	4,334.95
	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	-488.94	0.00	0.00	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

Tue, 30 Jun 2015 at 04:45:21 PM

Site ID

Site Name

Millard Public Schools

Page 61

#### Site ID Site Name

Group ID	Group Name Activity ID	e 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	-1,140.00	0.00	0.00	0.00	-1,140.00
	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	-832.69	0.00	0.00	0.00	-832.69
	2162	Uniforms/Apparel - Girls Golf	-243.45	0.00	0.00	0.00	-243.45
	2163	Misc. Expenditures - Girls Golf	-1,600.00	0.00	0.00	0.00	-1,600.00
	2201	Awards - Girls Soccer	297.52	0.00	0.00	0.00	297.52
	2202	Camps - Girls Soccer	3,955.52	0.00	34.00	0.00	3,921.52
	2203	Entry Fees - Girls Soccer	-120.00	0.00	0.00	0.00	-120.00
	2204	Equipment - Girls Soccer	-275.00	0.00	0.00	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	1,332.00	0.00	-1,332.00
	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	1,202.99	0.00	-1,202.99
	2212	Uniforms/Apparel - Girls Soccer	-2,489.00	0.00	36.53	0.00	-2,525.53
	2213	Misc. Expenditures - Girls Soccer	0.00	0.00	52.60	0.00	-52.60
	2251	Awards - Girls Swimming	0.00	0.00	0.00	0.00	0.00
	2252	Camps - Girls Swimming	7,443.64	747.50	382.42	0.00	7,808.72
	2253	Entry Fees - Girls Swimming	-395.00	0.00	0.00	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	-365.30	0.00	0.00	0.00	-365.30
	2257	Officials - Girls Swimming	-567.50	0.00	0.00	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	-808.81	0.00	131.09	0.00	-939.90
	2262	Uniforms/Apparel - Girls Swimming	0.00	0.00	0.00	0.00	0.00
	2263	Misc. Expenditures - Girls Swimming	-50.00	0.00	0.00	0.00	-50.00
	2301	Awards - Girls Tennis	-111.00	0.00	0.00	0.00	-111.00
	2302	Camps - Girls Tennis	1,099.96	0.00	0.00	0.00	1,099.96
	2303	Entry Fees - Girls Tennis	-275.00	735.00	235.00	0.00	225.00
	2304	Equipment - Girls Tennis	-2,052.34	0.00	189.74	0.00	-2,242.08

#### Site ID Site Name

Group ID	Group Name Activity ID	e 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	-1,599.00	0.00	0.00	0.00	-1,599.00
	2313	Misc. Expenditures - Girls Tennis	-528.00	0.00	27.60	0.00	-555.60
	2351	Awards - Girls Track	-854.91	0.00	0.00	0.00	-854.91
	2352	Camps - Girls Track	2,361.54	650.00	55.84	0.00	2,955.70
	2353	Entry Fees - Girls Track	140.00	540.00	790.00	0.00	-110.00
	2354	Equipment - Girls Track	-2,696.23	265.00	0.00	0.00	-2,431.23
	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	87.50	0.00	-87.50
	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	4,017.92	0.00	-4,017.92
	2362	Uniforms/Apparel - Girls Track	-466.78	0.00	4,098.00	0.00	-4,564.78
	2363	Misc. Expenditures - Girls Track	0.00	0.00	310.00	0.00	-310.00
	2401	Awards - Girls Volleyball	-46.75	0.00	0.00	0.00	-46.75
	2402	Camps - Girls Volleyball	11,699.35	2,425.00	2,500.54	0.00	11,623.81
	2403	Entry Fees - Girls Volleyball	-315.00	0.00	0.00	0.00	-315.00
	2404	Equipment - Girls Volleyball	-2,684.55	0.00	0.00	0.00	-2,684.55
	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	10.50	0.00	-18.00
	2452	Camps - Girls Softball	10,404.57	4,688.00	2,153.00	0.00	12,939.57
	2453	Entry Fees - Girls Softball	-335.00	0.00	0.00	0.00	-335.00
	2454	Equipment - Girls Softball	-3,125.48	0.00	0.00	0.00	-3,125.48
	2455	Lodging - Girls Softball	-1,599.20	0.00	0.00	0.00	-1,599.20
	2456	Meals - Girls Softball	-1,147.27	0.00	0.00	0.00	-1,147.27
	2457	Officials - Girls Softball	-1,117.00	0.00	0.00	0.00	-1,117.00
	2458	Prof. Development - Girls Softball	-644.92	0.00	0.00	0.00	-644.92
	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

Site ID	Site Name

Group ID	Group Nam	Group Name									
	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance			
	2461	Transportation - Girls S	oftball	-1,116.79	0.00	0.00	0.00	-1,116.79			
	2462	Uniforms/Apparel - Girl:	s Softball	-3,619.80	0.00	2,790.00	0.00	-6,409.80			
	2463	Misc. Expenditures - Gi	Misc. Expenditures - Girls Softball	-7,538.00	0.00	0.00	0.00	-7,538.00			
		В	Totals:	-14,412.88	11,225.50	21,316.99	0.00	-24,504.37			

Site ID Site Name

Group Name

Group ID

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Group in	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
С	Athletics-E	Boys					
-	3051	Awards - Boys Basketball	-13.42	0.00	13.85	0.00	-27.27
	3052	Camps - Boys Basketball	-88.18	7,173.00	2,984.55	-255.60	3,844.67
	3053	Entry Fees - Boys Basketball	-100.00	0.00	0.00	0.00	-100.00
	3054	Equipment - Boys Basketball	-459.43	0.00	0.00	0.00	-459.43
	3055	Lodging - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3056	Meals - Boys Basketball	-283.67	0.00	0.00	0.00	-283.67
	3057	Officials - Boys Basketball	-7,291.00	0.00	0.00	0.00	-7,291.00
	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	-1.012.50	0.00	0.00	0.00	-1,012.50
	3061	Transportation - Boys Basketball	-4.526.29	975.00	0.00	0.00	-3,551.29
	3062	Uniforms/Apparel - Boys Basketball	-3.048.00	0.00	0.00	0.00	-3,048.00
	3063	Misc. Expenditures - Boys Basketball	-250.00	0.00	0.00	0.00	-250.00
	3101	Awards - Boys Cross Country	-83.33	0.00	0.00	0.00	-83.33
	3102	Camps - Boys Cross Country	5.539.91	0.00	134,71	0.00	5,405.20
	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	Lodaina - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
	3106	Meals - Boys Cross Country	-488.94	0.00	0.00	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	-22.90	0.00	0.00	0.00	-22.90
	3152	Camps - Boys Golf	2 219 42	0.00	0.00	0.00	2,219,42
	3153	Entry Fees - Boys Golf	120.00	750.00	1.025.00	0.00	-155.00
	3154	Equipment - Boys Golf	-1.104.04	0.00	0.00	0.00	-1.104.04
	3155	Lodaina - 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	4.90	0.00	0.00	0.00	4.90
	3163	Misc. Expenditures - Boys Golf	0.00	0.00	1,600.00	0.00	-1.600.00
	3201	Awards - Boys Soccer	0.00	0.00	0.00	0.00	0.00
	3202	Camps - Boys Soccer	2,748.16	840.00	389.00	0.00	3,199.16
	3203	Entry Fees - Boys Soccer	-295.00	0.00	235.00	0.00	-530.00
	3204	Equipment - Boys Soccer	-370.00	0.00	0.00	0.00	-370.00
	3205	Lodging - Boys Soccer	0.00	0.00	0.00	0.00	0.00

Tue, 30 Jun 2015 at 04:45:21 PM

Millard Public Schools

#### Site ID Site Name

Group ID	Group Name Activity ID	e 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	459.00	0.00	-459.00
	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	2,218.47	0.00	-2,218.47
	3212	Uniforms/Apparel - Boys Soccer	-770.00	0.00	2,818.00	0.00	-3,588.00
	3213	Misc. Expenditures - Boys Soccer	0.00	0.00	102.60	0.00	-102.60
	3251	Awards - Boys Swimming	0.00	0.00	0.00	0.00	0.00
	3252	Camps - Boys Swimming	6,402.26	747.50	382.44	0.00	6,767.32
	3253	Entry Fees - Boys Swimming	-395.00	0.00	0.00	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	-447.00	0.00	0.00	0.00	-447.00
	3257	Officials - Boys Swimming	-567.50	0.00	0.00	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	-515.32	0.00	131.09	0.00	-646.41
	3262	Uniforms/Apparels - Boys Swimming	-5,280.00	0.00	0.00	0.00	-5,280.00
	3263	Misc. Expenditures - Boys Swimming	-50.00	0.00	0.00	0.00	-50.00
	3301	Awards - Boys Tennis	-119.95	0.00	0.00	0.00	-119.95
	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	-2,167.05	0.00	90.54	0.00	-2,257.59
	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	-854.91	0.00	0.00	0.00	-854.91
	3352	Camps - Boys Track	1,253.65	0.00	349.21	0.00	904.44
	3353	Entry Fees - Boys Track	80.00	440.00	610.00	0.00	-90.00
	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	81.70	0.00	0.00	0.00	81.70
	3357	Officials - Boys Track	0.00	0.00	87.50	0.00	-87.50
	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	-534.58	0.00	2,898.91	0.00	-3,433.49

#### Site ID Site Name

Group ID	Group Name Activity ID	a Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	3362	Uniforms/Apparel - Boys Track	0.00	0.00	9,675.00	0.00	-9,675.00
	3363	Misc. Expenditures - Boys Track	0.00	0.00	310.00	0.00	-310.00
	3451	Awards - Boys Baseball	-51.42	0.00	18.00	0.00	-69.42
	3452	Camps - Boys Baseball	17,883.66	1,032.85	3,400.16	0.00	15,516.35
	3453	Entry Fees - Boys Baseball	150.00	730.00	350.00	0.00	530.00
	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	-360.00	0.00	3,139.00	0.00	-3,499.00
	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	2,408.61	0.00	-2,408.61
	3462	Uniforms/Apparel - Boys Baseball	-5,248.00	2,134.00	7,392.00	0.00	-10,506.00
	3463	Misc. Expenditures - Boys Baseball	6,350.00	0.00	645.60	0.00	5,704.40
	3501	Awards - Boys Football	-99.20	0.00	0.00	0.00	-99.20
	3502	Camps - Boys Football	9,438.66	0.00	1,188.79	0.00	8,249.87
	3503	Entry Fees - Boys Football	-129.00	0.00	0.00	0.00	-129.00
	3504	Equipment - Boys Football	17,730.25	0.00	0.00	0.00	17,730.25
	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	-3,795.00	0.00	0.00	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	0.60	0.00	0.00	0.00	0.60
	3513	Misc Expenditures-Boys Football	-970.00	0.00	0.00	0.00	-970.00
	3551	Awards - Boys Wrestling	-203.50	0.00	0.00	0.00	-203.50
	3552	Camps - Boys Wrestling	3,403.81	0.00	0.00	0.00	3,403.81
	3553	Entry Fees - Boys Wrestling	-55.00	0.00	0.00	0.00	-55.00
	3554	Equipment - Boys Wrestling	-1,198.93	0.00	0.00	0.00	-1,198.93
	3555	Lodging - Boys Wrestling	-847.00	0.00	0.00	0.00	-847.00
	3556	Meals - Boys Wrestling	-510.79	0.00	590.78	0.00	-1,101.57
	3557	Officials - Boys Wrestling	-2,930.00	0.00	0.00	0.00	-2,930.00
	3558	Prof. Development - Boys Wrestling	-120.00	0.00	150.00	0.00	-270.00
	3559	Scouting - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
	3560	Security - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
	3561	Transportation - Boys Wrestling	-5,432.18	845.00	112.35	0.00	-4,699.53
	3562	Uniforms/Apparel - Boys Wrestling	-1,848.00	0.00	0.00	0.00	-1,848.00
	3563	Misc. Expenditures - Boys Wrestling	-122.75	0.00	0.00	0.00	-122.75
		C Totals:	-6,006.70	15,667.35	45,910.16	-255.60	-36,505.11

Sorted by Site ID, Group ID, Activity ID; Filtered by Site. From 04/01/2015 to 04/30/2015.

Group in	Activity ID	) Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS	AND ORGANIZATIONS					
1	4010	40 Assets	-13.30	0.00	73.03	110.00	23.67
	4030	Amnesty International	137.51	0.00	0.00	0.00	137.51
	4040	Art	7,279.33	170.00	0.00	0.00	7,449.33
	4060	Band	9,301.20	0.00	6,443.32	0.00	2,857.88
	4061	Band Uniforms	2,706.10	0.00	0.00	0.00	2,706.10
	4062	Band Trip	690.51	0.00	0.00	0.00	690.51
	4110	Cheerleading	-13.25	0.00	0.00	0.00	-13.25
	4111	Cheerleading-Varsity	1,906.88	6,604.50	1,967.45	0.00	6,543.93
	4112	Cheerleading-JV	502.36	3,900.00	325.00	0.00	4,077.36
	4113	Cheerleading-Freshman	0.00	4,897.00	56.75	0.00	4,840.25
	4115	Uniforms-Cheer/Dance	-3,526.60	0.00	0.00	0.00	-3,526.60
	4140	Choir	13,530.37	0.00	52,063.00	0.00	-38,532.63
	4141	Choir Trip	-17,068.32	0.00	833.94	0.00	-17,902.26
	4160	Construction	1,463.72	1,422.00	2,744.40	0.00	141.32
	4180	Culinary Competition	0.56	0.00	0.00	0.00	0.56
	4185	Cycling	40.00	0.00	0.00	0.00	40.00
	4190	Dance	-18,038.41	13,349.55	307.26	0.00	-4,996.12
	4200	Debate Team	-5,798.09	0.00	3,078.81	0.00	-8,876.90
	4210	DECA	-18,858.44	5,352.80	8,136.80	0.00	-21,642.44
	4215	Diversity-Friends	1,000.00	0.00	0.00	-15.00	985.00
	4220	Drama Club	453.84	1,000.00	114.15	0.00	1,339.69
	4225	Engineering	523.00	0.00	0.00	0.00	523.00
	4230	Environmental Club	5,270.11	0.00	0.00	0.00	5,270.11
	4250	FCCLA	2,343.73	0.00	138.74	0.00	2,204.99
	4260	FCS Club	383.13	0.00	0.00	0.00	383.13
	4290	Forensics	3,476.37	425.00	1,829.56	0.00	2,071.81
	4310	French Club	1,869.02	150.00	404.02	0.00	1,615.00
	4320	Future Educators	387.93	0.00	0.00	0.00	387.93
	4340	German Club	171.52	0.00	0.00	0.00	171.52
	4365	HOSA	1,038.35	320.00	1,120.76	0.00	237.59
	4370	Industrial Arts	545.36	9,250.51	715.47	0.00	9,080.40
	4380	International Club	100.00	0.00	0.00	0.00	100.00
	4390	Intramurals	152.48	160.00	0.00	0.00	312.48
	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	10,419.57	13,016.00	11,865.49	0.00	11,570.08
	4415	Justice League	-52.08	0.00	0.00	0.00	-52.08
	4420	Key Club	2,875.26	631.00	748.79	0.00	2,757.47
	4425	LaCrosse	591.07	0.00	0.00	0.00	591.07
	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	761.84	0.00	643.36	0.00	118.48
	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

Tue, 30 Jun 2015 at 04:45:21 PM

Millard Public Schools

Site	ID	Site	Name
Group	ID	Group	Namo

Group ib	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	4500	Music		2,639.31	0.00	125.00	0.00	2,514.31
	4501	Music-Auditorium		-3,462.12	0.00	991.21	0.00	-4,453.33
	4502	Music-Donations		-36.39	0.00	0.00	0.00	-36.39
	4503	Music-Musicals		-2,787.72	650.00	437.35	0.00	-2,575.07
	4510	National Honor Society		5,617.86	4,585.51	844.67	0.00	9,358.70
	4520	Newspaper		-1,885.43	0.00	0.00	0.00	-1,885.43
	4530	Orchestra		2,784.61	925.00	1,490.33	0.00	2,219.28
	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		9,753.56	620.00	756.23	0.00	9,617.33
	4605	Power Robotics		6,760.75	0.00	237.41	0.00	6,523.34
	4610	SAFE/DARE/Drug Free		-35.00	0.00	0.00	0.00	-35.00
	4630	Science Club		-288.79	0.00	0.00	0.00	-288.79
	4640	Senior Class		2,710.90	0.00	40.63	0.00	2,670.27
	4645	Show Choir		-148,727.28	9,005.21	979.81	0.00	-140,701.88
	4646	Singsation		84,827.74	275.00	3,084.48	0.00	82,018.26
	4650	Skills USA		-594.00	0.00	0.00	0.00	-594.00
	4660	Spanish Club		1,936.33	335.35	2,454.15	0.00	-182.47
	4690	Spirit Shop		14,524.70	513.25	0.00	342.82	15,380.77
	4700	STUCO Workshops		157.93	0.00	0.00	0.00	157.93
	4710	Student Council		25,193.18	0.00	3,241.22	0.00	21,951.96
	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		113,726.33	1,905.00	25,336.46	0.00	90,294.87
	4780	Youth to Youth		513.37	0.00	0.00	0.00	513.37
		D	Totals:	117,274.00	79,462.68	133,629.05	437.82	63,545.45

Site ID	Composition Site Name From 04/01/2015 to 04/30/								5 to 04/30/2015.
0100010	Activity ID	Activity Name			Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E	ADMINIS	TRATIVE CUST	ODIA	NL.					
	5010 After Prom				0.00	0.00	0.00	0.00	0.00
	5020	Fines			-2,627.34	0.00	0.00	0.00	-2,627.34
	5025	Fines - Library Bo	ok		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 Cente	r		5,569.53	0.00	116.92	0.00	5,452.61
	5040	Fundraising-Gene	ral		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 Act	ivities		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 PayBac Pool Maintenance		47,879.31	242.50	366.41	0.00	47,755.40	
	5140			0.00	0.00	0.00	0.00	0.00	
	5150			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/Gra	ants		0.00	0.00	0.00	0.00	0.00
	5185	Technology			4,726.02	0.00	59.86	0.00	4,666.16
	5205	Vocational			80.00	0.00	0.00	0.00	80.00
			Е	Totals:	53,541.43	242.50	543.19	0.00	53,240.74
Q	STUDEN	T FEE FUND							
	7090	ACP (SpEd) Trips			0.00	0.00	0.00	0.00	0.00
	7160	Participation Fees - Athletics		58,331.00	240.00	0.00	0.00	58,571.00	
	7170	Participation Fees	- Clui	os & Orgs	1,260.00	0.00	0.00	0.00	1,260.00
	7190	Field Trips			-3,962.92	2,106.00	1,812.47	0.00	-3,669.39
	7900	Field Trips-Other			-2,505.70	0.00	0.00	0.00	-2,505.70
			0	Totals	53.122.38	2.346.00	1,812.47	0.00	53,655.91

#### R AP/IB EXAMS 8010 AP Exams

R Totals:

Totals:

Q

Sorted by Site ID, Group ID, Activity ID; Filtered by Site.

to 04/30/2015.

2,346.00

20.00

20.00

53,122.38

50,561.58

50,561.58

1,812.47

825.33

825.33

49,756.25

49,756.25

0.00

0.00

Group ID	Group Nam	e						
	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S	ATHLETI	С						
	9010	Gate Receipts		60,384.42	12,037.00	324.00	-360.00	71,737.42
	9020	Cash Reserve		130,227.33	0.00	0.00	0.00	130,227.33
	9030	Concessions		8,667.48	1,441.00	2,636.63	145.60	7,617.45
	9040 Tickets			12,373.00	0.00	0.00	0.00	12,373.00
	9050	Athletic-General	7,611.60		0.00	1,477.53	0.00	6,134.07
	9060 Athletic Director		13,058.43		0.00	492.20	-342.82	12,223.41
	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		2,834.08	0.00	0.00	0.00	2,834.08
	9100	Athletic Training		1,344.07	0.00	0.00	0.00	1,344.07
	9110	Activities		-21,655.92	106.18	2,990.57	375.00	-24,165.31
	9120	Booster Contributions-Girls Booster Contributions-Boys		-298.13	0.00	0.00	0.00	-298.13
	9130			117.25	0.00	0.00	0.00	117.25
	9140	Metro Tournament		30.67	0.00	0.00	0.00	30.67
		s	Totals:	214,694.28	13,584.18	7,920.93	-182.22	220,175.31
		WHS	Totals:	84,642.03	122,717.21	213,408.43	0.00	-6,049.19

Site ID Group ID	Site Na Group Nam	me			Sorte	ed by Site ID, Grou	p ID, Activity ID; From 04/01/201	Filtered by Site. 5 to 04/30/2015.
	Activity ID	Activity Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Summer	Millard /	Admin Summer Se	chool					
A	ACTIVITY	GENERAL						
	1010	General Admin		57,877.49	2.63	510.00	-54,189.07	3 181 05
	1011	Elementary School Summe Middle School Summer Sci	mer School	0.00	4,450.00	0.00	13.000.00	17 450 00
	1012		School	0.00	3,250.00	0.00	9.320.00	12,570,00
	1013	Senior High Summer Sc	hool	0.00	7,510.00	0.00	31,869.07	39,379.07
		А	Totals:	57,877.49	15,212.63	510.00	0.00	72,580.12
		Summe	r Totals:	57,877.49	15,212.63	510.00	0.00	72,580.12

Millard Public Schools - Planned Disposition of Surplus Property

	BOE Packet	Due Date: <b>7/1/2015</b>	BOE Meeting Date: 7/6/2019	Sale or Disposals Scheduled After: 7/6/2015
Lot	Quantity	Description		
1	4	deep fryers		
2	2	Hobart mixers		
3	1	set drums		
4	2	sousaphones		
5	1	PA head		
6	1	Concert bell		
7	2	Saxaphones		
8	4	Vollyball Posts		
9	1	Heat Pump		
10	1	lot muscic stands		
11	1	lot recorders		
12	1	keyboard		
13	3	temple blocks		
14	1	set marching drums		
15	3	Vans		
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

BOE Meeting Date: 7/6/2015		
Equipment	Quantity	Notes:
Switch 7750	4	Has various modules
3Com 4800G PWR 24-port	3	
3Com 4800G PWR 48-port	12	
CX4 Cable .5m	9	
CX4 Cable 1m	1	
3Com 5500 E1 28port	2	
Honeywell RapidEye Multi-media	1	
Ademco Video RadidEye Multi	1	
Ademco Video Color Duplex Multiplexer	1	
Nortel Server?	1	
Nortel Networks CallPilot 703T	1	
Compaq ProLiant ML370	1	
iMac 9,1	642	
iMac 8,1	500	
iMac 7,1	24	
Macbook Pro 5,5	24	
iMac 10,1	8	
iMac 12,1	2	
HP dc 5850 desktops	154	
HP 6730b laptops	16	

## Millard Public Schools - Planned Disposition of Surplus Property

#### Committee Meeting Minutes June 8, 2015

The members of the Board of Education met as a Committee of the Whole on Monday, June 8, 2015 at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

Vice-President, Linda Poole called the meeting to order at 6:00 p.m.

Board members present were Mike Pate, Linda Poole, Pat Ricketts, Dave Anderson, and Paul Meyer. Mrs. Poole asked that Mike Kennedy be excused from the meeting.

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

Dr. Mark Feldhausen, Dr. Nancy Johnston, Barb Waller, along with assistance from the high school principals, presented on the first topic of the meeting, Class Rank. Dr. Feldhausen stated that the current class rank calculation was established 15 years ago and was meant to maximize the number of courses the students were to take while in school. District administrators said competition for class rank is stressing out students and driving them to load up on advanced classes that count more toward GPA instead of taking classes meaningful to them. Dr. Feldhausen stated that in the past 15 years, changes have occurred within graduation requirements', however the class rank calculation remained the same. Conversations with students, parents, staff and graduates over the past six years helped determine it was time to review our practices.

The proposed change would recognize student honors using the Latin System: 4.0 and above = Summa Cum Laude (with the highest distinction), 3.75-3.99 = Magna Cum Laude (with great distinction), and 3.50-3.74 = Cum Laude (with distinction). Benefits of the new system include:

- Measure performance based on the individual student and not against the performance of other students.
- Recognize all students whose performance exceeds high academic standards.
- Utilize a system familiar to and applied by most colleges and universities.
- Eases transfer of students between high schools within Millard without penalty due to the varied schedules.
- Allows students to not seek participation in summer school if only to focus on the mathematical advantage for class rank purposes.
- Enables students to focus on challenging themselves academically, focusing on areas of personal interest, and lessening anxiety if feeling pressured academically.
- Facilitates the potential that the three high schools could recognize students with the same honor code system during commencement.

It was suggested by the Board to go forward with the revision of the Board of Education Rule 6330.1 for approval. The changes would affect the freshmen students of 2016 which would be the graduating class of 2020.

Ken Fossen presented the latest information on the Fiscal Year (FY) 2016 budget. The Program Budgeting Process is complete and the result of the "Q-Sort" was shared with the Board. The Q-Sort shows how the District Budget Team assessed the different budget levels submitted and the priority assigned to those levels.

Next, Mr. Fossen reviewed a PowerPoint presentation that will be used at the Public Budget Hearing later in the year. The Selective Abandonment items were reviewed along with the other Program Budget Areas. The majority of the areas were not showing any additions and only reductions in non-personnel expense (basically a status quo budget), with the exception of High School Programs where a <sup>1</sup>/<sub>2</sub> time secretary and <sup>1</sup>/<sub>2</sub> time teacher were reduced. Other areas had more detailed information regarding additions and reductions. In particular, the areas of

Committee of the Whole Minutes June 8, 2015 Page 2

Maintenance and Operations and Security show several additions to keep the facilities maintained and secure. The final areas discussed were Fixed Budgets, which showed the addition of two new areas -- Software Licensing and Student Technology.

Finally, the Five Year Budget Projections were presented showing the current status of the General Fund cash reserve and how it will be affected in the coming years. FY 2015 is projected to show an increase in the cash reserve, while the FY 2016 budget would be a balanced budget, with revenues nearly equaling expenses. The Board discussed how the future years would look given estimated increases in salary packages and other expenses. The Special Building Fund Five Year projections were also presented. With additional tax receipts being deposited into the Special Building Fund, the cash reserve will stabilize for several years until Bond Proceeds are exhausted.

Vice-President Linda Poole adjourned the meeting at 7:25 p.m.

Lunda Poole

Chairman



#### AGENDA SUMMARY SHEET

Agenda Item:	Board Rule Student Services 5015.1
Meeting Date:	July 6, 2015
Department	Student Services
Title and Brief Description:	Revise Rule 5015.1– Service Animals
Action Desired:	Approval
Background:	Addition of language to reflect current practice in regards to providing reasonable accommodations to students with service animals when circumstances are warranted.
Options/Alternatives Considered:	N/A
<b>Recommendations:</b>	Approval
Strategic Plan Reference:	N/A
Implications of Adoption/Rejection:	N/A
Timeline:	N/A
Responsible Persons:	Kevin Chick, Executive Director of Human Resources, Bill Jelkin, Director of Student Services

Superintendent's Signature: \_\_\_\_\_ Jin Suffri

#### **Service Animals**

- I. Definition of a Service Animal.
  - A. A service animal must be a dog or, in specific circumstances, a miniature horse, that is individually trained to do work or perform tasks for the benefit of a student with a disability and is required for the student with a disability. No other species of animal, whether wild or domestic, will be permitted in District facilities as a service animal.
  - B. Service animals do not include pets, farm animals, wild or exotic animals, or any animals whose function is to provide crime deterrent effects, emotional support, comfort, companionship, therapeutic benefits, or to promote emotional well-being.
- II. Work or Tasks of a Service Animal.
  - A. The work or tasks performed by the service animal must be directly related to the student's disability and required for the student with a disability.
  - B. Examples of work or tasks that a service animal may perform to meet this definition include:
    - 1. Navigation: assisting individuals, who are blind or have low vision with navigation and other tasks,
    - 2. Alerting: alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
    - 3. Protection: providing non-violent protection or rescue work;
    - 4. Pulling: pulling a wheelchair,
    - 5. Seizure: assisting an individual during a seizure,
    - 6. Allergens: alerting individuals to the presence of allergens,
    - 7. Retrieving: retrieving items such as medicine or the telephone,
    - 8. Physical support: providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
    - 9. Interrupting behaviors: helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
  - C. Work or tasks that are excluded from meeting the definition are:
    - 1. Guard dogs: the providing crime deterrent effects of anvia the animal's presence, and
    - 2. Companion dogs: the provision of emotional support, well-being, comfort, or companionship<del>, therapeutic benefits, or emotional well-being.</del>
- III. Presence of Service Animals.
  - A. A student with a <u>disability service animal</u> shall be permitted to be accompanied by his/her service animal in all areas where students are allowed to go.
  - B. A student with a service animal may not be required to pay an extra fee for the service animal to attend events for which a fee is charged for students.
- IV. Removal of a Service Animal.

- A. A District administrator may direct a student with a <u>disability or his/her\_service animal, the service</u> <u>animal's handler, or the student's parents</u> to remove a service animal from a District facility, a school building, a classroom, or from a school function, if any one of the following circumstances occur:
  - 1. The service animal is out of control and the service animal's handler does not take effective action to control it,
  - 2. The service animal is not housebroken,
  - 3. The service animal's presence would fundamentally alter the nature of the service, program, or activity, or
  - 4. The presence of the service animal poses a direct threat to the health or safety of others.
- B. To determine whether a direct threat exists, an individualized assessment is to be made to ascertain:
  - 1. The nature, duration, and severity of the risk,
  - 2. The probability that the potential injury will actually occur, and
  - 3. Whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.
- V. Control of the Service Animal.
  - 1. The service animal must be under the control of its handler. In most cases the service animal must have a harness, leash, or other tether.
  - 2. The service animal does not need to be on a harness, leash, or other tether, however, if the handler is unable because of a disability to use a harness, leash, or other tether. A harness, leaseleash, or other tether is also not required if it would interfere with the service animal's safe, effective performance of work or tasks.
  - 3. If either of the harness, leash, or other tether exceptions <u>applies apply</u>, the service animal must be under the handler's control via voice control, signals, or other effective means.
  - 4. The District will provide reasonable accommodations of adult assistance to a student with a service animal when, due to the student's young age or significant disabilities, it is reasonably necessary to assist the student in his/her use or control of the service animal, and such accommodations do not fundamentally alter the nature of the educational service, program, or activity.
- VI. Responsibility for Care and Supervision.
  - 1. The District is not responsible for the care and supervision of the service animal, including walking the service animal or responding to the service animal's need to relieve itself.
  - 2. A student with a service animal shall provide documentation of ownership, veterinarian vaccinations and health status, proper pet licensure, and liability insurance coverage.
  - 3. A student with a service animal shall be solely responsible to maintain and keep current such vaccinations, licensure, and liability insurance, and neither the school nor the District shall be liable in any manner for any costs or expenses associated with meeting these requirements.
  - 4. A student with a service animal shall maintain the service animal so that it will always be clean, well groomed, and not have an offensive odor.
  - 5. A student with a service animal shall be solely responsible for any and all costs and expenses associated with the ownership, training, boarding, veterinarian and health care, licensing, insurance

coverage, and care and maintenance of the service animal, and neither the school nor the District shall be liable in any manner therefor.

- 6. A student with a service animal shall be liable for any damage done to the premises or facilities or to any person by the service animal.
- VII. Miniature Horses.
  - A. Requests to permit a miniature horse to accompany a student with a disability on District premises shall be considered in accordance with 28 C.F.R. § 35.136(i).
- VIII. Inquiries.
  - A. When addressing a service animal matter, District staff shall not ask about the nature or extent of the student's disability.
  - B. District staff may not ask questions about the service animal's qualifications as a service animal when it is readily apparent that the animal is trained to do work or perform tasks for a student with a disability. Examples include where the service animal is observed guiding a student who is blind or has low vision, pulling the student's wheelchair, or providing assistance with stability or balance to a student with an observable mobility disability.
  - C. When it is not readily apparent that the animal qualifies as a service animal, District staff may ask:
    - 1. If the animal's presence is required because of a disability, and
    - 2. What work or task the animal has been individually trained to perform.
    - 3. Staff may not require documentation, such as proof that the service animal has been certified, trained, or licensed as a service animal.

Legal Reference: Americans with Disabilities Act 28 C.F.R. §§ 35.104 and 35.136 Section 504 of the Rehabilitation Act Neb. Rev. Stat. §§ 20-126 through 129

Related Policies and Rules: <u>1100.4</u>, <u>1240</u>, <u>1240</u>, <u>12401</u>, <u>4001</u>, <u>4001.2</u>, <u>4002</u>, <u>4002.1</u>, <u>5010</u>, <u>5010.2</u>, <u>5015</u>

Rule Approved: February 6, 2012 Revised: July 6, 2015

Millard Public Schools Omaha, Nebraska

#### AGENDA SUMMARY SHEET

AGENDA ITEM:	Re-affirm Policy 10,000				
MEETING DATE:	fuly 6, 2015				
DEPARTMENT:	Office of the Superintendent				
TITLE AND BRIEF DESCRIPTION:		Re-aff	irm Policy 10,000		
ACTION DESIRED	: APPROVAL	X	DISCUSSION	INFORMATION ONLY	

#### **BACKGROUND:**

Policy 10,000 describes the Millard Public Schools philosophy and process for shared decision-making. It was adopted in 1992 and has guided our efforts to provide opportunities for staff, parents and community members to have meaningful input and collaboration on the design and implementation of the district and school mission, objectives, strategies and action plans.

A Policy 10,000 committee met in April of this year to review the policy and rule. Committee members included:

Dave Anderson	Board Member
Mark Feldhausen	Associate Superintendent of Educational Services
Ken Fossen	Associate Superintendent of General Administration
Kevin Chick	Executive Director of Human Resources
Kent Kingston	Executive Director of Technology
Kim Saum-Mills	Executive Director of Leadership & Strategic Planning
Bill Jelkin	Director of Student Services
Jason Farwell	Black Elk Elementary Principal
John Southworth	Beadle Middle School Principal
Brian Begley	Millard North High School Principal
Megan Geerts	Facilitator
Jodi Grosse	Facilitator

**RECOMMENDATION:** Re-affirm Policy 10,000

STRATEGIC PLAN REFERENCE: Strategic Plan Mission and Beliefs

**RESPONSIBLE PERSON:** Dr. Kim Saum-Mills

SUPERINTENDENT'S APPROVAL: \_\_\_\_

- Jin Sutter -

#### **Shared Decision-Making**

The Board supports the philosophy of shared decision-making as called for in the District Strategic Plan. Shared decision-making shall support increased student achievement and improvement in the education process. The philosophy of shared decision-making shall be evident in the District through the opportunity for personnel, parents, community members, and students when appropriate, to collaborate in the design and implementation of (1) mission statements, (2) objectives, (3) strategies and action plans, (4) evaluation methods, (5) responses to results of evaluation, and (6) reporting activities.

While fully supporting these collaborative efforts, the Board recognizes its ultimate authority and responsibility for decisions which impact the direction of education in the District.

This policy and related rule will be reviewed by the Board of Education every other year.

Related Policies and Rules: 10000.1

Policy Adopted: December 7, 1992 Revised: January 13, 1997; March 6, 2006; August 19, 2013 Reviewed: August 3, 1998; August 23, 1999; July 9, 2007; June 2, 2008 August 17, 2009 Reaffirmed: August 15, 2011, July 6, 2015 Millard Public Schools Omaha, NE

#### 10000

#### AGENDA SUMMARY SHEET

AGENDA ITEM:	Approve Rule 10,000	Approve Rule 10,000.1				
MEETING DATE:	uly 6, 2015					
DEPARTMENT:	Office of the Superint	endent				
TITLE AND BRIEF	DESCRIPTION:	Appro	ve Rule 10,000.1			
ACTION DESIRED	: APPROVAL	X	DISCUSSION	INFORMATION ONLY		

#### **BACKGROUND:**

Policy 10,000 describes the Millard Public Schools philosophy and process for shared decision-making. It was adopted in 1992 and has guided our efforts to provide opportunities for staff, parents and community members to have meaningful input and collaboration on the design and implementation of the district and school mission, objectives, strategies and action plans.

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Jason Farwell	Black Elk Elementary Principal
John Southworth	Beadle Middle School Principal
Brian Begley	Millard North High School Principal
Megan Geerts	Facilitator
Jodi Grosse	Facilitator

**RECOMMENDATION:** Approve Rule 10,000.1

STRATEGIC PLAN REFERENCE: Strategic Plan Mission and Beliefs

**RESPONSIBLE PERSON:** Dr. Kim Saum-Mills

SUPERINTENDENT'S APPROVAL: \_\_\_\_

- Jin Sutter

#### Millard Public Schools Shared Decision Making

#### Site-Based Planning and Shared Decision-Making

#### Introduction

The Board of Education recognizes that strategic planning, site-based planning, and school improvement decisionmaking provide the opportunity for school personnel, parents, community members, and students to collaborate in the development of short and long-range planning. This involvement will promote increased school achievement and improve the educational process.

#### I. Shared Decision-Making

The District uses a blend of centralized and decentralized decision making. The following chart illustrates decisions that are made at the District and building levels and are provided as examples only. All decisions must be consistent with District policies and regulations, collective bargaining agreements, and state and federal mandates and laws.

Educational Services						
District	Building					
Education         District         • Oversee compliance of NDE Rule 10         • Provide and direct system-wide planning for curriculum instruction, assessment, and staff development (6005)         • Provide comparable curriculum resources, instructional resources and assessment resources (6010)         • Develop and maintain the written curriculum using Academic Skills & Applications and College & Career Readiness Skills (6110.1) Life Skills & Performances (6110), through curriculum phases (6120, 6610)         • Develop curriculum frameworks and guides (6130)         • Develop and revise practices that promote successful student learning (6200)         • Ensure principals monitor curriculum and evaluate staff (6201)	<ul> <li>Building</li> <li>Encourage staff to participate in development of written curriculum and assessment</li> <li>Supervise teachers according to practices that promote successful student learning (6200)</li> <li>Monitor taught curriculum according to written curriculum (6201)</li> <li>Monitor lesson plans (6203)</li> <li>Administer instructional program and support programs (6220), including building schedules, grouping practices, and class size within District parameters; (4005.1 &amp; 6225), identify and approve materials that supplement, not supplant, the District written curriculum</li> <li>Develop and monitor homework and make up homework guidelines (6230 &amp; 6235)</li> <li>Implement and monitor guidelines for controversial issues (6240)</li> </ul>					
<ul> <li>starr (6201)</li> <li>Identify appropriate field trips and approve those paid with District funds (6262)</li> <li>Develop and support the instructional program (6220), the Response to Instruction and Intervention Model, SPED Procedures (6635), ELL, School Libraries (6625), Summer School (6655), Night School, Homebound (6670), Mini-Magnets (10,001), Federal Programs, Early Childhood Programs, Alternative Programs, and High Ability Learner Programs</li> <li>Establish accountabilities for guidance in relation to curriculum issues</li> <li>Develop guidelines for controversial issues (6240)</li> <li>Provide guidelines and staff development on copyright procedures (6265)</li> <li>Implement textbook loan (6295)</li> <li>Develop and implement a comprehensive District student assessment of student achievement</li> <li>Develop District Assessment Procedures Manual (6301)</li> </ul>	<ul> <li>Approve curriculum-related field trips (6262)</li> <li>Approve curriculum-related field trips (6262)</li> <li>Enforce and monitor copyright procedures (6265)</li> <li>Monitor student production of services and materials (6270)</li> <li>Develop and implement classroom assessments (6300)</li> <li>Oversee assessment schedules, retakes, security and remediation</li> <li>Implement the District assessment program (6301)</li> <li>Administer ELO assessments according to District Assessment Procedures (6301)</li> <li>Identify awards, recognition programs and graduation exercises (6320), credit for transfer students, and grade level placement</li> <li>Implement grading procedures (6330), including communicating student progress to parents (6340)</li> <li>Support participation in staff development related to curriculum, instruction, assessment, and special education</li> <li>Oversee building student organizations</li> </ul>					

•	Identify <del>credit</del> graduation requirements <del>for</del> <del>graduation</del> (6320)	•	Facilitate building level professional development
•	Develop grading guidelines (6330) and District		
	report cards		
•	Identify, implement, and monitor staff development		
	related to curriculum, instruction, assessment, and special education (6400)		
•	Identify and apply for appropriate grants to support		
	District programs and initiatives		

	District		Building
•	Establish policies related to student enrollment,	•	Implement enrollment, transfer, and withdrawal
	transfer, and withdrawal (5100/5120)		procedures to include grade level placement and
•	Confirm enrollment resident status (5100)		credit transfer
•	Establish policies for safety and security (5900)	•	Implement safety procedures, drills, and building
•	Establish policies for and supervise student record		security
	keeping (5720)	•	Maintain student attendance, discipline and records
•	Establish student attendance procedures (5200)		related to student discipline
•	Establish policies for student conduct (5300)	•	Supervise and discipline students
•	Establish accountabilities for school counseling	•	Implement guidance school counseling delivery
	guidance in relation to response services (6628)		system
•	Establish policy for child abuse and neglect	•	Facilitate student referrals to community agencies
	reporting (5620)	•	Support student healthcare delivery by school nurse
•	Facilitate student health service delivery strategies		
	(6615)		

#### STUDENT SERVICES

#### HUMAN RESOURCES

	District		Building
•	-Identify, implement, and monitor District staff	•	-Ensure staff participation in District staff
	development initiatives (4300.2)		development initiatives and facilitate building level
•	-Develop and implement new teacher induction plan		professional development (4300.2)
	<del>(4105, 4105.1, 4105.2)</del>	•	-Monitor new teacher induction (4105), identify and
•	Direct staffing allocation procedures		recommend mentors, match peer coaches, and
•	Implement building assignments and transfers		communication expectations
•	Direct advertising/recruiting/selecting/hiring	•	Direct intra-school staff assignments and transfers
•	Direct the development of job descriptions	•	Conduct interviews/review recommendations
•	-Direct staff evaluation (4160)	•	Conduct performance appraisal
•	Ensure the use of the performance appraisal process	•	Develop staffing recommendations
•	Direct employee discipline practices	•	Monitor new administrator induction
•	Monitor policies for safety and security	•	Communicate employee work calendars
•	Direct employee services	•	-Develop the school activities calendar including
•	Direct administrative hiring procedures		<del>parent/teacher conference schedules</del>
•	-Direct new administrator induction		
•	Conduct collective bargaining with all employee		
	unions/associations		
•	Develop employee work calendars		

#### GENERAL ADMINISTRATION

	District		Building
•	Research, write, administer, and conduct the	٠	Research, write, administer, and conduct the
	financial accounting and reporting related to		financial accounting and reporting related to
	District-level (or multi-building level) grants		building-level grants (subject to District approval
•	Conduct collective bargaining with all employee		related to accounting and reporting)
	unions/associations	•	Schedule and administer building activity
•	Schedule and administer District-wide contracted		transportation services and conduct student
	transportation services		disciplinary activities related for both building and
•	Provide custodial, maintenance, and grounds		District-wide transportation
	services to all facilities in the District	•	Communicate needs and deficiencies for custodial,
•	Conduct all construction and renovation projects in		maintenance, and grounds needs and deficiencies)
	the District		to the appropriate supervisor
•	Provide food service programs throughout the	•	Recommend building renovation projects (subject to
	District		review, approval, and supervision by the District)
•	Provide intra-District mail delivery services	•	Schedule serving times for breakfast and lunch
•	Provide District-wide large volume printing services		programs
	(including providing one high-volume copier for	•	Supervise the distribution of mail within the
	each school)		building
٠	Provide all budgeting, accounting, and finance	•	Provide any small copiers desired by the buildings
	services (including payroll) related to all funds		and provide all personnel for copying conducted in
	except the building activity fund		the buildings
		•	Manage all aspects of the building's activity fund
			(subject to the District's procedures), manage the
			building's general fund line items, and participate in
			the District's budgeting process

GOVERNANCE

	District		Building
•	Develop and implement the strategic plan	•	Develop and implement the school site plan
•	Develop the academic calendar including school	•	Develop the school activities calendar
	hours and parent/teacher conferences	•	Develop the school activities calendar including
•	Approve school and community use of school		parent/teacher conference schedules
	facilities and conduct the related accounting	•	Schedule activity use of school facilities
•	Develop and implement policies, procedures and	•	Develop and implement school procedures and rules
	rules	•	Develop the school schedule
•	Develop yearly and long-range budgets	•	Allocate the budget
•	Determine emergency closing procedures	•	Schedule community use of school facilities
•	Identify, implement, and monitor District staff	•	Ensure staff participation in District staff
	development initiatives (4300.2)		development initiatives and facilitate building level
•	Develop and implement new teacher induction plan		professional development (4300.2)
	(4105, 4105.1, 4105.2)	•	Evaluate teachers according to the Indicators of
•	Direct certificated staff & administrator evaluation		Effective Teaching (6200)
	(4160)	•	Monitor Support new teacher induction (4105),
•	Develop and revise Indicators of Effective Teaching		identify and recommend mentors, match peer
	(6200)		coaches, and communication expectations
•	Direct new administrator induction	•	Conduct performance appraisal
•	Organize and implement District leadership	•	Monitor Support new administrator induction
	programs	•	Support District leadership programs
•	Direct state accreditation process	•	Implement state accreditation process

TECHNOLOCY	7
IECHNOLOG	Ľ

	District		Building
•	Provide network operations (7000)	٠	Provide for integrating technology into instruction
•	Provide email (7000)	•	Develop and Mmaintain building web pages
•	Establish hardware and software standards	•	Budget for optional hardware purchases with
•	Provide helpdesk & desktop support		approval
•	Facilitate donations approval	•	Budget for optional curriculum software with
•	Provide platform decisions		approval
•	Establish web page guidelines (7305)	•	<u>Assign technology initiator</u>
•	Develop technology standards for students and staff	•	Develop building technology action plans
•	Provide Internet filtering (7310)	•	Monitor Supervise staff and student use of
•	Evaluate curriculum software (7000)		technology
•	Establish policies and rules for social networking		
	(7305.1)		

#### **II. District Strategic Planning Team**

The Superintendent or designee will appoint a team consisting of administrators, teachers, Board members, parents, students, and community members to serve as the District strategic planning team. The strategic planning team will

- Review the existing plan and initiate changes.
- Rewrite the plan to address critical issues.
- Recommend an implementation schedule for action plans.
- Determine which plans are operational.

#### **III. Site-Based Planning Team**

Each school in the District shall have a site-based planning team that meets to write or update the school site plan. The team will be responsible for long-range site planning including the development of the school mission, objectives, and strategies. The team will also approve action plans and make a recommendation for implementation of action plans. Each principal's supervisor will assist the principal and team in the development of the site plan, the implementation of strategies, the collection and analysis of data to evaluate action plans, the relationship of the site plan to the District's plan, and compliance with District policies. The team will also meet as needed to comply with the school accreditation process. The team will follow the District guidelines and established process for site planning and include administrators, teachers, staff, parents, and/or community members. High schools and middle schools may choose to involve students. Staff members on the team are volunteers and will serve at will. The site-based planning team will be approved by the Superintendent or designee.

#### IV. School Improvement Team (SIT)

Each school in the District shall have a School Improvement Team that meets six times each school year (minimum). The SIT will monitor progress on the school site plan and make recommendations on pertinent issues including building technology, calendar, schedules, RTI+I, re teaching plans, budget, programming changes, and some staffing decisions staffing. It may be necessary for ad hoc teams to form and meet to develop programs or further develop action plans for implementation. The ad hoc team will then report to the SIT for consideration. The SIT will also meet as needed to review data analysis and comply with the school accreditation process. The SIT will include administrators, teachers, staff, parents, and/or community members. High schools and middle schools may choose to involve students. Each SIT will develop a process to ensure genuine participation and develop the rules for determining who will serve on these teams including the term of service. Meetings will be open to all. Agendas, attendees and minutes of the meetings will be communicated and made available. Staff members on the team are volunteers and will serve at will. The SIT members will be approved by the Superintendent or designee. Copies of the SIT meeting minutes will be shared with supervisors. A final report on activities of the SIT will be completed by June 10 each year and copies will be sent to the staff, building supervisor and the Superintendent or designee.

#### V. Decision Making Process Consensus Method for School Improvement Teams

Different styles of leadership and decision making will be employed when facilitating Strategic Planning Teams, Site-Based Planning Teams and School Improvement Teams.

During Strategic Planning and Site-Based Planning, teams will seek consensus in an affirming environment marked by mutual support and respect. Consensus exists when participants whose support is needed to implement a decision, agree with the decision and express a commitment to support its implementation. If consensus cannot be achieved on a specific issue the administrator may make the necessary interim decisions as they continue to work for consensus.

During School Improvement Team meetings, the principal will seek input from the School Improvement Team by employing a variety of leadership styles including consultative and collaborative (consensus building).

#### **VI.** Appeals

In the event the SIT is unable to function effectively the principal (or any three team members) shall report the situation to the building supervisor. The building supervisor will attempt to resolve the situation. In the event the situation is not resolved it shall be presented to the Superintendent for a final decision. a written report shall be presented to the Superintendent. If the issues cannot be resolved, by the Superintendent, the dispute shall be submitted in writing to the Board of Education through the Superintendent.

Related Policies & Rules: 10000P

Rule Adopted: December 7, 1992 Revised: January 3, 1994; December 19, 1994; January 13, 1997; August 3, 1998; August 23, 1999; June 19, 2000; February 2006; March 6, 2006; July 9, 2007; June 2, 2008; August 17, 2009; August 2, 2010; August 15, 2011 August 19, 2013, July 6, 2015 Millard Public Schools Omaha, NE

## AGENDA SUMMARY SHEET

AGENDA ITEM:	High School Science ELO Cut Scores
Meeting Date:	July 6, 2015
Department:	Educational Services Assessment, Research, and Evaluation
Title and Brief Description:	The current high school Science Essential Learner Outcome local assessment content was updated to reflect high school science curriculum changes. Two of the four assessment forms were administered for the first time this March and May.
Action Desired:	Approval <u>x</u> Discussion Information Only
Background:	Millard Public Schools Essential Learner Outcome local assessments are maintained as part of the assessment graduation requirement layers of support for students who do not meet the ACT College and Career Readiness benchmark scores.
	HS Science ELO Form ACut ScoreHS Science ELO Form B25
<b>Options/Alternatives</b> <b>Considered:</b>	N.A.
<b>Recommendations:</b>	Adopt the Cut Score of 25 for both Forms D & C of the High School Science ELO.
Strategic Plan Reference:	To meet the mission of the district and Strategy 2.
Implications of Adoption/Rejection:	Without cut scores, students would not be identified for remediation.
Timeline:	Begin to use results immediately for reporting and remediation.
Responsible Persons:	Dr. Mark Feldhausen, Dr. Tami Williams, and Dr. Pat Crum
Superintendent's Signature	: Jin Suttri

### High School Science ELO Cut Score Documentation by Form

#### Context

In 2013-2014 Millard Public School junior students experienced one year of new science curriculum. The Science ELO was amended to remove items that were not in the new curriculum. This amendment was completed by removing items that were no longer part of the science curriculum. The cut score was mathematically adjusted to reflect that change. In 2014-2015 students had experienced two years of new curriculum. The Science ELO underwent a major revision to reflect curriculum changes reflecting both added content and removed content.

#### **The Process**

The four forms of the 2014-2015 Science ELO each have 55 items. Each form represents the standards with equal numbers of items per course standard.

The cut score process used for these four forms is different from processes used in the past. In the past we have had a full student population at all ability levels taking the test, which results in a fairly simple and direct cut score process (Modified Angoff, supported by Contrasting Groups and Initial Estimates) Since we did not have the full student population take the test we worked with Alpine Testing Solutions to plan a process using data from the original Science ELO paired with date from the Pilot ELO taken in the fall of 2014. (We were able to closely replicate the total Millard junior student population with the juniors scheduled to take the pilot.)

Alpine Testing solutions was able to use the test data we provided for the 2007 ELO and for the 2014 Pilot Data to provide a passing cut score recommendation for use. Our role is then to determine whether we can validate these recommendations.

#### Validation

When standards and curriculum are revised there is a certain amount of new content that teachers are still working on incorporating into their teaching. At the early stages of the curriculum cycle there are a number of new items on an assessment that do not predict how student will perform in the future. For this reason the validation process involving comparisons with retest results for occasions that are parallel to the 2015 testing/cut score point in time.

The validation processes involve comparisons with like time of year/point in curriculum cycle and size of retesting population that correspond with the current (2015) time of year/point in curriculum cycle and size of retesting population. Comparisons of P-Values and Total Score Frequencies are made.

#### **Form D Narrative**

Form D was first taken by sophomores and juniors in March 2015. (Sophomores were excluded from the review as they did not have the Opportunity to Learn all of the tested content.) Form D is comprised of 36% new items, 16% items from other forms, and 48% items from the 2007-2008 Science ELO.

Form D P-values and Total Score Frequencies of the March 2015 testing with the April 2008 data. This comparison validated the Alpine recommended cut score of 25.

#### Form C Narrative

Form C was first taken by sophomores and juniors in May 2015. (Sophomores were excluded from the review as they did not have the Opportunity to Learn all of the tested content.) Form C is comprised of 40% new items, 16% items from other forms, and 44% items from the 2007-2008 Science ELO.

Form C P-values and Total Score Frequencies of the May 2015 testing with the April 2008 data. This data was used to validate the Alpine recommended cut score.

#### **Collaborative Review**

Forms D and C data were reviewed first by the Department of Assessment, Research, and Evaluation and next with leadership in Educational Services.

Review team was led by Research Associate Dr. Pat Crum and included:

Research and Data Associate	Sharon Freeman
DARE MEP	Eve Norton
Data Associate	Joe Crum
Director of Assessment, Research, & Evaluation	Dr. Tami Williams
Associate Superintendent	Dr. Mark Feldhausen,
Director of Special Education	Terry Houlton, and
Director of Secondary Education	Dr. Nancy Johnston

Forms A and B cut scores will be determined based on matched on frequency distribution and descriptive statistic comparisons.

#### AGENDA SUMMARY SHEET

AGENDA ITEM:	Approve PK-12 Mathematics Framework: Part I	
MEETING DATE:	July 6, 2015	
DEPARTMENT:	Educational Services	
TITLE:	PK-12 Mathematics Framework: Part I	
BRIEF DESCRIPTION:	The PK-12 Mathematics Framework: Part I is being presented for approval. The Framework includes: Millard Public Schools Mission and Beliefs; Millard Essential Learner Outcomes (6110.1); PK-12 Mathematics Teaching & Learning Philosophy and Beliefs; Curriculum Planning Committee and Community Focus Group participants; the Timeline of Developmental Events; and the PK-12 Mathematics Matrix containing Nebraska State and Standards and Indicators and Millard Standards and Indicators going beyond the required state standards. The appendix includes Instructional Best Practices, Enduring Understandings and Essential Questions PK-12 Mathematics Best Practices, MPS PK-12 Enduring Understandings, the 9-12 Proposed Course Sequence, and PK-12 Course Descriptions.	
	The Standards and Indicators within the matrix are based, in part, on the current draft of the Nebraska State Standards, which are to be approved in September, 2015. Due to our timeline in being able to begin Phase II and with the proposed elementary field study, we are bringing the framework forward for approval at this time. We will bring it back, along with any adjustments, to the Board of Education for approval once the Nebraska Mathematics State Standards are approved by the Nebraska State Board of Education.	
ACTION DESIRED:	X Approval	
BACKGROUND:	The PK-12 Mathematics Curriculum Planning Committee of 35 District members worked toward the completion of Phase I of the MEP Curriculum Cycle. The PK-12 Mathematics Framework: Part I is being presented for approval and will return in early fall pending final approval of Nebraska Mathematics State Standards. Part II: Textbook/Instructional Materials Selection will be presented for approval during the 2015-16 school year.	
<b>RECOMMENDATIONS:</b>	Recommend approval of Revised PK-12 Mathematics Framework: Part I	
STRATEGIC PLAN REFERENCE:	N/A	
TIMELINE:	Implementation August 2015	
RESPONSIBLE PERSON(S):	Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Matt Scott, Dr. Janet Cook and Tami Fierstein	
SUPERINTENDENT'S APPROVAL:	Jin Sutter	

**APPROVAL:** 

# PK – 12 Mathematics Framework

Part I: PK-12 July 6, 2015



## **Millard Public Schools**

**Millard Board of Education** 

**Dave Anderson** 

**Mike Kennedy** 

**Paul Meyer** 

**Mike Pate** 

Linda Poole

**Pat Ricketts** 

Jim Sutfin, Ed.D., Superintendent

#### Notice of Non-Discrimination

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

#### **Table of Contents**

Millard Public Schools Mission and Beliefs
Millard Essential Learner Outcomes
PK-12 Mathematics Teaching & Learning Philosophy
PK-12 Mathematics Curriculum Planning Committee Members
PK-12 Mathematics Community Focus Group4
PK-12 Mathematics Instructional Materials Evaluation Committee Members
Timeline for Millard Education Program: PK-12 Mathematics
Introduction to PK-12 Mathematics Matrix
PK-5 Mathematics Matrix
6-11 Mathematics Matrix
Advanced mathematics Topics Matrix
Appendix
Nebraska Mathematics Processes
PK-12 Mathematics Instructional Best Practices
Millard Public Schools PK-12 Enduring Understandings and Essential Questions
High School Mathematics Course Offerings Flowchart71
Course Descriptions for Renamed Courses
Course Descriptions: Elementary
Course Descriptions: Middle School74
Course Descriptions: High School74
## **Millard Public Schools Mission**

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

# Millard Public Schools Beliefs

We believe:

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

## Curriculum, Instruction, and Assessment Written Curriculum - Content Standards

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

#### MILLARD ESSENTIAL LEARNER OUTCOMES

LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·

• FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·

 $\cdot$  CRITICAL THINKING AND PROBLEM-SOLVING SKILLS  $\cdot$  CREATIVITY AND INNOVATION  $\cdot$ 

· COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY

#### ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

#### LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will learn and apply writing skills and strategies to communicate.
- Students will develop and apply appropriate speaking, and listening skills and strategies to communicate for a variety of purposes.
- · Students will apply information fluency and practice digital citizenship.

#### MATHEMATICS

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

#### SCIENCE

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

#### SOCIAL STUDIES

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become
  effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed
  decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

#### FINANCIAL WELL-BEING

- · Demonstrate skills to manage financial resources for short and long term priorities.
- · Analyze and make sound financial choices by using appropriate resources.

#### HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

#### TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual
  property and cyber security issues.

#### FINE AND PERFORMING ARTS

- · Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

#### PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

#### COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

#### CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decisionmaking.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- · Recognize factors, constraints, goals and relationships in a problem situation.
  - · Evaluate solutions and determine the potential value toward solving the problem.

#### CREATIVITY AND INNOVATION

- · Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- · Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

#### COLLABORATION AND TEAMWORK

- · Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

#### CITIZENSHIP AND PERSONAL RESPONSIBILITY

- · Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
  - Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

#### Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997 Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006, March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013; November 3, 2014

Millard Public Schools Omaha, Nebraska

6110.1

# PK-12 Mathematics Teaching & Learning Philosophy

The MPS PK-12 Mathematics Department, a group of persistent, professional educators, believes students must be collaborative, life-long learners in the field of mathematics. Students will engage and persevere in productive struggle, justify ideas, and proficiently use math tools to critically think about, make sense of, and provide solutions to problems in a global society.

# We believe:

- Change is a necessity.
- Students cultivate productive mathematics dispositions and growth mindsets through positive adult and peer models, opportunities to constructively struggle, and appropriate supports.
- Students must be able to use mathematical tools (e.g. technology, models) as an aid to demonstrate proficiency.
- Students must be able to communicate and justify mathematical ideas with precise vocabulary and representations.
- High expectations and rigorous instruction will be established and maintained in order to support individual student growth.
- Engaging and involving all stakeholders expands students' understanding of mathematics and makes learning mathematics relevant.
- Effective mathematics teaching and learning involves developing conceptual understanding and procedural fluency in a student-centered learning environment.
- Equipping teaching professionals with the instructional tools and learning experiences to foster rigorous, effective mathematics learning is worth the investment.

The PK-12 Mathematics Philosophy and beliefs are supported by research from various entities, including the National Council of Teachers of Mathematics (NCTM). Instructional best practices are central to reifying our district mission and the rigorous standards and coursework set forth in this framework; therefore, practitioners will implement the following instructional practices (NCTM, 2014):

- Establish mathematics goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate meaningful mathematical discourse
- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- Elicit and use evidence of student thinking

Name	Grade Level/Course/Position	Building
Lori Bartels	Elementary Special Education Coordinator	Don Stroh Administration Center
Jennifer Carson	Assistant Principal	Russell Middle School
Missy Croom	First Grade	Norris Elementary School
Pam D'Amour	English Language Learner	Sandoz Elementary School
Nichol Dolezal	Second Grade	Abbott Elementary School
Bill Eich	Geo/Alg II: Foundations 3 & Geometry	Horizon High School
Alicia Feist	Principal	Montclair Elementary School
Kristie Fuhr	Preschool	Norris Elementary School
Jane Fulton	Seventh Grade	Andersen Middle School
Katie Garth	Preschool	Montclair Elementary School
Larry (JR) Goodenough	Eighth Grade	Russell Middle School
Skip Hanlon	Principal	Ackerman Elementary School
Aaron Harding	PreCalculus & IB	North High School
Susan Keogh	Fourth Grade	Willowdale Elementary School
Cheris Kite	Kindergarten	Neihardt Elementary School
Karen Kneifl	Algebra II Honors & AP Calculus	West High School
Christine Koehn *	Third Grade	Norris Elementary School
Candy List	Building Interventionist	Andersen Middle School
Tassie Little	Eighth Grade	Beadle Middle School
Susan Marlatt	Assistant Principal	North High School
Becky Mertins	Third Grade	Neihardt Elementary School
Jean Noel	First Grade	Sandoz Elementary School
Jenn Nicholson	Fifth Grade	Holling Heights Elementary School
Jennifer Parker	Sixth Grade	North Middle School
Amanda Scott	Algebra & Geometry	North High School
Michelle Slaughter	Second Grade	Ezra Elementary School
Megan Smith	College Prep Math, PreCalculus	West High School
Phill Smith	Seventh Grade	Kiewit Middle School
Kent Stetson	Special Education Resource	Central Middle School
Courtney Stevens	Fifth Grade	Abbott Elementary School
Sarah Sturgeon	Algebra I & Algebra II	West High School
Joe Vonderhaar	Fifth Grade	Disney Elementary School
Cami Warneke	AP Statistics	South High School
Tait Whorlow	Algebra II	South High School
Kerri White	Kindergarten	Wheeler Elementary School

Under the facilitation of Janet Cook, Ed.D., Secondary Curriculum and Instruction MEP Facilitator and Matt Scott, Elementary Curriculum and Instruction MEP Facilitator. In consultation with Angela Peterson, Secondary District Interventionist, Julia Siniard, Elementary District Interventionist, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D., Director of Secondary Education.

\* Christine Koehn served on the Nebraska Department of Education Mathematics Framework Committee.

# PK-12 Mathematics Community Focus Group

Andy DeFreece	Parent
Mindy Stetson	Health Care Representative
Amy Streckfuss	Parent
Jim Vyhlidal	Community Partner: Tri-V Tool & Manufacturing Company

Under the facilitation of Janet Cook, Ed.D., Secondary Curriculum and Instruction MEP Facilitator and Matt Scott, Elementary Curriculum and Instruction MEP Facilitator.

Staff Member	Grade Level/Course/Position	Building
Danae Albers	Kindergarten	Montclair Elementary
Lori Bartels	Elementary Special Education Coordinator	Don Stroh Administration Center
Eric Benzel	Eighth Grade	Central Middle School
Sara Bivens	First Grade	Reagan Elementary
Sara Bonn	Algebra II	South High School
Pam Brennan	Special Education Program Facilitator	Ron Witt Support Services Center
Heather Bruntz	Sixth Grade	Kiewit Middle School
Karen Coates	Special Education	North Middle School
Amy Delehant	Algebra II	West High School
Bert Deremer	Principal	Ezra Elementary School
Jean Determan	Advanced Placement & Honors Courses	South High School
Pat Edwards	Seventh Grade	Andersen Middle School
Annie Essink	Sixth Grade	Andersen Middle School
Katie Etzelmiller	Algebra II	North High School
Tara Fabian	Principal	Reagan Elementary
Tami Fierstein	Eighth Grade	Kiewit Middle School
Melissa Frans	Seventh Grade	Kiewit Middle School
Tiffany Frazier	Special Education Resource	Cody Elementary
Tammy Gebhart	Building Interventionist	Cody Elementary School
Cassie Grant	Fourth Grade	Cody Elementary
Juli Grav	Seventh Grade	Central Middle School
Lisa Green	Special Education Resource	Beadle Middle School
Kim Hagedorn	Geometry	West High School
Daniel Hall	Advanced Placement & Honors Courses	West High School
Brooke Hartnett	Algebra II & Foundations	West High School
Scott Haug	Sixth Grade	Russell Middle School
Cheryl Heimes	Assistant Principal	Andersen Middle School
Lisa Henggeler	Sixth Grade	Central Middle School
Mary-Helen Hoppes	Second Grade	Willowdale Elementary
Judy Hughes	Fourth Grade	Rohwer Elementary
Liz Hullinger	Seventh Grade	North Middle School
Alicia Jones	Algebra I	North High School
Brett Keim	Algebra I	South High School
Julie Kemp	Assistant Principal	Horizon High School
Susan Keogh	Fourth Grade	Willowdale Elementary
Jessi King	Seventh Grade	Central Middle School
Maureen Kuch	Third Grade	Harvey Oaks Elementary
Bob Lamberty	Assistant Principal	West High School
Amanda Leuck	Eighth Grade	Beadle Middle School
Casey Lundgren	Assistant Principal	North High School
Shelly Madsen	Special Education Resource	Ezra Elementary
Jenn Malone	Second Grade	Ezra Elementary
Pat Meeker	Assistant Principal	Kiewit Middle School
Austin Meter	Geometry	South High School
Daniel Meyer	Eighth Grade	Andersen Middle School
Angie Peterson	District Level Interventionist	Ron Witt Support Services Center
Rachel Price	First Grade	Cody Elementary
Sara Rogers	Fifth Grade	Bryan Elementary
Cindy Scharff	Administrative Intern	Montclair Elementary
Shelley Schmitz	District Level Interventionist	Ron Witt Support Services Center
Cathy Schneiders	Algebra I	West High School

**PK-12 Mathematics Instructional Materials Evaluation Committee Members** 

		147
Staff Member	Grade Level/Course/Position	Building
Charlene Schuchardt	Third Grade	Rohwer Elementary
Kaye Schweigert	Special Education Program Facilitator	Ron Witt Support Services Center
Stan Segal	Instructional Technology MEP Facilitator	Ron Witt Support Services Center
Megan Septak	Assistant Principal	Central Middle School
Julia Siniard	District Level Interventionist	Ron Witt Support Services Center
Lance Smith	Geometry	West High School
Sandy Sokerka	First Grade	Montclair Elementary
Courtney Stevens	Fifth Grade	Abbott Elementary
Brad Sullivan	Principal	Bryan Elementary School
Bridgette Stevens	Assistant Principal	Beadle Middle School
Molly Tessin	Second Grade	Hitchcock
Allen Thamer	Sixth Grade	North Middle School
Anna Thoma	Assistant Principal	North Middle School
Heidi Thomsen	Kindergarten	Bryan Elementary
Andrew Tomei	Foundations Courses	Horizon High School
Cindy Wallace	English Language Learner Teacher	Willowdale Elementary
Cami Warneke	Advanced Placement & Honors Courses	South High School
Heidi Weaver	Principal	South High School
Trevor Wenger	Seventh Grade	Russell Middle School
Weylon White	Advanced Placement & Honors Courses	North High School
Wendy Wight	Special Education Program Facilitator	Ron Witt Support Services Center
Sharon Williamson	Special Education Resource	Russell Middle School
Katie Wright	Fifth Grade	Ezra Elementary

Under the facilitation of Janet Cook, Ed.D and Tami Fierstein, Secondary Curriculum and Instruction MEP Facilitators and Matthew Scott, Elementary Curriculum and Instruction MEP Facilitator. In consultation with Angela Peterson, Secondary District Interventionist, Julia Siniard, Elementary District Interventionist, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D, Director of Secondary Education.

December 2014	Curriculum Planning Committee: provided Phase I overview and orientation
January 2015	Curriculum Planning Committee: met to determine research areas based on current data, education
	trends, and member expertise
January-March 2015	Research groups: Conducted research in the following areas:
	• Assessment
	• Intervention
	Standards
	Instructional Best Practices
February 2015	Community Focus Group: provided input on issues in PK-12 Mathematics education and trends in
	employment
March 2015	Curriculum Planning Committee: shared research findings with Curriculum Planning Committee
	members
March 2015	PK-12 Instructional Materials Evaluation Committee: provided Phase I overview and orientation to
	instructional materials evaluation process
April 2015	Vendor Fair with PK-12 Instructional Materials Evaluation Committee: investigated instructional
	resources, including digital learning and open-source tools, from various entities; completed
	materials evaluation forms
April 2015	Curriculum Planning Committee: met to research and synthesize comprehensive standards from
	released draft of Nebraska K-12 Mathematics Standards, began work to specify indicators for the
	PK-12 Mathematics matrix, and finalized the PK-12 Mathematics philosophy statement and beliefs
April 2015	PK-12 Instructional Materials Evaluation Committee: reviewed materials, collaborated in vertical
	analysis teams, and examined data from vendor fair survey data to determine need for field study in $\Gamma_{\rm eff}$
M I 2015	
May-June 2015	Curriculum Planning Committee: researched and drafted course descriptions, courses flow chart,
June 2015	and standards matrix
June 2015	Dr. Janet Cook, Mail Scott, and Tami Fierstein met with Dr. Nancy Johnston to discuss PK-12 Methematics Framework proposal and course of study proposals: finalized the standards matrix
	proposal to share with Dr. Feldbausen and Ed Services Executive Cabinet
July 6, 2015	PK-12 Mathematics Framework to the Board of Education
Fall 2015	Field Study at grades PK-5 and continued preview of resources PK-12 of:
1 all 2015	<ul> <li>Digital Learning Open-Education Resources (www.ck12.org)</li> </ul>
	<ul> <li>Math Expressions &amp; Big Ideas Math</li> </ul>
	Go Math!
October 2015	PK-12 Mathematics Framework to the Board of Education
0000012015	<ul> <li>Alignment with approved K-12 Nebraska State Mathematics Standards</li> </ul>
Fall 2015	Curriculum Planning Committee & PK-12 Instructional Materials Evaluation Committee Convene:
1 uli 2015	develops Instructional Materials Proposal
Fall 2015	Community Materials Review Meetings: two opportunities to be held for the community to review
1 ull 2010	primary instructional resources
Early Winter 2015	Curriculum Planning Committee & PK-12 Instructional Materials Evaluation Committee: proposal
5	submitted to Educational Services Executive Cabinet and the recommendation to the Board of
	Education for approval
Spring 2016	Course guide and course assessment committees meet to develop district course guides and
	assessments for each course
Summer 2016	Professional Development for impending fall implementation of new PK-8 course offerings,
	including instructional materials training, instructional best practices, and other department needs
Fall 2016	Implement new curriculum, acquire instructional resources to ensure the written curriculum is the
	taught and assessed curriculum - Grades PK-8, including Algebra I, Geometry, and Algebra II
Summer 2017	Professional Development for impending fall implementation of new high school elective course
	offerings, including instructional materials training, instructional best practices, and other
	department needs
Fall 2017	Implement new curriculum, acquire instructional resources to ensure the written curriculum is the
	taught and assessed curriculum - high school elective courses

## **Introduction to PK-12 Mathematics Matrix**

### Introduction

The matrix displays the Millard Mathematics Standards and Indicators written by the PK-12 Mathematics Curriculum Planning Committee. This standards document is based on the Nebraska K-12 Mathematics Standards (2015), ACT College and Career Readiness Standards for Mathematics, the MPS College and Career Readiness Standards, and the College Board. Critical analysis of existing standards in consortia school districts as well as other states and countries informed the development of this matrix. Additional information is provided, where appropriate, to show progression in concepts and skills.

The Mathematics Standards within the framework are listed by levels of progression by grade level through fifth grade and follow a typical sequence of courses in the 6-11<sup>th</sup> grade portion. The Nebraska State Standards are organized by grade level from kindergarten through eighth grade and includes a range for 9<sup>th</sup> through 11<sup>th</sup> grades. Therefore, those standards and indicators have been divided among the Algebra I, Geometry, and Algebra II courses within the MPS PK-12 Mathematics Matrix while the Advanced Topics portion reflects standards taught in 12<sup>th</sup> grade and/or those met in advanced mathematics courses.

### Nomenclature

The PK-12 Mathematics Standards and Indicators are sequenced in the following matrix. The nomenclature for the standards and indicators is as follows:

MA	Mathematics	
CCR	College and Car	reer Readiness
S	State Standard	
М	Millard Standard	d
1-5	Comprehensive 1-Number 2-Algebra 3-Geometry 4-Data 5-Advanced Top	Standards pics Specialized Concepts and Skills
Compre	ehensive Standard	d and Concepts
Numbe	r	1-Numeric Relationships 2-Operations
Algebra	a	1-Algebraic Relationships

Ingeolu	2-Algebraic Processes 3-Applications
Geometry	1-Characteristics 2-Analytic Geometry 3-Measurement
Data	1-Representations 2-Analysis & Applications 3-Probability
Advanced Topics	Specialized Concepts and Ski

# Examples

MA S 3.2.2.b	MA S 3 2 2 b	<ul> <li>Mathematics</li> <li>State Standard</li> <li>Third Grade</li> <li>Comprehensive Standard 2 (Algebra)</li> <li>Concept 2 (Algebraic Processes)</li> <li>Indicator b</li> </ul>
MA M 11.4.2.b	MA M 11 4 2 b	<ul> <li>= Mathematics</li> <li>= Millard Standard</li> <li>= Eleventh Grade</li> <li>= Comprehensive Standard 4 (Data)</li> <li>= Concept 2 (Analysis &amp; Applications)</li> <li>= Indicator b</li> </ul>
MA S 12.1.1.c (AT)	MA S 12 1 1 c	<ul> <li>= Mathematics</li> <li>= State Standard</li> <li>= Twelfth Grade</li> <li>= Comprehensive Standard 1 (Number)</li> <li>= Concept 1 (Numeric Relationships)</li> <li>= Indicator c (Advanced Topics)</li> </ul>
MA M 12.5.1.a (AT)	MA M 12 5 1 a	<ul> <li>Mathematics</li> <li>Millard Standard</li> <li>Twelfth Grade</li> <li>Comprehensive Standard 5 (Advanced Topics)</li> <li>Concept 1 (Calculus)</li> <li>Indicator a (Advanced Topics)</li> </ul>

# **PK-5 Mathematics Matrix**

			K-12 Comp	rehensive Standa	rd: Number			
	Students	will communicat	e number concept	s using multiple r	epresentations to i	eason, solve prob	lem, and	
	DIZ	mak	te connections with	thin mathematics a	and across discipli	nes.		
Concept	РК	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Integrated Math I Sixth Grade
Numeric Relationships	MA M PK.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 0.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 1.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 2.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 3.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers and simple fractions within the base- ten number system.	MA S 4.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions and decimals within the base- ten number system.	MA S 5.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions and decimals and within the base- ten number system.	MA S 6.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.
Curricular Indicators	MA M PK.1.1.a Perform the counting sequence by counting forward from any given number to 20, by ones	MA S 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number	MA S 1.1.1.a Count to 120 by ones and tens, starting at any given number MA M 1.1.1.a Count to 200 by ones and tens starting from any given number and count to 100 by fives at any decade number	MA S 2.1.1.a Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100				
	MA M PK.1.1.b Demonstrate cardinality (i.e., the last number name said indicates the number of objects counted) 1-10	MA S 0.1.1.b Demonstrate cardinality (i.e., the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted						

								152
Curricular Indicators		MA M 0.1.1.b Read numerals within the range of $0 - 20$	MA S 1.1.1.b Read and write numerals within the range of 0 – 120 MA M 1.1.1.b Read and write numerals within the range of 0 – 200	MA S 2.1.1.b Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms	MA S 3.1.1.a Read, write and demonstrate multiple equivalent representations for numbers up to 100,000 using objects, visual representations, including standard form, word form, expanded form, and expanded notation	MA S 4.1.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to one million and decimals to the hundredths, using objects, visual representations, standard form, word form, and expanded notation	MA S 5.1.1.a Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation	MA M 6.1.1.j Convert a fraction to a decimal using long division
	MA M PK.1.1.f Represent a number 0 to 10 using objects	MA S 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20	MA S 1.1.1.c Write numerals to match a representation of a given set of objects for numbers up to 120					
	MA M PK.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 10	MA S 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20						

Curricular Indicators		MA M 0.1.1.d Demonstrate the relationship	MA M 1.1.1.e Demonstrate that decade numbers	MA M 2.1.1.d Demonstrate that 100 represents a				
		between numbers, knowing each sequential number name refers to a quantity that is one larger (e.g. before and after, one more and one	represent a number of tens and 0 ones (e.g. ten more and ten less)	group of ten tens (e.g. 100 more and 100 less)				
					MA S 3.1.1.c Round a whole given number to tens and hundreds using place value understanding and visual representation	MA S 4.1.1.g Round a multi- digit whole number to any given place	MA S 5.1.1.c Round whole numbers and decimals to any given place	
	MA M PK.1.1.e Count up to 10 objects arranged in a line. Count out the number of objects, given a number from 1 to 10. Begin to count scattered array of 10 objects	MA S 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20						
						MA S 4.1.1.c Classify a number up to 100 as prime or composite		MA S 6.1.1.a Determine common factors and common multiples using prime factorization of numbers with and without exponents
						MA S 4.1.1.d Determine whether a given number up to 100 is multiple of a given one-digit number		

Curricular						MA S 4.1.1.e		
						Determine factors		
Inalcalors						of any whole		
						number up to 100		
	MAMPK11h	MAS011h				number up to 100		
	Compare the	Compare the						
	compare the	compare the						
	in the second by	in the survey has						
	in two groups by	in two groups by						
	identifying the	identifying the						
	comparison as	comparison as						
	more, less, or	greater than, less						
	same (equal) to by	than, or equal to						
	using strategies of	by using strategies						
	matching and	of matching and						
	counting	counting						
		MA S 0.1.1.i	MA S 1.1.1.f	MA S 2.1.1.e	MA S 3.1.1.b	MA S 4.1.1.f	MA S 5.1.1.b	MA S 6.1.1.c
		Compare the	Compare two	Compare two	Compare whole	Compare whole	Compare whole	Compare and
		value of two	two-digit numbers	three-digit	numbers through	numbers up to one	numbers,	order rational
		written numerals	by using symbols	numbers by using	the hundred	million and	fractions, mixed	numbers both on
		between 1 and 10	<, =, and > and	symbols <, =, and	thousands and	decimals through	numbers, and	the number line
			justify the	> and justify the	represent the	the hundredths	decimals through	and not on the
			comparison based	comparison based	comparisons using	place using >, <,	the thousandths	number line
			on the number of	on the meanings	the symbols >, <	and = symbols,	place and	
			tens and ones	of the hundreds,	or =	and visual	represent	
				tens, and ones		representations	comparisons using	
							symbols <, >, or =	
	MA M PK.1.1.g	MA S 0.1.1.g	MA S 1.1.1.d	MA S 2.1.1.c				
	Begin to compose	Compose and	Demonstrate that	Demonstrate that				
	numbers from 11	decompose	each digit of a	each digit of a				
	to 19 using a 10	numbers from 11	two-digit number	three-digit number				
	frame	to 19 into ten ones	represents	represents				
		and some more	amounts of tens	amounts of				
		ones by a	and ones,	hundreds, tens and				
		drawing, model,	knowing 10 can	ones, (e.g., 387 is				
		or equation (e.g.,	be considered as	3 hundreds, 8				
		14 = 10 + 4) to	one unit made of	tens, 7 ones)				
		record each	ten ones which is	,				
		composition and	called a "ten" and					
		decomposition	any two-digit					
		· · · · · ·	number can be					
			composed of					
			some tens and					
			some ones (e.g					
			19 is one ten and					
			nine ones) and can					
	1	1	line ones) and can	1	1	1	1	1
			be recorded as an					
			be recorded as an equation (e.g.					

Lufricular Indicators          Indicators       Max S 1.1.4 Represent and one-tenh of the place value one-tenh of the place one-tenh of the place	Constant				MASALLA	MAS5110	MASGIIL
Indicators     Wile powers of each position to the right and as non-term of the value of each position to the right and as non-term of the value of the place     I0 with exponents in output of each position to the right and as non-term of the value of the place     I0 with exponents in output of each position to the right and as non-term of the value of the place     I0 with exponents in output of each place       MAX 53.1.14     Represent and understand a fraction as a murber inte     MAX 53.1.14     Interview of each place       Wile powers of the place     Wile powers of the place     Interview of each place     Interview of each place       Wile powers of the place     Wile powers of the place     Interview of each place     Interview of each place       Wile powers of the place     Wile powers of the place     Interview of each place     Interview of each place       Wile powers of the place     Wile powers of the place     Interview of each place     Interview of each place       Wile powers of the place     Wile powers of the place     Wile powers of the place     Interview of each place       Wile powers of the place     Wile powers of the place     Wile powers of the place     Interview of each place       Wile powers of the place     Wile place     Wile place     Interview of each place     Interview of each place       Wile place     Wile place     Wile place     Wile place     Interview of each place     Interview of each place       Wile place     Wile plac	Curricular				MA 5 4.1.1.0	WAS J.I.I.e	NIA S 0.1.1.0
Image: state of the second state of	Indicators				Recognize the	write powers of	Represent
Image: second					value of each	10 with exponents	numbers using
Image: state of the state o					place-value		exponential
Image: Second					position as 10		notation
Image: Second					times the position		
Image: set of the set of th					to the right and as		
Image: set of the set of th					one-tenth of the		
Image: second constraints     MA \$ 3 \$ 1.1 i.4       Regression and unorbsr on a momber on a momber ine     MA \$ 3 \$ 1.1 i.6       Image: second constraints     MA \$ \$ \$ 1.1 i.6       Image: second constraints     MA \$ \$ \$ \$ \$ 1.1 i.6       Image: second constraints     MA \$ \$ \$ \$ \$ \$ 1.1 i.6       Image: second constraints     MA \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$					value of the place		
MA S 3.1.1d     Represent and understand a fraction as a number on a number on a number on a number ine       MA S 3.1.1e     Represent and the second and thes					to its left		
Represent and undexiand a mimber on a mimber line       MA \$ 3.1.1         MA \$ 3.1.1       MA \$ 3.1.1.1         Show and identify recognize       MA \$ 3.1.1.1         Show and identify representations by multiplying by an explain cquivalent fractions by multiplying by an explain cquivalent fraction of 1         MA \$ 3.1.1.1 Call       MA \$ 3.1.1.2 Fraction of 1         MA \$ 3.1.1.4 Call       MA \$ 3.1.1.4 Call				MAS311d			
Image: Section and a fraction as a number ine number in a number ine number ine numbers as fractions, and recognize fractions, and recognize fractions that are equivalent to whole numbers         Image: Section and a number ine number ine number ine number ine numbers as fractions is number ine numbers as fractions using visual representations including pictures, and number lines numbers in number ine numbers in a set using visual representations         Image: Section and the image in the				Represent and			
Image: constraint of the second se				understand a			
Imather ine       Imather ine							
Image: Constraint of the second se				fraction as a			
MA S 3.1.6     Express whole numbers as fractions, and recognize fractions, and recognize fractions, and recognize fractions that are equivalent to whole numbers       MA S 3.1.1.7     MA S 4.1.1i       Show and identify equivalent fractions using visual representations as tube and parts of a set using visual representations     MA S 4.1.1i       MA S 3.1.1.8     Generate and explain equivalent fractions by multiplying by an equivalent fraction of 1     Generate and explain equivalent fractions of multiplying by an equivalent fraction of 1       MA S 3.1.1.8     Find parts of a set using visual representations     MA S 3.1.1.6       MA S 3.1.1.1     Explain and demonstrate using visual representations     MA S 3.1.1.6				number on a			
MAS S.1.1.e     Express whole numbers as fractions, and recognize       MAS S.1.1.e     Express whole numbers       MAS S.1.1.f     MAS 4.1.1.i       Generate and equivalent     MAS 5.1.1.f       Show and identify equivalent     Generate and recipications by multiplying by an expresentations including pictures, manipulatives, and number lines       MAS S.1.1.g     MAS 4.1.1.i       Generate and explain equivalent     Fractions using fractions using visual       MAS S.1.1.g     Find parts of a whole and parts of a set using visual representations       MAS S.1.1.h     MAS S.1.1.g       Find parts of a whole and parts of a set using visual representations     MAS S.1.1.g       Find parts of a whole and parts of a set using visual representations     MAS S.1.1.g       Explain and demonstrate how fractions at how fractions at how fractions at using visual     MAS S.1.1.g				number line			
Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers       MA S 4.1.1 i Generate and explain equivalent fractions using visual representations including pictures, and number lines         MA S 3.1.1.f       MA S 4.1.1 i Generate and explain equivalent fractions using visual representations including pictures, and number lines         MA S 3.1.1.g       MA S 4.1.1 i Generate and explain equivalent fractions using visual representations         MA S 3.1.1.g       MA S 4.1.1 i Generate and explain equivalent fractions to by multiplying by an equivalent fraction of 1         MA S 3.1.1.g       MA S 3.1.1 g         Find parts of a whole and parts of a set using visual representations         MA S 3.1.1.h Explain and demonstrate how fractions t4, ½, ¼ and a whole relate to time, measurement, and money, and demonstrate using visual				MA S 3.1.1.e			
Image: set of the set of				Express whole			
Image: second				numbers as			
Image: second				fractions, and			
Image: state stat				recognize			
Image: splane				fractions that are			
Image: state of the state o				equivalent to			
MA S 3.1.1.f     MA S 4.1.1.i       Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines     MA S 4.1.1.i       Ma S 3.1.1.f     MA S 4.1.1.i       Show and identify Generate and explain equivalent fractions by multiplying by an equivalent fraction of 1       MA S 3.1.1.g       MA S 3.1.1.g       Find parts of a whole and parts of a set using visual representations       MA S 3.1.1.h       Explain and demonstrate how fractions ¼, ½, ¾ and a whole relate to time, measurement, and money, and demonstrate using visual				whole numbers			
Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines MA S 3.1.1,g Find parts of a whole and parts of a set using visual representations MA S 3.1.1,f Explain and demonstrate how fractions ¼, ½, ¾ and a whole relate to time, measurement, and money, and demonstrate using visual representation				MA S 3.1.1.f	MA S 4.1.1.i		
Image: Second and Peerform     Second and Peerform       Image				Show and identify	Generate and		
Image: second				equivalent	explain equivalent		
Image: Second State of Second State of Second State of Second State of Second Secon				fractions using	fractions by		
Image: State in the presentations including pictures, and number lines     Image: State in the presentations including pictures, and number lines       Image: State in the presentations including pictures, and number lines     Image: State in the presentations including pictures, and number lines       Image: State in the present state in the prese				vieual	multiplying by an		
Image: Construct of the second sec				roprosentations	aquivalant		
Image: Second					fur et an ef 1		
manipulatives,     and number lines       and number lines     MAS 3.1.1.g       Find parts of a     whole and parts of       a set using visual     representations       representations     MAS 3.1.1.h       Explain and     demonstrate how       fractions ¼, ½, ¾     and a whole relate       to time,     measurement, and       money, and     demonstrate using       visual     visual				including pictures,	fraction of 1		
And number lines         MA S 3.1.1         Find parts of a whole and parts of a set using visual representations         MA S 3.1.1 h         Explain and demonstrate how fractions ¼, ½, ¾ and a whole relate to time, measurement, and money, and demonstrate using visual representation				manipulatives,			
MAS 5.1.1.g Find parts of a whole and parts of a set using visual representations MAS 3.1.1.h Explain and demonstrate how fractions <sup>1</sup> / <sub>4</sub> , <sup>1</sup> / <sub>2</sub> , <sup>3</sup> / <sub>4</sub> and a whole relate to time, measurement, and money, and demonstrate using visual representation				and number lines			
Find parts of a         whole and parts of a         whole and parts of a         whole and parts of a         set using visual         representations         MA S 3.1.1.h         Explain and         demonstrate how         fractions ¼, ½, ¾         and a whole relate         to time,         measurement, and         money, and         demonstrate using         visual         representation				MA S 3.1.1.g			
whole and parts of a set using visual representations				Find parts of a			
a set using visual representations         MA S 3.1.1.h         Explain and         demonstrate how         fractions ¼, ½, ¾         and a whole relate         to time,         measurement, and         money, and         demonstrate using         visual         representation				whole and parts of			
Image: second				a set using visual			
MA S 3.1.1.h Explain and demonstrate how fractions <sup>1</sup> / <sub>4</sub> , <sup>1</sup> / <sub>2</sub> , <sup>3</sup> / <sub>4</sub> and a whole relate to time, measurement, and money, and demonstrate using visual representation				representations			
Explain and demonstrate how fractions <sup>1</sup> / <sub>4</sub> , <sup>1</sup> / <sub>2</sub> , <sup>3</sup> / <sub>4</sub> and a whole relate to time, measurement, and money, and demonstrate using visual representation				MA S 3.1.1.h			
demonstrate how fractions <sup>1</sup> / <sub>4</sub> , <sup>1</sup> / <sub>2</sub> , <sup>3</sup> / <sub>4</sub> and a whole relate to time, measurement, and money, and demonstrate using visual representation				Explain and			
fractions <sup>1</sup> / <sub>4</sub> , <sup>1</sup> / <sub>2</sub> , <sup>3</sup> / <sub>4</sub> and a whole relate to time, measurement, and money, and demonstrate using visual representation				demonstrate how			
and a whole relate to time, measurement, and money, and demonstrate using visual representation				fractions 1/4, 1/2, 3/4			
to time, measurement, and money, and demonstrate using visual representation				and a whole relate			
measurement, and money, and demonstrate using visual representation				to time,			
money, and demostrate using visual representation				measurement. and			
demonstrate using visual				money, and			
visual				demonstrate using			
representation				visual			
				representation			

		[			
Curricular			MA S 3.1.1.1	MA S 4.1.1.k	MA S 6.1.1.h
Indicators			Compare and	Compare and	Compare and
maicaiors			order fractions	order fractions	order integers and
			having the same	having unlike	absolute value
			having the same	naving unite	absolute value
			numerators or	numerators and	both on the
			denominators	unlike	number line and
			using visual	denominators	not on the number
			using visual		1.
			representations,	using visual	line
			comparison	representations	
			symbols, and	(number line),	
			verbal reasoning	comparison	
			verbar reasoning		
				symbols and	
				verbal reasoning,	
				e.g., using	
				benchmarks or	
				common	
				numerators or	
				common	
				denominators	
				MA 5 4.1.1.J	
				Explain how to	
				change a mixed	
				number to a	
				fraction and how	
				fraction and now	
				to change a	
				fraction to a	
				mixed number	
				MA S 4.1.1.1	
				Decompose a	
				fraction into a	
				sum of fractions	
				with the same	
				with the same	
				denominator in	
				more than one	
				way and record	
				each	
				decomposition	
				with an equation	
				and a visual	
				representation	
				r	
				MAC 4111	
				IVIA S 4.1.1.h	
				Use decimals	
				notation for	
				fractions with	
				danaminatora cf	
				denominators of	
				10 or 100	

Curricular Indicators							MA S 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths)	MA S 6.1.1.d Convert among fractions, decimals, and percents using multiple representations
								MA S 6.1.1.e Determine ratios from drawings, words, and manipulatives with the use of symbols MA S 6.1.1.f Convert unit rates
								MA S 6.1.1.g Model integers using drawings, words, manipulatives, number lines, and symbols MA S 6.1.1.i Determine
Operations	MA S PK.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	MA S 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	MA S 1.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	MA S 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	MA S 3.1.2 Operations: Students will demonstrate the meaning of multiplication and division with whole numbers and compute accurately.	MA S 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of fractions and compute accurately.	MA S 5.1.2 Operations: Students will demonstrate the meaning of the operations with decimals and compute whole numbers by a fraction accurately.	absolute value of rational numbers MA S 6.1.2 Operations: Students will compute with fractions and decimals accurately.
Curricular Indicators		MA S 0.1.2.a Fluently add and subtract within 5	MA S 1.1.2.a Fluently add and subtract within 10	MA S 2.1.2.a Fluently add and subtract within 20				

Curricular Indicators		MA S 1.1.2.b Add and subtract within 20, using a variety of strategies, e.g., count on to make a ten	MA S 2.1.2.b Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or		MA S 4.1.2.a Add and subtract multi-digit numbers using the standard algorithm		
			the relationship between addition and subtraction				
		MA S 1.1.2.e Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value	MA S 2.1.2.e Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.	MA S 3.1.2.a Add and subtract within 1,000 with or without regrouping		MA S 5.1.2.g Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations, and/or relationships between operations	
		MA S 1.1.2.c Find the difference between two numbers that are multiples of 10, ranging from $10 -$ 90 using concrete models, drawings or strategies, and write the corresponding equation, e.g., 90 -70 = 20		MA S 3.1.2.b Select and apply the appropriate methods of computation when solving one and two step addition and subtraction problems with four-digit whole numbers through the thousands (e.g., visual representations, mental computation, paper papail)			

Curricular		MA S 1.1.2.d	MA S 2.1.2.c				
Indicators		Mentally find 10	Mentally add or				
matcators		more or 10 less	subtract 10 or 100				
		than a two-digit	to/from a given				
		number without	number 100-900				
		having to count					
		and explain the					
		reasoning used,					
		e.g., 33 is 10 less					
		than 43					
			MA S 2.1.2.d				
			Add up to three				
			two-digit numbers				
			using strategies				
			based on place				
			value and				
			understanding of				
			properties				
			MA S 2.1.2.f	MA S 3.1.2.c			
			Use addition to	Use drawings,			
			find the total	words, arrays,			
			number of objects	symbols, repeated			
			arranged in an	addition, equal			
			array no larger	groups, and			
			than five rows and	number lines to			
			five columns and	explain the			
			write an equation	meaning of			
			to express the	multiplication			
			total (e.g., $3 + 3 +$				
			3 = 9)				
				MAG2121			
				MA S 3.1.2.d			
				Use words and			
				symbols to			
				explain the			
				meaning of the			
				Zero Property and			
				Identity Property			
				or multiplication			
				MAS312a			
				Multiply one digit			
				whole numbers by			
				multiples of 10 in			
				the range of 10 to			
				90			
1	1		1		1	1	1

						160
Curricular Indicators			MA S 3.1.2.f Use objects, drawings, arrays, words and symbols to explain the relationship between multiplication and division (e.g., if 3x4 = 12 then $12 \div 3 = 4$ )			
				MA S 4.1.2.b Multiply a four- digit whole number by a one- digit whole number		
				MA S 4.1.2.c Multiply a two- digit whole number by a two- digit whole number using the standard algorithm	MA S 5.1.2.a Multiply multi- digit whole numbers using the standard algorithm	
			MA S 3.1.2.g Fluently multiply and divide within 100	MA S 4.1.2.d Divide up to a four-digit whole number by a one- digit divisor with and without a remainders	MA S 5.1.2.b Divide four-digit whole numbers by a two-digit divisor with or without remainders using the standard algorithm	MA S 6.1.2.e Add, subtract, multiply, and divide decimals using the standard algorithm
				MA S 4.1.2.e Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions with like denominators		

<i>a</i>				MA 6 4 1 2 6	14.65121	
Curricular				MA S 4.1.2.1	MA S 5.1.2.n	
Indicators				Add and subtract	Add and subtract	
				fractions and	fractions and	
				mixed numbers	mixed numbers	
				with like	with unlike	
				denominators	denominators	
				MAS412 g	MAS512c	MAS612a
				Multiply a	Multiply a whole	Multiply and
				fraction by a	number by a	divide freations
				machon by a	function on a	
				whole number	fraction or a	and mixed
					fraction by a	numbers
					fraction using	
					models and visual	
					representations	
					MA S 5.1.2.d	MA S 6.1.2.d
					Divide a unit	Divide multi-digit
					fraction by a	numbers using the
					whole number and	standard
					a whole number and	algorithm
						algoriunn
					by a unit fraction	
					MA S 5.1.2.e	
					Explain division	
					of a whole	
					number by a	
					fraction using	
					models and visual	
					representations	
					representations	
					MAS512f	MAS612c
					Interpret a	Evaluate
					fraction as	expressions with
					diation of the	
					division of the	positive exponents
					numerator by the	
					denominator	
			MS S 3.1.2.h	MS S 4.1.2.h	MA S 5.1.2.i	
			Determine the	Determine the	Determine the	
			reasonableness of	reasonableness of	reasonableness of	
			whole number	computations	computations	
			sums and	involving whole	involving whole	
			differences in	number products	numbers	
			real-life problems	and quotients in	fractions and	
			using astimation	real life problems	decimals	
			using estimation,	real-me problems	ueennais	
			compatible	using estimation,		
			numbers, mental	compatible		
			computations, or	numbers, mental		
			other strategies	computations, or		
				other strategies		
				-		

Curricular Indicators				MA S 5.1.2.j Multiply and divide by powers of 10	
					MA S 6.1.2.b Convert between metric and standard units of measurement
					MA S 6.1.2.f Estimate and check reasonableness of answers using appropriate strategies and tools

K-12 Comprehensive Standard: Algebra										
	Students	will communicate	e algebraic concep	ts using multiple r	representations to 1	eason, solve prob	lems, and			
		mal	ke connections with	thin mathematics a	and across discipli	nes.				
Concept	РК	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Integrated		
								Math I		
Algebraic	MA M PK.2.1	MA S 0.2.1	MA S 1.2.1	MA S 2.2.1	MA S 3.2.1	MA S 4.2.1	MA S 5.2.1	MAS 6.2.1		
Relationshins	Algebraic	Algebraic	Algebraic	Algebraic	Algebraic	Algebraic	Algebraic	Algebraic		
Relationships	Relationships:	Relationships:	Relationships:	Relationships:	Relationships:	Relationships:	Relationships:	Relationships:		
	Students will	Students will	Students will	Students will	Students will	Students will	Students will	Students will		
	demonstrate,	demonstrate,	demonstrate,	demonstrate,	demonstrate,	demonstrate,	demonstrate,	demonstrate,		
	show relationships	show relationships	show relationships	show relationships	show relationships	show relationships	show relationships	show relationships		
	with expressions	with expressions	with expressions	with expressions	with expressions	with expressions	with expressions	with expressions,		
	and equations.	and equations.	and equations.	and equations.	and equations.	and equations.	and equations.	equations, and		
	MAMPK 2.1 -	MAGOQIE	MAS121-			MAS 421-	MA 5 5 2 1 -	inequalities.		
Curricular	MA M PK.2.1.a Begin to	MA S 0.2.1.a Decompose	MA 5 1.2.1.a Use the meaning			MA 5 4.2.1.a Create a simple	MA 5 5.2.1.a Form ordered	MA S 0.2.1.C Analyze the		
Indicators	decompose	numbers less than	of the equal sign			algebraic	pairs from a rule	relationship		
	numbers less than	or equal to 10 into	to determine if			expression or	such as y=2x, and	between		
	or equal to 10 in	pairs in more than	equations are true			equation using a	graph the ordered	dependent and		
	more than one way showing	one way, snowing	of equations that			variable for an	pairs on a coordinate plane	variables using		
	decomposition	decomposition	are true (e.g., $4 =$			to represent a	coordinate plane	graphs, tables and		
	with a drawing, or	with a model,	4, 6 = 7 - 1, 6 + 3			math process (e.g.,		equations		
	manipulatives	drawing, or	= 3 + 6, and $7 + 2$			$3 + n = 15, 81 \div n$				
		equation (e.g., $7 = 1 \pm 3$ and $7 = 1 \pm 3$	= 5 + 4)			= 9)				
		6)								
				MA S 2.2.1.a						
				Identify a group of						
				as even or odd by						
				counting by 2's or						
				by showing even						
				numbers as a sum						
				of two equal parts	MAS3212					
					Identify arithmetic					
					patterns (including					
					patterns in the					
					addition or					
					tables) using					
					properties of					
					operations					
								1		

Curricular Indicators	MA S 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation	MA S 1.2.1.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find $12 - 9 = $ , using the addition fact $9 + 3 = 12$ )	MA S 3.2.1.b Interpret a multiplication equation as equal groups (e.g., interpret $4 \times 6$ as the total number of objects in four groups of six objects each). Represent verbal statements of equal groups as multiplication equations		MA S 6.2.1.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases
		MA S 1.2.1.c Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two)			
		MA S 1.2.1.d Determine the unknown whole number in an addition or subtraction equation, e.g. $7 +$ ? = 13		MA S 4.2.1.b Generate and analyze a number or shape pattern to follow a given rule; such as $y =$ 3x + 5 is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given	MA S 6.2.1.b Recognize and generate equivalent algebraic expressions involving distributive property and combining like terms

Algebraic Processes	MA M PK.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.	MA S 0.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.	MA S 1.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.	MA S 2.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.	MA S 3.2.2 Algebraic Processes: Student will apply the operational properties when multiplying and dividing.	MA S 4.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.	MA S 5.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.	MA S 6.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving expressions, equations, and inequalities.
Curricular Indicators			MA S 1.2.2.a Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (Making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, $7 + 5 =$ 7 + 3 + 2 = 10 + 2 = 12; using the commutative property to count on 2 + 6 = 6 + 2; and using the associative property to make 10, 5 + 3 + 7 = 5 + (3 + 7) = 5 + 10		MA S 3.2.2.a Apply the commutative, associative, and distributive properties as strategies to multiply and divide	MA S 4.2.2.a Solve one- and two-step equations which use any or all of the four basic operations and include the use of a letter to represent the unknown quantity	MA S 5.2.2.a Interpret and evaluate numerical or algebraic expressions using order of operations (excluding exponents)	MA S 6.2.2.a Simplify expressions using the distributive property and combining like terms
					MA S 3.2.2.b Solve one-step whole number equations using the four operations, which include the use of a letter to represent the unknown quantity.			MA S 6.2.2.b Use substitution to determine if a given value for a variable makes an equation or inequality true

Curricular				MA S 6.2.2.c
Indicators				Evaluate
				numerical
				expressions,
				including absolute
				value and
				exponents, with
				respect to order of
				operations
				MA S 6.2.2.d
				Given the value of
				the variable.
				evaluate algebraic
				expressions
				(which many
				include absolute
				value) with
				respect to order of
				operations (non-
				negative rational
				numbers)
				MAS622e
				Solve one-sten
				equations with
				non-negative
				rational numbers
				using addition
				subtraction
				multiplication and
				division
				division
				MAS622f
				Make tables of
				equivalent ratios
				relating quantities
				with whole
				numbers and find
				missing values in
				the tables and plot
				the pairs of values
				on the coordinate
				plana
				plane
				MASSOC
				NAS 0.2.2.g
				inequalities on -
				number line
				number nne, e.g.,
				graph $x > 3$
1				1

								167
Applications	MA M PK.2.3 Applications: Students will solve real-life problems involving addition and subtraction.	MA S 0.2.3 Applications: Students will solve real-life problems involving addition and subtraction.	MA S 1.2.3 Applications: Students will solve real-life problems involving addition and subtraction.	MA S 2.2.3 Applications: Students will solve real-life problems involving addition and subtraction.	MA S 3.2.3 Applications: Students will solve real-life problems involving equations with whole numbers.	MA S 4.2.3 Applications: Students will solve real-life problems involving equations with fractions.	MA S 5.2.3 Applications: Students will solve real-life problems involving equations with fractions and mixed numbers.	MA S 6.2.3 Applications: Students will solve real-life problems involving ratios, unit rates, and percents.
Curricular Indicators	MA M PK.2.3.a Solve real-life problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem)	MA S 0.2.3.a Solve real-life problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem)	MA S 1.2.3.a Solve real-life problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem)	MA S 2.2.3.a Solve real-life problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations	MA S 3.2.3.a Solve real-life problems involving two-step equations comprised of whole numbers using the four operations	MA S 4.2.3.a Solve real-life problems involving multi- step equations comprised of whole numbers using the four operations, including interpreting remainders	MA S 5.2.3.a Solve real-life problems using equations involving fractions and mixed numbers using addition and subtraction	MA S 6.2.3.a Write equations (e.g., one operation, one variable) to represent real-life problems comprised of non- negative rational numbers
			MA S 1.2.3.b Solve real-life problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem	MA S 2.2.3.b Create real-life problems to represent one-and two-step addition and subtraction within 100, with unknowns in all positions	MA S 3.2.3.b Write an equation (e.g., one operation, one variable) to represent real-life problems comprised of whole numbers	MA S 4.2.3.b Solve real-life problems involving addition and subtraction of fractions and mixed numbers with like denominators	MA S 5.2.3.b Solve real-life problems involving addition and subtraction of fractions and mixed numbers with unlike denominators	MA S 6.2.3.b Solve real-life problems comprised of non- negative rational numbers

Curricular Indicators		MA S 1.2.3.c Create a real-life problem to represent a given equation involving addition and subtraction within 20			MA S 6.2.3.c Solve real-life problems involving percents of numbers
					MA S 6.2.3.d Solve real-life problems using ratios and unit rates

			K-12 Compr	ehensive Standar	d: Geometry							
Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems,												
		and m	hake connections w	vithin mathematics	s and across discip	lines.						
Concept	РК	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Integrated				
								Sixth Grade				
Characteristics	MA M PK 3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 0.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 1.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 2.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 3.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 4.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 5.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 6.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.				
Curricular Indicators	MA M PK.3.1.a Begin to describe real-life objects using names of shapes, regardless of their orientation or size (squares, circle, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders)	MA S 0.3.1.a Describe real-life objects using names of shapes, regardless of their orientation or size (squares, circle, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders)	MA S 1.3.1.a Determine defining and non- defining attributes of two- dimensional shapes; build and draw shapes that match the given definition	MA S 2.3.1.a Recognize and draw shapes having a specific number of angles, faces, or other attributes	MA S 3.3.1.a Identify the number of sides, angles, and vertices of two- dimensional shapes	MA S 4.3.1.a Recognize angles as geometric shapes that are formed where two rays share a common endpoint	MA S 5.3.1.a Identify three- dimensional figures	MA S 6.3.1.a Identify and create nets to represent two-dimensional drawings of rectangular prisms and triangular prisms				
	MA M PK.3.1.b Begin to identify shapes as two- dimensional ("flat") or three- dimensional ("solid")	MA S 0.3.1.b Identify shapes as two-dimensional ("flat") or three- dimensional ("solid")	MA S 1.3.1.c Use two- dimensional shapes (rectangles, squares, trapezoids, triangles, half- circles, and quarter-circles) and three- dimensional shapes (cube, rectangular prism, cones, and cylinders) to compose and describe new shapes	MA S 2.3.1.b Identify triangles, quadrilaterals, pentagons, hexagons, and cubes	MA S 3.3.1.b Sort quadrilaterals into categories (e.g., rhombuses, squares, rectangles, and other)	MA S 4.3.1.d Classify two- dimensional shapes based on the presence or absence of parallel and perpendicular lines, or the presence or absence of specific angles	MA S 5.3.1.c Justify the classification of two-dimensional figures based on their properties					

								170
Curricular Indicators				MA S 2.3.1.c Partition a rectangle into rows and columns of equal sized squares. Count to find the total.				
			MA S 1.3.1.b Decompose circles and rectangles into two and four equal parts, using the terms halves, fourths and quarters, and use the phrases half of, fourth of, and quarter of	MA S 2.3.1.d Divide circles and rectangles into two, three, or four equal parts. Describe the parts using the language of halves, thirds, fourths, half of, third of, fourth of	MA S 3.3.1.c Draw lines to separate two- dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole			
						MA S 4.3.1.b Classify an angle as acute, obtuse, or right		
	MA M PK.3.1.c Compare two- and three-dimensional shapes, with different sizes and orientations, to describe their similarities, and differences	MA S 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations, to describe their similarities, differences, parts (e.g., number of vertices), and other attributes (e.g., sides of equal length)					MA S 5.3.1.b Identify faces, edges, and vertices of rectangular prisms	
						MA S 4.3.1.c Identify and draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, intersecting lines, and recognize them in two-dimensional figures		

Curricular	MA M PK3.1.d	MA S 0.3.1.d						
Indianton	Model shapes	Model shapes						
Inalcalors	found in real-life	found in real-life						
	by building shapes	by building shapes						
	from materials	from materials						
	(e.g. clay and nine	(e.g. clay and pipe						
	cleaners) and	cleaners) and						
	drawing shapes	drawing shapes						
	MA M PK 3.1 e	MAS031e						
	Match models to	Combine simple						
	combine simple	shapes to compose						
	shapes to compose	larger shapes (e.g.						
	larger shapes (e.g.	use triangle						
	nattern blocks )	nattern blocks to						
	pattern blocks )	build a hexagon)						
		build a nexagon)		MAS231e				
				Recognize the				
				equal shares of				
				identical wholes				
				need not have the				
				same shape				
				sume snape		MAS431e		
						Identify right		
						triangles		
						MAS431f		
						Measure angles in		
						whole number		
						degrees using a		
						protractor		
						MAS431 g		
						Sketch angles of a		
						specified measure		
						MAS431h		
						Recognize and		
						draw lines of		
						symmetry in two-		
						dimensional		
						shapes		
Analytic	MA M PK.3.2	MA S 0.3.2	MA S 1.3.2	MA S 2.3.2	MA S 3.3.2	MA S 4.3.2	MA S 5.3.2	MA S 6.3.2
Competer	Analytic	Analytic	Analytic	Analytic	Analytic	Analytic	Analytic	Analytic
Geometry	Geometry:	Geometry:	Geometry:	Geometry:	Geometry:	Geometry:	Geometry:	Geometry:
	Students will	Students will	Students will	Students will	Students will	Students will	Students will	Students will
	determine	determine	determine	determine	determine	determine	determine	determine
	location,	location,	location,	location,	location,	location,	location,	location,
	orientation, and	orientation, and	orientation, and	orientation, and	orientation, and	orientation, and	orientation, and	orientation, and
	relationships on	relationships on	relationships on	relationships on	relationships on	relationships on	relationships on	relationships on
	the coordinate	the coordinate	the coordinate	the coordinate	the coordinate	the coordinate	the coordinate	the coordinate
	plane.	plane.	plane.	plane.	plane.	plane.	plane.	plane.

Curricular Indicators	MA M PK .3.2.a Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between)	MA S 0.3.2.a Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between)					MA S 5.3.2.a Identify the origin, x axis, and y axis of the coordinate plane MA S 5.3.2.b Graph and name points in the first quadrant of the coordinate plane	MA S 6.3.2.a Identify the ordered pair of a given point in the coordinate plane MA S 6.3.2.b Plot the location of an ordered pair in the coordinate plane
							using ordered pairs of whole numbers	praire
								MA S 6.3.2.e Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area
								MA S 6.3.2.d Draw polygons in the coordinate plane given coordinates for the vertices
								MA S 6.3.2.c Identify the quadrant of a given point in the coordinate plane
Measurement	MA M PK.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 0.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 1.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 2.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 3.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 4.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 5.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 6.3.3 Measurement: Students will perform and compare measurements and apply formulas.

						173
Curricular Indicators		MA S 1.3.3.a Identify, name, and understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones, and solve real-life problems involving dimes and pennies, using ¢ symbol appropriately (e.g., If you have four dimes and two pennies, how many cents do you have?)	MA S 2.3.3.a Solve real-life problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately			
				MA S 3.3.3.a Find the perimeter of polygons given the side lengths, and find an unknown side length	MA S 4.3.3.a Apply perimeter and area formulas for rectangles	
		MA S 1.3.3.b Tell and write time to the half hour and hour using analog and digital clocks	MA S 2.3.3.b Identify and write time to five- minute intervals using analog and digital clocks and both a.m. and p.m.	MA S 3.3.3.b Tell and write time to the minute using both analog and digital clocks		
				MA S 3.3.3.c Solve real-life problems involving addition and subtraction of time intervals in minutes		

Curricular Indicators	MA M PK.3.3.a Describe measurable attributes of real- life objects, e.g., length or weight	MA S 0.3.3.a Describe measurable attributes of real- life objects, e.g., length or weight	MA S 1.3.3.c Measure objects by using a shorter object end-to-end and know that the length of the object is the amount of same- size objects that span it lined up end-to-end	MA S 2.3.3.c Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape)	MA S 3.3.3.d Identify and use the appropriate tools and units of measurement, both customary and metric, to solve real-life problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit)	MA S 4.3.3.b Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve real-life problems involving time, length, weight, mass, capacity, and volume	MA S 5.3.3.a Recognize that solid figures have volume that is measured in cubic units	MA S 6.3.3.a Determine the area of quadrilaterals, including parallelograms and trapezoids, and triangles by composition and decomposition of polygons as well as application of formula
	MA M PK 3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter)	MA S 0.3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter)	MA S 1.3.3.d Order three objects by directly comparing their lengths, or indirectly by using a third object	MA S 2.3.3.d Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit	MA S 3.3.3.f Use concrete and pictorial models to measure areas in square units by counting square units		MA S 5.3.3.b Use concrete and pictorial models to measure the volume of rectangular prisms in cubic units by counting cubic units	MA S 6.3.3.b Determine the surface area of rectangular prisms and triangular prisms using nets
							MA S 5.3.3.c Apply volume formulas for right rectangular prisms	MA S 6.3.3.c Use concrete and pictorial models to measure the volume of right rectangular prisms
				MA S 2.3.3.e Measure and estimate lengths using, inches, feet, centimeters, and meters	MA S 3.3.3.e Estimate and measure length to the nearest half inch, quarter inch, and centimeter	MA S 4.3.3.c Generate simple conversions from a larger unit to a smaller unit within a system of measurement	MA S 5.3.3.d Generate conversions within a system of measurement including smaller to larger units	
				MA S 2.3.3.f Compare the difference in length of objects using, inches, feet, centimeters or meters				

Curriqular		MAS233g				
		Represent whole				
Indicators		numbers as				
		longths from 0 on				
		a number line				
		diagram with				
		equally spaced				
		points				
		corresponding to				
		the numbers 0, 1,				
		2, etc., and				
		represent whole				
		number sums and				
		differences within				
		100 on a number				
		line				
		MAS 2.3.3.h				
		Use measurement				
		lengths and				
		addition and				
		subtraction within				
		100 to solve real-				
		life problems				
		ine problems	ΜΑδάζα			MASG222a
			Find the error of a			MAS 0.5.5.5.g
			reatengle with			formulas for right
			whole number			formulas for fight
			whole-number			rectangular prisins
			side lengths by			
			modeling with unit			
			squares, and show			
			that the area is the			
			same as would be			
			found by			
			multiplying the			
			side lengths			
			MA S 3.3.3.h			
			Identify and draw			
			rectangles with the			
			same perimeter			
			and different areas			
			or with the same			
			area and different			
			perimeters			
			Pormicero			
			1	1	1	

			K-12 Com	prehensive Stand	ard: Data						
Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.											
	DIZ		nake connections v	vithin mathematics	and across discipi	ines.					
Concept	РК	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Integrated Math I			
								Sixth Grade			
Representations	MA M PK.4.1 Representations: Students will create displays that represent the data.	MA S 0.4.1 Representations: Students will create displays that represent the data.	MA S 1.4.1 Representations: Students will create displays that represent the data.	MA S 2.4.1 Representations: Students will create displays that represent the data.	MA S 3.4.1 Representations: Students will create displays that represent the data.	MA S 4.4.1 Representations: Students will create displays that represent the data.	MA S 5.4.1 Representations: Students will create displays that represent the data.	MA S 6.4.1 Representations: Students will create displays that represent the data.			
Curricular Indicators	MA M PK.4.1.a Begin to represent data to organize and represent a data set with up to three categories	MA M 0.4.1.a Organize and represent a data set with up to three categories	MA S 1.4.1.a Organize and represent a data set with up to three categories MA M 1.4.1.a Organize, represent, and explain data set with up to three categories	MA S 2.4.1.a Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories	MA S 3.4.1.a Create scaled pictographs and scaled bar graphs to represent a data set—including data collected through observations, surveys, and experiments—with several categories MA M 3.4.1.a Create graphs (pictographs, bar graphs, and line graphs) to represent a data set— including data collected through observations, surveys, and experiments—with several categories						
				MA S 2.4.1.b Create and represent a data set by making a line plot	MA S 3.4.1.b Represent data using line plots where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters	MA S 4.4.1.a Represent data using line plots where the horizontal scale is marked off in appropriate units- whole numbers, halves, quarters, or eighths		MA S 6.4.1.a Represent data using line plots (dot plots), box plots, and histograms			

								177
Analysis & Application	MA M PK.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 0.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 1.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 2.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 3.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 4.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 5.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 6.4.2 Analysis & Applications: Students will analyze data to address the situation.
Curricular Indicators			MA S 1.4.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category	MA S 2.4.2.a Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs		MA S 4.4.2.a Solve problems involving addition or subtraction of fractions using information presented in line plots	MA S 5.4.2.a Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables and bar graphs	MA S 6.4.2.a Use operations with fractions to solve problems using information presented in line plots
	MA M PK.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used	MA S 0.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used						
					MA S 3.4.2.a Solve problems and make simple statements about quantity differences (e.g., how many more and how many less) using information in pictographs and bar graphs			
						1		
-------------	---------------------	---------------------	---------------------	---------------------	---------------------	---------------------	---------------------	-------------------------------
Curricular								MA S 6.4.2.b Compare and
Indicators								interpret data sets
								based upon their
								graphical
								representations
								(center spread and
								(conter, spread and shape)
								MAS642c
								Find and interpret
								the mean, median.
								mode, and range
								for a set of data
								MA S 6.4.2.d
								Compare the mean,
								median, mode, and
								range from two sets
								of data
Probability	MA M PK .4.3	MA S 0.4.3	MA S 1.4.3	MA S 2.4.3	MA S 3.4.3	MA S 4.4.3	MA S 5.4.3	MA S 6.4.3
	Probability:							
	Students will							
	interpret and apply							
	concepts of							
	probability.							

### 6-11 Mathematics Matrix

	K-12 Comprehensive Standard: Number											
Students will communicate number concepts using multiple representations to reason, solve problems, and												
make connections within mathematics and across disciplines.												
Concept	Concept         Fifth Grade         Integrated         Integrated         Integrated         Algebra I         Geometry         A											
-		Math I	Math II	Math III	0		0					
Numeric	MA S 5.1.1	MA S 6.1.1	MA S 7.1.1	MA S 8.1.1	MA M 9.1.1	MA M 10.1.1	MA S 11.1.1					
Relationships	Numeric	Numeric	Numeric	Numeric	Numeric	Numeric	Numeric					
-	Relationships:	Relationships:	Relationships:	Relationships:	Relationships:	Relationships:	Relationships:					
	demonstrate	demonstrate	demonstrate	demonstrate	demonstrate	demonstrate	demonstrate					
	represent and show	represent and show	represent and show	represent and show	represent and show	represent and show	represent and show					
	relationships among	relationships among	relationships among	relationships among	relationships among	relationships among	relationships among					
	fractions and	fractions, decimals,	rational numbers	real numbers within	real numbers within	real numbers within	the subsets of real					
	decimals and within	percents, and	within the base-ten	the base-ten number	the base-ten number	the base-ten number	numbers and the					
	the base-ten number	integers within the	number system.	system.	system.	system.	complex number					
	system.	base-ten number					system.					
		system.										
Curricular	MA S 5.1.1.a	MA M 6.1.1.j	MA S 7.1.1.a	MA S 8.1.1.a	MA M 9.1.1.a		MA S 11.1.1.a					
Indicators	Determine multiple	Convert a fraction to	Convert a rational	Determine subsets of	Compare and		Compare and					
<b>Indicator</b> s	equivalent	a decimal using long	number to a decimal	numbers as natural,	contrast subsets of		contrast subsets of					
	representations for	division	using long division	whole, integer,	the complex number		the complex number					
	decimals through the			rational, irrational, or	system, including		imaginary rational					
	thousandths place			definitions of these	integers, whole, and		irrational integers.					
	using standard form,			sets of numbers	natural numbers		whole, and natural					
	word form, and						numbers					
	expanded notation											
		MAS611a										
		Determine common										
		factors and common										
		multiples using										
		prime factorization										
		of numbers with and										
		without exponents										
	MA S 5.1.1.e	MA S 6.1.1.b	MA M 7.1.1.b	MA S 8.1.1.b								
	Write powers of 10	Represent numbers	Compare and	Represent numbers								
	with exponents	using exponential	represent numbers in	using positive and								
		notation	scientific and	negative exponents								
			standard notation	notation								
				notation								

Curricular Indicators	MAS 5.1.1.b Compare whole numbers, fractions, mixed numbers, and decimals through the thousandths place and represent comparisons using symbols < > or =	MA S 6.1.1.c Compare and order rational numbers both on the number line and not on the number line	MA M 7.1.1.c Compare and order real numbers on the number line and not on a number line	MA S 8.1.1.c Demonstrate the difference between a rational and irrational number		
	MA S 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths)	MA S 6.1.1.d Convert among fractions, decimals, and percents using multiple representations		MA S 8.1.1.d Approximate, compare, and order real numbers, both on the number line and off the number line, including irrational number approximations		
	MA S 5.1.1.c Round whole numbers and decimals to any given place				MA S 11.1.1.b Use drawings, words, and symbols to explain the effects of operations such as multiplication and division on the magnitude of quantities in the real number system, including powers and roots, e.g. if you take the square root of a number, will the result always be smaller than the original number?	
		MA S 6.1.1.e Determine ratios from drawings, words, and manipulatives with the use of symbols				
		MA S 6.1.1.f Convert unit rates				

							181
Curricular Indicators		MA S 6.1.1.g Model integers using drawings, words, manipulatives, number lines, and symbols					
		MA S 6.1.1.h Compare and order integers and absolute value both on the number line and not on the number line					
		Determine absolute value of rational numbers					
Operations	MA S 5.1.2 Operations: Students will demonstrate the meaning of the operations with decimals and compute whole numbers by a fraction accurately.	MA S 6.1.2 Operations: Students will compute with fractions and decimals accurately.	MA S 7.1.2 Operations: Students will compute with rational numbers accurately.	MA S 8.1.2 Operations: Students will compute with exponents and roots.	MA S 11.1.2 Operations: Students will compute with real and complex numbers.	MA S 11.1.2 Operations: Students will compute with real and complex numbers.	MA S 11.1.2 Operations: Students will compute with real and complex numbers.
Curricular Indicators	MA S 5.1.2.a Multiply multi-digit whole numbers using the standard algorithm						
	MA S 5.1.2.c Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations	MA S 6.1.2.a Multiply and divide fractions and mixed numbers	MA S 7.1.2.b Add, subtract, multiply, and divide rational numbers (e.g., positive and negative fractions, decimals, and integers).	MA M 8.1.2.e Compute rational, integers, whole and natural numbers	MA M 9.1.2.a Compute rational, irrational, integers, whole and natural numbers		MA S 11.1.2.a Compute with subsets of the complex number system, including imaginary, rational, irrational, integers, whole, and natural numbers
			MA S 7.1.2.a Solve problems using proportions and ratios (e.g., cross products, percents, tables, equations, and graphs)	MA M 8.1.2.a Evaluate the square roots of small perfect squares and cube roots of small perfect cubes (e.g. small perfect squares: 1- 20; cube roots of small perfect cubes 1-5)			

						182
5.1.2.b MA S 6. four-digit Add, sub numbers by a git divisor decimals without ders using the d algorithm	1.2.eMA S 7.1tract,Use multiand dividerepresentausing thestrategiesalgorithmsubtract, rand divideand divide	1.2.d iple ations and to add, multiply, e integers				
MAS 6. Convert metric ar units of measurer	1.2.b between id standard nent					
5.1.2.f MA S 6. et a fraction as n of the with post tor by the exponent inator	1.2.cMA S 7.1expressionsApply proitiveoperationtsstrategiesproblem srational n	1.2.c operties of s as for solving with umbers	MA S 8.1.2.b Simplify numerical expressions involving exponents and roots, e.g., 4^-2 is the same as 1/16	MA S 11.1.2.b Simplify expressions with rational exponents		MA S 11.1.2.b Simplify expressions with rational exponents
5.1.2.d MA S 6. a unit fraction nole number thole number it fraction MA S 6.	1.2.d nulti-digit using the algorithm					
5.1.2.e n division of a number by a n using and visual ntations						
MA S 6. Estimate reasonab answers appropri- strategies	1.2.fMA S 7.1and checkEstimateleness ofreasonablusinganswers uateapproprias and tools.and tools	1.2.e and check leness of using te strategies	MA S 8.1.2.d Estimate and check reasonableness of answers using appropriate strategies and tools	MA S 11.1.2.d Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact	MA S 11.1.2.d Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an	MA S 11.1.2.d Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact
	5.1.2.b       MA S 6.         four-digit       Add, sub         numbers by a       multiply,         git divisor       standard         without       standard         ders using the       MA S 6.         Convertine       metric ar         mits of       measurent         5.1.2.f       MA S 6.         et a fraction as       MA S 6.         n of the       with position         5.1.2.d       MA S 6.         a unit fraction as       Divide m         nole number       standard         fraction of a       Divide m         number by a       ausing         and visual       MA S 6.         Estimate       reasonab         answers       appropria	5.1.2.b       MA S 6.1.2.e       MA S 7.1         four-digit       multiply, and divide       decimals using the         git divisor       standard algorithm       Was 5.1.2.b         without       decimals using the       stategies         git divisor       MA S 6.1.2.b       Convert between         metric and standard       metric and standard       and divide         5.1.2.f       MA S 6.1.2.c       MA S 7.1         et a fraction as       Evaluate expressions       Apply properation         sinator       WA S 6.1.2.c       MA S 7.1         5.1.2.d       MA S 6.1.2.c       MA S 7.1         et a fraction as       Evaluate expressions       Apply properation         sinator       WA S 6.1.2.d       Divide multi-digit         sinator       Divide multi-digit       mumbers using the         standard algorithm       standard algorithm       stategies         5.1.2.c       MA S 6.1.2.f       MA S 7.1         standard algorithm       standard algorithm       stategies         standard algorithm       standard algorithm       stategies         standard algorithm       standard algorithm       stategies         standard algorithm       standard algorithm       standard algorithm	5.1.2.b       MA S 6.1.2.e       MA S 7.1.2.d         four-digit       multiply, and divide       representations and         git divisor       standard algorithm       subtract,         without       decimals using the       subtract, multiply,         ders using the       standard algorithm       subtract, multiply,         MA S 6.1.2.b       Convert between       metric and standard         convert between       metric and standard       MA S 7.1.2.c         Standard units of       measurement       MA S 6.1.2.c         Evaluate expressions       Apply properties of operations as strategies for problem solving with rational numbers         5.1.2.d       MA S 6.1.2.d       Divide multi-digit numbers using the standard algorithm         standard algorithm       standard algorithm       MA S 6.1.2.d         5.1.2.d       MA S 6.1.2.d       Divide multi-digit numbers using the standard algorithm         standard algorithm       standard algorithm       Standard algorithm         5.1.2.c       MA S 6.1.2.f       Estimate and check reasonableness of answers using and visual number by a nusing and visual number susing the standard algorithm       standard algorithm         standard algorithm       MA S 6.1.2.f       Estimate and check reasonableness of answers using appropriate strategies and tools.         MA S 6.1.2.f       Es	5.1.2.b four-digit numbers by a git divisor dalgorithm       MA S 6.1.2.e Add, subtract, multiple, and divide decimals using the standard algorithm       MA S 7.1.2.d Use multiple representations and strategies to add, subtract, multiply, and divide integers         MA S 6.1.2.b Convert between metric and standard units of to of the tor by the inator       MA S 6.1.2.c Evaluate expressions with positive exponents       MA S 7.1.2.c MA S 7.1.2.c MA S 8.1.2.b Simplify numerical expressions involving exponents and roots, e.g., 4^-2 is the same as 1/16         5.1.2.d tor by the inator       MA S 6.1.2.d MA S 6.1.2.d       MA S 7.1.2.c MA S 8.1.2.b Simplify numerical expressions involving exponents and roots, e.g., 4^-2 is the same as 1/16         5.1.2.d a unit fraction oble number whole number it fraction standard algorithm       MA S 6.1.2.d Divide multi-digit numbers using the standard algorithm       MA S 5.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools.       MA S 8.1.2.d Estimate and check reasonableness of answers using appropriate	5.1.2.b four-digit numbers by a jit divisor without ders using the algorithm       MA S 5.1.2.b multiply, and divide standard algorithm       MA S 5.1.2.b subtract, multiply, and divide integers         MA S 5.1.2.b convert between metric and standard units of neasurement       MA S 5.1.2.c to a fraction as of the exponents       MA S 5.1.2.b convert between metric and standard units of neasurement       MA S 5.1.2.b convert between metric and standard units of neasurement       MA S 5.1.2.c Apply properties of operations as strategies for problem solving with rational numbers       MA S 1.1.2.b Simplify numerical exponents       MA S 1.1.2.b Simplify expressions with rational exponents         5.1.2.d to the number it fraction oble number standard algorithm       MA S 6.1.2.d Divide multi-digit numbers using the standard algorithm       MA S 7.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools       MA S 1.1.1.2.d Use estimation methods to check the reasonableness of answers using appropriate strategies and tools	5.12.b four-digit numbers by a id divisor without der using the d algorithm       MA S 5.1.2.d Use multiple representations and standard algorithm       MA S 7.1.2.d Use multiple representations and divide integers         MA S 6.1.2.b Convert between metric and standard units of measurement       MA S 7.1.2.c Divide integers       MA S 8.1.2.b Simplify representations and divide integers         5.1.2.f to for the tween measurement       MA S 7.1.2.c Divide integers       MA S 8.1.2.b Simplify repressions with positive exponents       MA S 11.1.2.b Divide multi-digit numbers using the standard algorithm         5.1.2.d to for humber the division of a number to sing the standard algorithm       MA S 7.1.2.c Apply properties of problem solving with rational numbers       MA S 8.1.2.b MA S 8.1.2.b       MA S 11.1.2.b Simplify repressions with rational exponents         5.1.2.d to division of a number to y a number using and visual intations       MA S 6.1.2.f Divide multi-digit numbers using the standard algorithm       MA S 7.1.2.e Apply properties of oppropriate strategies and tools.       MA S 7.1.2.e Apply properties of answers using appropriate strategies and tools.       MA S 7.1.2.e Apply properties of answers using appropriate strategies and tools.       MA S 7.1.2.e Apply properties for answers using appropriate strategies and tools.       MA S 7.1.2.e Apply properties strategies and tools       MA S 11.1.2.d Use estimation methods to check the reasonableness of answers using appropriate strategies and tools.       MA S 11.1.2.d Use estimation (including appropriate strategies and tools       MA S 11.1.2.d Use estimation (including appropriate strategies and tools       MA S 11.1.2.d Use estimat

Curricular	MA S 5.1.2.g				
Indicators	Add, subtract,				
maicaiors	multiply, and divide				
	decimals to the				
	hundredths using				
	concrete models or				
	drawings and				
	strategies based on				
	place value,				
	properties of				
	operations, and/or				
	relationships				
	between operations				
	MA S 5.1.2.h				
	Add and subtract				
	fractions and mixed				
	numbers with unlike				
	denominators				
	MA S 5.1.2.i				
	Determine the				
	reasonableness of				
	computations				
	involving whole				
	numbers, fractions,				
	and decimals				
	MA S 5.1.2.j		MA S 8.1.2.c		MA S 11.1.2.c
	Multiply and divide		Multiply and divide		Select, apply, and
	by powers of 10		numbers using		explain the method
			scientific notation		of computation when
					problem solving
					using real numbers
					(e.g., models, mental
					computation, paper-
					pencil, or
					technology)

	K-12 Comprehensive Standard: Algebra											
	Students will communicate algebraic concepts using multiple representations to reason, solve problems, and											
	make connections within mathematics and across disciplines.											
Concept	Fifth Grade	Integrated	Integrated	Integrated	Algebra I	Geometry	Algebra II					
		Math I	Math II	Math III								
Algebraic	MA S 5.2.1	MA S 6.2.1	MA S 7.2.1	MA S 8.2.1	MA S 11.2.1		MA S 11.2.1					
Relationships	Algebraic	Algebraic	Algebraic	Algebraic	Algebraic		Algebraic					
•	Relationships:	Relationships:	Relationships:	Relationships:	Relationships:		Relationships:					
	Students will	Students will	Students will	Students will	Students will		Students will					
	represent and show	represent and show	represent and show	represent and show	represent and show		represent and show					
	relationships with	relationships with	relationships with	relationships with	relationships with		relationships with					
	expressions and	expressions.	expressions.	expressions.	functions.		functions.					
	equations.	equations, and	equations, and	equations, and								
	1	inequalities.	inequalities.	inequalities.								
Curricular		MA S 6.2.1.a	MA S 7.2.1.a	MA S 8.2.1.a	MA S 11.2.1.a		MA S 11.2.1.a					
Indicators		Create algebraic	Describe and create an	Create algebraic	Analyze a relation to		Analyze a relation to					
		expressions (e.g., one	inequality from words	expressions,	determine if it is a		determine if it is a					
		operation, one	and pictures (e.g.,	equations, and	function given graphs,		function given					
		variable as well as	one-step, one-	inequalities (e.g., two-	tables, or algebraic		graphs, tables, or					
		one variable) from	variable)	from word phrases	notation		algebraic notation					
		word phrases		tables and pictures								
		MAS6.2.1.b		MAS8.2.1.c								
		Recognize and		Describe equations as								
		generate equivalent		having one solution,								
		algebraic expressions		no solution, or								
		involving distributive		infinitely many								
		property and		solutions								
		combining like terms										
				MAS 8.2.1.b	MAS 11.2.1.b		MAS 11.2.1.b					
				describe the rate of	classify a function		classify a function					
				change for given	or algebraic notation		or algebraic notation					
				situations, tables, and	of argeorate notation		of argeorate notation					
				graphs								
	MA S 5.2.1.a	MA S 6.2.1.c		- ·	MA S 11.2.1.c		MA S 11.2.1.c					
	Form ordered pairs	Analyze the			Identify domain and		Identify domain and					
	from a rule such as	relationship between			range of functions		range of functions					
	y=2x, and graph the	dependent and			represented in either		represented in either					
	ordered pairs on a	independent variables			algebraic or graphical		algebraic or graphical					
	coordinate plane	and equations			IOTM		Iorm					

						185
Curricular Indicators			MA S 7.2.1.b Represent proportional relationships by equations.	MA S 8.2.1.d Graph proportional relationships, interpreting the unit rate as the slope	MA S 11.2.1.d Analyze and graph linear functions and inequalities (point- slope form, slope- intercept form, standard form, intercepts, rate of change, parallel and perpendicular lines, vertical and horizontal lines, and inequalities)	MA S 11.2.1.d Analyze and graph linear functions and inequalities (point- slope form, slope- intercept form, standard form, intercepts, rate of change, parallel and perpendicular lines, vertical and horizontal lines, and inequalities)
					MA M 9.2.1.e Analyze and graph absolute value functions (using a table of values)	MA S 11.2.1.e Analyze and graph absolute value functions (finding the vertex, symmetry, transformations, determine intercepts, and minimums or maximums)
					MA S 11.2.1.f Analyze and graph quadratic functions (standard form, vertex form, finding zeros, symmetry, transformations, determine intercepts, and minimums or maximums)	MA S 11.2.1.f Analyze and graph quadratic functions (standard form, vertex form, finding zeros, symmetry, transformations, determine intercepts, and minimums or maximums)
						MA S 11.2.1.g Represent, interpret, and analyze inverses of functions
Algebraic Processes	MA S 5.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.	MA S 6.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving expressions, equations, and inequalities.	MA S 7.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations, and inequalities.	MA S 8.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving expressions, equations, and inequalities.	MA S 11.2.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions, and solving linear and quadratic equations, and inequalities.	MA S 11.2.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions, and solving linear and quadratic equations, and inequalities.

						186
Curricular Indicators	MA S 5.2.2.a Interpret and evaluate numerical or algebraic expressions using order of operations (excluding exponents)	MA S 6.2.2.a Simplify expressions using the distributive property and combining like terms	MA S 7.2.2.a Solve equations using the distributive property and combining like terms	MA S 8.2.2.a Solve multi-step equations involving rational numbers with the same variable used on both sides	MA S 11.2.2.a Identify and explain the properties used in solving equations and inequalities	MA S 11.2.2.a Identify and explain the properties used in solving equations and inequalities
		MA S 6.2.2.b Use substitution to determine if a given value for a variable makes an equation or inequality true	MA S 7.2.2.b Use factoring and properties of operations to create equivalent algebraic expressions. [e.g., $2x$ + $6 = 2(x + 3)$ ]		MA S 11.2.2.b Simplify algebraic expressions involving integer and rational exponents	MA S 11.2.2.b Simplify algebraic expressions involving integer and rational exponents
					MA M 9.2.2.c Perform operations on rational expressions with a monomial denominators and numerators (add, subtract, multiply, divide, and simplify)	MA S 11.2.2.c Perform operations on rational expressions (add, subtract, multiply, divide, and simplify)
		MA S 6.2.2.c Evaluate numerical expressions, including absolute value and exponents, with respect to order of operations	MA S 7.2.2.c Given the value of the variable(s), evaluate algebraic expressions (including absolute value) with respect to order of operations (rational numbers)			
		MA S 6.2.2.d Given the value of the variable, evaluate algebraic expressions (which many include absolute value) with respect to order of operations (non- negative rational numbers)			MA S 11.2.2.d Evaluate expressions at specified values of their variables (polynomial, rational, radical, and absolute value)	
		MA S 6.2.2.e Solve one-step equations with non- negative rational numbers using addition, subtraction, multiplication and division	MA S 7.2.2.d Solve two-step equations involving integers and rational numbers		MA S 11.2.2.e Solve an equation involving several variables for one variable in terms of the others	

					187
Curricular Indicators		MA S 7.2.2.e Solve one-step and two-step inequalities involving rational numbers (including whole numbers, fractions and decimals) and represent solutions on a number line	MA S 8.2.2.b Solve two-step inequalities involving rational numbers and represent solutions on a number line	MA S 11.2.2.f Solve linear equations and inequalities including absolute value	
	MA S 6.2.2.f Make tables of equivalent ratios relating quantities with whole-numbers and find missing values in the tables, and plot the pairs of values on the coordinate plane				
	MA S 6.2.2.g Represent inequalities on a number line, e.g., graph x > 3			MA S 11.2.2.g Analyze and solve systems of two linear equations and inequalities in two variables algebraically and graphically	MA S 11.2.2.g Analyze and solve systems of two linear equations and inequalities in two variables algebraically and graphically
				MA S 11.2.2.h Perform operations on polynomials (add, subtract, multiply, divide)	MA S 11.2.2.h Perform operations on polynomials (add, subtract, multiply, divide)
				MA S 11.2.2.i Factor polynomials	MA S 11.2.2.i Factor polynomials
					MA S 11.2.2.j Combine functions by composition and perform operations on functions (addition, subtraction, multiplication, division)

Curricular Indicators	MA \$ 5 2 3	MA \$ 6 2 3	MA \$ 7 2 3	MA 5 8 2 3	MA M 9.2.2.k Solve quadratic equations involving real numbers	MA S 11.2.2.k Solve quadratic equations involving real and imaginary values MA S 11.2.3
Applications	Applications: Students will solve real-life problems involving equations with fractions and mixed numbers.	Applications: Students will solve real-life problems involving ratios, unit rates, and percents.	Applications: Students will solve real-life problems involving inequalities.	Applications: Students will solve real-life problems involving multi-step equations and multi-step inequalities.	Applications: Students will solve real-life problems involving linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions.	Applications: Students will solve real-life problems involving linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions.
Curricular Indicators	MA S 5.2.3.a Solve real-life problems using equations involving fractions and mixed numbers using addition and subtraction	MA S 6.2.3.a Write equations (e.g., one operation, one variable) to represent real-life problems comprised of non- negative rational numbers	MA S 7.2.3.a Describe and write equations from words and tables	MA S 8.2.3.a Describe and write equations from words, patterns, and tables	MA S 11.2.3.a Analyze, model, and solve real-life problems using various representations (graphs, tables, linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions)	MA S 11.2.3.a Analyze, model, and solve real-life problems using various representations (graphs, tables, linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions)
	MA S 5.2.3.b Solve real-life problems involving addition and subtraction of fractions and mixed numbers with unlike denominators	MA S 6.2.3.b Solve real-life problems comprised of non-negative rational numbers	MA S 7.2.3.b Write an equation to represent real-life problems comprised of rational numbers in any form (e.g., positive and negative fractions, decimals and integers)	MA S 8.2.3.b Write an equation to represent real-life problems comprised of rational numbers in any form (whole numbers, fractions, and decimals)		
		MA S 6.2.3.c Solve real-life problems involving percents of numbers	MA S 7.2.3.c Solve real-life problems comprised of rational numbers in any form (e.g., positive and negative fractions, decimals and integers)	MA S 8.2.3.c Solve real-life multi- step problems comprised of rational numbers in any form (whole numbers, fractions, and decimals)		

Curricular Indicators	MA S 6.2.3.d Solve real-life problems using ratios and unit rates	MA S 7.2.3.d Solve real-life problems comprised of inequalities		
		MA S 7.2.3.e Use proportional relationships to solve real-life problems, including percent problems, (e.g., % increase, % decrease,		
		including percent problems, (e.g., % increase, % decrease, mark-up, tip)		

	K-12 Comprehensive Standard: Geometry							
Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.								
Concept	Fifth Grade	Integrated Math I	Integrated Math II	Integrated Math III	Algebra I	Geometry	Algebra II	
Characteristics	MA S 5.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three- dimensional shapes.	MA S 6.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three- dimensional shapes.	MA S 7.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three- dimensional shapes.	MA S 8.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three- dimensional shapes.	MA S 11.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three- dimensional shapes.	MA S 11.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three- dimensional shapes.	MA S 11.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three- dimensional shapes.	
Curricular Indicators	MA S 5.3.1.a Identify three- dimensional figures	MA S 6.3.1.a Identify and create nets to represent two- dimensional drawings of rectangular prisms and triangular prisms			MA M 9.3.1.a Know and use precise definitions based on the undefined terms of perpendicular lines and parallel lines	MA M 10.3.1.a Know and use precise definitions based on the undefined terms of point, line, and plane, including ray, line segment, angle, and congruence		
	MA S 5.3.1.b Justify the classification of two- dimensional figures based on their properties			MA S 8.3.1.b Identify and apply geometric properties of parallel lines cut by a transversal and the resulting corresponding, alternate interior, and alternate exterior angles to find missing measures		MA S 11.3.1.b Prove geometric theorems about angles, triangles, congruent triangles, similar triangles, parallel lines with transversals, and quadrilaterals using deductive reasoning		
						MA S 11.3.1.c Apply geometric properties to solve problems involving similar triangles, congruent triangles, quadrilaterals, and other polygons		
	MA S 5.3.1.c Identify faces, edges, and vertices of rectangular prisms							

		1	1		
<i>Curricular</i> <i>Indicators</i>		MA S 7.3.1.a Apply and use properties of adjacent, complementary, supplementary, and vertical angles to find missing measures	MA S 8.3.1.a Determine and use the relationships of the interior angles of a triangle to find missing measures		
				MA S 11.3.1.d Identify and apply right triangle relationships including sine, cosine, tangent, special right triangles, and the converse of the Pythagorean Theorem	
				MA S 11.3.1.e Create geometric models to visualize, describe, and solve problems using similar triangles, right triangles, and trigonometry	
				MA S 11.3.1.f Know and use precise definitions and terminology of circles, including central angle, inscribed angle, arc, intercepted arc, chord, secant, and tangent	
				MA S 11.3.1.g Apply the properties of central angles, inscribed angles, angles formed by intersecting chords, and angles formed by secants and/or tangents to find the measures of angles related to the circle	

Curricular Indicators			MA M 7.3.1.b Draw triangles (freehand, with ruler and protractor, and using technology) with given conditions from three measures of angles or sides.			MA S 11.3.1.h Sketch, draw, and construct appropriate representations of geometric objects using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software	
			MA M 7.3.1.c Notice when the conditions determine a unique triangle, more than one triangle, or no triangle				
						MA M 10.3.1.b (AT) Prove and apply properties of lengths of chords, secant segments, and tangent segments	
Analytic Geometry	MA S 5.3.2 Analytic Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 6.3.2 Analytic Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 7.3.2 Analytic Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 8.3.2 Analytic Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 11.3.2 Analytic Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 11.3.2 Analytic Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 11.3.2 Analytic Geometry: Students will determine location, orientation, and relationships on the coordinate plane.
Curricular Indicators	MA S 5.3.2.a Identify the origin, x axis, and y axis of the coordinate plane	MA S 6.3.2.a Identify the ordered pair of a given point in the coordinate plane				MA S 11.3.2.a Derive and apply the midpoint formula	
	MA S 5.3.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers	MA S 6.3.2.b Plot the location of an ordered pair in the coordinate plane			MA S 11.3.2.b Use coordinate geometry to analyze linear relationships to determine if lines are parallel or perpendicular and to write the equations of parallel or perpendicular lines		

				193
Curricular Indicators	MA S 6.3.2.e Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area		MA S 11.3.2.c Derive and apply the distance formula	
	MA S 6.3.2.d Draw polygons in the coordinate plane given coordinates for the vertices		MA S 11.3.2.d Use coordinate geometry to prove triangles are right, acute, obtuse, isosceles, equilateral, or scalene	
			MA S 11.3.2.e Use coordinate geometry to prove quadrilaterals are trapezoids, isosceles trapezoids, parallelograms, rectangles, rhombi, kites, or squares	
	MA S 6.3.2.c Identify the quadrant of a given point in the coordinate plane	MA S 8.3.2.a Perform and describe positions and orientation of shapes under single transformations including rotations (in multiples of 90 degrees about the origin), translations, reflections, and dilations on and off the coordinate plane	MA S 11.3.2.f Perform and describe positions and orientation of shapes under a single translation using algebraic notation on a coordinate plane	
		MA S 8.3.2.b Find congruent two- dimensional figures and define congruence in terms of a series of transformations	MA S 11.3.2.g Perform and describe positions and orientation of shapes under a rotation about the origin in multiples of 90 degrees using algebraic notation on a coordinate plane	
			MA S 11.3.2.h Perform and describe positions and orientation of shapes under a reflection across a line using algebraic notation on a coordinate plane	

Curricular Indicators			MA S 7.3.2.a Solve real-life problems involving scale drawings using a proportional relationship	MA S 8.3.2.c Find similar two- dimensional figures and define similarity in terms of a series of transformations		MA S 11.3.2.i Perform and describe positions and orientation of shapes under a single dilation on a coordinate plane	
						MA S 11.3.2.j Derive the equation of a circle given the radius and the center	
Measurement	MA S 5.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 6.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 7.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 8.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 8.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 11.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 8.3.3 Measurement: Students will perform and compare measurements and apply formulas.
Curricular Indicators	MA S 5.3.3.a Recognize that solid figures have volume that is measured in cubic units	MA S 6.3.3.a Determine the area of quadrilaterals, including parallelograms and trapezoids, and triangles by composition and decomposition of polygons as well as application of formula	MA S 7.3.3.a Solve real-life problems involving perimeter and area of composite shapes made from triangles, quadrilaterals and polygons				
	MA S 5.3.3.d Generate conversions within a system of measurement including smaller to larger units					MA S 11.3.3.a Convert between various units of area and volume, such as square feet to square yards	
				MA S 8.3.3.a Show a justification of the Pythagorean Theorem			
	MA S 5.3.3.b Use concrete and pictorial models to measure the volume of rectangular prisms in cubic units by counting cubic units	MA S 6.3.3.b Determine the surface area of rectangular prisms and triangular prisms using nets	MA S 7.3.3.b Solve real-life problems involving surface area and volume of composite shapes made from rectangular and triangular prisms	MA S 8.3.3.b Apply the Pythagorean Theorem to find missing side lengths and to solve real world problems		MA S 11.3.3.b Apply the effect of a scale factor to determine the length, area, and volume of similar two- and three- dimensional shapes and solids	

Curricular Indicators				MA S 8.3.3.c Find the distance between any two points on the coordinate plane using the Pythagorean Theorem		
	MA S 5.3.3.c Apply volume formulas for right rectangular prisms	MA S 6.3.3.c Use concrete and pictorial models to measure the volume of right rectangular prisms	MA S 7.3.3.c Determine the area and circumference of circles both on and off the coordinate plane		MA S 11.3.3.c Find arc length and area of sectors of a circle	
		MA S 6.3.3.d Apply volume formulas for right rectangular prisms		MA S 8.3.3.d Determine the volume of cones, cylinders, and spheres, and solve real- world problems	MA S 11.3.3.d Determine surface area and volume of spheres, cones, pyramids, and prisms using formulas and appropriate units	

			K-12 Comprehens	ive Standard: Data			
	Students will	communicate data anal	lysis/probability concept	pts using multiple repre	esentations to reason, s	olve problems,	
~ .		and make	connections within ma	athematics and across d	lisciplines.	~ · ·	
Concept	Fifth Grade	Integrated	Integrated	Integrated	Algebra I	Geometry	Algebra II
<b>D</b>	MAS541	Math I	Math II		MA C 11 4 1		MA C 11 4 1
Representations	MAS 5.4.1 Depresentations:	MAS 0.4.1 Bepresentations:	MAS 7.4.1 Depresentations:	MAS 8.4.1 Depresentations:	MAS11.4.1 Depresentations:	MAS 11.4.1 Depresentations:	MAS11.4.1 Depresentations:
	Students will create	Students will create					
	displays that	displays that					
	represent the data.	represent the data.					
Curricular		MA S 6.4.1.a		MA S 8.4.1.a			
Indicators		Represent data using		Represent bivariate			
maicaiors		line plots (dot plots),		data (i.e., ordered			
		box plots, and		pairs) using scatter			
		histograms		plots			
				MA S 8.4.1.b			
				Find the slope and y-			
				hercept of the line of			
				approximation			
Analysis &	MA S 5.4.2	MA S 6.4.2	MA S 7.4.2 Analysis	MA S 8.4.2	MA S 11.4.2	MA S 11.4.2	MA S 11.4.2
Annlications	Analysis &	Analysis &	& Applications:	Analysis &	Analysis &	Analysis &	Analysis &
Applications	Applications:	Applications:	Students will analyze	Applications:	Applications:	Applications:	Applications:
	Students will analyze	Students will analyze	data to address the	Students will analyze	Students will analyze	Students will analyze	Students will analyze
	data to address the	data to address the	situation.	data to address the	data to address the	data to address the	data to address the
	situation.	situation.		situation.	situation.	situation.	situation.
Curricular	MA S 5.4.2.a	MA S 6.4.2.a		MA S 8.4.2.a		MA S 11.4.2.e	
Indicators	Formulate questions	Use operations with		Make predictions		Develop linear	
	with data and make	problems using		line of best fit		equations for linear	
	predictions about the	information presented		line of best in		unobserved outcomes	
	data. Use	in line plots				using the regression	
	observations, surveys,	in inte proto				line and correlation	
	and experiments to					coefficient	
	collect, represent, and						
	interpret the data						
	using tables and bar						
	graphs						
		MARCADE				MAS 11405	
		MAS 0.4.2.0 Compare and				IVIA 5 11.4.2.1 Describe the shape	
		interpret data sets				identify any outliers	
		based upon their				and determine the	
		graphical				spread of a data set	
		representations				T THE PERSON NOT	
		(center, spread and					
		shape)					

Cumiculan		MAS642c			MAS1142b	
Curricular		Find and interpret the			Explain how	
Indicators		Find and interpret the			Explain now	
		mean, median, mode,			transformations of	
		and range for a set of			data affect measures	
		data			of central tendency	
		MA S 6.4.2.d			MA S 11.4.2.a	
		Compare the mean.			Identify and compute	
		median mode and			measures of central	
		range from two sets			tendency (mean	
		of data			median mode) when	
		of data			median, mode) when	
					provided data both	
					with and without	
				 	technology	
					MS S 11.4.2.c	
					Compare data sets	
					and formulate	
					conclusions	
	_		MAS742a		MAS 1142d	
			Explain the difference		Support conclusions	
			hotwaan a population		with valid arguments	
			between a population		with valid arguments	
			and a sample			
			MA S 7.4.2.b		MA S 11.4.2.g	
			Generate conclusions		Explain the impact of	
			about a population		sampling methods,	
			based upon a random		bias, and the phrasing	
			sample		of questions asked	
			1		during data	
					collection and the	
					conclusions that can	
					rightfully he made	
					rightiuny be made	
			MA 6.7.4.2		N/A C 11 4 0 1	
			MA S 7.4.2.c		MA S 11.4.2.h	
			Determine and		Explain the	
			critique biases in		differences between a	
			different data		randomized	
			representations		experiment and	
			-		observational studies	
					MA S 11.4.2.i	
					Using scatter plots	
					analyze natterns and	
					describe relationships	
					in paired data	
					in paired data	
					MA S 11.4.2.j	
					Recognize when	
					arguments based on	
					data confuse	
					correlation with	
					causation	

Curricular Indicators						MA S 11.4.2.k Interpret data represented by the normal distribution,	
						formulate conclusions, and	
						recognize that some	
						data sets are not normally distributed	
Probability	MA S 5.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 6.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 7.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 8.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 11.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 11.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 11.4.3 Probability: Students will interpret and apply concepts of probability.
Curricular			MAS 7.4.3.a		MAS 11.4.3.a		
Indicators			possible outcomes for		spaces and		
			a simple event		probability distributions		
			MAS 7.4.3.b				
			theoretical probability				
			of an event using a				
			decimal, or ratio				
			MA S 7.4.3.c				
			Find theoretical probabilities for				
			independent events				
			MA S 7.4.3.d Perform simple				
			experiments and				
			express the degree of likelihood (possible				
			impossible, certain,				
			more likely, equally				
			write as fractions and				
			percentages				
			Find experimental		MA M 9.4.3.d Identify dependent		
			probability for		and independent		
			independent events		events and calculate		
	I				men probabilities	1	

Curricular Indicators	MA S 7.4.3.f Compare and contrast theoretical and experimental probabilities.		
	MA S 7.4.3.g Find the probability of dependent compound events	MA S 11.4.3.b Use the appropriate counting techniques to determine the probability of an event	
	MA S 7.4.3.h Identify complementary events and calculate their probabilities	MA S 11.4.3.c Determine if events are mutually exclusive and calculate their probabilities in either case	

K-12 Comprehensive Standard: Number									
	Students will communicate number	concepts using multiple representation	tions to reason, solve problems, and						
make connections within Mathematics and across disciplines.									
Concept	College Algebra	Honors/ Precalculus	AP Calculus	AP Statistics					
Numeric Relationships	MA S 12.1 Number: Students will communicate number sense concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.1 Number: Students will communicate number sense concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.1 Number: Students will communicate number sense concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.1 Number: Students will communicate number sense concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.					
Curricular Indicators	MA S.12.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among the complex numbers	MA S.12.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among the complex numbers MA S 12.1.1.a (AT) Graph complex numbers on the complex name							
	MA S 12.1.1.c (AT)	MA S 12.1.1.b (AT) Determine the magnitude of complex numbers MA S 12.1.1.c (AT) Use Matrices to represent and							
	MA S 12.1.1.d (AT) Recognize the role that additive and multiplicative identities play in matrix operations	manipulate data MA S 12.1.1.d (AT) Recognize the role that additive and multiplicative identities play in matrix operations							
	MA S 12.1.1.e (AT) Recognize that, unlike multiplication of numbers, matrix multiplication for square Matrices is not a commutative operation, but still satisfies the associative and distributive properties	MA S 12.1.1.e (AT) Recognize that, unlike multiplication of numbers, matrix multiplication for square Matrices is not a commutative operation, but still satisfies the associative and distributive properties							
Numeric Relationships	MA S 12.1.2 Operations: Students will compute with Matrices.	MA S 12.1.2 Operations: Students will compute with Matrices.							
Curricular Indicators	MA S 12.1.2.a (AT) Multiply Matrices by scalars to produce new Matrices.	MA S 12.1.2.a (AT) Multiply Matrices by scalars to produce new Matrices.							
	MA S 12.1.2.b (AT) Add, subtract, and multiply Matrices of appropriate dimensions.	MA S 12.1.2.b (AT) Add, subtract, and multiply Matrices of appropriate dimensions.							

				201
	K-1 Students will communicate algebrai make connect	<b>2 Comprehensive Standard: Alge</b> c concepts using multiple representa- ctions within Mathematics and across	e <b>bra</b> ations to reason, solve problems, and as disciplines.	1
Concept	College Algebra	Honors/ Precalculus	AP Calculus	AP Statistics
Algebraic Relationships	MA S 12.2 Algebra: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.2 Algebra: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.2 Algebra: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.2 Algebra: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.
Curricular Indicators	MA M 12.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with non-linear functions MA M 12.2.1.a (AT) Analyze and graph non-linear functions, e.g., quadratic, square root, logarithmic, rational, higher- order polynomials, absolute value, and piecewise	MA S 12.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with non-linear and trigonometric functions MA S 12.2.1.a (AT) Analyze and graph non-linear functions, e.g., quadratic, trigonometric, square root, logarithmic, rational, higher-order polynomials, absolute value, piecewise, and sinusoidal	MA S 12.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with non-linear and trigonometric functions MA S 12.2.1.a (AT) Analyze and graph non-linear functions, e.g., quadratic, trigonometric, square root, logarithmic, rational, higher-order polynomials, absolute value, piecewise, and sinusoidal	
		MA S 12.2.1.b (AT) Use the unit circle to define the trigonometric functions on all real numbers	MAS1221c(AT)	
		Use limits to describe the behavior of a function near its asymptotes and removable discontinuities	Use limits to describe the behavior of a function near its asymptotes and removable discontinuities	
		MA S 12.2.1.d (AT) Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by that angle		
		MA M 12.2.1.e Use arc length and angular velocity formulas		
Algebraic Processes		MA S 12.2.2 Algebraic Processes: Students will apply the identities when evaluating and solving trigonometric equations.	MA S 12.2.2 Algebraic Processes: Students will apply the identities when evaluating and solving trigonometric equations.	
Curricular Indicators		MA S 12.2.2.a (AT) Derive and use the formulas for the general term and summation of finite arithmetic and geometric series	MA M 12.2.2.a (AT) Derive and use the formulas for the general term and summation of geometric series	

Curricular Indicators	MA S 12.2.2.b (AT)	MA S 12.2.2.b (AT)	
	Use trigonometric identities to solve	Use trigonometric identities to solve	
	trigonometric equations	trigonometric equations	
	MA M 12.2.2.b		
	Prove trigonometric identities		
	MA S 12.2.2.c (AT)		
	Explain symmetry (odd and even)		
	and periodicity of trigonometric		
	functions		
Algebraic Applications	MA S 12.2.3	MA S 12.2.3	
0 11	Applications: Students will solve	Applications: Students will solve	
	real-life problems involving	real-life problems involving	
	trigonometric functions.	trigonometric functions.	
Curricular Indicators	MA S 12.2.3.a (AT)	MA S 12.2.3.a (AT)	
	Model periodic events with	Model periodic events with	
	specified amplitude, frequency, and	specified amplitude, frequency, and	
	shifts	shifts	
	MA S 12.2.3.b (AT)		
	Solve real-life problems using		
	inverse trigonometric functions		

K-12 Comprehensive Standard: Geometry				
Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and				
	make conne	ctions within Mathematics and acros	ss disciplines.	
Concept	College Algebra	Honors/ Precalculus	AP Calculus	AP Statistics
Characteristics		MA S 12.3 Geometry: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.3 Geometry: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	
Curricular Indicators		MA S 12.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes MA S 12.3.1.a (AT) Apply the Law of Sines and the Law of Cosines to find unknown measures in triangles MA M 12.3.1.b Apply the six trigonometric ratios to solve right triangles	MA S 12.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes	
Analytic Geometry	MA S 12.3.2 Analytic Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 12.3.2 Analytic Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 12.3.2 Analytic Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	
Curricular Indicators		MA S 12.3.2.a (AT) Recognize that vector quantities have both Magnitude and direction and can be represented by directed line segments MA S 12.3.2.b (AT) Add and subtract vectors graphically and algebraically MA S 12.3.2.c (AT) Perform scalar multiplication of a		
		vector and show it graphically MA M 12.3.2.c		
		Find the dot product of two vectors		
	MA S 12.3.2.d (AT) Derive the equations of parabolas, ellipses, and hyperbolas	MA S 12.3.2.d (AT) Derive the equations of parabolas, ellipses, and hyperbolas		

Curricular Indicators		MA S 12.3.2.e (AT)
		Determine the three-dimensional
		object created by rotating a two-
		dimensional object about an axis
		MA S 12.3.2.f (AT)
		Determine the shape of a two-
		dimensional cross-section of a three-
		dimensional object
	MA M 12.3.2.g	
	Use trigonometric form to pe	rform
	operations on complex numb	ers
	MA M 12.3.2.h	
	Convert coordinates and equ	ations
	between rectangular and pola	r form
Measurement		MA S 12.3.3
		Measurement: Students will perform
		and compare measurements and
		apply formulas.
Curricular Indicators		MA S 12.3.3.a (AT)
		Use Cavalieri's Principle to
		determine the volume of a sphere
		and other solid figures
		MA S 12.3.3.b (AT)
		Determine the tolerance interval and
		percent of error in measurement

K-12 Comprehensive Standard: Data				
Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and				
	make connec	ctions within Mathematics and across	disciplines.	
Concept	College Algebra	Honors/ Precalculus	<b>AP Calculus</b>	AP Statistics
Characteristics				MA S 12.4 Data: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.
Representations				MA S 12.4.1 Representations: Students will create displays that represent the data
Analysis & Applications				MA S 12.4.2 Analysis & Applications: Students will analyze data to address the situation
Probability				MA S 12.4.3 Probability: Students will interpret and apply concepts of probability
Curricular Indicators				MA S 12.4.3.a (AT) Calculate the expected value of a random variable and interpret it as the mean of a probability distribution
				MA S 12.4.3.b (AT) Determine possible outcomes of a decision by assigning probabilities to outcome values and finding expected values
				MA S 12.4.3.c (AT) Evaluate and compare strategies on the basis of expected values
				MA S 12.4.3.d (A1) Analyze decisions and strategies using probability concepts, e.g., medical testing and product testing

Advanced Topics Specialized Concepts and Skills				
Students will investigate specialized concepts and skills derived from Calculus and Statistics.				
Specialized	AP Calculus	AP Statistics		
Concepts and	MA M 12.5	MA M 12.5		
Skills	Students will investigate specialized concepts and skills derived from	Students will investigate specialized concepts and skills derived from		
	Calculus and Statistics.	Calculus and Statistics.		
	MA M 12.5.1	MA M 12.5.2		
	Communicate calculus concepts using a multi-representational approach	Apply major statistical concepts and tools to collect, analyze, and draw		
	with concepts, results, and problems being expressed graphically,	conclusions from data		
	numerically, analytically, and verbally.			
Curricular	MA M 12.5.1.a (AT)	MA M 12.5.2.a (AT)		
Indicators	Analyze an assortment of functions by describing their asymptotic	Demonstrate understanding of graphical and numerical techniques to study		
	behavior, continuity, and limits at various functional values	patterns and departures from patterns, with emphasis on interpreting		
		graphical and numerical displays and summaries		
	MA M 12.5.1.b (AT)	MA M 12.5.2.b (AT)		
	Demonstrate relationships between functions and their derivatives	Collect data according to a well-developed plan, deciding upon a method of		
		data collections and analysis		
	MA M 12.5.1.c (AT)	MA M 12.5.2.c (AT)		
	Calculate, interpret and apply Riemann sums to the definite integral	Utilize probability as a tool for anticipating what the distribution of data		
		should look like under a given model		
	MA M 12.5.1.d (AT)	MA M 12.5.2.d (AT)		
	Interpret the convergence and divergence of series (BC only)	Apply statistical inference for selecting models and drawing conclusions		
		for the data		

# APPENDIX

#### NEBRASKA MATHEMATICS PROCESSES

The Nebraska Mathematical Processes reflect overarching processes that students should master as they work towards college and career readiness. The Nebraska Mathematical Processes reflect the interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within real-world contexts. The processes highlight the applied nature of math within the workforce and clarify the expectations held for the use of mathematics in and outside of the classroom.

The Nebraska Mathematical Processes reflect overarching processes that students should master as they work towards college and career readiness. The Nebraska Mathematical Processes reflect the interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within real-world contexts. The processes highlight the applied nature of math within the workforce and clarify the expectations held for the use of mathematics in and outside of the classroom.

#### 1. Solves mathematical problems.

Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.

#### 2. Models and represents mathematical problems.

Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.

#### 3. Communicates mathematical ideas effectively.

Students will communicate mathematical ideas effectively and appropriately critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.

#### 4. Makes mathematical connections.

Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.

#### **Best Practice Teacher Evidence Student Evidence Establishing Math** • Teacher is communicating goals with • Students regulate their own learning Students can identify the goals they are goals students Goals or objectives are posted working on • Teacher has planned based on the needs of • the students Intentional standards based on planning • instruction Teachers have an understanding of the standard Teachers have planned purposeful Implement tasks that • • Students can justify their reasoning promote reasoning questioning Reason abstractly and quantitatively ٠ and problem solving Look for and express regularity in repeated Model think alouds • Teachers provide opportunities for group-• reasoning. Look for different ways to solve problems work • Student should have a range of strategies Quality versus quantity when it comes to • practice and approaches for problem solving Higher DOK practice Students will persevere through problem • solving Students will produce reasonable solutions • Students are actively engaged • Use and connect • Teachers provide numerous relevant • Model with mathematics. examples mathematical • Use appropriate tools strategically. Examples occur in multiple formats and • Establishing connections and seeing representations • technologies similarities between operations, math Provide appropriate tools/manipulatives concepts and problem solving strategies Discussing mathematical relationships • • Applying mathematical prior knowledge to current curriculum Pose purposeful Open-ended Construct viable arguments and critique the • • Questions are high depth-of-knowledge reasoning of others. questions • Authentic questions Agreeing / Disagreeing and why? • • Revoicing • Students are encouraged to ask meaningful • questions Support productive • Facilitator of learning • Students to defend, justify, and explain their struggle in learning Demonstrate acceptance of a variety of method/answer mathematics solutions Students will solve challenging problems • Plan for misconceptions • Students will persevere in solving problems . Celebrate mistakes and learn from them • Students will agree and disagree • respectfully

## **PK-12 MATHEMATICS INSTRUCTIONAL BEST PRACTICES**

Elicit and use evidence of student thinking	<ul> <li>Teachers use Common Formative Assessments</li> <li>Use student evidence to adjust instruction accordingly</li> </ul>	<ul> <li>Attend to precision</li> <li>Students check for reasonableness</li> </ul>
Build a foundation for conceptual understanding of number sense	<ul> <li>Teachers build on students' prior knowledge</li> <li>Number sense establishes a comfort with numbers, including estimation, mental math, numerical equivalents, a sense of order and magnitude, and a well-developed understanding of place value. Number sense is taught and reinforced in every math problem.</li> <li>Teachers will use that conceptual knowledge to build procedural fluency</li> </ul>	<ul> <li>Look for and make sense of structure</li> <li>Students make flexible and reasonable estimates</li> <li>makes mental math easier</li> <li>quick recall of numbers</li> </ul>
Language Rich Mathematics Classrooms	<ul> <li>Ongoing emphasis on use and meaning of mathematical terms</li> <li>Precise use of mathematical terms, vocabulary, and notation</li> <li>Number Talks</li> <li>Talk Moves</li> <li>Turn and talk</li> <li>Think, Pair, Share</li> <li>Collaboration</li> <li>Group Work</li> </ul>	<ul> <li>Precise use of mathematical terms</li> <li>Talk Moves</li> <li>Communicate thinking effectively</li> <li>Appropriately critique the reasoning of others and provide reasoning of mathematical justification</li> <li>Communicate through writing, speaking and listening</li> </ul>
Models and represents mathematical problems	<ul> <li>Connect to real world situations</li> <li>Demonstrate proper use of models</li> <li>Provide manipulatives to enhance models</li> </ul>	<ul> <li>Analyze relationships to create models in order to solve real-world problems</li> <li>Describe situations given a model</li> </ul>
Making math relative in real world contexts	<ul> <li>Connect to real world situations</li> <li>Provide opportunities beyond the classroom</li> <li>Create cross-curricular connections</li> <li>Connect concepts throughout the year/grade level</li> <li>Facilitate meaningful mathematical discourse</li> </ul>	<ul> <li>Students create problems using mathematical concepts relative to their lives</li> <li>Make mathematical connections to career interests</li> </ul>

Adapted from: NCTM (2014). *Principles to Action: Ensuring Mathematical Success for All*. NCTM: Reston, VA.

# Millard Public Schools PK-12 Enduring Understandings and Essential Questions

Each mathematics unit within PK-12 Course Guides will include at least one Essential Question across all four Content Strands (Number, Algebra, Geometry, and Data).

Enduring Understandings	Example Essential Questions
Numbers are necessary in our daily lives.	Why are numbers necessary?
Estimating, approximating, and judging the	Why is it important to understand place value of numbers?
reasonableness of answers are useful tools in everyday life.	How are estimates made?
Operations with numbers are used to solve	When are estimations and approximations appropriate to use?
problems at all levels of mathematics.	What are some ways quantities can be made?
Mathematical properties of our number system aid in computation.	How does knowing basic facts make problem solving easier?
Basic concepts of geometry and spatial relationships are used to construct, draw,	How can symbols be used to represent quantities, operations, or relationships?
describe, and compare geometric models and their transformations to solve problems.	What happens to a quantity when a number is composed in a different way?
Customary metric and non-standard units	Where are shapes found in the world?
are used to approximate and compute measurements and communicate.	How can shapes be described?
Algebra skills and concepts enable us to	How are plane shapes different from solids?
describe real world phenomena	Why are objects measured?
symbolically and graphically, and to model quantitative change.	How can objects be measured?
Patterns enable us to discover, analyze,	How are measuring units selected?
describe, extend, and formulate concrete understandings of mathematical in the real	What symbols do we use in mathematical equations?
world.	What strategies can be used to find a missing number in an equation?
The type of data determines how data sets can be collected, organized, displayed, and	Where are patterns found?
analyzed.	How does finding patterns help in counting?
Mathematical problems can be solved in	What strategies can be used to continue a numerical number sequence?
more man one way.	What kinds of questions generate data?
	What are some ways to gather and record information?
	What are some ways data can be displayed to communicate information?
	What strategy is used to solve which math problem?
	How do you know which strategy to use to solve math problems?

#### High School Mathematics Course Offerings Flowchart

A student's 8<sup>th</sup> grade math course determines where a student enters this flowchart in 9<sup>th</sup> grade.

Advanced Placement (AP) Statistics can be taken any time after successful completion of Algebra II, and concurrently with another mathematics course.



#### Millard North High School IB Diploma Programme Students Only



Course	Descriptions	for Renamed	Courses
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Previous Course	Proposed Course	Rationale/Impact
Math 6	Integrated Math I	<ul> <li>More consistency and vertical articulation from fifth to sixth grades</li> <li>Balanced emphasis across content strands of mathematics (Number, Algebra, Geometry, and Data)</li> <li>Greater depth and study of whole numbers, fractions, and decimals; coordinate-plane graphing; mean, median, mode, range; data representations; geometric measurement in two- and three- dimensional figures; percents; ratios; proportions; integers; one-step equations and inequalities</li> </ul>
Challenge Math 6/Math 7	Integrated Math II	<ul> <li>Increased opportunities for students to complete advanced mathematics courses regardless of age/grade</li> <li>Balanced emphasis across content strands of mathematics (Number, Algebra, Geometry, and Data)</li> <li>Greater depth and study of fractions, decimals, and integers; two-step equations and inequalities, and theoretical/experimental probability; application of percents, ratios, proportions; two- and three- dimensional geometry</li> </ul>
Pre-Algebra	Integrated Math III	<ul> <li>Increased opportunities for students to complete advanced mathematics courses</li> <li>Balanced emphasis across content strands of mathematics (Number, Algebra, Geometry, and Data)</li> <li>Greater depth and study of multi-step and linear equations and inequalities using rational number operations; number theory; geometric concepts and relationships; application of real number operations, data representation, and proportions</li> </ul>
College Prep Math	College Algebra	<ul> <li>Alignment with Metropolitan Community College Early College offering at Millard South High School</li> <li>Opportunity for students to complete AP Statistics</li> <li>Option for students who do not want to take Precalculus</li> <li>Concepts align to understandings needed for required examinations (e.g. ACT)</li> </ul>
Differential Equations & Calculus III	Calculus II & Advanced Topics	<ul> <li>Differential Equations/Calc III was an approved course in 2007, but was never offered due to low enrollment</li> <li>Potential for Dual Enrollment credit (Calculus II)</li> <li>Ability for students entering STEM-related fields to continue Calculus during senior year</li> </ul>
#### Elementary

#### PRESCHOOL (PK)

**Description:** Students will develop a deep understanding of number sense by demonstrating, representing, and showing relationships among whole numbers 0-10 within the base-ten number system. Students will count sequences to 20 and demonstrate concepts of cardinality and one-to-one correspondence. Students will solve real life addition and subtraction problems using objects and representations. Students will describe, identify and compare two and three dimensional shapes. Students will sort and classify objects by multiple attributes and will develop understanding of concepts of position, measurement and quantity.

#### **KINDERGARTEN**

**Description:** Students will develop a deep understanding of number sense by counting, reading, writing, using one-to-one correspondence and showing relationships among whole numbers 0-20 within the base-ten system. Students will also fluently add and subtract numbers to 5 and will solve real life problems involving addition and subtraction. Students will compose and decompose numbers using a model, drawing, or equation. Students will describe, identify and compare two and three dimensional shapes. Students will identify, sort and classify objects by size, shape, color, weight, length and other attributes.

#### FIRST GRADE

**Description:** Students will develop a deep understanding of number sense concepts using a variety of representations to show relationships among whole numbers. Students will also be able to understand the connections between addition and subtraction within 10 and apply this knowledge to determine missing parts in an equation. Students will identify two-dimensional shapes and demonstrate an understanding by dividing shapes into equal parts and composing new shapes. Students will identify and know the value of dimes and pennies in addition to using them to solve real-life problems. Students will tell time to the hour and half hour as well as compare the measurement of objects. Students will also communicate data analysis/probability concepts using various strategies to solve problems.

#### SECOND GRADE

**Description:** Students will apply their knowledge of addition and subtraction strategies to demonstrate, represent, problem solve, and show relationships among whole numbers within the base-ten number system and extend this knowledge to compute fluently and accurately. Students will use their conceptual knowledge of the base-ten number system to show relationships with expressions and equations. Students will communicate geometric concepts and measurement concepts using multiple representations. Students will analyze and communicate about data and probability concepts.

#### THIRD GRADE

**Description:** Students will communicate, demonstrate, represent and show relationships between whole numbers, simple fractions and the base ten number system. Students will explore and master the meaning and computation of multiplication and division with whole numbers. Students will identify and describe geometric characteristics and create two and three-dimensional shapes. Students will perform and compare measurements and apply formulas. Students will create, represent and analyze data through the use of problem solving.

#### FOURTH GRADE

**Description:** Students will demonstrate, represent, and show relationships among whole numbers, fractions and decimals while solving real-life problems involving equations. Along with numbers and operations, students will be able to describe geometric characteristics, determine location, orientation and relationships on the coordinate planes. Students will perform and compare measurements, and create displays to represent, interpret and analyze data.

#### FIFTH GRADE

**Description:** Students will study addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. Along with numbers and operations, students will also explore and evaluate algebraic expressions and equations, ordered pairs, coordinate planes, and order of operations. Students will identify characteristics of two-dimensional and three-dimensional figures and will calculate volume within three-dimensional figures. They will formulate questions, make predictions, collect, interpret, and analyze data.

#### Middle School

#### XXXX INTEGRATED MATH I

**Description:** Students will continue the study of addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. They will also study measurement; coordinate-plane graphing; mean, median, mode, and range; data representations; geometric measurement in two- and three-dimensional figures; percents; ratios; proportions; integers; one-step equations and inequalities. **Prerequisite**: Qualifying test scores on math placement exams

#### XXXX INTEGRATED MATH II

**Description:** Students will study operations of fractions, decimals and integers. They will also study twostep equations and inequalities and theoretical/experimental probability. Application of percents, ratios, proportions, and two- and three-dimensional geometry will also be studied while comparing measurements and applying mathematical formulas.

Prerequisite: Qualifying test scores on math placement exams or Integrated Math I

#### XXXX INTEGRATED MATH III

**Description:** Students will learn to solve multi-step and linear equations and inequalities using rational number operations. They will also study number theory and geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be studied. **Prerequisite:** Qualifying test scores on math placement exams or Integrated Math II.

#### **0211 ALGEBRA I**

**Description:** Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of Integrated Math III. Algebra I is designed for students who have mastered the basics of arithmetic and demonstrated algebraic readiness. **Prerequisite:** Integrated Math III

#### **0221 HONORS GEOMETRY**

**Description:** Students will apply algebraic skills to geometric concepts and build upon previously learned mathematical concepts. This rigorous, conceptually-complex course also includes proof of geometric theorems and descriptive statistics topics such as measures of central tendency, dispersion, and sampling methods.

#### Prerequisite: Algebra I

**High School** 

#### 0203 ALG I: FOUNDATIONS 1

**Description:** Students who would benefit from reinforcement in basic skills in order to successfully master algebra concepts are recommended for this course. Students will also solve linear equations and inequalities and analyze solutions. Successful completion of both Alg I: Foundations 1 and Alg I/Geo: Foundations 2 will satisfy the Algebra graduation requirement. Upon completion, students should enroll in either Alg/Geo:

#### 0204 ALG I/GEO: FOUNDATIONS 2

**Description:** Students will investigate and solve problems involving systems of equations, polynomials, exponential equations, and quadratics. They will also study basic two- and three-dimensional geometric concepts including trigonometry and proof. Successful completion of both Alg I: Foundations 1 and Alg I/Geo: Foundations 2 will satisfy the Algebra graduation requirement. Upon completion, students should enroll in either Geo/Alg II: Foundations 3 or Geometry.

Prerequisite: Alg I: Foundations 1 and/or Placement Recommendation from RtI+I Math Data Team

#### 0211 ALGEBRA I

**Description:** Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of Integrated Math II and III. Algebra I is designed for students who have mastered the basics of arithmetic, demonstrated algebraic readiness, and who understand mathematics in a more abstract form.

Prerequisite: Integrated Math III or Alg I: Foundations 1

#### **0220 GEOMETRY**

**Description:** Students will apply algebraic skills to geometric concepts and build upon previously learned mathematical concepts. This course also includes proof of geometric theorems and descriptive statistics topics such as measures of central tendency, dispersion, and sampling methods. **Prerequisite:** Algebra I or Alg I/Geo: Foundations 2

#### **0221 HONORS GEOMETRY**

**Description:** Students will apply algebraic skills to geometric concepts and build upon previously learned mathematical concepts. This course also includes proof of geometric theorems and descriptive statistics topics such as measures of central tendency, dispersion, and sampling methods. This course will go into greater depth than Geometry and is recommended for students who plan to pursue Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> mathematics classes.

Prerequisite: Algebra I

#### 0231 ALGEBRA II

**Description:** Students will explore a variety of advanced, integrated algebraic topics such as systems of equations and inequalities, higher-ordered polynomials, and advanced functions. Algebra II completes the three-year mathematics sequence required by many colleges as well as the Millard graduation requirement. **Prerequisite:** Geometry or Geo/Alg II: Foundations 3

#### **0233 HONORS ALGEBRA II**

**Description:** Students will further develop understanding of a variety of advanced algebraic topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions and discrete math topics. This course will go into greater depth than Algebra II and is recommended for students who plan to pursue Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> mathematics classes. **Prerequisite:** Honors Geometry

#### 0234 GEO/ALG II: FOUNDATIONS 3

**Description:** Students will investigate geometric concepts including both two- and three-dimensional figures, apply geometric properties to solve problems, prove geometric theorems, and use coordinate geometry. Additionally, students will expand their understanding of algebraic concepts. **Prerequisite:** Alg I/Geo: Foundations 2 and/or Placement Recommendation from RtI+I Math Data Team

#### **0237 ALG II: FOUNDATIONS 4**

**Description:** Students will investigate a variety of advanced algebraic topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions, and discrete math topics. **Prerequisite:** Geo/Alg II: Foundations and/or Placement Recommendation from RtI+I Math Data Team

#### XXXX COLLEGE ALGEBRA

**Description:** Students will investigate functions, matrices and conic sections through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This course will assist students in preparation for introductory college mathematics courses. Students planning to take Calculus or Trigonometry should enroll in Precalculus or Honors Precalculus. **Prerequisite:** Algebra II

#### **0238 PRECALCULUS**

**Description:** Students will investigate functions, conic sections, and trigonometry through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. Students enrolled in Precalculus as part of the Early College Program will be required to complete additional topics per articulation agreements with Metropolitan Community College (MCC). **Prerequisite:** Algebra II

#### **0239 HONORS PRECALCULUS**

**Description:** Students will investigate functions, conic sections, and trigonometry through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This course will go into greater depth than Precalculus and is recommended for students who plan to pursue Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> math classes. Students enrolled in Honors Precalculus as part of the Early College Program will be required to complete additional topics per articulation agreements with Metropolitan Community College (MCC).

Prerequisites: Honors Algebra II

#### 0252 ADVANCED PLACEMENT CALCULUS AB

**Description:** Advanced Placement<sup>®</sup> Calculus AB is a course in single variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. Algebraic, numerical, and graphical representations are emphasized throughout the course. It is equivalent to at least a semester of calculus at most colleges and universities. Completion of this course will prepare students to take the Advanced Placement<sup>®</sup> Calculus AB exam. **Prerequisite:** Precalculus or Honors Precalculus

#### 0253 ADVANCED PLACEMENT CALCULUS BC

**Description:** Advanced Placement<sup>®</sup> Calculus BC is a course in single variable calculus that includes all the topics of Advanced Placement<sup>®</sup> Calculus AB plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. Algebraic, numerical, and graphical representations are emphasized throughout the course. It is equivalent to at least a year of calculus at most colleges and universities. Completion of this course will prepare students to take the Advanced Placement<sup>®</sup> Calculus BC exam.

Prerequisite: Honors Precalculus

#### 0243 ADVANCED PLACEMENT STATISTICS

**Description:** Students will learn a variety of statistical concepts including exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Completion of this course will prepare students to take the Advanced Placement<sup>®</sup> Statistics exam. Students who successfully complete the Advanced Placement<sup>®</sup> examination may receive credit and/or advanced placement for a one-semester introductory college statistics course at many colleges and universities. **Prerequisite:** Algebra II

#### XXXX CALCULUS II & ADVANCED TOPICS

**Description:** Students will review AP Calculus AB topics and study the additional AP Calculus BC topics in greater depth. Advanced topics will also include various concepts from Calculus III, Discrete Mathematics, and Linear Algebra. Completion of this course will prepare students to take the Advanced Placement<sup>®</sup> Calculus BC exam.

Prerequisite: AP Calculus AB

#### 0245 IB MATHEMATICS HL I

**Description:** Juniors with excellent math abilities will study matrices, vectors, probability, statistics, complex numbers and calculus. This is the first course in a two-year sequence culminating with the IB HL Math test during the spring of a student's senior year.

**Prerequisite:** Honors Precalculus

#### 0246 IB MATHEMATICS HL II

**Description:** Seniors who have successfully completed Math HL I will engage further with proofs, vectors, probability, statistics, and calculus. This is the second course in a two-year sequence culminating with the IB HL Math test.

Prerequisite: IB Mathematics HL I

#### 0247 IB MATHEMATICAL STUDIES SL

**Description:** Students pursuing non-math intensive fields will concentrate on advanced math topics such as numbers and algebra, sets and logic, geometry and trigonometry, functions, financial math, calculus, statistics and probability. IB Mathematical Studies SL is designed for juniors or seniors who intend to test standard level math in the IB program.

Prerequisite: Algebra II

#### 0248 IB MATHEMATICS SL

**Description:** Students will engage in a rigorous study of matrices, vectors, probability, statistics, complex numbers and calculus. Mathematics SL is intended for juniors or seniors with strong math abilities. **Prerequisite:** Precalculus or Honors Precalculus

AGENDA ITEM:	Approval of K-5 Mathematics Field Study
MEETING DATE:	July 6, 2015
DEPARTMENT:	Educational Services
TITLE:	K-5 Mathematics Field Study
BRIEF DESCRIPTION:	The PK-12 Mathematics Curriculum Planning Committee has completed Phase I of the MEP Curriculum Cycle. The Committee identified four research areas: standards, instructional best practices, assessment and intervention. Subcommittee research identified program material selection criteria. The elementary vendor fair was held on April 9. Two programs were selected for an elementary Field Study in the 2015-16 school year. A group of approximately 50 elementary teachers (K-5) will participate in the Field Study during first semester of 2015-2016. The Field Study will provide information to help select the best program for our district.
ACTION DESIRED: X	Approval of the K-5 Mathematics Field Study
BACKGROUND:	The PreK-12 Mathematics Framework is also being presented for approval. Upon approval of the Mathematics Framework a K-5 Mathematics Field Study can be considered.
<b>RECOMMENDATIONS:</b>	Recommend approval of the K-5 Mathematics Field Study.
STRATEGIC PLAN REFERENCE:	N/A
TIMELINE:	Teachers will field study during the first semester of 2015-2016
<b>RESPONSIBLE PERSON(S):</b>	Dr. Mark Feldhausen, Andy DeFreece, Matthew Scott
SUPERINTENDENT APPROVAL	: Jin Dutter
BOARD ACTION:	

#### **K-5 Mathematics Field Study**

#### 2015-2016

According to Rule 6510.1, Assessed Curriculum, Innovation/Program Change: Assessed Curriculum: Innovation/Pilot Programs and Field Studies, this K-5 Science Field Study Proposal is presented to be conducted during the 2015-2016 school year. A Field Study is a structured study of materials developed by sources outside the district that allows for a trial period to help identify which best meet the Standards and Indicators identified in the Framework.

#### Rationale to conduct a field study:

PK-12 Curriculum Planning Committee has completed Phase I of the MEP Curriculum Cycle. The Committee identified four research areas: standards, instructional best practices, assessment and intervention. These subcommittees identified critical elements from the research to judge program components during vendor presentations. All Instructional Materials Evaluation Committee members participated in a vendor fair on April 9, 2015 to initially evaluate each program according to their identified criteria. Committee members convened again on April 30, 2015 to further evaluate and select programs to participate in our field study. After working with the representatives from the selected programs, we are now ready to conduct the field study. Based on the core committee and subcommittee members' evaluations, the following programs were selected for the field study:

#### **Elementary:**

- Math Expressions
- GO MATH!

The field study of these Houghton Mifflin Harcourt materials/textbooks would help to ensure that the text and support materials recommended for implementation do effectively meet the needs defined by the research criteria, the PK-12 Mathematics Framework, and student and staff needs to reach State and District standards and indicators.

#### **Compatibility with District Strategic Plan:**

The field study will support Strategy 2: "We will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready." The field study will ensure that the instructional materials support identified standards, indicators and assessments.

#### Compatibility with the District Curriculum Cycle:

The Curriculum Planning Committee has completed all components of Phase I during 2014-2015 and is ready to begin work on the components within Phase II. Curriculum Development, Phase II of the MEP Curriculum Cycle includes the field study of textbooks/instructional materials.

#### Existing research /data:

The Mathematics subcommittees reviewed data and research at the district level. They then reviewed local, state, and national research and information to identify critical programs and textbooks needed to incorporate that would challenge our students and staff to meet increased achievement levels in mathematics. By networking with our NFUSSD Organization School Districts, researching multiple State Departments of Education and U.S. Department of Education and the draft of the new Nebraska Department of Education Mathematics Standards, current Internet sources, the subcommittees were able to conduct a meta-analysis of the information to identify the critical elements needed for Millard Public Schools.

#### **Clientele to be involved:**

At the elementary level, approximately 50 classroom teachers and specialists will be involved in the field study of Mathematics textbooks/instructional materials. Schools included are: Bryan, Cody, Ezra, Harvey Oaks, Hitchcock, Montclair, Norris, Reagan, Willowdale and Wheeler. These schools represent all areas of the district, all student populations and all elementary grade levels. Seven to ten teachers have been selected from each grade level district wide and participation at each building may include one to three grade levels. Teachers with a variety of mathematical experiences will be represented as well including teachers who have participated in the Primarily Math program, Math Factors step-ahead group, and other district committees. Teachers will meet approximately three times from August to January to evaluate the programs and recommend a program to the PK-12 Mathematics Curriculum Planning Committee and then to the Board of Education for approval in early 2016.

#### Desired outcomes to be achieved:

- Identify program/textbook(s) that meet the Millard Public Schools selection criteria
- Articulate and align program selections K-12
- Review and modify course and district assessments
- Plan for adoption/implementation for 2016-2017
- Identify and design appropriate staff development programs

#### Strategies to be employed:

Support staff through the MEP process as they plan, integrates and assess the new materials.

September, 2015:	The publisher's consultants will provide training/orientation for the programs/ textbooks for all staff participating in the field study.
September - December:	Field study participants will participate in multiple review and comparison discussions of the field study programs. Teachers will evaluate each program based on standards, instructional best practices, assessment and intervention as recommended by the Curriculum Planning Committee. Data will be collected and analyzed.
January - February:	Program/Textbooks will be recommended to Board of Education for approval.
January - April:	Course guides will be developed.

May-August 2016:

#### **Resources needed:**

- Houghton Mifflin Harcourt materials provided at no cost to the district for the duration of the field study
- Consultant training for those involved in field study programs
- Approximately 50 district elementary classroom teachers and specialists will use the materials in their classrooms
- Substitutes for field study teachers to participate in program review sessions will be absorbed through the elementary curriculum budget
- Review sessions for principals will occur at regularly scheduled curriculum meetings
- MEPs work with program consultants on material acquisition and training, conduct program review sessions, observe in field study classrooms, maintain ANGEL resources, facilitate all components of Phase II Curriculum Cycle

#### **Evaluation Strategies:**

- Test programs/materials for effective support of standards and indicators
- Test programs/materials for support of best instructional practices
- Test programs/materials assessment components
- Test programs/materials for intervention levels to support student needs
- Test programs/ materials for teacher utilization and support
- Test programs/materials technology components
- Test vendor response and timeliness to district needs
- Analyze student achievement data from field study programs/materials

AGENDA ITEM:	Approve K-12 Language Arts Standards within PK-12 Science and PK-12 Social Studies Frameworks
MEETING DATE:	July 6, 2015
DEPARTMENT:	Educational Services
TITLE:	K-12 Language Arts Standards within PK-12 Science and PK-12 Social Studies Frameworks
BRIEF DESCRIPTION:	The PK-12 Science Framework was approved by the Board of Education on June 6, 2011, and the PK-12 Social Studies Framework was approved by the Board of Education on June 3, 2013. Both the PK-12 Science and PK-12 Social Studies Frameworks include Language Arts Standards and Indicators that are taught, practiced, and applied through science and social studies lessons and activities.
	The Modified PK-12 Language Arts Framework was approved by the Board of Education on November 3, 2014, which included the Language Arts Matrix of Standards and Indicators. Approval is being sought to change the applicable Language Arts Standards and Indicators within the PK-12 Science and Social Studies Frameworks to match the currently approved PK-12 Language Arts Standards.
ACTION DESIRED:	X Approval
BACKGROUND:	Work was completed in comparing the old Language Arts Standards and Indicators to the new Language Arts Standards within the Science and Social Studies Frameworks, which is attached.
<b>RECOMMENDATIONS:</b>	Recommend approval of K-12 Language Arts Standards within PK-12 Science and PK-12 Social Studies Frameworks
STRATEGIC PLAN REFERENCE:	N/A
STRATEGIC PLAN REFERENCE: TIMELINE:	N/A If approved, changes will be made in the Science and Social Studies Frameworks and accompanying course guides, which will be communicated to teachers during Fall Workshop in August, 2015.
STRATEGIC PLAN REFERENCE: TIMELINE: RESPONSIBLE PERSON(S):	N/A If approved, changes will be made in the Science and Social Studies Frameworks and accompanying course guides, which will be communicated to teachers during Fall Workshop in August, 2015. Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Jan Dahlgaard, Ellen Kramer, Melanie Olson and Monica Hutfles

223

#### K-5 LANGUAGE ARTS STANDARDS WITHIN SCIENCE and SOCIAL STUDIES

OLD STANDARDS (2009 version)	NEW STANDARDS (2015-16)
Kindergarten	
LA S 00.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 00.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA S 00.1.6 Students will extract and construct meaning using prior knowledge, apply text information and monitoring comprehension while reading grade level text.	LAS 00.1.6 Students will construct meaning by using prior knowledge while reading emergent literary and informational text.
LA S 00.2.2 Students will write for a variety of purposes and audiences in multiple genres.	LA S 00.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.
LA S 00.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 00.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations
LA S 00.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 00.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
LA S 00.3.3 Students will develop reciprocal communication skills.	LA S 00.3.3 Students will develop, apply, and adapt reciprocal communication skills.
1st grade	
LA S 01.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 01.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA S 01.1.6 Students will extract and construct meaning using prior knowledge, apply text information and monitoring comprehension while reading grade level text.	LA S 01.1.6 Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
LA S 01.2.2 Students will write for a variety of purposes and audiences in multiple genres.	LA S 01.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines
LA S 01.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 01.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
LA S 01.3.3 Students will develop reciprocal communication skills.	LA S 01.3.3 Students will develop, apply, and adapt reciprocal communication skills.

OLD STANDARDS (2009 version)

#### NEW STANDARDS (2015-16)

2nd grade	
LA S 02.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 02.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA S 02.1.6 Students will extract and construct meaning using prior knowledge, apply text information and monitoring comprehension while reading grade level text.	LA S 02.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
LA S 02.2.2 Students will write for a variety of purposes and audiences in multiple genres.	LA S 02.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines
LA S 02.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 02.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations
LA S 02.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 02.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
LA S 02.3.3 Students will develop reciprocal communication skills.	LA S 02.3.3 Students will develop, apply, and adapt reciprocal communication skills.
3rd grade	
LA S 03.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 03.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA S 03.1.6 Students will extract and construct meaning using prior knowledge, apply text information and monitoring comprehension while reading grade level text.	LA S 03.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
LA S 03.2.2 Students will write for a variety of purposes and audiences in multiple genres.	LA S 03.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines
LA S 03.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 03.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations
LA S 03.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 03.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
LA S 03.3.3 Students will develop reciprocal communication skills.	LA S 02.3.3 Students will develop, apply, and adapt reciprocal communication skills.

OLD STANDARDS (2009 version)

#### NEW STANDARDS (2015-16)

### 4th grade

LA S 04.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 04.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA S 04.1.6 Students will extract and construct meaning using prior knowledge, apply text information and monitoring comprehension while reading grade level text.	LA S 04.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
LA S 04.2.2 Students will write for a variety of purposes and audiences in multiple genres.	LA S 04.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines
LA S 04.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 04.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations
LA S 04.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 04.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
LA S 04.3.3 Students will develop reciprocal communication skills.	LA S 04.3.3 Students will develop, apply, and adapt reciprocal communication skills.
5th grade	•

#### 5th grade

LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 05.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA S 05.1.6 Students will extract and construct meaning using prior knowledge, apply text information and monitoring comprehension while reading grade level text	LA S 05.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
LA S 05.2.2 Students will write for a variety of purposes and audiences in multiple genres.	LA S 05.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines
LA S 05.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 05.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of
	situations
LA S 05.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 05.3.2 Students will develop and demonstrate active listening skills across a variety of situations.

#### 6-12 LANGUAGE ARTS STANDARDS WITHIN SCIENCE

OLD STANDARDS (2009 version)	NEW STANDARDS (2015 version)
LA S 06.1.6.e - LA S 11.1.6.e (or d in 12 <sup>th</sup> grade)	LA S 06.1.6 - LA S 12.1.6
Summarize, analyze, and synthesize informational	Construct meaning by applying knowledge, using text
text using main idea and supporting details.	information, and monitoring comprehension while
	reading increasingly complex grade-level literary and
	informational text.
LA S 06.1.6.f – LA S 11.1.6.f (or e in 12 <sup>th</sup> grade)	LA S 06.1.6.j - LA S 12.1.6
Apply knowledge of organizational patterns found in	Apply knowledge of organizational patterns to
informational text (e.g., sequence, description, cause	comprehend informational text (e.g., sequence /
and effect, compare/contrast, fact/opinion).	chronological, description, cause and effect, compare /
• 12 <sup>th</sup> grade added proposition/support, concept	contrast, fact / opinion).
definition, question/answer)	7 <sup>th</sup> -8 <sup>th</sup> : add proposition / support
	9 <sup>th</sup> -12 <sup>th</sup> : add concept definition, question / answer
LA S 06.6.g (or f in $12^{th}$ grade)	LA S 06.1.6.f – LA S 07.1.6.f
Apply knowledge of text features to locate	Apply knowledge of text features to locate information
information and gain meaning from a text (e.g., index,	and explain how the information contributes to an
maps, charts, tables, graphs, headings, subheadings).	understanding of print and digital texts.
• 12 <sup>th</sup> grade added annotations, photographs,	LA S 08.1.6.f – LA S 09.1.6.f
lists	Analyze and evaluate information from print and digital
	text features to support comprehension.
	LA S 10.1.6.f – LA S 12.1.6.f
	Interpret and evaluate information from print and digital
	text features to support comprehension.

#### 6-12 LANGUAGE ARTS STANDARDS WITHIN SOCIAL STUDIES

OLD STANDARDS (2009 version)	NEW STANDARDS (2015 version)
LA S 06.2.2 [Grades 6-8]	LA S 06.2.2 – LA S 12.2.2
Students will write for a variety of purposes and	Student will write in multiple modes for a variety of
audiences in multiple genres.	purposes and audiences across disciplines.
LA S 09.2.2 [Grade 9]	
Students will demonstrate knowledge of components	
specific to the structures of a definition,	
compare/contrast, descriptive, argumentative, and	
persuasive essay.	
LA S 10.2.2 [Grade 10]	
Students will demonstrate knowledge of components	
specific to the structures of a problem-solution,	
definition, cause and effect, analysis, and synthesis.	
LA S 11.2.2 [Grade 11]	
Students will demonstrate knowledge of components	
specific to the structures of analysis, problem-	
solution, synthesis, and personal essay.	
LA S 12.2.2 [Grade 12]	
Students will write for a variety of purposes and	
audiences in multiple genres.	
LA 09.3.1-12.3.1	LA S 06.3.1 – LA S 12.3.1
Students will develop, apply, and refine speaking	Students will develop, apply, and refine speaking skills
skills that convey an idea.	and strategies to communicate key ideas in a variety of
	situations.

LA 09.3.2	LA S 06.3.2 – LA S 12.3.2
Students will develop and refine listening skills that	Students will develop and apply active listening skills
convey an idea.	across a variety of situations.
LA 09.3.3	LA S 06.3.3 – LA S 12.3.3
Students will develop and refine reciprocal	Students will develop, apply, and adapt reciprocal
communication skills that convey an idea.	communication skills.
LA 06.1.6	LA 06.1.6 – LA S 12.1.6
Comprehension: Students will extract and construct	Students will construct meaning by applying prior
meaning using prior knowledge, applying text	knowledge, using text information, and monitoring
information, and monitoring comprehension while	comprehension while reading increasingly complex
reading grade level text.	grade level literary and informational text.
LA 06.1.5	LA S 06.1.5 – LA S 12.1.5
Students will build literary, general academic, and	Students will build and use conversational, academic,
content specific grade level vocabulary.	and content specific grade level vocabulary.

Agenda Item:	Approval of 2015-16 Compensation Program for Non-Union Employees
Meeting Date:	July 6, 2015
Department:	Human Resources
Title & Brief Description:	2015-16 Compensation Program for Non-Union Employees. This includes Administrators, Food Service Employees, and Professional Technical Employees.
Action Desired:	Approval
Background:	Two of the salaried groups represented by unions (Teachers and Nurses) are settled for the 2015-16 school year at an estimated 2.5% financial total package plus one less contract day for a combined value of a 3.0% total package. One of the hourly groups represented by unions (Custodial / Maintenance / Grounds) is not yet settled. The other hourly union group (Paraprofessionals) is settled at an estimated 2.5% total package.
	We are recommending that non-union employees receive equivalent total package increases. The proposed total package increase would be in line with budget parameters.
Options And Alternatives:	Accept, Reject, or Amend.
Recommendation:	It is recommended that the Salary and Benefits program for all salaried Administrators and salaried Professional Technical Employees be approved with each group receiving an equivalent total package increase as Teachers. It is further recommended that the Salary and Benefits program for all hourly Food Service Employees and hourly Professional Technical Employees be approved with each group receiving an equivalent total package increase as
	hourly Paraprofessionals.
	The District's Human Resources division is directed to calculated equivalent total packages when determining wage increases by employee group for 2015-16.
<b>Responsible Person:</b>	Chad Meisgeier, Kevin Chick, Jim Sutfin
Superintendent's Approval:	Jin Sutter

Agenda Item:	Approval of Superintendent Contract	
Meeting Date:	July 6, 2015	
Department:	Office of the Superintendent	
Title & Brief Description:	Approval of Superintendent Contract	
Action Desired:	Approval	
Background:	The proposed Superintendent Contract included in the Board packet and published in accordance with the Superintendent Pay Transparency Act includes a 3% increase to base salary and other terms and conditions set forth in the Contract.	
<b>Options And</b> <b>Alternatives:</b>	Accept, Reject, or Amend.	
Recommendation:	To approve the Superintendent's Contract and to direct the President and Secretary of the Board of Education to execute the Contract with the Superintendent and to publish and file the Contract as provided by law.	
<b>Responsible Person:</b>	Dr. James Sutfin	
Superintendent's Approval:	Jin Sattin	

#### CONTRACT OF EMPLOYMENT

This contract made and entered into on this \_\_\_\_\_\_day of \_\_\_\_\_\_, 2015, by and between the Millard School District, a/k/a School District No. 17 of Douglas County, Nebraska (hereinafter "District), and James Sutfin, Ed.D. (hereinafter "Superintendent").

#### WITNESSETH

WHEREAS, the Superintendent has been duly elected and appointed by the Board of Education for the District for a term of three years; and

WHEREAS, the parties desire to enter into a written contract for employment of the Superintendent.

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

#### I. <u>TERM</u>

The Superintendent shall be employed for a term beginning July 1, 2015, and terminating June 30, 2018; provided however:

- 1. On or before March 15, 2016, and on March 15<sup>th</sup> of each year during the term, and if the contract has been extended to terminate after June 30, 2018, on March 15<sup>th</sup> of each year during the extended term, the Superintendent shall, by written notice, advise each member of the Board of his intention to renew the contract for one year at the end of the then current term.
- 2. If the District does not notify the Superintendent in writing on or before April 15, 2016, and on or before April 15<sup>th</sup> of each year during the term, and if the contract has been extended, on April 15<sup>th</sup> of each year during the extended term, that the contract will not be extended at the end of the then current term, the contract shall be renewed and extended for one additional year at the end of the then current term.

#### II. DUTIES OF THE SUPERINTENDENT

- A. The Superintendent shall perform those services prescribed in:
  - 1. The District's goals and objectives;
  - 2. The job description for the Superintendent of the District; and
  - 3. The policies of the District.
- B. The Superintendent shall attend and participate as directed by the Board in meetings of the Board and any Board committees.

- C. The Superintendent shall provide administrative opinions, recommendations, or professional advice on all items of business of the Board or any authorized committee thereof.
- D. The Superintendent shall be legally qualified to hold the position of Superintendent by the laws of the State of Nebraska and shall not be under contract with any other school district.
- E. The Superintendent, subject to the approval of the Board, shall participate to such extent as deemed appropriate by the Superintendent in professional activities, including but not limited to, seminars and local, state, and national associations.
- F. The Board shall grant such time as is reasonable for the Superintendent to participate in any of the activities set forth in this section and shall pay the necessary expenses for travel and subsistence.

#### III. SALARY

The salary to be paid to the Superintendent for the period of July 1, 2015 to June 30, 2016, shall be \$221,450.00, payable in 12 equal monthly installments. This contract shall be reopened on or before July 1 of each year of this contract for amendment of this section and the salary established under such reopener shall be for the succeeding twelve month contract period. The Board retains the right to adjust the Superintendent's annual salary upward during the term of this contract without such adjustment constituting a new contract or extending the length of this contract. The Superintendent's salary shall not be reduced during the three (3) year term of this contract, July 1, 2015 to June 30, 2018.

#### IV. BENEFITS

As additional compensation, the Superintendent shall receive:

- 1. All benefits made available and provided to the other administrative personnel; provided, however, that the term life insurance coverage for the Superintendent will be in a face value equal to the amount of the annual base salary.
- 2. An automobile for his use, together with all costs and expenses related thereto.
- 3. A tax sheltered annuity, the payment or premium therefor which shall be equal to ten and a quarter percent (10.25%) of the salary set forth in Article III.
- 4. Payment of professional dues for NCSA and AASA.
- 5. All paid leave benefits, long-term disability insurance, health insurance, including major medical and dental insurance and early retirement payments as provided for all other administrators.

- 6. Twenty (20) days' vacation (not including weekends and holidays) which may be taken at such time or times as may be selected by the Superintendent, and ten (10) paid holidays: Fourth of July, Labor Day, Thanksgiving, the Friday following Thanksgiving, December 24<sup>th</sup>, December 25<sup>th</sup>, December 31<sup>st</sup>, New Year's Day, Spring Break as designated by the District, and Memorial Day. In the event vacation days remain unused at the end of each contract year, the Superintendent will be compensated for each unused vacation day at his daily rate of pay, which shall be paid in the final monthly payment for that year.
- 7. The Board may establish and identify goals for the Superintendent to reach each year and if the Superintendent reaches those goals or any of them as determined by the Board, the Superintendent shall receive a bonus for each goal reached in the amount determined by the Board. The total amount of the bonus to be paid in any one year shall not exceed \$20,000.00. The Board shall assign and allocate a value for each goal in proportion to the total possible bonus. During or at the end of the first semester of each school year during the contract year, and at the end of the second semester of each contract year the Board shall determine which, if any, goals were reached and the amount of the bonus for those goals. The first installment in an amount not to exceed \$10,000.00 shall be paid on or before December 31<sup>st</sup> of the contract year.

#### V. <u>LIABILITY</u>

The Board shall provide professional liability insurance for the Superintendent with the same policy limits and insurance coverage as is provided for the members of the Board of Education and certified staff employees of the District.

#### VI. TERMINATION

- A. This contract is subject to the applicable provisions of the laws of the State of Nebraska dealing with amendment and non-renewal of Superintendent's contracts.
- B. In the event the Board terminates this contract because the Superintendent is unable to perform his duties by reason of illness, accident, or other disability beyond his control which is permanent or irreparable or of such a nature as to make the performance of his duties impossible, the obligation of the District for any further salary payments ceases provided, however, the Superintendent shall, in lieu of payment of the amounts unpaid hereunder, receive the benefits payable under any insurance coverage or employee benefit furnished by the District for which he was entitled upon the date of his termination.
- C. In the event the District fails to perform the terms and conditions of this contract, the Superintendent may terminate the contract during the term.
- D. In the event the Superintendent shall resign or terminate this contract, such resignation or termination shall not become effective until the expiration of the contract term unless

otherwise accepted by the Board and there shall be no penalty for such release from this contract.

#### VII. EVALUATION

- A. The Superintendent shall be evaluated once during each year for each year of the contract unless otherwise provided by law.
- B. Upon the completion of each evaluation, the Board shall meet with the Superintendent to review the evaluation, which evaluation shall include recommendations and directives as the Board may deem reasonable and proper.
- C. The Superintendent shall receive a copy of the evaluation and shall have the right to make a written reaction or response to the evaluation.
- D. Any evaluation or assessment by the Board or written response or reaction by the Superintendent shall be retained and become a part of the Superintendent's personnel file.

IN WITNESS WHEREOF, the parties have executed this contract on the date first above written.

#### SUPERINTENDENT

James Sutfin, Ed.D.

#### MILLARD SCHOOL DISTRICT

By:

ATTEST:

Secretary

Agenda Item:	Approval of Superintendent Goals 2015-2016
Meeting Date:	July 6, 2015
Department:	Board of Education
Title & Brief Description:	Each year the Board approves the goals set for the Superintendent
Acton Desired:	Approval
Background:	
Options/Alternatives Considered:	
<b>Recommendations:</b>	Approval
Strategic Plan Reference:	
Implications of Adoption/Rejection:	
Timeline:	
Responsible Persons:	Board of Education
Superintendents Signat	ure: Jon Suttri

## Superintendent Goals 2015-2016

#### **Goal 1 - Financial and Budget**

- The superintendent will evaluate alternative financial solutions that <u>may</u> enhance revenues for Millard Public Schools.
- The superintendent will provided budgetary and political options for our school district for board input given the financial implications of local, state and national legislation that might have an impact on our school district.

#### **Goal 2 - Digital Learning**

• The superintendent will investigate our current digital learning strategies and evaluate their effectiveness and also provide recommendations for improvement.

#### Goal 3 - Mini Magnet

- The Superintendent will evaluate the success of IB, Core, Montessori and implementation of Early College and also provide recommendations for improvement.
- Ensure full building capacity thru the evaluation and site selection of special curriculum offerings, magnets, growth of current programs like IB, Core, etc.

Agenda Item:	Enter into Collective Bargaining Negotiations with the Service Employees International Union Local 226 ("SEIU") for the 2015-16 Contract for Custodial, Grounds and Maintenance employees.	
Meeting Date:	July 6, 2015	
Department	General Administration / Human Resources	
Title and Brief Description:	Request to commence Collective Bargaining with SEIU.	
Action Desired:	Approval	
Background:	Service Employees International Union Local 226 ("SEIU") represents custodial, grounds, and maintenance employees in collective bargaining matters. The current bargaining agreement expires July 31, 2015. Under Nebraska law, either party (the District or the Union) may request the commencement of collective bargaining. A copy of the letter from SEIU requesting the commencement of bargaining for the FYE16 contract is attached.	
Options/Alternatives Considered:	N/A	
Recommendations:	It is recommended that the District recognize Service Employees International Union Local 226 as the collective bargaining agent for custodial, grounds, and maintenance employees in the District; and further that the District meet and confer with the SEIU to negotiate the FYE16 employment contract for said employee group at times and places mutually agreed to by the parties.	
Strategic Plan Reference:	N/A	
Timeline:	Immediate	
Responsible Persons:	Chad Meisgeier, Ken Fossen, Bob Snowden, Duncan Young	
Superintendent's Signatur	re: Jin Suttri	



Stronger Together

Service Employees International Union Local 226

5408 No 99<sup>th</sup> St, Suite B Omaha, NE 68134 (402) 733-8775 FAX: (402) 731-3432

President Suzanne "Suzy" Anderson **Vice President** Dennis Hopgood **Recording Secretary** Theresa Trompke **Financial Secretary** Mary Miller **Chief Steward** Spencer Danner Asst. Chief Stewards Sharon Block Steve Owens Otto Stennis Brian Stenzel Trustees Doug Bush Shirley Vidlak Zach Robinson Sergeant-at-Arms Tom Bush

**Executive Board Reps** 

Janine Burrows David Conrad Laurie Davis Mark Freis Sharon Knott Larry Kudrna Roberta Oleson Cindy Perez Cookie Perez-Barker Ron Rawlings Kitty Slezak Robert Ward Ron Weinand June 30, 2015

Dr. James Sutfin Millard Public Schools 5606 South 147<sup>th</sup> Street Omaha, NE 68005

Dear Dr. Sutfin:

Service Employees International Union Local 226 is requesting the opening of negotiations for the following bargaining unit:

• Maintenance/Custodial

The negotiation team members are:

Christopher Pitschmann	(402)917-8935
Jerry Alsobrook	(402)917-1705
Vanessa Curet	(402)210-0872

We would very much appreciate acknowledgement of receipt of this letter. Please contact Brian Stenzel, Assistant Chief Steward, to arrange a date, time, and location for this meeting. Brian can be reached at (402)514-7758.

Sincerely,

same K. anderson

Suzy Anderson, President SEIU Local 226

cc: Brian Stenzel, Assistant Chief Steward

Agenda Item:	Appointment of Negotiations Team for Custodial/Maintenance/Grounds Employees Contract	
Meeting Date:	July 6, 2015	
Department	General Administration / Human Resources	
Title and Brief Description:	Appointment of Negotiations Team for the custodial/maintenance/ grounds employees' contract – The designation of the members who will serve as the District's representatives during the collective bargaining process for custodial/maintenance/grounds employees.	
Action Desired:	Approval	
Background:	Nebraska law provides school employees the right to bargain collectively with the school district in certain matters related to their employment contract. The union that represents these employees has a team of members who meet with a similar team appointed by the District. The District's team has the task of negotiating the proposed terms of the collective bargaining agreement; however, final approval for the agreement rests with the Board of Education.	
	It is the administration's recommendation that the District's team this year be comprised of Ken Fossen, Bob Snowden, Duncan Young, and Chad Meisgeier, with Chad Meisgeier serving as the lead negotiator for the team.	
Options/Alternatives Considered:	The Board could appoint different members to the team.	
Recommendations:	It is recommended that the Board appoint Ken Fossen, Bob Snowden, Duncan Young, and Chad Meisgeier for the District's negotiations team for collective bargaining related to the FYE16 employment contract for the custodial, maintenance, and grounds employees; and that the Board appoint Chad Meisgeier as the lead negotiator for the team.	
Strategic Plan Reference:	N/A	
Timeline:	Immediate	
Responsible Persons:	Chad Meisgeier, Bob Snowden, Duncan Young, Ken Fossen	
Superintendent's Signature: Jin Suttr		

Meeting Date:	July 6, 2015
Department	Human Resources
Action Desired:	Approval
Background:	Personnel items: (1) Resignation; (2) Recommendation to Hire; (3) Contract Amendment
<b>Options/Alternatives</b>	
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: \_\_\_\_\_ Jin Sutfri

#### RESIGNATIONS

#### **Recommend:** The following resignation be accepted:

- 1. Eileen M. Barks Administrative Intern at Rockwell Elementary School. Resigned effective immediately to take a position with ESU Service Unit #2.
- 2. Jessica Jenkins Read teacher at Cather Elementary School. Resigned effective immediately because of family relocation.
- 3. Megan Hylok Science teacher at Millard West High School. Resigned effective immediately to take a teaching position with Papillion schools.
- 4. Brooke D. Studt Grade 1 teacher at Neihardt Elementary School. Resigned effective immediately to take a position with the Buffett Early Childhood Institute.
- 5. Troy Schlueter Math teacher at Horizon High School. Resigned effective immediately to take a teaching position with West Point Public Schools.
- 6. Cama Charlet Grade 4 teacher at Sandoz Elementary School. Resigned effective immediately to take a position with the Buffett Early Childhood Institute.
- 7. Christine Koehn Grade 3 teacher at Norris Elementary School. Resigned effective immediately to take a positon at St. Cecelia's Catholic School.

#### TEACHERS RECOMMENDED FOR HIRE

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

- Brit E. Krizmanich MA Augustana College, South Dakota. Speech Language Pathologist at Cody Elementary School for the 2015-2016 school year. Previous Experience: Pediatric Therapy Center, Pennsylvania (2009-2015); Rehabilitations Specialists, Inc., Pennsylvania (2001-2009)
- Ashley E. Hoff MA Peru State College. Grade 3 teacher at Upchurch Elementary School for the 2015-2016 school year. Previous Experience: St. Vincent de Paul School, Nebraska (2010-2015); Chenal Elementary, Arkansas (2009-2010)
- Melissa A. Crabb MA– University of Nebraska, Lincoln. Science teacher at Millard West High School for the 2015-2016 school year. Previous Experience: Mesa Ridge High School, Colorado (2014-2015)
- Alyssa L. Lindahl MA+30 Doane College. Spanish teacher at Central Middle School for the 2015-2016 school year. Previous Experience: Tancol, Mexico (2010-2015); Millard Public Schools (2008-2010)
- 5. Tiffaney J. Tatro BA University of Nebraska, Omaha. Math teacher at Beadle Middle School for the 2015-2016 school year.
- Kirshell McClannan BA University of Nebraska, Omaha. Media Specialist at Cody Elementary School for the 2015-2016 school year. Previous Experience: Short Term Contract, Millard Public Schools (2014-2015)
- 7. Jessica A. Savine BA University of Nebraska, Omaha. Grade 1 teacher at Holling Heights for the 2015-2016 school year.
- 8. Heather J. Alston MA College of Saint Mary. Art teacher at Millard West High School for the 2015-2016 school year.
- David A. Burgan MA+15 Indiana University. Science teacher at Millard South High School for the 2015-2016 school year. Previous Experience: Omaha Public Schools (2011-2015; 2009-2010)
- 10. Simon N. Falcon BA University of Nebraska, Kearney. Social Studies teacher at Millard South High School for the 2015-2016 school year.
- Carol L. Mertl MA+9 University of Nebraska, Lincoln. Part Time (.5) Language Arts teacher at Millard South High School for the 2015-2016 school year. Previous Experience: Wahoo Public Schools (2006-2013); Elkhorn Public Schools (2005-2006); Westside High School (2003-2005)
- Amanda J. Niemiec MA+36 University of Nevada. Language Arts teacher at Russell Middle School for the 2015-2016 school year. Previous Experience: Omaha Public Schools (2008-2015); Sawyer Middle School, Nevada (2006-2008); Springfield Public Schools, Nebraska (2004-2006)
- 13. Heather R. Christensen BA University of Nebraska, Omaha. Grade 4 teacher at Cather Elementary for the 2015-2016 school year.
- Allison R. Stansberry MA University of Nebraska, Lincoln. Special Education teacher at Millard West High School for the 2015-2016 school year. Previous Experience: Bellevue Public Schools (2010-2015)

- Shane M. Valdez BA Bethany College. Physical Education teacher at Morton Elementary School for the 2015-2016 school year. Previous Experience: Hausner Elementary School, Kansas (2012-2015)
- Laura E. Flahive MA+36 Doane College. Language Arts teacher at Millard North High School for the 2015-2016 school year. Previous Experience: Bellevue Public Schools (2007-2015); Glenwood Public Schools (2002-2007); Lewis Central High School, Iowa (2000-2002)
- Matthew L. Turner MA Wayne State College. Social Studies teacher at Millard South High School for the 2015-2016 school year. Previous Experience: Schuyler Community Schools (2010-2015); Logan View Public Schools (2006-2010); Archbishop Bergan Catholic Schools, Fremont, Nebraska (2003-2007)
- Jeffrey A. Linden MA Grand Canyon University, Arizona. Math teacher at Millard North High School for the 2015-2016 school year. Previous Experience: Hershey Public Schools, Hershey, Nebraska (2012-2015); Twin River Public Schools, Genoa, NE (2007-2012)
- 19. Jennifer M. Schneider MA+12 Language Arts teacher at Russell Middle School for the 2015-2016 school year. Previous Experience: Bellevue Public Schools (2005-2015)
- 20. Michelleann M. Avilla BA Colorado State University. Family Consumer Science teacher at Millard North Middle School for the 2015-2016 school year.
- Cindy Friese MA Concordia University. Grade 2 teacher at Morton Elementary Schools for the 2015-2016 school year. Previous Experience: Elkhorn Public Schools (2008-2015); Litchfield School District, Arizona (2002-2007)
- 22. Nicholas T. Harrahill BA University of Nebraska, Omaha. Part-time (.6) Physical Education teacher at Hitchcock Elementary for the 2015-2016 school year.
- Stephanie L. Gade MA Doane College. Math teacher at Kiewit Middle School for the 2015-2016 school year. Previous Experience: West Point Public Schools (2014-2015); Springfield Platteview Community Schools (2011-2014)
- 24. Michelle L. Petersen MA+6 University of Nebraska, Omaha. Grade 6 Reading teacher at Central Middle School for the 2015-2016 school year.
- Maggie M. Stewart MA University of Nebraska, Omaha. Special Education teacher at Andersen Middle School for the 2015-2016 school year. Previous Experience: Alpha School, Omaha, Nebraska (2010-2015); Heartland Family Services (2009-2010); Cooper Village, Omaha, Nebraska (2004-2008)
- Heather M. Lyons BA University of Nebraska, Lincoln. Part-time (.5) Special Education teacher at Millard West High School for the 2015-2016 school year. Previous Experience: OPS (2013-2015)
- 27. Julie L. Meyer MA Creighton University. Part-time (.5) Math Interventionist at Cather Elementary School for the 2015-2016 school year. Previous Experience: OPS (2008-2015)
- 28. Kristin N. VanWyngaarden MA University of Nebraska, Omaha. Speech Language Pathologist at Harvey Oaks Elementary School for the 2015-2016 school year.
- 29. Don P. Walls BA+15 Buena Vista University. Grade 3 teacher at Upchurch Elementary for the 2015-2016 school year. Previous Experience: OPS (2008-2015); Council Bluffs School District (1999-2000); White River, South Dakota (1996-1997)
- Wendy L. Coalson BA+36 Wichita State University. Grade 6 teacher at Beadle Middle School for the 2015-2016 school year. Previous Experience: Andover School District, Kansas (2012-2015); Holy Family Catholic Academy, Hawaii (2010-2012); McCollum Elementary, Kansas (2000-2002)

- Philip R. Manley MA University of Nebraska, Omaha. Math teacher at Millard North High School for the 2015-2016 school year. Previous Experience: Juan Diego Catholic High School, Utah (2010-2015); Omaha Public Schools (2007-2010); International school of Manila, Philippines (2005-2006)
- 32. Rebecca L. Reger BA+15 Southeast Missouri State University, Missouri. ELL teacher (.5) at Cather Elementary School for the 2015-2016 school year.
- 33. Alexa R. Caldwell BA—Iowa State University. Preschool teacher at Rockwell Elementary School for the 2015-2016 school year.
- 34. Allison L. Bennett BA+12 Doane College. Grade 4 teacher at Upchurch Elementary School for the 2015-2016 school year.
- 35. Macie A. Tice BA Georgia Southern University. Grade 2 teacher at Hitchcock Elementary School for the 2015-2016 school year.
- 36. Kimberly S. Sherman MA+10 University of Nebraska, Omaha. Math teacher at Horizon High School. Previous Experience: Tri-Center Community Schools, Iowa (2003-2015)

#### July 6, 2015

#### AMENDMENT TO CONTINUING CONTRACTS

#### **Recommend: Amendment to the following contracts:**

- 1. Lindsey R. Keiser Spanish teacher at Millard West High School. Amend contract from (.5) FTE to (.67) FTE for the 2015-2016 school year.
- 2. Sugar L. Thiessen Math Interventionist at Norris Elementary School. Amend contract from (.5) Math Interventionist to (1.0) FTE, Grade 3 teacher for the 2015-2016 school year.
- 3. Jennifer M. Callahan READ teacher at Cather Elementary School. Amend contract from (.5) to (1.0) FTE for the 2015-2016 school year.

AGENDA ITEM: **Educational Services Annual Report** 

**MEETING DATE:** July 6, 2015

**DEPARTMENT: Educational Services** 

TITLE AND BRIEF DESCRIPTION: Educational Services Division End-of-Year Report, 2014-2015

ACTION DESIRED: X Information Only

**BACKGROUND:** The end of the year report summarizes the work of Educational Services in the following areas: Alternative Education, Assessment, Research, and Evaluation, Career & Technical Education, Community & School Volunteers, Curriculum Cycle, Diploma Paths, Early Childhood, English Language Learner Program, Grants Report/ Foundation Classroom Grants, High Ability Learners, Library Services, Multicultural Education, Response to Instruction & Intervention, and Special Education. This report covers areas that are not covered under separate, independent reports.

**RECOMMENDATIONS:** None

STRATEGIC PLAN REFERENCE:N/A

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

TIMELINE: N/A

**PERSON(S) RESPONSIBLE:** Mark Feldhausen, Andy DeFreece, Nancy Johnston, Terry Houlton, Tami Williams, and others

SUPERINTENDENT'S APPROVAL: \_\_\_\_\_ fin Duff

**BOARD ACTION:** 

# EDUCATIONAL SERVICES DIVISION

# **END OF YEAR REPORTS**

JULY 6, 2015



Submitted by:

Dr. Mark Feldhausen Associate Superintendent for Educational Services

#### Educational Services End of Year Report 2014-2015

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

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

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

- Alternative Education Program
- Assessment, Research, and Evaluation
- Career and Technical Education
- Community and School Volunteers
- Curriculum Cycle
- Diploma Paths
- Early Childhood
- English Language Learner Program
- Grants Report / Millard Public Schools Foundation Classroom Grants
- High Ability Learner Program
- Library Services
- Multicultural Education
- Response to Instruction and Intervention
- Special Education

The following contributed to this report:

Mr. Andy DeFreece, Director of Early Childhood and Elementary Education

Dr. Nancy Johnston, Director of Secondary Education

Mr. Terry Houlton, Director of Special Education

Dr. Tami Williams, Director of Assessment, Research, and Evaluation

Ms. Donna Perkey, Department Head, Library Services

Ms. Susan McAdam, Coordinator of Grants and Volunteers

Dr. Kara Hutton, Coordinator of Special Programs

Ms. Barb Waller, Coordinator of Career and Technical Education

Dr. Jennifer Reid, Coordinator of English Language Learners, Poverty, Federal Programs

Ms. Jan Dahlgaard, MEP Facilitator, High Ability Learner Program

Respectfully submitted,

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

July 6, 2015

# **Table of Contents**

<u>Report</u> <u>Page</u>
Alternative Education Program
Assessment, Research, and Evaluation
Career & Technical Education 10
Community and School Volunteers 21
Curriculum Cycle (Elementary & Secondary Education) 23
Diploma Paths 40
Early Childhood
English Language Learner Program 45
Grants Report / Millard Public Schools Foundation Classroom Grants
High Ability Learner Program
Library Services
Multicultural Education
Response to Instruction and Intervention (RtI+I) 100
Special Education 102
# Alternative Education Program 2014-15

District Rule 6690.1 states that, "The Millard School District's Alternative Education Programs will include, but not be limited to, full school day, multi-year, educational programs. These programs will provide more individualized instruction, an innovative and rigorous curriculum, and a caring, structured environment. Alternative Education Programs will also address the needs of those students who have dropped out, who are at risk of dropping out and who wish to earn their diplomas, who have not met the District's Essential Learner Outcome assessment requirements for graduation, and who have been expelled or subjected to a long-term suspension for ten (10) school days or more."

To meet these requirements the District's Alternative Education Program consists of:

## The Middle School Alternative Program (MSAP)

Located in the Central Middle School Annex, MSAP addresses the learning needs of at-risk middle level students in the Millard School district. This program has defined an at-risk student as any student whose progress in school is impeded by:

- Chronic attendance problems.
- Chronic behavioral issues that interfere with his/her or with other students' learning.
- A lack of continuous progress in academic achievement.
- A general lack of academic progress, for which the current educational program is unable to meet these students' needs.

Enrollment during the 2014-2015 school year was 28.

This program has been eliminated for the 2015-2016 school year as a result of the Selective Abandonment process. Student needs will be addressed at their home school. Academic and behavioral issues will be reviewed by building data teams and addressed through placement in the appropriate tier of support (note: RtI+I did not exist when MSAP was created.) Other District programs will be accessed as may be appropriate.

## Millard Horizon High School (MHHS)

The primary purpose of MHHS is credit recovery and high school graduation. All students at MHHS are at significant risk of either dropping out or not completing their high school graduation requirements. Also, all MHHS students, having been unsuccessful in the District's traditional 2000+ student high schools, have found that they need a smaller, structured environment in order to be successful. MHHS currently provides that support.

Daning			, mus emp		ieraae >		raaero.			
Throughout the school year students enrolled in and/or graduated at the end of each of four										
semeste	ers.									
	2014-2015 YEAR	SEM 1	SEM 2	SEM 3	SEM 4	Total				
	oth G 1	0	0		0		ł			

During 2013-2014, the enrollment of MHHS was expanded to include 9<sup>th</sup> and 10<sup>th</sup> graders.

2014-2015 YEAK	SEM I	SEM 2	SEM 3	SEM 4	Total
9 <sup>th</sup> Graders	0	0	6	8	
10 <sup>th</sup> Graders	8	16	21	19	
11 <sup>th</sup> Graders	40	35	44	51	
12 <sup>th</sup> Graders	84	68	66	57	
Enrollment	132	119	137	135	
Graduates/Semester	12	10	8	28	58

#### Credit Recovery

Odysseyware is an online tool selected to utilize as a credit recovery option for unique situations based on student individual need. Millard Public Schools began utilizing Odysseyware beginning in August of 2009 at the Millard Learning Center and has continued to mainly utilize Odysseyware with students at Horizon High School.

During the past three years, there have been a few unique circumstances where utilization has also occurred within the other high schools. Approval for the use of Odysseyware licenses and monitoring of the program procedures and utilization is through the Office of Secondary Education. During the 2014-2015 school year, there were three English courses, seven math courses, three science courses, and three social studies courses available through Odysseyware.

Odysseyware 2014-2015											
	HHS	NHS	SHS	WHS	Total						
Students Enrolled	78	8	2	6	94						
Number of Courses Enrolled	163	9	3	13	188						
Number of Courses Completed	163	5	0	3	171						

Four of the eight students who started Odysseyware courses at Millard North High School, transferred to Millard Horizon High School. Of the two students not completing at Millard South High School, one was unable to finish two courses due to reassignment and the other will continue next fall. Two of the Millard West High School students transferred to Millard Horizon High School and one moved out of the District.

#### **Ombudsman** (Education Continuity)

A specific off-campus program that provides expelled students, students suspended for ten (10) school days or more, and/or students who have discontinued their enrollment without completing the District's graduation requirements, with opportunities that might allow them to acquire sufficient credits so as to stay on track for graduation. During 2014-2015, 177 students were enrolled in the Ombudsman program. These included:

Long Term Suspension Students:	99
Expelled Students:	48
Special Circumstances Students:	9
Restart Students:	21

#### Night-School Program

In addition to addressing the needs of students who have been expelled or long-term suspended, Millard Public Schools and Ombudsman have collaborated to provide an extended learning, credit recovery option to eleventh and twelfth grade students. During 2014-2015, there were 3 English, 3 math, 6 science, and 4 social studies courses available through Night School. Students attend either Monday or Tuesday for a two-hour session (4:15-6:15 p.m.) for 15 sessions or until completion.

Millard Public Schools & Ombudsman Night School Enrollment 2014-2015									
	HHS	NHS	SHS	WHS	Total				
Number of Students First Semester	3	28	10	5	46				
Number of Students Second Semester72810954									

## Ombudsman Restart Program

Students who have officially dropped out of high school and remain in the Millard Public Schools boundaries are welcomed back to Millard as they work to fulfill their graduation requirements. Students attend daily during a four hour session and complete classes through a personalized course of study. They work at their own pace and are granted credit for the course upon successful completion. Students are able to access this opportunity through the semester of their 21<sup>st</sup> birthday. Those that do not finish courses by the end of second semester are able to continue those courses when they return in August the following year until they complete their requirements.

Ombudsman Restart Enrollment2014-201								
	NHS	SHS	WHS	Total				
Number of Restart Students Enrolled	2	12	7	21				
Number of Graduates during 2014-15	1	1	2	4				

# Assessment, Research, and Evaluation 2014-2015

#### Assess Student Achievement

An essential role of the department of Assessment, Research, and Evaluation is to support the testing logistics and test production process for all buildings. We have processed thousands of tests this year. The department works collaboratively with building administrators and other district departments to ensure a positive testing experience for each student. The department also produces assessment reports for building use, parent communication, and the Board of Education.

The Millard Public School (MPS) Board of Education, through policy 6300 assessed curriculum: Accountability for Assessment and accompanying rules, establishes the expectation of the Millard comprehensive student assessment system to be aligned with our written and taught curriculum in order to:

- monitor the progress of students in a program, school, or the district;
- aid in planning and providing classroom instruction appropriate to student needs;
- assist in making decisions about placement of students;
- provide information for program monitoring, management, and evaluation.

The Millard comprehensive student assessment system is further explained in Policy 6315 Millard Education Program: Use of Assessment Data with accompanying rules and referenced in Policy 6320 with accompanying rules.

Locally developed Essential Learner Outcome assessments (ELOs) are part of our district's graduation requirements. Millard ELOs were developed to ensure that students are ready to transition from one level to the next, producing competent and qualified students who are able to succeed after leaving Millard Schools. Prior to 1990, our testing program was limited to a commercial "standardized" (nationally normed) achievement test as a common measure given at the same time across the whole district. The standards for the ELO assessments are set by teachers who work with the curriculum and with Millard students every day. The achievement of mastery or proficiency of any ELO assessment is noted by a cut score in the distribution of student scores. Students who are at or above that cut score are presumed to be proficient enough in that area to proceed in their education without specially-designed additional instruction. The cut scores are the results of a rigorous standard setting workshop. The cut score on each of the tests has been established by the combined judgment of several teachers in each workshop. We have been guided through this process by testing experts from Alpine Testing Solutions.

In 2014-2015, Millard administered over 10,800 ELOs to students in grades  $3^{rd} - 11^{th}$ . This year we completed standard setting for the updated high school Science ELO. The elementary and middle school writing assessment cut scores were validated using a modified equating process and contrasting group process. Looking ahead to next year, Millard will maintain the  $3^{rd}$ ,  $5^{th}$ ,  $6^{th}$ ,  $7^{th}$ , and  $10^{th}$  grade analytical writing assessments, but the volume of high school Reading, Math, and Science ELOs should be fewer due to changes in the high stakes assessment measurements as outlined in Rule 6315.1.

*State Testing* occurs in the second semester. Nebraska State Accountability (NeSA) is a system of criterion-referenced tests in reading, mathematics, science, and writing. NeSA items have

been developed by Nebraska teachers and Data Recognition. State assessments are authorized by legislative action and are outlined in state statute 79-760.

The testing window for state reading, math, and science was from the last week of March through the first week of May. Students in  $3^{rd} - 8^{th}$  and  $11^{th}$  grades participate in two, untimed sessions of both state reading and state math testing (four sessions total). Additionally, students in grades  $5^{th}$ ,  $8^{th}$ , and  $11^{th}$  participate in two, untimed sessions of state science. State writing occurs in the second semester grades  $4^{th}$ ,  $8^{th}$ , and  $11^{th}$ . In 2014-2015, Millard administered 63,364 individual online testing session occasions for nearly 12,000 students. Each test session is untimed, however, most students average 30-60 minutes per testing session.

While the best way to prepare for state testing is the active, engaged learning that occurs every day in every MPS classroom, Millard students also participated in practice state testing prior to spring testing. Many buildings utilized the state-provided practice tool called Check 4 Learning (C4L). Over 47,650 individual online C4L practice sessions were taken by Millard students in 2014-2015.

Millard administrators and building leaders participated in mandatory NeSA administration training that outlined 'before, during, and after' protocol to ensure all students received an equitable and comfortable testing experience. The Nebraska Department of Education conducted security walk-throughs during state testing. Millard received positive feedback on our adherence to security procedures.

Millard supports the work of the Nebraska Department of Education. Millard provides volunteers for NDE assessment activities whenever requested. This summer, Millard teachers will be participating in NDE writing paper range finding, NeSA Math, NeSA Science regular assessment item writing, and NeSA Alternate Assessment Reading and Science item writing. The opportunity to collaborate state-wide and be part of state assessment development is valued.

*Nationally normed standardized testing*, as required by Nebraska Department of Education Rule 10, is administered in Millard to students in all three levels. As we have traditionally, students in 3<sup>rd</sup> grade participated in the *TerraNova, Third Edition* Complete Battery along with the aptitude test *InView*. New this year, students in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade participated in the ACT<sup>®</sup> Aspire summative test. 11<sup>th</sup> grade students participated in the spring District Choice State Testing (DCST) ACT<sup>®</sup> test. These tests allow us to evaluate how our students and programs compare to nationwide norms. The ACT<sup>®</sup> suite of assessments also provides information relative to the college and career readiness of our students. Results from ACT<sup>®</sup> Aspire testing were presented at the April 20, 2015 Board of Education meeting. Results from the Millard administration of DCST ACT<sup>®</sup> test will be presented this upcoming fall.

Our team also assists in the logistics and management of the math placement, Orleans-Hanna and CogAT testing.

#### District Assessment Committee

The District Assessment Committee was convened this year with the purpose of making a recommendation regarding required Millard district benchmarks/universal screener and Rule 10 assessments kindergarten through grade 12. The committee met five times in the fall semester. District administration compiled a list of vetted assessment choices, supporting research and implementation documents, and provided a consistent summary overview of each assessment

option. With this information, committee members researched these options more, met as a committee with vendors, and came to consensus to request a pilot of STAR assessments. On December 1, 2014, the Millard Public Schools Board of Education approved the STAR pilot. The committee met on April 1, 2015 to review STAR pilot progress and concluded a recommendation to discontinue the pilot. This recommendation was approved by Dr. Feldhausen, Associate Superintendent of Educational Services and presented to the Millard Board of Education on April 20, 2015.

Additionally, an extension committee made up of secondary-only representation met on December 4, 2014 and January 20, 2015 with the purpose of making a recommendation regarding the 9<sup>th</sup>/10<sup>th</sup> grade assessment prior to 11<sup>th</sup> grade DCST ACT. The recommendation is to continue with Aspire testing in 10<sup>th</sup> grade paper/pencil mode, eliminate Aspire testing in 8<sup>th</sup> and 9<sup>th</sup> grades, and add online Aspire testing in 7<sup>th</sup> grade.

Although the STAR pilot did not result in an assessment change, the continued review of quality, efficiency, and cost of Millard district benchmarks/universal screener and Rule 10 assessments kindergarten through grade 12 is important and will continue in the 2015-2016 year.

#### **Student Information System**

Millard Public Schools adopted Infinite Campus as the district student information system in the winter of the 2005-2006 school year. In the fall of 2012, the department of Assessment, Research, and, Evaluation took primary responsibility of Infinite Campus leadership, data, and state reporting.

#### Support

In 2014-2015, our locally managed IC Help Desk responded to 1,960 level I and level II tickets and inquiries. Help Desk ticket trends help determine staff development or communication needs. Avenues of communication include posting messages for all users on the IC Process In Box and email. We also host monthly secondary level registrar meetings. Topics discussed this year at Registrar meetings include but are not limited to grade book configuration to support building-level grading practices, enrollment protocol, school boundary communication, and transcript protocol.

#### Academic Planner

Under the direction of MNHS assistant principal Susan Marlatt, Millard North High School, Millard North Middle School, and Kiewit Middle School collaborated to try online course planning and registration for all incoming MNHS 9<sup>th</sup> high school students. The trial was successful and is being implemented at Millard South High School next year. Millard West High School is considering implementation. Benefits of the trial included ease of parent communication in high school course planning options and ease of digital course requests to inform high school administration for planning purposes. Concerns of the trial included adjustment to 8<sup>th</sup> grade meeting time for high school courselors and expected additional work that accompanies any new process.

#### Use of Resources

In addition to grade book and student demographic information, Infinite Campus continues to expand the functionality of the tool beyond typical student information system resources with little or no additional cost. The Academic Planner described above is one such example.

Also, with the leadership of Amanda Hunt, Neihardt administrative intern and Dr. Jennifer Allen, assistant principal at Millard West High School, this spring, a committee of elementary and secondary leaders have met to establish Response to Intervention IC documentation protocol. The hope is that all paper/pencil RtI+I documentation is digitally tracked by May 1, 2016. This enhancement should positively impact transition communication between grade levels and key staff.

Under the leadership of Dr. Curtis Case, Director of Digital Learning, a group is meeting to determine if the online quiz and curriculum management tools available in IC could be used to replace or enhance current tools. A small group of teachers are part of this review in addition to district leadership in staff development and instructional technology support.

It is anticipated that "Think Campus First" will continue to be of benefit to the district as we maximize our use of budget for essential and innovative tasks.

#### **State Reporting**

Our team is responsible for reporting student data to Nebraska Department of Education's Nebraska Student and Staff Record System (NSSRS). The primary team role responsible for this reporting is our Database Programmer. This role transitioned mid-fall of this year. Our newest team member has been successful in building support relationships with NDE and other Nebraska districts which utilize Infinite Campus. Even in this transition, we have met state reporting requirement deadlines throughout the year including monthly database updates and error reconciliation. We are currently completing end-of-year state reporting which is due mid-June. We collaborate heavily with the Millard Special Education office and Human Resources to complete required reporting.

Currently under initial development, Adviser, the statewide data dashboard has potential to change or streamline the future of state reporting. Millard will continue to consider the appropriate time to become involved in the state Adviser pilot. Local resources and timing of transition are considerations impacting that timing.

#### **Data Analysis**

Strategy #4: We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.

#### Tableau

In the summer of 2010, Millard purchased the product Tableau. Tableau is a data visualization tool that transforms information from database sources into views for easy investigations. The department of Assessment, Research, and Evaluation has collaborated with the Millard Technology department to create powerful data visualizations for district administrators, building administrators, and district-level leaders. Current visualizations show information about attendance, assessment, enrollment, and behavior. All certificated staff have access to data visualizations through Tableau.

#### Lightning Grader

Lightning Grader (LG) is a web-based tool Millard is using to store formative assessment questions created by teachers to be used in classrooms. LG allows teachers to create online and paper/pencil types of assessments that can be administered to students and graded quickly to

provide teachers with "real time" data that can drive instruction in the classroom. Currently, the LG database contains nearly 4,800 3rd-8th grade mathematics questions. These questions are peer-reviewed for quality and accuracy and aligned to course standards/indicators. During the 2014-2015 school year, Millard Public School teachers administered over 35,000 assignments of which 77% were online and 23% were on paper. Next steps include adding additional questions for other grade levels and subjects

#### School Boundary Update

This 2014-2015 was the first year of implementation of new school assignment boundaries and the second year of December communication to Millard families regarding school boundary assignments with grandfathering and sibling rules. For our team, year 2 communication was similarly robust as year 1. A point of success this year was the implementation of a local computer process we termed Boundary Letter Template Your User Manager (BLTYUM). This computer process allows the Student Services team to generate, queue and review all school assignment notification letters based on the school boundary assignment business rules determined in 2013-2014. BLTYUM helps decrease human error, allows for human review to trump automated processes, and ensures data tracking of school assignment decisions for future data needs. The success of BLTYUM this year will significantly decrease our team's role next year in boundary letters.

#### Strategic Planning and Building Site Planning Process

With direction from Dr. Kim Saum Mills, in the fall of 2014, the Department of Assessment, Research, and Evaluation collaborated to support building data retreats as part of the building site planning process. During each retreat, buildings were provided cohort data on all ELO and NeSA information as well as subgroup data as needed. Each building completing the site planning process was provided a rich data book including ELO and NeSA performance, classroom grade performance, behavior referral data, attendance data, teacher education and years of experience, building demographic data, and assessment data disaggregated by special education status, gender, ethnicity, and lunch status. The department also provided open house sessions for building principals to attend and collaborate on data needs to personalize their building data books. Lastly, all buildings received a personalized data book at the end of this school year to enhance their personal, end-of-year reflection.

Our team also provided each of our 35 principals and their supervisor a data book in August 2014 to enhance building leadership conversations. This data book was updated and redistributed in March 2015 to help guide end of year reflections.

#### **Program Evaluations**

Pursuant to Policy 6500 Assessed Curriculum: Program Evaluation and accompanying rule 6500.1, in 2014-2015 the department completed the following evaluations:

- Program Evaluation for High School Career Academies (BOE, December 15, 2014)
- Birth to 5 (Internal Presentation, January 21, 2015)
- Poverty Plan Report (BOE, October 6, 2014)

Our team also provided the data need for the Superintendent's Learning Community Evaluation Report, Early Learning Center Evaluation, and Selective Abandonment reports such as small class size analysis, hexter analysis, and others.

#### **Research and Surveys**

Millard has supported many research projects in 2014-2015. Our office managed the administration of the Gallup student survey to students in  $5^{\text{th}} - 12^{\text{th}}$  and the administration of the Developmental Asset Profile (DAP) to students in grades  $7^{\text{th}}$ ,  $9^{\text{th}}$ , and  $11^{\text{th}}$ .

Millard supports staff-initiated research. All research proposals, internal and external, are reviewed by ad-hoc committee. If needed, suggestions are given. In 2014-2015, 80 research proposals were received and reviewed by ad-hoc committee per policy 6900 and Rule 6900.1.

Millard currently maintains ongoing research and/or data agreements with the following stakeholders: Avenue Scholars, Buffet Early Childhood, College Possible, UNO Service Learning, Learning Community Elementary Learning Center, On The Way Home, SHARP Modified Youth Risk Behavior Survey, TeamMates, NDE Nebraska First Year Survey, Educare of Omaha, Youth Frontiers, and MSHS teacher big data project. Pending research includes Boys Town Well Managed Classroom, Big Brothers Big Sisters Promoting Enhanced Resilience and Learning, and UNO Psychology Students in Training.

# Career & Technical Education Report 2014-2015

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

Each discipline provides the opportunity for students to participate in a Career & Technical Education Student Organization (CTSO). The CTSOs, such as Distributive Education Clubs of America (DECA); SkillsUSA; Family, Career and Community Leaders of America (FCCLA); and Future Educators Association (FEA) provide extensions to classroom curriculum, and opportunities to apply college and career readiness skills and develop leadership skills. Students from each high school participated in district and state competitive events.

Career and Technical Education activities of note during the 2014-2015 academic year include:

#### Millard Educational Program (MEP) Curriculum Support

During the 2014-15 school year Industrial Technology continued implementation of the Project Lead the Way courses at the high school level with the addition of the fourth course at Millard North and Millard South and the second year of offering all four courses at Millard West as a result of Phase III (Implementation). Business and Information Technology and the Technology Mini-magnet were in Phase II of the MEP Cycle. Counseling and Family & Consumer Science were in Phase IV (Curriculum Monitoring) of the MEP Cycle in preparation of moving into Phase I during the 2105-16 school year.

#### Personal Learning Plans (PLP)

The Naviance web-based college and career planning tool continued to be used to support the Millard PLP. The subscription to Naviance was expanded to support the Middle Level PLP. Implementation planning occurred during the first 9 weeks of the school year and implementation began during third hexter. The addition of Naviance at the middle level will enhance transitions from 8<sup>th</sup> to 9<sup>th</sup> grade as the students prepare to be college and career ready by gaining self-understanding regarding personal traits and interests and search for career possibilities. Naviance streamlined the PLP process as a tool that synchronized with Infinite Campus, provided electronic inventories, and automatically recorded the results in the student file. In addition, the system linked career interest results to college and career placement information.

Counselors continued the lesson to create and document a four year course plan for each student in the Class of 2018 using the Course Planner feature of Naviance. Advisors continued the lesson for 10<sup>th</sup> and 11<sup>th</sup> grade students to review and revise the four year plan students created when in 9<sup>th</sup> grade. The initial 9<sup>th</sup> grade lesson and the lesson to review and revise the four year plan occur annually and will be used to make course selections to prepare for graduation and post-secondary plans. The high school PLP was reviewed and modified by a committee of students, teachers, counselors, and administrators. Two of the main changes include: SMART Goals will now be established throughout the school year, specific to each course with one culminating reflection within Naviance completed at the end of the school year within 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. In addition, the resume tool within Naviance will be utilized as a repository of information that can be used for completion of a student resume within the required Oral Communication course and when applying for college scholarships. The revised PLP requirements will be shared with staff during Fall Workshop 2015 and with students during the 2015-16 school year.

#### **Carl Perkins Funding**

During the 2015 fiscal year Millard received \$134,242 in Perkins funds. Grant funds were used to purchase CNC equipment, laptops, and a Panelmaster door machine for Industrial Technology; cookware for the induction burners for new Family & Consumer Science teachers; and a printer and flat screen monitors for the Business labs. In addition, funds were used to support staff development in the form of attendance at related conferences (e.g., Nebraska Career Conference), to support training on new equipment/software, to develop career field post-secondary course alignment, and to develop lessons to strengthen applied mathematics skills. The District anticipates funding for Fiscal Year 2015 will be the same as 2015 (\$134,242.00). The program evaluation and documentation required by Perkins IV legislation has been completed.

#### **Millard Career Academies**

The two-year sequence of courses in the Culinary Skills; Distribution and Logistics Management; Education; Entrepreneurship and Health Sciences Academies are fully implemented.

Participants earned 40 credits per year toward high school graduation and had the option to participate in dual enrollment credit with Metropolitan Community College and University of Nebraska Omaha. The number of dual enrollment participants for each semester is noted in the table below. The Millard Public Schools Foundation provided dual enrollment scholarships for one-half the reduced rate tuition for all year 1 students first semester. The scholarship was renewed second semester for those who maintained a grade point average of B in their dual enrollment courses first semester. Due to low enrollment over time, the 2014-2015 school year was the last year for Culinary Skills Academy. Year 2 will be offered in 2015-2016 through an agreement with Metropolitan Community College to allow current Year 1 students to complete their program of study.

	Year I Culinary Skills; Distribution & Logistics Management;												
Education; Entrepreneurship; and Health Sciences Academies													
	Building	emester	nrollment	Ass	Assigned High School			Using District Provided Transportation			Number of students enrolled for dual credit		College Credit Possible in
	Γ	Š	E	HHS	NHS	SHS	WHS	NHS	SHS	WHS	MCC	UNO	Year 1
Culinary Skills	ннс	1	13	2	4	3	4	4	1	4	13	NA	23.5
Academy	11115	2	11	0	4	3	4	4	1	+	11	NA	25.5
Distribution & Logistics	ннс	1	16		5	2	9	2	1	5	16	NA	27
Management Academy	11115	2	16		5	2	9	2	1	5	16	NA	21
Education	WHS	1	26		2	10	14	0	2	0	26	NA	21
Academy	W115	2	25		2	9	14	0	2	0	25		21
Entrepreneurship	спс	1	21		6	2	13	1	0	5	21		26
Academy	5115	2	19		6	1	12	1	1 0	5	19	NA	20
Health Sciences	ппе	1	38		3	9	26	2	4	0	38	NA	24
Academy	ппз	2	35		3	8	24	2	4	9	35	NA	54

	Year II												
Culinary Skills; Distribution & Logistics Management;													
Education; Entrepreneurship; and Health Sciences Academies													
	Building	emester	nrollment	Ass	Assigned High School			Using District Provided Transportation			Number of students enrolled for dual credit		College Credit Possible in
	I	Š	E	HHS	NHS	SHS	WHS	NHS	SHS	WHS	MCC	UNO	Year 2
Culinary Skills	ннс	1	10		2	6	2	2	2	2	10	NA	10
Academy	11115	2	10		2	6	2	2	2	2	10	NA	10
Distribution & Logistics	ння	1	16		1	3	12	1	1	2	16	NA	25
Management Academy	11115	2	11		0	1	10	1	1	_	11	NA	25
Education	WHS	1	22		4	7	11	2	1	0	22	22	15 + 3 via
Academy	W115	2	20		3	7	10	2	1	0	20	18	AP Exam
Entrepreneurship	CHC	1	11		5	3	3	4	0	0	11	NA	10
Academy	5115	2	7		3	2	2	4 0	0	7	NA	- 19	
Health Sciences	ппс	1	52		6	16	30	6	10	10 10	52	NA	18 + 3 via
Academy	IIIIS	2	47		4	16	27	0	10	10	47	NA	AP Exam

The following tables document enrollment, optional tuition cost and course sequence for all Millard Career Academies for 2014-2015.

<b>Enrollment for All Millard Career Academies for 2014-2015</b>										
Acadamy	Academy	Voor	Envolument	Assigned High School						
Academy	Location	rear	Enronment	HHS	NHS	SHS	WHS			
Culinom Skills	Horizon	1	13	2	4	3	4			
Cumary Skins	HOLIZOII	2	10		2	6	2			
Distribution & Logistics	Horizon	1	16		5	2	9			
Management	HOLIZOII	2	16		1	3	12			
Education	WHS	1	26		2	10	14			
Education	W IIS	2	22		4	7	11			
Entropyonalis	CHC	1	21		6	2	13			
Entrepreneursmp	585	2	11		5	3	3			
Health Sciences	Homigor	1	38		3	9	26			
Health Sciences	Horizon	2	52		6	16	30			

## **Academy Course Sequence and Optional Tuition Cost**

	Year 1, Semester 1									
Course Number	Course Name	Millard Credits	MC Enro Tu Credits	C Dual ollment ition* Tuition	UNO Dual Enrollment Tuition** Per course	Transfer Notes				
ACS01	Culinary Orientation Seminar • Orientation • Sanitation • Culinary Math	10	6	\$ 120.00		MCC CHRM 1000, CHRM 1020, CHRM 0950				
ACS05	Culinary Foundations	5	4	\$ 40.00		MCC CHRM 1030				
Tuitio	on due to post-secondary institution in A	ugust		\$ 160.00						
Year 1, Semester 2										
ACS10	Culinary Foundations II	5	4	\$ 40.00		MCC CHRM 1110				
0007	English 11	10	4.5	\$ 40.00		MCC ENGL 1010 & transfers to UNO English Composition I				
ACS15	Soup and Sauce Cookery	10	3	\$ 40.00		MCC CHRM 1120				
Tuitic	on due to post-secondary institution in Ja	nuary		\$ 120.00						
		Year	2, Seme	ester 1						
ACS20	Baking Seminar <ul> <li>Baking Basics</li> <li>Pastries</li> </ul>	15	7	\$ 80.00		MCC CHRM 1210, CHRM 1220 (Baking Seminar will be completed in 2 <sup>nd</sup> semester)				
ACS30	Spanish for Culinary Professionals	5	3	\$ 40.00		MCC CHRM 1060				
ACS35	Culinary Internship I	5								
Tuitio	on due to post-secondary institution in A	ugust		\$ 120.00						
Year 2, Semester 2										
ACS20	Baking Seminar <ul> <li>Artisan Breads</li> </ul>	5	4	\$ 40.00		CHRM 1250 (Baking Seminar continuation from 1 <sup>st</sup> semester)				
ACS25	Cakes	5	4	\$ 40.00		MCC CHRM 1260				
ACS40	Culinary Internship II	5								
Tuitic	on due to post-secondary institution in Ja	nuary		\$ 80.00						

# **Culinary Skills Academy**

\* Based on Metropolitan Community College reduced rate tuition of \$40.00 per course or \$31.50 fee per credit for courses taught jointly by MCC and Millard staff for 2014-2015. This rate is subject to change by MCC.

# **Distribution & Logistics Management Academy**

Year 1, Semester 1										
Course Number	Course Name	Millard Credits	MCC Enrollme	C Dual nt Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes				
			Credits	Tuition	Per course					
0007	English 11	10	4.5	\$ 40.00		MCC ENGL 1010 & transfers to UNO English Composition I				
ATD10	Introduction to Business	5	4.5	\$ 40.00		MCC BSAD 1000				
ATD01	Introduction to Transportation, Distribution & Logistics	5	4.5	\$ 40.00		MCC INCT 1100				
Tuition d	ue to post-secondary institution in	August		\$ 120.00						
Year 1, Semester 2										
ATD05	Industrial Safety & Health	5	4.5	\$ 40.00		MCC INCT 1000				
ATD15	Introduction to Distribution	5	4.5	\$ 40.00		MCC INCT 1500				
ATD20	Principles of Marketing	5	4.5	\$ 40.00		MCC BSAD 1010				
ATD25	Principles of Management	5	4.5	\$ 40.00		MCC BSAD 2100				
Tuition d	ue to post-secondary institution in .	January		\$ 160.00						
		Ye	ar 2, Sem	ester 1						
ATD30	Mechanical Print Reading	5	4	\$ 40.00		MCC INCT 1050				
ATD60	College Composition and Research	5	4.5	\$ 40.00		MCC ENGL 1020 & transfers to UNO ENGL 1160				
ATD35	<b>Business Logistics</b>	5	4.5	\$ 40.00		MCC BSAD 2400				
ATD55	Distribution and Logistics Management Internship	5								
Tuition d	ue to post-secondary institution in	August		\$ 120.00						
		Ye	ar 2, Sem	ester 2						
ATD40	Purchasing and Material Management	5	4.5	\$ 40.00		MCC BSAD 2410				
ATD65	Radio Frequency Identification	5	4.5	\$ 40.00		MCC ELEC 1300				
ATD50	Production and Operations Management	5	4.5	\$ 40.00		MCC BSAD 2420				
ATD55	Distribution and Logistics Management Internship	5								
Tuition d	ue to post-secondary institution in .	January		\$ 120.00						

\* Based on Metropolitan Community College reduced rate tuition of \$40.00 per course or \$31.50 fee per credit for courses taught jointly by MCC and Millard staff for 2014-2015. This rate is subject to change by MCC.

		Z	/ear 1, Ser	nester 1					
Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition* Per course	UNO Dual Enrollment Tuition** Per course	Transfer Notes			
0007	English 11	10	4.5	\$ 40.00		MCC ENGL 1010 & transfers to UNO English Composition I			
0527	Child Development	5	4.5	\$ 40.00		MCC ECEN 1150 & transfers to UNO Introduction to Early Childhood Education			
AED01	Child Development Pre-Practicum	5	1.5	\$ 40.00		MCC ECEN 1220			
Tuition du	e to post-secondary institution in	August		\$ 120.00					
Year 1, Semester 2									
AED35	Professional Speaking	5	4.5	\$ 40.00		MCC SPCH 1110 & transfers to UNO as Public Speaking Fundamentals			
AED10	Introduction to Professional Education	5	3		\$ 250.00	Directly enrolled at UNO			
0422	World Religions	5	3		\$ 250.00	Directly enrolled at UNO			
AED15	Education Seminar I	5							
Tuition due t	to post-secondary institution in Ja	anuary		\$ 40.00	\$ 500.00				
		Z	/ear 2, Ser	nester 1					
AED20	Behavior Modification & Principles of Learning	5	4.5	\$ 40.00		MCC PSYCH2140 & transfer to UNO as Education Elective			
AED05	College Composition and Research	5	4.5	\$ 40.00		MCC ENGL 1020 & transfers to UNO English Composition II			
0453	AP <sup>®</sup> Psychology	5	3		\$ 250.00	Directly enrolled at UNO			
AED30	Best Practices in Education	5							
Tuition du	e to post-secondary institution in	August		\$ 80.00	\$ 250.00				
		J	/ear 2, Ser	nester 2					
AED25	Introduction to Communication Disorders	5	3		\$ 250.00	Directly enrolled at UNO			
AED40	Education Seminar II	5							
AED45	Education Seminar III	5							
AED50	Education Practicum	5							
Tuition due	e to post-secondary institution in	January			\$ 250.00				

## **Education Academy**

\* Based on Metropolitan Community College reduced rate tuition of \$40.00 per course or \$31.50 fee per credit for courses taught jointly by MCC and Millard staff for 2014-2015. This rate is subject to change by MCC.

\*\* Based on University of Nebraska at Omaha reduced rate tuition of \$250.00 per course for 2014-2015. This rate is subject to change by University of Nebraska at Omaha.

## **Entrepreneurship Academy**

Year 1, Semester 1											
Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes					
AEN01	College Accounting I-A	5	4	\$ 126.00		MCC 1100 Completion of College Accounting I-A, I-B & II transfers to UNO Principles of Accounting I & II					
0007	English 11	5	4.5	\$ 40.00		MCC ENGL 1010 & transfers to UNO English Composition I					
AEN20	Introduction to Entrepreneurship	5	4.5	\$ 40.00		MCC ENTR 1050 & transfer to UNO Introduction to Entrepreneurship					
AEN10	Introduction to Business	5	3		\$ 250.00	Directly enrolled at UNO					
Tuition of	lue to post-secondary institution in	n August		\$ 206.00	\$ 250.00						
Year 1, Semester 2											
AEN01	College Accounting I-B	5	4	\$ 126.00		MCC 1110 Completion of College Accounting I-A, I-B & II transfers to UNO Principles of Accounting I & II					
0007	English 11	5				MCC ENGL 1010 & transfers to UNO English Composition I (continued from semester 1)					
AEN05	Wealth Building and Personal Finance	5	4.5	\$ 40.00		MCC FINA 1200 & transfers to UNO Personal Finance					
AED25	Legal Issues for the Entrepreneur	5	4.5	\$ 141.75		MCC ENTR 2060 & transfers to UNO as Business Elective					
Tuition d	lue to post-secondary institution in	n January		\$ 307.75							
		Ŷ	/ear 2, Se	mester 1							
AEN15	College Accounting II	5	4	\$ 126.00		MCC 1120 Completion of College Accounting I-A, I-B & II transfers to UNO Principles of Accounting I & II					
AEN30	Entrepreneurship Feasibility Study	5	4.5	\$ 141.75		MCC ENTR 2040 & transfers to UNO Business elective					
0541	AP <sup>®</sup> Microeconomics	5	3		\$ 250.00	Directly enrolled at UNO (ECON 2220)					
AEN45	Entrepreneurship Seminar & Internship	5									
Tuition of	due to post-secondary institution in	n August		\$ 267.75	\$ 250.00						
Year 2, Semester 2											
0540	AP <sup>®</sup> Macroeconomics	5	3		\$ 250.00	Directly enrolled at UNO (ECON 2200)					
AEN40	Marketing for the Entrepreneur	5	4.5	\$ 40.00		MCC ENTR 2050 & transfer to UNO Business elective					
AEN45	Entrepreneurship Seminar & Internship	10									
Tuition d	lue to post-secondary institution in	1 January		\$ 40.00	\$ 250.00						

\* Based on Metropolitan Community College reduced rate tuition of \$40.00 per course or \$31.50 fee per credit for courses taught jointly by MCC and Millard staff for 2014-2015. This rate is subject to change by MCC.

\*\* Based on University of Nebraska at Omaha reduced rate tuition of \$250.00 per course for 2014-2015. This rate is subject to change by University of Nebraska at Omaha.

# **Health Sciences Academy**

Year 1, Semester 1										
Course Number	Course Name	Millard Credits	MC Enro Tu	C Dual ollment ition*	UNO Dual Enrollment Tuition**	Transfer Notes				
			Credits	Tuition	Per Course					
AHS01	Human Anatomy & Physiology for Health Sciences	10	5	\$ 40.00		MCC BIOS 1310 & transfers to UNO BIOL 1730				
AHS05	Medical Terminology I	5	4.5	\$ 40.00		MCC HIMS 1120				
AHS15	<ul> <li>Health Sciences Orientation Seminar</li> <li>Cardiopulmonary Resuscitation &amp; Heart Saver First Aid/AED</li> <li>Foundations of Health Careers</li> </ul>	5	6.5	\$ 120.00		MCC HLTH 1000 CPR & HLTH 1010 Heart Saver/First Aid/AED & HLTH 1015 Foundations of Health Careers				
Tuitio	on due to post-secondary institution in A	ugust		\$ 200.00						
Year 1, Semester 2										
AHS20	Introduction to Medical Law & Ethics	5	4.5	\$ 40.00		MCC HIMS 1150				
AHS10	Medical Terminology II	5	4.5	\$ 40.00		MCC HIMS 1130				
AHS25	Nutrition in the Life Cycle	5	4.5	\$ 40.00		MCC SCI 1112				
AHS30	Disease Processes	5	4.5	\$ 40.00		MCC HIMS 1210				
Tuitic	on due to post-secondary institution in Ja	nuary		\$ 160.00						
		Yea	r 2, Sem	lester 1						
AHS35	Long Term Care/Certified Nursing Assistant	10	6.5	\$ 40.00		MCC HLTH 1200				
	Additional fees for above course			\$ 59.50		Class fees				
0453	AP <sup>®</sup> Psychology	5				Credit earned by meeting AP <sup>®</sup> testing criteria				
AHS50	Health Sciences Internship	5								
Tuitio	on due to post-secondary institution in A	ugust		\$ 99.50						
	Year 2, Semester 2									
AHS45	Emergency Medical Technician - Basic	10	12	\$ 378.00		MCC HLTH 1100				
	Additional fees for above course			\$ 109.50		Class fees				
AHS40	Genetics	5	4.5	\$ 40.00		MCC HIMS 2010				
AHS50	Health Sciences Internship	5								
Tuitic	on due to post-secondary institution in Ja	nuary		\$ 527.50						

\* Based on Metropolitan Community College reduced rate tuition of \$40.00 per course or \$31.50 fee per credit for courses taught jointly by MCC and Millard staff for 2014-2015. This rate is subject to change by MCC.

#### Metropolitan Community College Academies

Millard Public Schools continues a partnership with Metropolitan Community College to provide the following technical academies. The District seeks appropriate school-to-career programs that will enhance the school and work-based learning opportunities available for students.

			2012	2-2013			201	3-201	4		201	4-20	15			201	5-20	16	
		Ν	S	W	Т	Ν	S	W	Т	Н	Ν	S	W	Т	Н	Ν	S	W	Т
835	Theater Tech		1		1				0		1			1		1			1
836	HVAC				0				0					0					0
837	Auto Body				0			1	1					0					0
838	Auto Tech		1	4	5	1		3	4		1		2	3				1	1
841	Horticulture				0				0					0					0
842	Criminal Justice				0	1		1	2			1	5	6			1	2	3
843	Electrical Technology				0	1			1		1			1		1		1	2
844	Legal Assistant				0				0					0					0
845	Diesel			1	1		1	2	3					0			1		1
846	Web Development				0				0					0					0
847	Small Engines/Machining Year 1				0				0					0					0
848	Small Engines/Machining Year 2				0				0					0					0
852	Welding Technology Year 1				0				0	1	1			2					0
853	Welding Technology Year 2				0				0					0					0
854	Film Making (Digital Cinema)	1			1				0		1		1	2					0
855	Call Center Specialist				0				0					0					0
856	Certified Nursing Assistant				0				0					0					0
857	Database Administration				0				0					0					0
858	Emergency Management Technician				0				0					0					0
859	Human Service/Social work				0				0					0					0
861	Medical Office Technology				0				0					0					0
862	Network Security				0				0					0					0
863	Plumbing Technology				0				0					0					0
864	Writing for Screen and Stage				0				0					0					0
865	Computer Programming				0				0					0					0
866	Game Design				0				0					0					0
		1	2	5	8	3	1	7	11	1	5	1	8	15	0	2	2	4	8

#### Metropolitan Community College Technical Academy Offerings and Enrollment

#### University of Nebraska Medical Center Health Science Alliance

Since August 2011, Millard Public Schools has participated in a partnership with the University of Nebraska Medical Center (UNMC) to offer science classes to high school juniors and seniors who are interested in health sciences. Selected applicants participated in the UNMC High School Alliance along with students from nine other local school districts. The UNMC High School Alliance included 50 students from the nine school districts. Nine Millard students participated in the 2014-2015 school year including six students from Millard North, one from Millard South and two from Millard West. Nine students will participate during the 2015-2016 school year including three from Millard South and six from Millard West.

Students earn dual enrollment credit at University of Nebraska at Omaha. They attend their assigned high school in the morning and travel to UNMC for their Alliance courses in the afternoon. Millard Public Schools does not provide transportation to and from UNMC.

#### Air Force Junior Reserve Officer Training Corp

Application for an Air Force Junior Reserve Officer Training Corp (AFJROTC) site was completed and submitted during the 2014-15 school year. Site visits were made to other area school districts with JROTC programs to visualize how Millard Public Schools could provide space and equipment needed for a unit and to learn from the experiences these buildings have had. A course review was completed and included within the 2015-16 High School Curriculum Handbook and Registration Guide pending approval of a unit. Construction plans were created to fulfill required space needs at Millard South High School to house the program. On April 21, 2015, an AFJROTC Site Survey was completed by Colonel Wolfgang Gesch, AFJROTC Region Director. Representatives from Millard South High School, the District and community were part of the Site Survey Team. According to the Colonel, he was highly impressed with the commitment of Millard Public Schools and gave Millard a perfect score on the survey, to his memory, a first. We are waiting approval, which will likely not be made in time for the 2015-16 school year, but are hopeful for the 2016-17 school year.

#### **Avenue Scholars**

Millard South High School again participated in the Avenue Scholars Program provided by the Avenue Scholars Foundation. Avenue Scholars provided a Talent Advisor for selected juniors and seniors. An Avenue Scholar Plan was developed for each student with a focus on academic, career, and financial plans in preparation for post-secondary opportunities. Following high school, students are able to enter Metropolitan Community College (MCC) with the support of the College Talent Advisor.

Juniors met with the Talent Advisor for one block on alternating days and earned five credits per semester. In 2014-2015 twenty juniors participated in the program.

Seniors met with the Talent Advisor for one block on alternating days during first semester and earn five credits. During second semester of the senior year Avenue Scholars participants attended high school classes in the morning and traveled to a MCC campus in the afternoon. Students met with the Talent Advisor one day per week and earned dual credit while completing two college courses the remainder of the week. Students earned twenty elective credits during the second semester. Fifteen seniors participated in first semester and fourteen participated second semester. This was the third year that second semester Avenue Scholar seniors earned dual credit at Metropolitan Community College.

#### Early College

The Early College High School at Millard South is ready for classes beginning in August 2015. Students who enter the program in 9<sup>th</sup> grade and follow the recommended four-year plan will earn an Associate of Arts degree at Metropolitan Community College (MCC) while earning a Millard Diploma. Students will pay half of the reduced rate tuition and will receive a scholarship for the remaining half from the Millard Public Schools Foundation. The reduced rate tuition is \$25.00 per course.

There will be 221 students (158 - 9<sup>th</sup> grade, 45 - 10<sup>th</sup> grade, 17 - 11<sup>th</sup> grade, 1 - 12<sup>th</sup> grade) participating in the Early College High School in 2015-2016. Millard South teachers who meet the criteria for adjunct faculty established by Metropolitan Community College will provide the instruction. These teachers must have a Master's degree either in their field or a Master's degree in another area of study with an additional 18 graduate hours in their field.

The following table identifies the MCC-MPS course alignment for the recommended 4-year plan.

## Liberal Arts Academic Transfer/Associate of Arts Degree Requirements Sample Four Year Plan

Ν		Courses			MPS C	Courses	
Ge	neral	Education		9th Grade	10th Grade	11th Grade	12th Grade
Communications	nerai	Luucation	CR	Jui Graue	Toth Grade	11th Graue	12th Graue
ENGL	1010	English Comp I	4.5			0007A/B English 11	
						or 0047A/B AP Language &	
ENGL	1020	English Composition II	4.5			Composition	0035 Research Methods
SPCH	1110	Public Speaking	4.5	0020 Speech			
Quantitative/Numeracy Skills		l. mut shemme				1	
Math	1310	Intermediate Algebra	4.5			0231A/B Algebra II	
Other	1010	Human Palations Skills	4.5	PD80 Academic Seminar			
INFO	1010	Information Systems and Literacy	4.5	0561 Information			
				Technology Applications			
Total General	Educati	on Requirements	27.0				
Associate	of Aı	rts Requirements					
Quantitative/Numeracy Skills	4.5 requ	uired				1	
Math	1420	College Algebra	4.5			0236A/B College Prep Math or 0238A PreCalculus	
Math	1430	Trigonometry	4.5			0238B Precalculus	
Social Sciences	9 requi	ired					
HIST	1010	U.S. History to 1877	4.5			0450A/B AP US History	
HIST	2050	Modern Europe Since 1815	4.5				0451A/B AP European
1101	2000						History
Humanities	9 requi	red (Art, Literature, Writing, Wo	rld Lan	guage)			
ENGL	2510	American Literature I	4.5			0007A/B English 11 or 0047A/B AP Language &	
Choice of World Language	2110	Intermediate Spanish I	4.5			Composition 0158 A/B Honors Spanish IV/V	
Honors Spanish II, Honors Spanish III students may earn	2120	Intermediate Spanish II	4.5			0158 A/B/Honors Spanish IV/V	
additional MCC Credit by testing	2900	Special Topics in Spanish II	4.5				0159 A/B AP Spanish
for credit.	1010	Elementary German I	7.5			0114A/B German II or	
	1020	Elementary German II	7.5			0115 A/B German II	0118A/B Honors German
	2900	Special Topics in German	4.5				0119A/B AP German
	1010	Beginning French I	7.5	0133A/B French II or 0134 A/B Honors French II			
	1020	Beginning French II	7.5		0136A/B Honors French III		
	2010	Intermediate French I	4.5			0136 A/B Honors French	
	2020	Intermediate French II	7.5			0138A/B Honors Frendh IV/V	
	2030	Intermediate French III	4.5				0139A/B AP French
ARTS	1010	Elementary Drawing	4.5		0720 Drawing		
AKIS	2050	Elementary Ceramics	4.5			and Sculpture	
ARTS	2020	Elementary Painting	4.5			0711 Painting	
Social Sciences/Humanities	Additio	onal 18 hours from the Social Scie	nces an	d Humanities sections a	bove		
Natural Sciences	12 rea	uired (BIOS, CHEM, PHYS, or SC	TE)				
BIOS	1010	Introduction to Biology	6.0	0327A/B Biology			
CHEM	1010	College Chemistry	6.0		0334A/B Chemistry		
PHYS	110 (3)	Physics (6 short courses) = 2 semesters	15.0			0352A/B Physics	
	111 (3)	110 A, B, C; 111 A, B, C				OF CORRECT	
		2015-2016				O383A/B AP Physics I: Algebra-Based	
Cultural Studies	4.5 rea	uired (Geography. Comparative I	Religion	, Multicultural Issues)			
HIST	1110	World Civilization from Prehistoric to	4.5		0420A/B World History		
		1500			or		
HIST	1120	World Civilization from 1500 to Present	4.5		0424A/B AP World History		
Electives	12 rea	uired select from courses below or	from c	ourses listed above not to	aken to fulfill the listed	requirement	
GEOG	1050	Intro to Human Geography	4.5	0456A/B AP Human			
GEOG	1020	World Regional Geography	4.5	Geography			
PSYC	1010	Introduction to Psychology	4.5			0414 US Comment	0453 AP Psychology
FULS	2050	American National Government	4.5			Economics	
Total Associa	te of Ar	ts Requirements	69.0				
Total Deg	ree R	equirements	96.0				

# Community and School Volunteers 2014-2015

#### **Community Service/Service Learning for Students**

With the adoption of the new Social Studies curriculum, instead of community service being a requirement for seniors taking United States Government and Economics, middle school and high school students are required to engage in service learning within all social studies classes. Middle school students must participate in service learning as part of a grade level team in their social studies classes, reflect on their experiences in their Personal Learning Plans, complete an assignment in Ancient Civilizations 6 and World Geography 7, and complete a culminating project in American History 8 that will connect their experiences to the class and explain the meaning of civic engagement and responsibility. High school students are required to complete 10 hours of service learning anytime from the summer prior to entering ninth grade through first semester of their senior year, as long as the hours are completed and the service learning activity and their personal reflections of the activity recorded in their Personal Learning Plans. The requirement must be complete before taking United State Government and Economics or Advanced Placement® United State Government and Economics in eleventh or twelfth grade. When taking one of those two courses, students are required to complete a culminating project and engage in conversations with their peers to connect their service learning experience to the class and further define the meaning of civic engagement and responsibility. While there is no explicit requirement for elementary students, they participate in service learning projects in their classroom or school-wide service learning projects.

#### **Adult Volunteers**

Per District policy, parents and grandparents of current Millard students are not required to go through a screening process in order to volunteer in the District, but community members must. This year 24 Classroom Volunteer applications were submitted. All were approved.

The majority of volunteers are parents and grandparents who perform unpaid work in the elementary buildings their children and grandchildren attend, during the school day. To a lesser extent, parents perform unpaid work during the school day in the middle school buildings their children attend. This year at least 2,554 individuals volunteered 42,509 hours in the elementary and middle schools, or an average of 16.64 hours per person. Using the starting wage of \$11.23 per hour, including benefits, for a new general education paraprofessional, the volunteers contributed the monetary equivalent of \$477,376 to the District.

Volunteers at the high school level primarily provide assistance for extracurricular activities that their children are most interested in and participate in, such as athletics, band, theater, and afterprom parties. For the most part, they determine and organize their own volunteer activities and do not report to school administrators or classroom instructors the amount of time they spend volunteering. Anecdotally, hundreds of parent volunteers each spend hundreds of hours working for no payment on post-prom alone. A conservative estimate of volunteers and the hours they perform for each of the three high schools is 125 volunteers at an estimated average of 10 unpaid work hours each, for a total of 375 high school volunteers providing 3,750 hours of work free of charge. Again using the starting wage of \$11.23 per hour for a new general education paraprofessional, the volunteers contributed the estimated equivalent of \$42,113. In total, this year 2,929 elementary through high school volunteers provided an estimated 46,259 hours of unpaid labor that is the monetary equivalent of \$519,489. Had the District needed to provide the same services without the use of volunteers, it would have required an additional 33 FTE paraprofessionals.

# Curriculum Cycle 2014-2015

- Seven Year Curriculum/Program Cycle: PreK-12
  Curriculum Model Rule 6120.1
- Subject Area Information

#### Millard Educational Program Seven Year Curriculum/Program Cycle: PK-12

Content Area & Framework *	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
		C	ycle Based or	n Nebraska Sta	te Standards	Curriculum Cy	vcle			•	
Language Arts PK-12 2009	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV	Phase IV	Phase I	
Math PK-12 2010	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	
<b>Science</b> PK-12 2011	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV	Phase IV	
	1			Cultural &	World Studies	5		•		•	
Social Studies PK-12 2013	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	
World Language           6-12         2014	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	
Fine Arts Studies											
Art PK-12 2009	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV	
Music – Instrumental 4-12 2011	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV	
<b>Music – Vocal</b> PK-12 2011	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV	
		Busine	ss and Inform	nation Technol	ogy & Industi	ial Technolog	y Studies				
<b>Business</b> 9-12 2014	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	
Information Technology PK-12 2014	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	
Industrial Technology 6-12 2010	Phase III/IV	Phase IV	Phase IV	Phase IV	Phase IV**	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	
			•	Wellne	ss Studies			•		•	
Counseling PK-12 2008	Phase IV	Phase I	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	
Health PK-12 2007	Phase IV	Phase I	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	
Physical Education PK-12 2009	Phase IV	Phase I	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	
Family Consumer Science6-122006	Phase IV	Phase I	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	
			Ν	MPS Academie	s & Early Col	lege					
Academies & Early College 9-12 2009	Phase I/II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	
2007											

\* Content Area & Framework - Includes Grade Level Range and year of the most recent Board of Education approved Framework \*\* Industrial Technology - Review through Phase IV to determine possible supplemental needs until Phase I starts in 2021-22

**College and Career Readiness Skills** - Implemented as part of District Strategic Plan 2014 and embedded within Course and Counseling Frameworks and Course Guides. Specific Content Areas follow with Curriculum Phase updates.

ELL - Procedures, processes, and general adoption occurs as determined through state reporting and the annual LEP Plan approved by the Board of Education, Learning Community, and submitted to the Nebraska Department of Education.

HAL - Specific Content Areas follow with Curriculum Phase updates. HAL Identification process and the area of Visual/Spatial is determined through state reporting, direction of the Nebraska Department of Identification, and as needed within the District.

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

*The Curriculum Cycle is subject to change at any time relative to District and budget conditions and/or Board of Education Policy and Rule adjustments (6120.1).* 

## MILLARD PUBLIC SCHOOLS CURRICULUM MODEL

Revised model approved by Board of Education 11.17.14

- I. Phase I: Research and Alignment
  - A. Identify Participants from Staff and Community for Committees
  - B. Prepare Data Book to Provide Research and Data to Participants
  - C. Curriculum Planning Committee Participants Receive and Review Provided Materials
  - D. Parallel Curriculum and Instruction MEP Facilitator and Instructional Technology MEP Facilitator Activities Completed
  - E. Curriculum Planning
  - F. Resource Evaluation Preparation
  - G. Textbook/Instructional Materials Selection and/or Creation of Digital Instructional Materials or Resources
  - H. Textbook/Instructional Materials Selection: Field Study Preparation
  - I. Textbook/Instructional Materials Selection: No Field Study Preparation
  - J. PK-12 Framework Preparation
- II. Phase II: Curriculum Development
  - A. No Field Study or Textbook Selection: Selection and/or Creation of Digital Instructional Materials or Resources
  - B. Field Study for Textbook/Instructional Materials Selection
  - C. No Field Study: Textbook/Instructional Materials Selection Committees Meet
  - D. Host Curriculum Materials Review Opportunity
  - E. Field Study and/or Textbook/Instructional Materials Selection Committee Report and Materials Approved by Board of Education
  - F. Conduct cost-benefit analysis for total program implementation including, but not limited to, textbooks, ancillaries, interventions, technology and digital learning resources, staff development, etc.
  - G. Submit budget requirements to appropriate Director
  - H. Course Guides Developed
  - I. All Course Guides subjected to quality review before implementation using identified criteria
  - J. Devise Implementation Plan
  - K. Share newly adopted course guides and materials with appropriate stakeholders including administrators
- III. Phase III: Implementation
  - A. Allocate District Resources
  - B. The Curriculum and Instruction MEP Facilitator(s) in collaboration with the Instructional Technology MEP Facilitator(s) and/or Office of Staff Development, will provide District staff development opportunities including best instructional practices and most effective strategies
  - C. Provide administrators staff development and documentation to assist in monitoring the written, taught, and assessed curriculum, including but not limited to instructional practices and fidelity of implementation via walk-through/best practices guide for principals
  - D. Implement courses using new course guides and PK-12 Framework
  - E. Monitor implementation and adjust course guides as needed
  - F. Collaborate with Assessment, Research, and Evaluation and Special Education to create the District ELO as defined in 6315.1 and Demonstration of Proficiency
  - G. Continue curriculum development process for: Selection or Creation of Digital Instructional Materials or Resources (digital resources/textbooks) and/or courses related to Textbook/Instructional items purchased second round adoption as appropriate continue Phase II as outlined above.
- IV. Phase IV: Curriculum Monitoring
  - A. Monitor implementation and adjust course guides and digital learning resources through collaborative efforts between the Curriculum and Instruction MEP Facilitator, the Instructional Technology MEP Facilitator, and teachers as needed
  - B. Provide resources and staff development as needed to refine course guides and the implementation of the written curriculum
  - C. Provide resources and staff development towards related best instructional practices for teachers and administrators including fidelity of implementation (walk-through/best practices guide for principals)
  - D. Monitor alignment between/among standards, indicators, and indicator expectations, and assessment data through Vertical Team meetings, content area and cluster/grade level meetings, etc.
  - E. Collect student and program assessment data to determine additional or alternate program need

Rule 6120.1

## K-5

Phase IV

- Implemented Phase IV and monitored implementation of District approved curricular materials
- Collaborated with District Interventionists, building and District administrators, and teachers to communicate district language arts curriculum expectations
- Revised the PK-5 Language Arts Framework following the Nebraska Department of Education release of the new Language Arts Standards
- Revised course guides to reflect the new Language Arts Standards
- Provided updates and support to building administrators for Tier I curricular monitoring
- Collaborated with teachers and building administrators to provide Tier I curricular monitoring support as needed
- Provided Language Arts training for the 6 traits of writing, teaching strategies, and program materials for new teachers
- Provided staff development courses via ANGEL to new staff on the grades 3-5 writing rubrics and scoring process
- Utilized ANGEL to provide curricular monitoring support through posted documents and courses
- Collaborated with the Department of Assessment, Research, and Evaluation to refine and update the AWA scoring procedures and training
- Collaborated with the Department of Assessment, Research, and Evaluation to facilitate the scoring of the 3rd grade and 5th grade Analytic Writing Assessment with Millard raters
- Provided mock AWA scoring sessions with building level teams in grades 3-5
- Provided after-school grade level meetings on mini-lessons and mentor texts for various modes of writing
- Researched and provided input on Reading and Writing app selection for student iPads
- Developed a list of essential words for Reading and Writing
- Provided a book study based on the text <u>Writing Workshop: The Essential Guide</u> for K-5 teachers
- Provided a Writer's Workshop lab classroom staff development experience to teachers from Ezra and Montclair
- Co-facilitated a step-ahead reading group

## K-5

## Literacy Intervention

- Continued implementation of literacy intervention programs and resources
- Continued implementation of screening, diagnostic, and progress monitoring assessments across Literacy Intervention programs
- Continued development of effective practices in literacy instruction and intervention through ongoing professional development for certified staff to support focus on language and vocabulary in collaboration with English Language Learners, Resource and Speech Language Pathologist staff
- Developed Train-the Trainer plan for 2015-16 to apply effective academic language and vocabulary practices within all K-5 classrooms
- Provided professional development focused on use of leveled text and the role of the A-Z Continuum in facilitating reading development, Linking Reading and Writing, Higher Level Comprehension with Struggling Readers, Strategies for Supporting Phonics Instruction, and expanded use of the Comprehension Toolkit in Literacy Intervention
- Continued development of resources for families (website, brochure, print documents) to support student learning at home
- Continued review and support of problem solving processes within Tier II and Tier III intervention

- Provided professional development for new literacy intervention and resource teachers progress monitoring and data analysis, assessment, research and best practice in literacy intervention, phonemic awareness, primary phonics, decoding and fluency, comprehension, use of leveled text, small group intervention routines, fidelity, vocabulary, and use of language frames
- Continued work with the Millard Public Schools Response to Instruction + Intervention (RtI+I) Model

#### 6-12

#### Phase IV

- Completed the curriculum development responsibilities for Phase IV Language Arts and a mid-cycle revision due to the Nebraska Department of Education's release of new Language Arts Standards and Indicators
- Developed the revised PK-12 MPS Language Arts Framework
- Provided 6 traits training and disciplinary literacy workshops for teachers new to Millard
- Provided required staff development in College and Career Readiness Standards and instructional implications for all language arts teachers
- Provided required staff development in lesson planning for writing, aligned to the AWA rubric and the NeSA-W rubric for some English teachers
- Designated specific training papers for all AWA training sessions utilizing scores and comments from a Range Finding group, comprised of teachers and expert raters
- Scored middle and high school AWA papers with internal and external raters; all of the trainings were delivered through a gradual release model, and the scoring process was enhanced in collaboration with Department of Assessment Research and Evaluation to better insure validity of scores
- Shared and analyzed data from the NeSA-R, NeSA-W, and AWA assessments
- Revised all course guides to reflect the new PK-12 MPS Language Arts Framework, the Nebraska Theatre Standards, the MPS College and Career Readiness Standards, including notations deemed necessary by the ACT Reading Team and the ACT English Team
- Developed unit within English 8 to include the approved Nebraska Fine Arts Theatre Standards and Indicators to be implemented starting the 2015-16 school year
- Reviewed the new Nebraska English Language Arts (ELA) Standards, recent assessment data, Critical Thinking and Problem-Solving, and discussed the vertical articulation of writing within the Language Arts Vertical Team
- Continued to refine instructional practices within the Gradual Release of Responsibility model
- Investigated and utilized apps and online tools with select group of Secondary iPad/Digital Learning Innovators

#### 6-12

#### **Literacy Intervention**

- Facilitated monthly Secondary Intervention Team Meetings with a middle school administrator and a high school administrator from each of the secondary buildings in order to review practices, procedures and to share ideas related to intervention materials and tools at the secondary level
- Continued implementation of literacy intervention materials for middle level and high school teachers and students including: *The Six Minute Solution, REWARDS, QReads, CARS & STARS, Read Naturally, Phonics for Reading, Voyager Passport Journeys, Zoom In, and Corrective Reading*
- Implemented *Language for Learning* and *Language for Thinking* intervention programs to support comprehension for students in Tier III.
- Provided intervention support/training for each of our district approved Tier I/II/III literacy interventions on an as needed basis
- Continued implementation of screening, diagnostic, and progress monitoring assessments across Literacy Intervention programs

- Continued to work with Special Education Program Facilitators on implementation of the process for students transitioning out of the Alternate Curriculum Program into the General Education Program while providing resource support
- Assisted buildings with continued implementation of Tier III literacy interventions and supported teams in making adjustments to Tier III plans as needed
- Continued review of submitted Tier III requests for support by District Interventionists, while meeting two times a week to review student files
- Facilitated problem solving meetings with building data review teams to select appropriate interventions
- Provided staff development for literacy intervention teachers and administrators including progress monitoring and data analysis, assessment, research and best practice in literacy intervention, decoding and fluency, comprehension, use of diagnostic tools, small group instruction, fidelity
- Continued work with the MPS Response to Instruction + Intervention Model by developing and presenting changes in the MPS Problem Solving Model appendix
- Assisted buildings with transition of literacy intervention information: elementary to middle school and middle school to high school
- Worked to design forms within Infinite Campus to be utilized in tracking Tier II and Tier III intervention.

## **Mathematics**

## PK-12

#### Phase I

- Completed the curriculum development responsibilities for Phase I Mathematics
- Coordinated the selection of staff to be a part Curriculum Planning Committee as outlined in Phase I of Curriculum Cycle
- Facilitated Curriculum Planning Committee meetings through investigation, research and reporting of the following sub-categories: Standards, Best Instructional Practices, Intervention and Assessment
- Facilitated the development of a draft of the PK-12 Mathematics Philosophy Statement and Beliefs as part of the development of PK-12 Mathematics Framework
- Coordinated the selection of staff to be a part of the Instructional Materials Review Committee as outlined in Phase I of Curriculum Cycle
- Coordinated and facilitated a PK-12 Instructional Materials Vendor Fair on April 8 & 9 at ESU #3
- Facilitated teachers through Instructional Materials review and development of an Instructional Materials Proposal
- Supported teachers and administrators in understanding state standards and indicators
- Developed and facilitated the PK-12 Millard Mathematics Summer Institute in order to provide highquality mathematics professional development to over 300 Millard teachers and administrators

#### K-5

- Provided Fall Workshop Staff Development for new and veteran elementary teachers on how to establish a mathematics classroom climate, culture, structures and thinking processes needed for a problem-solving based environment
- Coordinated services and supported services with Math Solutions in delivering mathematics professional development to approximately 70 PK-8 classroom teachers Math Factors<sup>2</sup>. Topics included: Establishing Number Talks and Unpacking Standards
- Utilized Math Factors<sup>2</sup> group to facilitate staff development sessions and build mathematical knowledge throughout the District
- Developed and helped facilitate Number Talks information for District Cluster Meetings

- Developed and helped facilitate sessions covering mathematical *Representation*, *Reasoning*, *Attitude*, *Communication* and *Fluency* (mathematics vision) for District Cluster Meetings and MLK Day Professional Development
- Supported 6 current participants, completion Summer 2015, and 3 former participants of *Primarily Math*
- Facilitated K-1 step-ahead group that researched and developed a Primary Mathematics Diagnostic Interview designed to uncover student thinking in mathematics, increase teacher knowledge and support Tier I instruction (Fall 2015 implementation)
- Facilitated administrative professional development about the Primary Mathematics Diagnostic Interview
- Supported the use and understanding of the K-5 mathematics course guides and how the guide assists teachers in preparing students for the NeSA-M
- Supported buildings and teachers through instructional coaching and providing model lessons in mathematics-emphasizing best instructional practices
- Led building teams through the process of unpacking mathematics standards through collaboration and reflection
- Co-facilitated a book study about-*Intentional Talk: How to Structure and Lead Productive Mathematical Discussions* to 25 classroom teachers
- Facilitated a book study about-*Principles to Actions: Ensuring Mathematical Success for All* to all elementary administrators and administrative interns
- Collaborated with the Department of Assessment, Research and Development in training teachers and administrators on the use of *Lighting Grader* and developing Common Formative Assessments
- Provided building staff development to 15 buildings on the use of *Lightning Grader*

#### K-5

#### **Mathematics Intervention**

- Provided training in August and November on how to implement the elementary K-1 math screener to be used 3 times a year for benchmark data, which is located in Tableau
- Continued professional development, per building request, on the use of SMI as a benchmark screener in grades 2-5 and provided schools with information on how to use the data to differentiate instruction with support from Sheila Bolmeier, the Instructional Technology MEP Facilitator
- Collaborated with Andy DeFreece, Matt Scott, Math Curriculum and Instruction MEP, and the Math Factors team to deliver Tier I and best instructional practices staff development sessions in partnership with *Math Solutions*, developed by Marilyn Burns with focus on transforming the task, unpacking grade level NE state standards, Number Talks, number sense and algebraic thinking
- Continued support of STAMS and i-Ready as a Tier II intervention including an assessment preview of CAMS, the paper/pencil version of the diagnostic assessment, which includes additional assessments for periodic review
- Assisted buildings in implementation of Tier I/II math interventions STAMS, *i-Ready instructional lessons* at Title1 buildings and *Do the Math*
- Researched Tier III math intervention programs for second the twelfth grade students
- Attended building data team meetings to provided support as they looked at program data as well as end of year benchmark data
- Continued review of submitted Tier III requests for support by District Interventionists, while meeting two times a week to review student files
- Continued Tier III support through the problem solving model by District Interventionists who meet with building data teams
- Assisted buildings with transition of mathematics intervention information: elementary to middle school and middle school to high school

## 6-12

### Phase I

- Assisted teachers to uphold more rigorous expectations within secondary courses while aiming for conceptual understanding, reasoning and problem-solving persistence related to math standards and indicators, including the implementation of *Choose 2 Remember Integrated Learning Tasks*
- Utilized standards-aligned assessment banks for middle school consisting of approximately 500 items per grade
- Assisted Professional Learning Communities develop Common Formative Assessments to monitor student learning and adjust instruction
- Developed, maintained, and facilitated practitioner teams to support effective teaching and learning: Math Factors<sup>2</sup>, Math Topics Vertical Team, ACT<sup>®</sup> Curriculum & Instruction Team, Gradual Release of Responsibility Team, secondary building Department Heads, and Secondary Math Administrators Continued singleton PLCs for AP Calculus AB/BC and AP Statistics
- Assisted in professional development with mathematics teachers at secondary buildings across the District
- Assisted with Odysseyware course delivery as a credit recovery option for high school students, including all courses through Algebra II and College Prep Math
- Conducted middle level math placement testing for all fifth grade students including administration of the Orleans-Hanna Algebra Prognosis and MPS Math Placement Test
- Provided professional development and instructional coaching in RTI+I Tier I instruction and math interventions

## 6-12

#### **Mathematics Intervention**

- Discussed math interventions and Best Instructional Practices with the Directors, Interventionists, and Curriculum & Instruction Assistant Principals responsible for math during monthly meetings
- Supported secondary buildings with implementation of intervention resources including *Do the Math, Now!, CAMS and STAM, and Think Through Math.*
- Continued to research math progress monitoring tools and utilized *Scholastic Math Inventory* (SMI) as a progress monitoring tool
- Discussed math interventions and best instructional practices during monthly Secondary Intervention Team Meetings with administrators
- Assisted practitioners in utilizing reports associated with Tier I/II math interventions such as *FASTT Math* and *Fraction Nation* to inform instruction
- Assisted buildings with transition of mathematics intervention information: elementary to middle school and middle school to high school
- Created a plan to move some *Fraction Nation* licenses from the middle school to 5<sup>th</sup> grade to align with the fraction emphasis connected to the draft of new state standards.
- Implemented *Think Through Math*, a web-based math interventions for Algebra at the high school level
- Facilitated individual problem solving meetings with building staff to select appropriate strategies and interventions
- Continued review of submitted Tier III requests for support by District Interventionists, while meeting two times a week to review student files
- Continued work with the MPS Response to Instruction + Intervention Model by developing and presenting changes in the MPS Problem Solving Model appendix

## K-5

## Phase IV

- Monitored Phase IV and supported teachers and administrators in the implementation of state and district standards
- Supported building administrators and teachers in the use of FOSS, *Engineering is Elementary*, and Scott Foresman curriculum materials
- Provided professional development for K-5 step-ahead teachers utilizing NSTA *Picture Perfect Science* to blend literacy skills with science inquiry,
- Provided professional development for K-5 step-ahead teachers utilizing NSTA *Formative Assessment in Science* to expand teacher knowledge of strategies that can be used to guide and tailor instruction to individual needs
- Supported the District roll out of K-5 iPads by researching and recommending apps, developing and leading professional development
- Developed a database of fiction and nonfiction literature correlated to support science standards
- Collaborated with building administrators, teachers, warehouse and support staff to develop a cost efficient and effective ordering system for science replacements and supplies
- Developed protocols and systems for exchanging and distributing curriculum materials to better utilize existing resources
- Increased leadership capacity by coordinating and training teachers to present district-wide professional development to colleagues at New Staff Orientation, Fall Workshop, grade level meetings, and MLK Day
- Increased leadership capacity of teachers by collaborating and developing lists of essential words for academic language in the area of Science
- Provided science staff development and modeling of effective instructional practices in classrooms
- Supported classroom teachers through instructional coaching, co-teaching, and classroom visits
- Co-facilitated and created a MPS PK-12 STEM Unconference, a professional learning opportunity for teachers to network and discuss topics related to STEM
- Developed and provided professional learning focused on curiosity, cooperative learning, questioning and critical thinking skills through the use of the Question Formulation Technique from Harvard School of Education (MLK Day Professional Development)
- Provided orientation to new 5th grade teachers for Human Growth & Development
- Collaborated with secondary MEP Melanie Olson to facilitate a science vertical team meeting with elementary, middle, and high school teachers to discuss science achievement in the District
- Participated in 21st Century Community Learning Center Grant meeting to discuss future partnership opportunities with KidsNet to bring STEM learning experiences to before and after school programming
- Provided leadership for development of Safari Montage district playlists for K-5 Science

## 6-12

## Phase IV

- Completed the curriculum development responsibilities for Phase IV Science
- Participated in an analysis of the ACT PLAN/ASPIRE data for Science teachers
- Provided leadership for the Fall Workshop staff development with Science teachers and a College and Career Readiness panel
- Communicated the revision of the Millard Science Safety Procedures Manual
- Provided an online Science safety course for all new Science teachers utilizing ANGEL, Learning Management System
- Facilitated the review and update of the Introduction to IB Physics and Chemistry course guide and assessments
- Facilitated a vertical alignment discussion with IB Science teachers from high school and middle school

- Conducted annual Science chemical inventories in each secondary building
- Organized the disposal process of outdated or unused chemicals
- Monitored the College Board web site for revisions related to AP Science courses
- Purchased the necessary resources for the new AP Physics 2: Algebra-based course
- Created new AP Physics 1: Algebra-based and AP Physics 2: Algebra-based course guides and assessments
- Continued to monitor and analyze data from the NeSA-S
- Conducted once a semester meetings with Middle School and High School Science Department Heads
- Provided support to singleton PLC groups of AP Biology, AP Chemistry, and AP Environmental Science
- Coordinated with the department of Data, Assessment, Research, and Evaluation on the finalizing of an updated Science ELO assessment
- Finalized the Demonstration of Proficiency Science procedures to reflect the updated Science curriculum
- Administered the Science ELO pilot to gather data on new assessment items
- Facilitated two Science Vertical Team meetings focused on vertical alignment of content and effective instructional practices
- Facilitated classroom visits by members of the Science Vertical Team
- Supported four secondary science teachers attendance at a Formative Assessment workshop

## **Social Studies**

## K-5

#### Phase III

- Completed the curriculum development responsibilities for Phase III Social Studies including the implementation of new social studies curriculum
- Worked with teachers to coordinate training and implementation of new social studies resources
- Ensured successful implementation of new standards and curriculum materials through classroom visits, teacher training, and feedback surveys
- Facilitated review and update of social studies course guides to include the new K-5 language arts standards
- Provided district-wide training to all K-5 classroom teachers and Special Education teachers
- Provided orientation to elementary administrators on new standards, curriculum materials, and effective practices
- Provided leadership for development of Safari Montage district playlists for K-5 Social Studies
- Facilitated a voluntary Professional Learning Community for social studies topics including reading and thinking like a historian, effective use of timelines, using primary sources, and developing close reading skills with informational text
- Provided orientation to teacher librarians on the iPad app News-o-Matic to support teaching and learning of current events
- Provided professional development opportunities on topics that included Virtual Economics, Question Formulation Technique, effective use of new social studies materials, current events,
- Researched digital resources that support teaching and learning social studies
- Increased leadership capacity by coordinating and training teachers to present district-wide professional development to colleagues at New Staff Orientation, Fall Workshop, grade level meetings, and MLK Day
- Modeled Social Studies effective instructional practices in classrooms as requested
- Increased leadership capacity of teachers by collaborating and developing lists of essential words for academic language in the area of Social Studies

## 6-12

## Phase III

- Completed curriculum development responsibilities for Phase III Social Studies including the implementation of new social studies curriculum
- Provided College & Career Readiness Professional Development during Fall Workshop for Secondary Social Studies teachers while working with teacher presenters to tailor sessions to align with content
- Worked with teacher presenters to provide a Service Learning Professional Development session during MLK Day
- Provided instructional support by visiting classrooms throughout the school year and meeting with Department Heads throughout the school year
- Provided buildings with additional Service Learning support
- Hosted course specific after school networking sessions for teachers
- Convened course guide and assessment review committees to update documents as needed
- Researched digital resources that support teaching and learning social studies
- Utilized Google Drive spreadsheets to monitor and share any changes for next year regarding teacher and student materials/online resources with Department Heads and Curriculum &Instruction Administrators
- Provided World History teachers instructional support regarding new resources and Course Guides in May prior to the session provided to teachers during Fall Workshop 2015

	Art		
K-12			
Dhogo IV			

## Phase IV

- Completed the curriculum development responsibilities for Phase IV Art
- Provided College and Career Readiness staff development during Fall Workshop and MLK Day; assisted teacher presenters to tailor the presentation to align with the Art curriculum
- Examined and discussed the *PreK-12 Art Safety Manual and Procedures Manual* during Fall Workshop with all new K-12 art teachers
- Continued to monitor and assist 6-8 art teachers as they participated in a Singleton PLC group
- Met with elementary art teachers to focus on professional development needs and best instructional practices within their classrooms
- Met with high school art department heads to focus on needs and best instructional practices within high school art classrooms
- Collaborated with art teachers and District personnel to assess conditions of districts kilns and to repair as needed
- Organized teacher efforts to create artwork with students to be displayed at Ron Witt Support Services Center
- Assisted middle school and high school art departments and elementary art and classroom teachers in displaying student art work at Don Stroh Administration Center
- Encouraged elementary and secondary art teachers to provide opportunities for students to participate in various city, state, and national art competitions and shows

## **Business - Information Technology**

#### 9-12 Business and K-12 Information Technology Phase II

• Completed the curriculum development responsibilities for Phase II Business and Information Technology

- Identified and purchased new software in the areas of Business and Information Technology (K-12)
- Conducted ACT College Readiness Standards Fall Workshop to make the connections to Career and Technical Education (CTE)
- Facilitated Instructional Materials Selection Committees' formal resource evaluation sessions
- Coordinated with District Technology for hardware/software purchases
- Co-facilitated two Community Instructional Resources Reviews sessions
- Supported staff training sessions for NDE Microsoft IT Initiative Grant activities
- Developed course guides and assessments and reviewed at Course Guide Quality Review sessions; uploaded in ANGEL
- Utilized ANGEL Learning System as a means to distribute and collect resources for Course Guide Development
- Prepared curriculum adoption budget for Program Budgeting and cost-benefit analysis
- Summarized curriculum activities at the Perkins Advisory Council Meeting
- Met with high school department heads to prioritize instructional needs for Perkins 5-Year Plan
- Provided staff development support for implementation of Technology software upgrades
- Communicated plan for obsolete materials removal

#### 9-12 Business

Phase II

- Supported teachers' attendance to the Business Nebraska Department of Education Fall Workshop
- Coordinated with Technology Division to determine 2015-2016 business base image
- Conducted Business Department Chair meetings and maintained a running agenda using Google
- Monitored the College Board web site for updates in Advanced Placement<sup>®</sup> Economics courses

#### K-12 Information Technology (Formerly Computer Applications & Computer Science) Phase II

- Reviewed K-5 Digital Literacy & Citizenship lessons
- Developed K-5 Computational Thinking lessons
- Developed PK-2, 3-5, 6-8. 9-12 Millard Public Schools Technology Profiles
- Coordinated with UNO for staff development training with the focus on computational thinking and coding, using SNAP and finch robots
- Coordinated with Technology Division to determine 2015-2016 computer science base image
- Maintained and facilitated discussions related to the 7<sup>th</sup> grade Technology Skills Assessment results data
- Continued support for Computer Science Singleton PLCs
- Monitored the College Board web site for updates in Advanced Placement<sup>®</sup> Computer Science A
- Utilized Twitter to showcase middle schools participation in the Hour of Code
- Partnered with University of Nebraska at Omaha to provide professional development in the areas of Computational Thinking and Robotics for Middle School Computer Science teachers

## **Counseling - College & Career Readiness**

## K-12 Counseling

#### Phase IV

- Completed the curriculum development responsibilities for Phase IV Counseling
- Planned and coordinated staff developments sessions on RtI+I, College and Career Readiness, drug trends and use among teenagers, human trafficking, FERPA, and intentional small group counseling
- Facilitated additional staff development through a quarterly counseling newsletter

- Met with high school counseling department heads to assist with needs related to the counseling domains and to support student services within the high schools
- Supported the Elementary PLC group meetings on the first Wednesday of every month
- Collaborated with middle level counselors during their counseling PLC sessions
- Coordinated the transition at the middle level from a paper/pencil Personal Learning Plan (PLP) to a computer-based PLP using Naviance/Family Connections
- Assisted with the Naviance/Family Connections web-based planning system as it is used at the high school level to facilitate post-secondary planning and smooth transition for students
- Met with committee members and discussed suggested improvements to the high school PLP
- Facilitated a representative group of counselors, quarterly, at Vertical Team meetings, examining our current curriculum and it's alignment to standards
- Updated district Suicide Prevention and Intervention procedures
- Assisted in the creation of lessons for 8<sup>th</sup> and 9<sup>th</sup> grade students to examine EXPLORE and PLAN ACT Aspire results and discussed future career opportunities

#### K-12 College & Career Readiness

- Planned and coordinated College and Career Readiness staff development at Fall Workshop and on MLK Day for K-12 staff
- Facilitated the implementation of District College and Career Readiness rubrics with follow-up discussions on their effectiveness as an assessment and accountability tool
- Facilitated 6-12 discussions on additional assessment and accountability measures
- Coordinated the development of College and Career Readiness indicators on the elementary report card
- Monitored the implementation of College and Career Readiness standards and indicators in PK-12 classrooms

## **Family & Consumer Science**

## 6-12

#### Phase IV

- Completed the curriculum development responsibilities for Phase IV for Family and Consumer Sciences (FCS)
- Conducted ACT College Readiness Standards Fall Workshop to make the connections to Career and Technical Education (CTE)
- Shared updated course guides with staff highlighting College and Career Readiness required lessons
- Researched and shared mathematical connections to FCS
- Facilitated a writing session to incorporate math in lessons
- Provided ServSafe Food Managers training to new 6-12 food teacher(s) and coordinated District Food Service the certification examination
- Adhered to the 6-12 Family and Consumer Sciences Safety and Procedures Manual and reminded department heads of Sharps Disposal Procedures
- Supported teachers' attendance to the Nebraska Department of Education FCS Fall Workshop
- Conducted quarterly FCS Department Chair meetings and maintained a running agenda using Google
- Met with high school department heads to prioritize instructional needs for Perkins 5-Year Plan
- Summarized curriculum activities at the Perkins Advisory Council Meeting
- Conducted Digital Learning Environment Fall Workshop planning session

## K-5

## Phase IV

- Implemented Phase IV and monitored utilization of district approved curricular materials
- Provided staff development for new fifth grade teachers regarding Human Growth and Development Lessons
- Collaborated with *HeathTeacher* Community Engagement Manager to increase awareness and use of *HealthTeacher/Go Noodle* resources in classrooms
- Collaborated with Sara Norgelas from Children's Hospital to create a K-5 *Go Noodle Health Challenge* that encouraged the use of *GoNoodle* resources and increased awareness of the connection between movement and academic achievement
- Increased leadership capacity of teachers by collaborating and developing lists of essential words for academic language in the area of Health

## 6-12

Phase IV

- Completed the curriculum development responsibilities for Phase IV for secondary Health
- Provided off contract hours to middle school teachers for the evening parent sessions
- Facilitated and provided Controversial Issues training for new staff and substitute teachers
- Shared with staff the updated course guides highlighting College and Career Readiness and *StrengthsExplorer*<sup>®</sup> required lessons
- Utilized ANGEL Learning System for Healthy Schools Program Recognition applicants to access curriculum information
- Facilitated CPR/AED unit and lesson development to comply with the State Board of Education approved changes to NDE Rule 10

## **Industrial Technology**

#### 6-12 Industrial Technology Phase IV

- Completed the curriculum development responsibilities for Phase IV Industrial Technology
- Adhered to the 6-12 Industrial Technology Safety and Procedures Manual
- Supported Engineering Professional Learning Community core teachers in completing Engineering Design and Development (EDD) *Project Lead the Way* (PLTW<sup>®</sup>) summer training
- Sought PLTW certification and elicited community engagement from the PLTW Partnership Team
- Provided professional development to meet pathway-specific needs: HAAS and router equipment training, robotics engineering curriculum training, AutoDesk CAM software integration, 6<sup>th</sup> grade CADD mission, and further technology training
- Supported professional development in College and Career Readiness Standards
- Participated in *Dream It, Do It!, Connect-2-Engineering*, SkillsUSA, and other community organizations that support Career and Technical Education and STEM
- Continued singleton Professional Learning Communities for Engineering, Manufacturing, Construction, and Power Systems and 6-8 Industrial Technology
# **Instructional Technology & Digital Learning**

## K-12 Instructional Technology & Digital Learning

- Continued to provide technology and instructional support for the use of all curricular related technology within PK-12 classrooms across the District including but not limited to FitnessGram, KidPix, GarageBand, Audacity, SuccessNet, Type to Learn 4, Typing Ace, ExamView
- Continued to support the use of District intervention diagnostic and intervention tools including AIMSweb, iReady, G-MADE, G-RADE, Voyager, Q-Reads, Scholastic Math and Reading, iReady, Rosetta Stone, and ELL ReadingSmart
- Continued to provide technology and instructional support for Adobe, Infinite Campus, Montessori Records Xpress (MRX), Naviance, and Safari Montage
- Supported and provided staff development for teachers, district level leaders and administrators in the use of ANGEL, interactive white boards, School Fusion, and Gaggle
- Provided technology and instructional support related to instructional hardware including but not limited to iPads, iPods, optical hardware, student response (clickers), interactive whiteboards and projectors
- Investigated new technologies for potential future use in Millard Public Schools including apps for use with iPads
- Developed and provided District professional development for Digital Learning in the elementary classrooms
- Developed and provided District professional development for Digital Learning sessions for secondary teachers
- Assembled practitioners to investigate the use of iPad technology in Millard Public School classrooms, including the elementary Mavericks and secondary iPad Innovators
- Facilitated training and professional development to encourage digital learning utilizing iPads for all elementary classroom teachers
- Investigated the use of Safari Montage across disciplines and grade levels
- Provided professional development related to digital learning pedagogy and emerging research to assist in shifting student and teacher roles in such contexts

	Music
K-	12 Music
Pn	lase IV
•	Facilitated PK-12 Phase IV Curriculum Responsibilities by organizing, arranging, communicating, facilitating and ensuring the tasks for Phase IV Music were completed according to the MEP Cycle
	Procedures

- Submitted budget requirements to Directors for Phase IV activities
- Worked with the Instructional Technology MEP Facilitator to continue staff development for the Vocal music teachers
- Continued to build capacity within the staff for iPad App utilization of Best Instructional Practices
- Reviewed and updated course guides for PK-12 music, Band, Orchestra, Vocal Music, Theory, AP Theory, Music Connections and Contemporary Ensemble and ensured vertical aligned throughout (35 course guides)
- Embedded College and Career Readiness standards and Nebraska Fine Arts Standards for Music and Dance within PK-12 Course Guides
- Reviewed the new National Core Music Standards and best practices
- Reviewed common District assessments in all music content areas
- Reviewed specific grading procedures for all schools to provide consistent practice across the District
- Facilitated the process of creating a staff development plan for 2015-2016

# K-12 Vocal Music

Phase IV

- Provided support to the elementary Professional Learning Community teams, which met on first Wednesday of each month
- Provided support to the Singleton Professional Learning Community teams, which continued for 6-8 Vocal and 9-12 Vocal
- Assisted with the staff development focused on iPad Best Instructional Practices in the music classroom
- Revised elementary vocal grading indicators and rubrics for the 2015-2016 school year
- Provided support for the creation of mini-courses for Fall Workshop and MLK Day Staff Development for elementary Vocal Music teachers
- Reviewed Orff Schulwerk Honors Ensemble (OSHE) and Minnesinger practices and procedures and updated the calendar for next year
- Provided support for the implementation of 6 iPads and explored digital learning at Kiewit Middle School and Andersen Middle School

# 4-12 Instrumental Music

# Phase IV

- Provided support to the Singleton PLCs, which continued for elementary Band, 6-8 Band, 9-12 Band, 4-8 Orchestra and 9-12 Orchestra
- Reorganized Professional Learning Community structure for next year, there will no longer be an elementary band PLC, the Middle School Band Professional Learning Community will include grades 5-8 for next year
- Assisted with the staff development for orchestra, which focused on pedagogy, pacing, a Destiny refresher, and College and Career Readiness Standards and Best Practices
- Assisted with the staff development for band, which focused on vertical alignment in regards to scales and rudiments to be taught across the District, Destiny refresher, and Career Readiness Standards and Best Practices
- Renewed Smart Music technology for all band and orchestra staff
- Continued with the refinement of the District instrument inventory which was created and updated through Destiny allowing procedures for district instrument requests and distribution while in the second year of the process to use Destiny to record this information
- Implemented an updated timeline for Instrument Distribution
- Arranged for the instruments to be stored at RWSSSC
- Arranged for additional transportation to move instruments to RWSSC
- Reviewed and revised the distribution of the Instrumental Music Handbooks
- Reviewed and revised the Instrumental Display Nights, which occur each fall
- Collaborated with Dr. Johnston to reorganize the Instrumental Music District Department Head position responsibilities and created the guidelines for the Instrumental Music Leadership Team
- Lead and facilitated the work of the Instrumental Music Task Force as directed by Dr. Sutfin and Dr. Feldhausen

# **Physical Education**

# K-12

# Phase IV

- Completed the curriculum development responsibilities for Phase IV Physical Education
- Provided College & Career Readiness Professional Development during Fall Workshop for Secondary Physical Education teachers, while working with teacher presenters to tailor the sessions to align with content, including optional archery certification/refresher training

- Communicated the K-12 Physical Education Safety Procedures Manual to all Physical Education staff and building administrators
- Updated maps and locations of equipment purchased through the Physical Education curriculum adoption process for our District PE Fitness Center Safety Audit Checks
- Provided instructional support by meeting with department heads throughout the school year
- Convened a District committee to review and update the K-12 Physical Education Medical Excuse Procedures
- Provided District approved digital music for all K-12 Physical Education teachers who received iPods through curriculum adoption
- Worked with K-5 PE staff members to update the K-5 PE District Assessments in Infinite Campus for Kindergarten and 1<sup>st</sup> Grade
- Worked with K-5 staff as they met monthly for their PE Professional Learning Community
- Attended the national SHAPE America conference with a district-wide group of teachers and district leaders in preparation for future staff development while anticipating the start of Phase I next year
- Provided printed and individualized FitnessGram 8.0 assessments for all 4-12 students enrolled in designated PE classes; copies were sent to parents as required

# World Language

# 6-12

## Phase II

- Completed the curriculum development responsibilities for Phase II World Language
- Convened meetings with the PK-12 World Language Curriculum Planning Committee members to review instructional materials and resources proposed for adoption
- Reviewed and updated the World Language placement process
- Facilitated the process of developing a World Language instructional materials proposal
- Aligned proposed materials to the new 6-12 World Language Framework
- Hosted two Materials Community Review Meetings for the purpose of providing time for community members to review the textbooks and instructional materials selected
- Created the 6-12 World Language Instructional Materials Proposal and submitted to the Educational Services in preparation for Board of Education approval
- Developed course guides and assessments to reflect the new 6-12 World Language Framework, including the World Language Standards and Indicators as well as applicable College and Career Readiness standards
- Facilitated a discussion on vertical alignment of IB World Language courses and made updates to course guides
- Provided leadership for the Fall Workshop staff development session on best instructional practices in World Language
- Supported two teacher's attendance at the Central States Conference on the Teaching of Foreign Language
- Conducted regular meetings with High School Department Heads and Middle School World Language representatives
- Provided support to singleton Professional Learning Community groups of High School French, High School German, AP Spanish, High School Latin, Middle School German, and Middle School French
- Assisted in facilitating the AP Spanish, French, and German Speaking and Listening Tests

# High School Diploma Paths 2014-2015

High school students in the Millard District have the opportunity to choose a diploma path to pursue during their high school years. In addition to the Regular Diploma, there are two categories of diplomas that students are able to select. One diploma path, the Liberal Arts path, specifically addresses the needs of students who plan to earn a baccalaureate degree after graduation.

The second diploma path, the Specialty path, focuses on students who plan to specialize in a particular career field. In the Specialty areas, students complete an approved sequence of study in a career field. These students may also plan on participating in post-secondary education opportunities or they may select to enter the work force immediately after graduation.

Both paths include incentive categories by which students are able to achieve a more rigorous diploma by taking more classes and by achieving a higher Grade Point Average. These incentive categories are labeled *Commended* and *Distinguished*.

A certificate of achievement is sent to each student who successfully completed his or her selected diploma path along with a letter mailed to both the student and his or her parents in recognition of this accomplishment.

Of the 2015 Graduates, 156 (a slight decrease of 4) students (non-duplicated) met the requirements of a diploma path. These 156 students completed a total of 232 Diploma Paths (an increase of 28 from 2013-14) with 40 earning both a Liberal Arts path and one or more Specialty paths. Millard North High School and Millard West High School showed slight gains in total number of Diploma Paths while Millard South High School continues to have the most Diploma Paths successfully completed.

	Liberal Arts Commended 3.0 Overall			Liberal Arts Distinguished 3.5 Overall			Specialty Commended 3.0 in Area			Specialty Distinguished 3.5 in Area		
					2.0 Overall			2.5 Overall				
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
MNHS	6	4	9	16	9	28	24	12	15	13	16	11
MSHS	6	18	16	12	13	24	14	45	30	18	27	33
MWHS	5	7	9	4	10	11	15	10	13	19	33	33
Total	17	29	34	32	32	63	53	67	58	50	76	77

The following table illustrates Specialty Areas completed within the Specialty Diploma Path.

Business, Marketing & Management		Communication & Information Systems: Arts & Communication		Communication & Information Systems: Information Technology		Health Sciences		Human Sciences & Resources		Skilled & Technical Sciences: Industrial, Manufacturing & Engineering Systems								
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
MNHS	5	5	6	18	5	8	2	3	0	7	7	3	4	4	2	1	4	7
MSHS	6	28	15	5	14	15	7	6	3	6	9	13	4	9	7	4	6	10
MWHS	11	5	4	1	4	5	1	6	1	7	10	20	10	10	12	4	8	4
Total	22	38	25	24	23	28	10	15	4	20	26	36	18	23	21	9	18	21

# Early Childhood 2014-2015

## FAMILY RESOURCE CENTER

The Millard Family Resource Center is located in a portable at Rockwell Elementary. The center is funded by Below Age 5 Early Childhood Special Education Flex Funds. The center provides materials for families with children between the ages of birth to age 8 years. The materials include a toy lending library, parent education library, children's library, and materials for childcare homes or home school activities. The center is staffed by a family specialist who is available to assist families in selecting materials and information for their child's development. The center is open an average of 13 hours per week, including both day and evening hours.

Over thirty-five new families, six qualifying for a free or reduced membership, joined FRC this year. Membership remains around 200 families who checked out over 2,000 items. Membership fee is \$15.00 for six months. Scholarships are available for those families who qualify for free or reduced lunches and at the recommendation of Early Childhood Special Education staff. Families can check out three toys, one puzzle, five children's books and one parent education resource at each visit for two weeks. The membership fee supports the center for replacement and day to day operations.

## PARTNER WITH PROVIDERS

This was the fourteenth year of operation for this program and is funded by the Below Age 5 Early Childhood Special Education Flex Funds. Partners With Providers is the childcare component of Parents as Teacher Program of Missouri. There are 2 FTE of certified Parents as Teacher instructors that provide literacy and language information to childcare providers and parents to help prepare the children to be ready for a successful school experience. The childcare homes are visited at least once monthly. The teacher models literacy/language skills for the provider while working with the children in the home. The group of children is analyzed by the teacher as to needs and interests and she develops plans based on those needs. The plans are to improve the skills of the providers and allow them to receive up to nine in-service hours for state certification as a licensed childcare provider.

Educational toys, books, and other materials are rotated in and out at each visit. Sixteen home child care providers and over 100 children were served this year. Eight children were identified to be tested by Early Childhood Special Education. In an effort to continue to support child care providers once they completed the Partners With Providers program, literacy tubs are available for checkout at no cost. The tubs contain educational materials meant to support the providers as they prepare children for kindergarten. During the 2014-15 school year, twenty child care providers were eligible to take advantage of this service.

### **DROP IN AND PLAY**

Drop In and Play was added this year as an early childhood opportunity for parents and their children. The goal of the program is to provide an intentional play experience for young children (birth to 5) and their parents/caregivers to facilitate the development of early language, motor, cognitive and social-emotional development. Drop In and Play is offered twice a week and is staffed by two early childhood teachers. Teachers are available to encourage parent/child play and address questions about child development. The program served over 100 families and 150

children, who made over 500 visits this year. A survey was distributed to seek parent input about the program. Overwhelmingly, parents appreciated the opportunity for a place for their child to play, learn and develop social skills. They also liked having access to early childhood teachers. Many social connections were made between parents. This group of parents is planning to continue to meet throughout the summer at local parks.

## PRESCHOOL PROGRAMS

All Preschool Programs are aligned with Nebraska Department of Education Rule 11 and Special Education Results Matters criteria. All preschool programs utilize the Creative Curriculum Framework. Preschool teachers and paraprofessionals participated in monthly staff development focused on program quality assessments, effective practices in providing learning environments and resources for blended classrooms, mathematics, early literacy, language, and motor skill development. Preschool principals meet regularly throughout the year for continued professional development focused on early childhood.

Our comprehensive assessment program is also in place utilizing Teaching Strategies GOLD, along with external program quality evaluation from NDE utilizing the ECERS-Early Childhood Environmental Rating Scale. This year, all teachers participated in our implementation of the CLASS assessment which focuses on the type and quality of teacher/student interactions. Our CLASS process includes instructional coaching opportunities to facilitate implementation of strategies to support teachers, paras and students. All of our preschool programs (Title I, ECSE, Montessori) have been approved by the Nebraska Department of Education, and we receive state aid for these students.

**Preschools** are located at 11 elementary buildings throughout the district. Early Childhood Special Education preschools are provided for 3 year olds in half day programs at Cody, Sandoz, Hitchcock, Montclair and Wheeler. In addition, we offer full and half-day programs serving ECSE, Title I, ELL, and Parent Pay 4-year olds who will enter kindergarten the following year. Neihardt, Disney, Wheeler, Hitchcock, Sandoz and Bryan continued to provide morning and afternoon preschool sessions and Rockwell, Cody, Bryan, and Holling Heights provided full day sessions. Our English Language Learner (ELL) Preschool full day programs were located at Sandoz and Norris. All of our programs incorporate family involvement and parent education activities. We provide parents with opportunities to participate in family/child activities, attend field trips, and learn about activities that they can do at home to support their child's development.

**The Learning Community's Superintendents' Early Childhood Plan**, in collaboration with the Buffet Early Childhood Institute has selected two Millard schools (Cody and Sandoz) to participate in the Birth to 3<sup>rd</sup> Grade Full Implementation plan. This plan will apply research-based practices in supporting children and families across levels: birth to 3 years through home visiting, family/child activities and parent education, 3 and 4 year olds through high quality preschool experiences, family engagement, and aligned curriculum and instruction with students in Kdg-3<sup>rd</sup> grade. The goals include the use of evidence-based approaches to learning and family support and strategies to close the achievement gap through supporting teachers and students in the provision of effective learning experiences. This collaboration will include professional development, staffing for home visitors and family specialists, and ongoing instructional coaching, assessment and evaluation through the Buffett Early Childhood Institute.

**Circle of Friends Story Time** is a successful program that incorporates a story time and book checkout at each of the district preschool sites for families or caregivers of children not participating in our preschool programs. Books appropriate for young children were purchased and housed at each of the sites for families to checkout. Story time meets monthly at each location. The program served over 50 families this year, checking out over 1,000 books. Next year, the Story Time program will be provided at nearly every elementary school.

**Community Partnerships** have been established with several organizations. We have partnered with the Millard Public Schools Foundation to review effective practices in curriculum integration and implementation, and assisted with iPad implementation at the MPSF Early Childhood Center. We hosted a Family Night at the Museum as a part of our ongoing partnership with the Omaha Children's Museum. We also collaborated with the Children's Museum to develop field trip experiences that match the MPS standards and indicators for preschool. We have partnered with the Omaha Public Library, Millard Branch, to provide a family night focused on transitions to preschool and kindergarten, along with sharing both MPS and library resources to support families and young children. We also partnered to provide Cody preschoolers and parents with a family literacy activity and parent education opportunity, Every Child Ready to Read. We are planning to expand this program to all preschools next year. Our goal is to continue to build partnerships with additional community organizations including area childcare and private preschools, and organizations that provide support for wellness, nutrition, and social services.

**Montessori Preschool Program** is located at Montclair and Norris Elementary Schools. This program serves 3- and 4-year olds as part of the Montessori age 3-6 program. The Montessori program continues to be self-supporting with a total enrollment of 110 students at Montclair and Norris. Parents may choose the full-day program, 8:30-3:45 or half-day, 8:30-11:30 or 12:45-3:45. The before and after-care program at Montclair is run through the Millard Public Schools Foundation. The majority of Montessori preschool students continue in the school-age Montessori Program.

# TRANSITION TO KINDERGARTEN

Three Action Plans from within the District Strategic Plan, Strategy 6, related to transition to kindergarten were implemented during the 2006-07 school year. Those plans were operationalized and have continued during the 2014-2015 school year. They included providing two parent sessions and one community provider session in October of each year for potential kindergarteners for the next school year. Information was also mailed to all families and community providers that included suggested activities to help children transition to kindergarten.

**Parent Information Nights:** Over 1,400 families with children that are eligible for kindergarten in 2015-2016 received information about MPS Kindergarten programs along with notification about parent information sessions. Parent sessions, conducted by a team of kindergarten teachers and a Family Resource Specialist, focused on providing families with information regarding Kindergarten expectations along with strategies for parents to help support their children at home.

**Community Preschool and Child Care Home Information Nights:** A team of kindergarten teachers and a Family Resource Specialist provided area child care and preschool providers with information about Millard's Kindergarten curriculum and expectations during an October meeting. A focus on early literacy provided participants with strategies to support the young children in their day care/preschool settings.

**Parent Meeting for Kindergarten Round-up:** All buildings continue to use the district parent night agenda and information packets that were designed by a group of district Kindergarten teachers and principals. This provides continuity throughout the district as parents begin forming their relationships with Millard Public Schools.

**Early Entrance to Kindergarten:** The Board approved policy for Early Entrance to Kindergarten continued to be implemented this year, with assessments available in April, June and early August. Children being tested had birthdates that range from August 1 through October 15. The assessment process mirrors the District Acceleration Procedures used for grade acceleration at the elementary level. School Psychologists now complete the testing and communicate with parents about the results.

# English Language Learner Program 2014-15

The English Language Learner (ELL) Program has continued to grow and establish itself as an integral part of the Millard Public Schools. The purpose of the ELL Program is to provide English language instruction to limited and non-English speaking students who enter our community and require these services. It is the goal of the program to assist students in becoming full participants in the general education program. Research shows that having a program for English development is more beneficial than not having one (Saunders and Goldenberg, 2010). This is to say that students who are acquiring English as an additional language are more likely to be successful in school if they receive direct English language instruction.

## **Program Demographics**

The demographic counts included within this report were pulled on May 14, 2015, and are based on each student's last enrollment of the 2014-2015 school year.

ELL K-12 Program Sites	ELL Preschool Sites
Holling Heights Elementary School	Norris ELL Preschool
Montclair Elementary School	Sandoz ELL Preschool
Sandoz Elementary School	
Willowdale Elementary School	
Millard Central Middle School	
Millard South High School	

Number of Limited English Proficient (LEP) students enrolled in Preschool	105
Number of Limited English Proficient (LEP) students enrolled in K-12	379
(ELL Eligible – Not Participating and Participating)	
Number of LEP students who participated in the K-12 ELL Program	306
(ELL Eligible and Participating)	
Number of former LEP students who have met program requirements and are being	305
monitored for academic success (Redesignated English Fluent Less Than 2 Years)	
Number of former LEP students who have been Redesignated English Fluent More Than 2	401
Years, and for whom some support may be provided, though it is minimal	
Number of students whose parents waived ELL services (ELL Eligible – Not Participating)	73
Number of students tested who did not qualify for services (DNQ)	116

Attendance Location	LEP Eligible	Attendance Location	LEP Eligible
Bryan Elementary	7	Norris Elementary	20
Cody Elementary	4	Rockwell Elementary	2
Disney Elementary	2	Sandoz Elementary	34
Holling Heights Elementary	6	Wheeler Elementary	1
Montclair Elementary	26		
Neihardt Elementary	3		
Grand Total			105

ELL Preschool Enrollment

#### ELL K-12 Enrollment

Attendance Location	ELL Eligible - Not Participating	ELL Eligible ar	nd Participating	Redesignated English less than 2 years	Redesignated English more than 2 years	Total
	LEPW	LEPA	LEPC	REF	REF	
Abbott Elementary	3			2		5
Ackerman Elementary	1			2	6	9
Aldrich Elementary	5			13	18	36
Andersen MS	1			4	7	12
Beadle MS				2	11	13
Black Elk Elementary	3			8	1	12
Bryan Elementary	7			7	3	17
Cather Elementary	22			30	25	77
Cody Elementary	2		1	11	4	18
Cottonwood Elementary	1			1		2
Disney Elementary	6		4	8	3	21
Ezra Millard Elementary	3			2	3	8
Harvey Oaks Elementary				1		1
Hitchcock Elementary					1	1
Holling Heights Elementary		37	1	30	7	75
Kiewit MS	1			4	9	14
Millard Central MS		20		27	36	83
Millard Horizon HS				2	2	4
Millard North HS	1		1	5	36	43
Millard North MS	1			8	28	37
Millard South HS		33		24	78	135
Millard West HS	3			1	35	39
Montclair Elementary		56		28	19	103
Morton Elementary				1	1	2
Neihardt Elementary	2			3	2	7
Norris Elementary	2		1	10	6	19
Ombudsman Program					2	2
Reagan Elementary	1		1	5	2	9
Reeder Elementary	2			1	1	4
Rockwell Elementary	2		1	4	5	12
Rohwer Elementary			1	5	2	8
Russell MS			1	3	19	23
Sandoz Elementary		97	1	24	8	130
Upchurch Elementary	3			3	4	10
Wheeler Elementary	1			2	4	7
Willowdale Elementary		50		24	12	86
Young Adult Program					1	1
Grand Total	73	293	13	305	401	1085

**LEPW** = Limited English Proficient Waived **LEPA** = Limited English Proficient Active **LEPC** = Limited English Proficient Consultative **REF** = Redesignated English Fluent Enrollment of ELL Eligible students dropped slightly, with a decrease of 23 students in the K-12 program during the 2014-2015 school year. The number of preschool students increased by one student, with a total of 105 students. The number of students who are eligible for ELL services, but whose parents have chosen to waive services (Eligible, Not Participating), decreased from 83 students during 2013-2014 to 73 students in 2014-2015.



From 2010 to 2012, students receiving consultative ELL services were counted as "Not Participating." In subsequent years, students receiving consultative services were counted as "Participating."

#### **Special Education**

15.73% of K-12 ELL Eligible students are also verified with a disability and receive services through the Special Education Program. District-wide, 12.86% of students are verified for services.

#### **High Ability Learners**

1.48% of K-12 ELL Eligible students are also identified as High Ability Learners (HAL). District-wide, 32.68% of students are identified as High Ability Learners. Concerted efforts have been made over recent years to redesign identification procedures to be inclusive of students who may be limited in language, thus opening up the opportunity to demonstrate gifts and talents that may otherwise go unnoticed.

For most ELL Program sites, enrollment has gone up and down in no predictable pattern. This year, Sandoz Elementary increased to 98 students, Willowdale Elementary increased to 50 students, and Millard South High School increased to 33 students. Holling Heights Elementary decreased to 38 students, Montclair Elementary decreased to 56 students and Central Middle School decreased to 20 students.



#### **Native Language**

52 languages other than English are spoken among the ELL student population. Spanish is the majority native language with 41% of students speaking Spanish as their first language. 8% of students speak Vietnamese, 7% speak Chinese, and 7% speak Telugu.



Primary Language	Family's Nation of Origin	Birth Country	Count *Counts fewer than 10 have been masked for privacy
Amharic	None Specified	United States	*
	Ethiopia	Ethiopia	*
Arabic	None Specified	United States	*
	Egypt	Egypt	*
		United States	*
	Iraq	Iraq	*
		United States	*
	Israel	United States	*
	Jordan	United States	*
	Kenya	Kenya	*
	Sudan	United States	*
	Tunisia	United States	*
Bengali; ben	None Specified	United States	*
	India	India	*
		United States	*
Bosnian	Bosnia and Herzegovina	United States	*
Chinese	None Specified	China	*
		United States	11
	China	China	13
		United States	19
	Taiwan, Province of China	United States	*
Chuukese	Guam	United States	*
Creoles and pidgins, French-based (Other)	Haiti	United States	*
English	El Salvador	United States	*
	Mexico	United States	*
	United States	United States	*
Ewe	None Specified	United States	*
	Niger	United States	*
	Тодо	Тодо	*
		United States	*
Farsi	None Specified	United States	*
	Afghanistan	Afghanistan	*
		United States	*
	Kenya	United States	*
Filipino	Philippines	Philippines	*
		United States	*
French	None Specified	United States	*
	Benin	Benin	*

	France	France	*
	South Africa	Central African Republic	*
	Тодо	United States	*
German	Germany	Germany	*
		United States	*
Gujarati	India	United States	*
Hindi	None Specified	India	*
	India	India	*
		United States	14
Hmong	Lao People's Democratic Republic	United States	*
Hungarian	None Specified	United States	*
Italian	None Specified	Italy	*
Japanese	None Specified	Japan	*
	Japan	Japan	*
		United States	*
Kannada	India	India	*
		United States	*
Kashmiri	India	United States	*
Khmer	Cambodia	Cambodia	*
Korean	None Specified	Korea, Republic of	*
	Korea, Republic of	Korea, Republic of	*
		United States	*
Lao	Lao People's Democratic Republic	Lao People's Democratic Republic	*
Malayalam	None Specified	United States	*
Marathi	India	India	*
		United States	*
Marshallese	None Specified	United States	*
	Marshall Islands	United States	*
	Micronesia, Federated States of	Marshall Islands	*
Nepali	None Specified	United States	*
	Nepal	Nepal	*
		United States	*
Nilo-Saharan (Other)	None Specified	United States	*
Nuer	None Specified		*
		Egypt	*
		United States	*
	Sudan	Egypt	*
		United States	11
Oriya	India	India	*
Panjabi	India	United States	*
Persian	None Specified	Afghanistan	*

Afghanistan   Afghanistan   Image: Sector S	*
Philippine (Other)PhilippinesPhilippinesPhilippinesPohnpeianNone SpecifiedUnited StatesImage: SpecifiedGuamGuamGuamImage: SpecifiedImage: SpecifiedMarshall IslandsMicronesia, Federated States ofImage: SpecifiedImage: SpecifiedMicronesia, Federated States ofImage: SpecifiedImage: SpecifiedImage: SpecifiedMarshall IslandsMicronesia, Federated States ofImage: SpecifiedImage: SpecifiedMicronesia, Federated States ofImage: SpecifiedImage: SpecifiedImage: SpecifiedMicronesia, Federated StatesImage: SpecifiedImage: SpecifiedImage: SpecifiedMicron	*
Pakistan   Pakistan   Pakistan     Philippine (Other)   Philippines   Philippines   Image: States of	*
Philippine (Other)   Philippines   Philippines   Philippines     Pohnpeian   None Specified   United States   Image: Specified states   Ima	
Pohnpeian   None Specified   United States   Second States     Guam   Guam   Guam   Second States	*
GuamGuamMarshall IslandsMicronesia, Federated States of United StatesMicronesia, Federated States of United States ofMicronesia, Federated States of United States	*
Marshall Islands   Micronesia, Federated States of   Micronesia, Federated States of     Micronesia, Federated States of   Micronesia, Federated States of   Micronesia, Federated States of     Micronesia, Federated States of   United States   Micronesia, Federated States of	*
United States *   Micronesia, Federated States of Micronesia, Federated States of   United States *	*
Micronesia, Federated States of Micronesia, Federated States of United States of *	*
United States *	*
	*
Portuguese None Specified United States *	*
Pushto Afghanistan United States	*
Romanian Romania Romania Romania	*
Russian None Specified Russian Federation	*
Ukraine *	*
Belarus Belarus *	*
Russian FederationRussian Federation	*
United States *	*
Tajikistan Russian Federation *	*
Serbian None Specified United States *	*
Spanish None Specified *	*
Bolivia *	*
Ecuador *	*
United States 125	5
Argentina United States *	*
Colombia United States *	*
Cuba United States *	*
Dominican Republic Dominican Republic *	*
United States *	*
El Salvador El Salvador *	*
United States	*
Guatemala Guatemala *	*
United States	*
Honduras Honduras *	*
United States	*
Mexico Mexico 20	0
United States 105	5
Peru Peru *	*
United States *	*
Puerto RicoPuerto Rico	*

		United States	*
Swahili	Kenya	Kenya	*
	Tanzania, United Republic of	Tanzania, United Republic of	*
		United States	*
Tajik	None Specified	United States	*
Tamil	None Specified	India	*
		United States	*
	India	India	*
		United States	12
Telugu	None Specified		*
		India	*
		United States	12
	India	India	17
		United States	20
Thai	Thailand	Thailand	*
Turkish	Turkey	United States	*
Turkmen	None Specified		*
	Afghanistan	United States	*
	Aland Islands	United States	*
	Pakistan	United States	*
Twi	None Specified	Ghana	*
		United States	*
Ukrainian	Ukraine	Ukraine	*
		United States	*
	United States	United States	*
Urdu	None Specified	United States	*
	India	Canada	*
		India	*
		United States	*
	Pakistan	Pakistan	*
		United States	*
Vietnamese	None Specified	United States	13
	Vietnam		*
		United States	32
		Vietnam	13

## **Student Achievement**

## **English Language Proficiency Assessment**

As required by Title III and Rule 15, all ELL students must participate in the state language proficiency assessment. In Nebraska, the English Language Development Assessment (ELDA) is administered to all ELL students. The ELDA is a battery of tests used to measure progress in the acquisition of English language proficiency skills among non-native English speaking students in grades K-12. ELDA measures both academic and social language proficiency in the four domains of language: listening, speaking, reading and writing.

The number of students earning a proficient score on the ELDA decreased. In 2014, 124 (35%) students earned a proficient score. Of the 186 students tested who had previously taken ELDA, 88 (47%) increased their proficiency level score, 78 (42%) earned the same proficiency level score, and 20 (11%) earned a lower proficiency level score than the previous year.





Percentage of Students Increasing or Decreasing Proficiency Level on ELDA

Also required by Title III and Rule 15, and as outlined in the program evaluation section of the Limited English Proficiency Plan for State Aid, all ELL students participate in the state content assessments. This provides English learners an opportunity to demonstrate their knowledge and skills. Participation yields data that informs educators of progress in learning language and academics and can be used to inform instructional decisions. For students who are very limited in their English proficiency, the emphasis is on the opportunity to participate with less concern as to whether or not the student masters the assessment. The district provides appropriate accommodations to ensure meaningful participation in the assessments.

Table 1 shows the results of ELL students on the first testing occasion of ELO assessments taken during the 2014-2015 school year. The percentage of students who mastered or did not master the assessment is listed, with the number of students presented below the percentage figure. Data includes students who have been redesignated English fluent and are in the two-year monitoring period as required by NCLB. This is in response to a change in the Nebraska Department of Education consolidated data collection (CDC) which now includes these students in the two-year monitoring period for AYP purposes. It is important to note that following changes in the Millard Public Schools assessment program, no students were given an original administration (first testing occasion) of ELO Science, Math or Social Studies assessments.

Table 1						
Test Code	DateTested	Mastered	Not Mastered			
AWA03	12/1/2014	81.16%	18.84%			
	12/1/2014	56.00	13.00			
AWA05	12/1/2014	68.09%	31.91%			
	12/1/2014	32.00	15.00			
AWA06	1/20/2015	58.62%	41.38%			
	1/20/2015	17.00	12.00			
AWA07	1/20/2015	77.27%	22.73%			
	1/20/2015	17.00	5.00			
AWA10	1/21/2015	60.00%	40.00%			
	1/21/2015	9.00	6.00			

Table 2, below, shows the performance of ELL students on the 2013-2014 NeSA Math, Reading, Writing and Science assessments. This data set also includes students who have been redesignated English fluent and are in the two-year monitoring period as required by NCLB.

Keeping in mind the challenge of demonstrating content knowledge when one is not yet proficient in English, the data shows eight (73%) ELL students not yet scoring proficient on the 11th grade NeSA-Reading assessment and 21 (84%) ELL students not yet scoring proficient on the 8th grade NeSA-Math assessment. Areas of strength are demonstrated on the 3rd grade NeSA-Reading and 4th grade NeSA-Reading assessments, for which 78% of students met or exceeded the standards on both assessments. Similarly, 77% of students met or exceeded standards on 4th grade NeSA-Math and 76% of students met or exceeded standards on 5th grade NeSA-Math.

Test Code	SP1 Below	SP2 Meets	SP3 Exceeds
NeSA-M03	31.65%	51.90%	16.46%
	25.00	41.00	13.00
NeSA-M04	22.73%	63.64%	13.64%
	15.00	42.00	9.00
NeSA-M05	24.32%	62.16%	13.51%
	9.00	23.00	5.00
NeSA-M06	61.11%	33.33%	5.56%
	22.00	12.00	2.00
NeSA-M07	60.87%	34.78%	4.35%
	14.00	8.00	1.00
NeSA-M08	84.00%	16.00%	
	21.00	4.00	
NeSA-M11	45.45%	45.45%	9.09%
	5.00	5.00	1.00
NeSA-R03	22.08%	66.23%	11.69%
	17.00	51.00	9.00
NeSA-R04	21.88%	53.13%	25.00%
	14.00	34.00	16.00
NeSA-R05	31.43%	54.29%	14.29%
	11.00	19.00	5.00
NeSA-R06	36.11%	55.56%	8.33%
	13.00	20.00	3.00
NeSA-R07	45.00%	45.00%	10.00%
	9.00	9.00	2.00
NeSA-R08	61.90%	33.33%	4.76%
	13.00	7.00	1.00
NeSA-R11	72.73%	27.27%	
	8.00	3.00	
NeSA-S05	43.24%	51.35%	5.41%
	16.00	19.00	2.00
NeSA-S08	68.00%	32.00%	
	17.00	8.00	
NeSA-S11	54.55%	36.36%	9.09%
	6.00	4.00	1.00
NeSA-W04	39.06%	53.13%	7.81%
	25.00	34.00	5.00

Table 2Nebraska Accountability Assessments 2013-2014

# **Annual Measureable Achievement Objectives**

No Child Left Behind requires each state to establish Annual Measureable Achievement Objectives (AMAOs) for students who are English Language Learners. AMAOs are the measure of progress for all districts receiving Title III funds. Progress is measured through three components:

- AMAO I The number of ELL students making progress in learning English
- AMAO II The number of ELL students becoming proficient in English
- AMAO III The number of ELL students making AYP

The Nebraska Department of Education uses student composite scores on the English Language Development (ELDA) assessment to determine AMAO I and AMAO II. The following tables reflect the AMAO results received from NDE in October, 2014.

AMAO	Result	Index Points		Average Index		CI 99% Index	
Ι	NOT MET	2013	2014	2013	2014	2013	2014
		17,350	12,800	69.7	60.1	N/A	69.9

АМАО	Result	AMAO-II Count		Proficiency Count		% Proficient	
П	MET	2013	2014	2013	2014	2013	2014
		348	359	169	124	48.6	34.5

AMAO	Result
III	MET

The number of students making progress in learning English from the 2013 administration of the ELDA to the 2014 administration was not sufficient to meet the federal goal; therefore, the District did not meet AMAO I. The District has always met AMAO II, for which this year's target was 24%. For the first time in three years, the ELL sub-group, as defined by NCLB, met AYP in both reading and math. For this reason, the District met AMAO III. If any one goal is not met, the District is considered to have not met AMAOs altogether.

As a result, notification was sent to parents informing them of the District's status. Building administrators were informed and an improvement plan designed to increase the English proficiency level of ELL students was submitted to the Nebraska Department of Education.

# Accomplishments Related to Curriculum and Instruction Support for ELL Students

- Continued to collect and analyze data pertaining to student achievement, using Tableau for data visualization
- Continued to assess student progress in writing by administering, scoring and analyzing benchmark writing samples
- Continued use of the Speaking and Listening subtests of the Rigby ELL Assessment Kit to monitor student progress in developing oral English proficiency; researched replacement for this assessment to be used in 2015-16
- Coordinated with the Department of Assessment, Research and Evaluation in the administration of the English Language Development Assessment (ELDA)
- Administered the state required English Language Development Assessment (ELDA) to all LEP students, K-12
- Continued use of student progress rubric/checklist to monitor student progress
- Continued implementation of processes congruent with NDE Rule 15 which went into effect in August, 2012
- Continued implementation of Phase II of the Instructional Approaches, Curriculum and Assessment Review Procedures, preparing for full implementation of the new English Language Proficiency Standards
- Participated in professional development on the use of new ELL curriculum materials at most grade and language levels
- Implemented the four essential components of the ELL lesson plan: language function and frame, instructional vocabulary routine, participation structures, review and assessment
- Practiced ongoing review of research on best practices for teaching LEP students
- Participated in professional development activities, including structured activities during department meetings, district professional development days, off-site workshops, and webinars
- Continued informal training and discussion among teachers, specialists, and principals in regard to meeting the needs of ELL students through the RtI+I Model
- Continued working collaboratively with the Department of Special Education to provide staff development and guidance on the use of the Language Intervention Toolkit for Tier I language support
- Continued to monitor and promote growth among ELL students who do not actively participate in ELL Program
- Coordinated efforts between the ELL Coordinator and ELL Specialist to address academic concerns of ELL students
- Continued participation in district singleton PLCs for Elementary ELL and Secondary ELL with leadership provided by ELL teachers
- Continued the use of language development software for all K-5 ELL students at each of the four elementary ELL program sites, as well as for a few students attending non-ELL sites on an as-needed basis
- Provided training in research-based practices for ELLs for general education teachers, specialists, ELL teachers and administrators, including language and vocabulary development
- Sponsored evening enrichment opportunities for ELL students and their families funded by the Title III LEP grant and a grant from the MPS Foundation
- Continued the employment of two bilingual liaisons to support communication between school and family and to promote parent outreach activities
- Added a .5 FTE ELL District Team Leader position
- Promoted summer school opportunities among the ELL population

## **ELL Staffing and Professional Development**

Rule 15 requires that each school district ensure that all teachers of language instruction educational programs hold an endorsement in English as a Second Language (ESL) or participate annually in professional development.

In the 2014-15 school year, there were 13.5 FTE ELL teachers employed by the District, all of whom hold ESL endorsements.

Professional development for ELL teachers and administrators is listed below. In addition, 15 classroom and ELL teachers participated in a Sheltered Instruction Observational Protocol (SIOP) course offered via ANGEL. Presentations on a variety of language development topics were made available to principals through the District ELL Team Leader and District ELL Support Specialist and several buildings invited them in to present to their staff. Additionally, there were instructional coaching opportunities for classroom teachers to work with an ELL coach.

Course Title	Month of Start D	Demographics	
ELDA K, 1-2 Training for Principals	January 2015	ADMINISTRATIVE INTERN	3
		ELEM ASST PRINCIPAL	1
		ELEM PRINCIPAL	3
ELL Developing Professional Developers (NDE)	November 2014	ELL TEACHER	1
	April 2015	ELL TEACHER	1
ELL Instructional Approaches, Curriculum, and Assessment Review	August 2014	ELL TEACHER	11
	September 2014	ELL TEACHER	2
	October 2014	ELL TEACHER	15
	April 2015	ELL TEACHER	15
English Language Proficiency: Unpacking the New Standards	August 2014	ELL TEACHER	15
Getting to Know the New English Language Proficiency (ELP)	May 2015	ADMINISTRATIVE INTERN	1
Standards		ELEM PRINCIPAL	2
		ELL TEACHER	2
		HS ASST PRINCIPAL	1
		MDL SCH ASST PRINCIPAL	1
Iowa Culture and Language Conference (ICLC)	November 2014	ELL TEACHER	3
New ELL Teacher Training	January 2015	ELL TEACHER	1
OPS ESL Fall Conference	October 2014	ELL TEACHER	4
		GRADE 1 TEACHER	1

# Parent Outreach and Community Connections

As authorized under Title III, LEP grant funds are used to provide community participation programs, family literacy services and parent outreach or training activities to ELL children and their families. A Parent Outreach Committee meets several times each year to plan events for parents and families.

Event	Date	Number of Staff Participating	Number Students and Parents Participating
ELL Fall Family Festival	9-30-2014	24	302
Latino Summit - Lincoln	10-20-2014	5	29
Boys Town Parenting Café	3-10-2015 7-7-2015	9	34
State Capitol and Morrill Hall	5-4-2015	3	18
Día de los Niños – Millard Branch Library	4-30-2015	13	220
ELL Community Night	5-7-2015	14	176

## **Program Planning and Evaluation**

As required by Rule 15 and described in the ELL Plan for State Aid, the Instructional Approaches, Curriculum, and Assessment Review Procedures for the ELL Program have been created and approved by Educational Services. This process, which is similar to the MEP Curriculum Review process, yet unique, includes two phases: Program Planning and Curriculum Planning, Development, and Implementation.

### **Program Planning**

Phase I, *Program Planning*, is carried out in a manner consistent with program evaluation requirements set forth by Nebraska Rule 15. A committee of teacher representatives from K-12 ELL, a principal from an ELL program site, and the ELL Coordinator meet annually to carry out a program review. The committee is charged with reviewing ELL practices, procedures and documents to ensure compliance to district and state policy and rule and adoption of best practices. Participants synthesize research and data to identify program strengths and weaknesses. A thorough review of ELL identification procedures, instructional approaches, proficiency standards and indicators, and assessment procedures is also conducted.

The Program Planning Committee is intended to convene once each year in the spring; however, because the goals of the previous committee were still in progress, along with implementation of the new English Language Proficiency Standards, the committee did not reconvene in the 2014-15 school year. The same goals will carry forward to 2015-16.

The Program Planning Committee met on April 7, 2014. Committee members included:

Amanda Phillips – ELL Teacher, CMS Barb Stratman – ELL Teacher, Montclair Cathy Wollman – ELL Teacher, MSHS Heidi Penke – Principal, Sandoz Jennifer Reid – Coordinator of ELL, Poverty and Federal Programs Kim Brown – ELL Teacher, Holling Heights Pam Erixon – ELL Teacher, Holling Heights

The committee analyzed student program data and procedures, including:

- Identification of ELL students
- Implementation of the ELL Program, including instructional approaches
- Program staffing
- Assessment, including accommodations for ELL students on district and state assessments
- Program exit requirements
- Results of the English Language Development Assessment (ELDA), state content (NeSA) assessments, and other relevant assessments and data
- The process for monitoring students who have been re-designated English fluent for less than two years, including a comparison of academic performance to non-ELL students

Prior to the meeting, committee members were provided ELL program and assessment data and asked to review the data in light of the following four questions:

Question #1: What is the level of achievement on district and state standards of ELL students once they are redesignated English fluent (REF)?

Question #2: Grouped by language proficiency level, what is the level of achievement of ELL students in math, reading, science and writing (AMAO III)? How has this level of achievement changed over time?

Question #3: In what content areas and/or strands are students making the greatest gains in achievement? In what content areas and/or strands are there the least gains?

Question #4: What are the strengths of the ELL Program? In what ways could the ELL Program improve?

During the meeting, committee members reported on their individual analysis and the group further discussed as a whole. It was noted that a higher percentage of students do well on district and state assessments after they have been Redesignated English Fluent more than two years. Students at the lower English proficiency levels do not often meet proficiency standards, which is to be expected; although some students do meet the standards when they are at the Intermediate level of proficiency. ELL students tend to perform better in Writing than in any other subject, which is believed to be attributed to the wide use of common formative assessments in writing. It was the general consensus among stakeholders surveyed that ELL teachers play an important role in the success of ELL students and are highly valued by their general education colleagues and principals.

Looking at opportunities for improvement, the data showed that a high number of students who have scored proficient in English on the English Language Development Assessment (ELDA), do not also score proficient on district and state assessments, especially in the areas of Reading and Math. The conclusion drawn is that while students develop sufficient language skills to score proficient in English on a standardized test, they do not necessarily become proficient in the academic content areas. Performance of ELLs in Math is of greatest concern, particularly in the area of Data Analysis and Probability. It is recognized that this area requires greater facility of English and therefore more attention to language development within mathematics is required. Overall, the committee discussed the importance of academic language development occurring throughout the day in all content areas. Relative to the stakeholder survey, communication with parents in their native language was discussed and is an area for improvement. Additionally, it was noted that ELL teachers, content area teachers, and principals requested more professional development in the area of English Language Development.

As a result of this analysis and discussion, the following goals were set for 2014-15 and will carry forward to 2015-16.

- 1. Increase the percentage of ELL students (Eligible and Redesignated Less Than Two Years) scoring proficient on NeSA-R, NeSA-M, NeSA-W and NeSA-S by 4% on each test by
  - a. Collaborating intentionally (exchanging strategies, modeling, co-teaching) with content area teachers to target academic language development in reading, math and science
  - b. Providing professional development for content teachers and new staff on best practices for making content comprehensible for ELLs and developing academic language
- 2. Increase parent participation by communicating in the home language (orally and/or in writing) for 90% of parents who have indicated their preferred language of communication is other than English by
  - a. Using Language Line
  - b. Sourcing out additional projects to a contracted translation company
  - c. Consider requesting the hiring of an additional bilingual liaison through Program Budgeting

The first goal, regarding the percentage of students scoring proficient on NeSA, cannot be measured until the 2015 NeSA results are returned. For the other goals and indicators, the following actions have been taken.

ELL teachers work closely with content area teachers to ensure a coordinated effort at supporting students in developing language and achieving academically. This year, two co-taught ELL classes were offered at Millard South, one in English 9 and one in Algebra Foundations. The ELL teachers and classroom teachers received training and followed the same co-teaching model that is used in the Special Education Department. At Central Middle School, the ELL teachers continue to work with an appointed "ELL liaison" on each grade level team as well as attend team meetings once per hexter to ensure continual communication and collaboration. At the elementary level, tight/loose parameters were established for Reading Street, the core language arts program, and communicated to classroom teachers so there are clear and consistent expectations of the degree to which the Reading Street weekly comprehension strategy and vocabulary will be addressed in the ELL classroom.

Professional development opportunities for content teachers and new staff were increased. Fifteen classroom and ELL teachers participated in a Sheltered Instruction Observational Protocol (SIOP) course offered via ANGEL. Presentations on a variety of language development topics were made available to principals through the District ELL Team Leader and District ELL Support Specialist and several buildings invited them in to present to their staff. Additionally, there were instructional coaching opportunities for classroom teachers to work with an ELL coach.

Data is kept indicating whether or not parents prefer to communicate in a language other than English. There are currently 335 student records indicating this preference. Of these, 90% have requested communication in Spanish. Other languages include: Chinese, Japanese, Korean, Nuer, Persian, Spanish, Tamil, Telugu, Vietnamese and Russian. To better communicate with parents, the Title III Parent Notification letter and AMAO Parent Notification letter are sent in Spanish and Vietnamese. The elementary report card is produced in Spanish and we have obtained Spanish translations of the Kindergarten and 1<sup>st</sup> Grade report card revisions for 2015-16 as well as the K-5 College and Career Reading Standards.

Staff are continuously encouraged and reminded to use Language Line to communicate with parents. To better support staff, the District ELL Team Leader and Bilingual Liaisons presented on the use of Language Line and working with interpreters this year at Cody, Holling and Montclair Elementary Schools. The graph below shows the number of Language Line Calls per month from May 2014 to April 2015. The most frequently accessed languages were Spanish with 54 calls and Vietnamese with 28 calls. Other languages accessed were Dari, Farsi, French, Japanese, Korean, Mandarin, Nepali, Romanian, Russian, Tamil, and Ukrainian.



## **Curriculum Planning, Development and Implementation**

In Phase 2, *Curriculum Planning, Development, and Implementation*, The Curriculum Planning Committee is charged with reviewing the program goals set forth by the Program Planning Committee and developing a draft of PK-12 district standards and indicators derived from state standards and indicators.

The Curriculum Planning Committee began its work in the 2012-13 school year. The process continued in 2013-14 with the Curriculum Development and Materials Selection Committees. In January 2014, The Nebraska Department of Education adopted new English Language Proficiency Standards with the expectation that implementation of the standards would begin in 2014-15, resulting in full implementation for the 2015-16 school year. Therefore, the work of the Curriculum Development Committee continued this year.

The committee, comprised of all ELL teachers, met on four occasions: August 26, October 9, January 29 and April 13. The work was centered on four guiding questions:

- 1. How will we ensure a connection between these five elements (right) so that our program is delivered systematically across the district?
- 2. How will we ensure what we teach is in line with the standards at each grade and language level?
- 3. How will we know if students have met the standards at each level?
- 4. How will we ensure a new ELL teacher knows what to teach and how to assess her students' learning?



On each of these days, ELL teachers engaged in activities to understand and prepare to teach to the new ELP Standards and to arrive at answers to the guiding questions listed above. Moving forward, the following will be accomplished:

- We will develop curriculum guides that will serve to connect standards and curriculum materials to daily lesson plans.
  - The curriculum guide for each grade cluster will drive the objective and skills addressed in the lesson plan.
  - Each curriculum guide will include all five proficiency levels within the grade cluster.
  - A new ELL teacher will use the curriculum guide to address the appropriate standards for each grade cluster and language level using the assigned curriculum materials.
  - Every ELL lesson plan will include four essential components:
    - Language function and frame
    - Targeted vocabulary instruction
    - Participation structure
    - Review and assessment
- We will develop formative assessments (checks for understanding) for each standard and will maintain evidence of each student's progress toward mastering the standards at his/her English proficiency level.

This summer, a small group of ELL teachers will meet to finalize curriculum guides for elementary and course guides for secondary. Materials to support instruction were previewed and closely examined to ensure a match to state and district standards. Materials for most grades and language levels have been purchased and implemented. Decisions will be made yet this spring on the purchase of materials for the middle level.

## Conclusion

The English Language Learner Program in Millard Public Schools is a strong program that demonstrates measured success in supporting students in the development of the English language and in meeting content standards. Teachers and leaders work diligently to ensure the needs of students and parents are met and that ELL students have equal opportunities to succeed alongside their native English-speaking peers. Nonetheless, there is room to improve and grow. As a result of the program evaluation cycle, we have reflected on quantitative and qualitative data which has led us to identify the aforementioned goals. The work of aligning the curriculum to state standards and improving instructional practices and outcomes for all English learners will continue in the 2015-16 school year. Likewise, in keeping with the LEP Plan, which is approved by the Board of Education and submitted to the Nebraska Department of Education, the evaluation process will recommence in 2015-16 to evaluate our progress and set new goals.

#### **State Aid**

For the certification of State Aid, every school district is required to designate a maximum Limited English Proficiency Allowance. This designation must be filed with the Department of Education on or before October 15 of each school year along with a Limited English Proficiency Plan. In addition, the LEP Plan must be reviewed and approved by Learning Community Subcouncil #4 and the Learning Community Coordinating Council (LCCC).

In the 2014-15 application for State Aid, the total Limited English Proficiency expenditures were \$900,000. For Fiscal Year 2014-15, LEP expenditures are estimated to total \$1,288,705.

# Millard Public Schools Grants Report 2014-2015

As in the past, proposal writing for the year focused on supporting the District Strategic Plan and individual building site plans. All grant awards fall outside the spending lid. Listed below are the larger grants for 2014-2015, including carry-over funds from last year.

Grant & Description	Award
Autism Action Partnership (multiple elementary and middle schools)	6,140
Autism Minigrant	6,800
Early Childhood (Birth to Age 3)	109,094
Elementary Learning Center (Holling summer school)	151,838
Elementary Principals Institute (carry-over only)	4,209
Gen Youth Foundation (AKA Fuel Up to Play 60)	36,399
Green Omaha Coalition (Horizon)	1,000
High Ability Learner/Rule 3 (Gifted Program)	154,482
Metro Community College (Dual Enrollment)	161,517
MPS Foundation, Site Plan Grants (multiple awards)	342,676
MPS Foundation, Study Centers (elementary, middle, and high schools)	473,588
MPS Foundation, TeamMates	81,925
Nebraska Department of Education, Early Childhood Education (Start -up)	25,000
Nebraska Department of Education, Positive Behavioral Intervention and Support (PBIS)	77,958
Nebraska Department of Education, SPED Collaborative	37,193
Pacific Life	5,134
Perkins (Vocational & Applied Technology Education Grant)	131,649
Pre-school Interagency	24,625
Region 21 Interagency Planning Grant (Age 3 – 5 SPED)	24,625
Special Olympics (sub-grant)	1,400
TeamMates of Millard	28,000
Textbook Loan Grant/Rule 4	64,820
Title I, Part A (instruction, staff development, parent involvement, preschool, school wide)	1,869,157
Title II, Part A (class size reduction, private schools)	274,191
Title III (ESL, immigrant education)	73,583
Total	\$4,167,003

The District also receives a preschool grant and a Montessori preschool grant from the Millard Public Schools Foundation; however, the Foundation does not notify the district of amounts to be provided until after the close of the school year, since the amounts depend on the number of students enrolled in each of the programs during the year. The District usually receives about \$500,000 for both programs.

In addition to the grants in the chart above, teachers and administrators at various buildings have received numerous small grants from a variety of sources, most of which are less than \$1,500. Sources include but are not limited to: Ritonya-Buscher-Poehling Memorial Scholarship Classic for small classroom projects, Sam's Club for projects to enhance classroom learning, Nebraska Arts Council for Artists-in Schools/Communities and School Bus Arts Grants to help underwrite the cost of field trips and admission fees to professional arts events, Target for field trip transportation, and Papio-Missouri Natural Resources District for school gardens. In addition to cash grant awards, schools and the District

occasionally receive non-cash grants such as this year's \$7,500 scholarship award from the Gene HAAS Foundation to provide no-cost testing and credentialing services for Millard South High School students seeking certification from the National Institute for Metalworking Skills.

## **Universal Services Fund Telecommunications Discounts**

The Telecommunications Act of 1996 enables public schools and libraries to receive discounts for eligible services through the Universal Services Fund administered by the Schools and Libraries Division (SLD) of the federal government. Millard has received discounts every year since the program opened in 1998. Through the current funding year (ending June 30), the annual discount rate depends on the number of students in the District eligible to participate in the National School Lunch Program. Millard, with a current discount rate of 45%, was approved to receive up to \$238,882 in reimbursements. The actual reimbursement will depend on the 12-month total charged by the service provider for approved telecommunications services. The following chart contains approved reimbursement specifics:

Vendor: Service 2014-2015 Projections	Estimated Annual	Estimated Annual	Potential District Savings
	Pre-discount	Post-discount	Maximum
	Cost	Cost	Reimbursement
Cox: Telephone service (including long distance)	131,181	72,150	59,031
Cox: Wide Area Network	281,414	154,778	126,636
Gaggle: Student e-mail	56,260	30,943	25,317
Nextel: Cellular telephone service	61,995	34,097	27,898
Totals	\$530,850	\$291,968	\$238,882

This past summer, the e-rate program's governing body, the Federal Communications Commission (FCC), approved major changes to the program due to overwhelming demand and the perceived need to re-focus the program on ensuring high-speed broadband to the nation's public schools and libraries.

The FCC's Modernization Order changed the method by which applicants' discount rates are calculated. Consequently, Millard's overall discount rate went from the current 45% to 40% beginning with the new funding year (beginning July 1, 2015) for internal connections. In addition, the Modernization Order immediately eliminated eligibility for various "legacy" services such as e-mail and web hosting, and the phase out of eligibility for all voice services. As a result, Millard was only able to apply for a 20% discount for wired telephone service from Cox Communication and wireless telephone service from Sprint for the upcoming funding year. In future years the District will not be able to apply for discounts for wired or wireless telephone services. The program will continue to provide discounts on internal connections equipment and services needed to bring broadband into and provide it throughout public schools and libraries.

Assuming Millard's e-rate applications will be approved, as they have been every year since 1998, Millard's maximum reimbursement for the upcoming funding year will be \$150,725 as indicated in the chart below.

Vendor: Service 2015-2016 Projections	Estimated Annual Pre-discount	Estimated Annual Post-discount	Potential District Savings Maximum	
	Cost	Cost	Reimbursement	
Cox: Telephone voice service	118,320	94,656	23,664	
Cox: Wide Area Network	294,774	176,864	117,910	
Sprint/Nextel: Cellular voice service	45,757	36,606	9,151	
Totals	\$458,851	\$308,126	\$150,725	

# Millard Public Schools Education Foundation 2014-2015 Site Plan Grants

The Millard Public Schools Foundation awarded a total of 29 grants for project that took place during the 2014-15 school year. Several of the grants were for multiple building projects. The buildings reported that 11,476 students and 1,662 families were served by this year's Site Plan Grants and that 1,806 teachers, paraprofessionals, and administrators were actively involved in the projects described below.

#### Abbott Elementary

Building Community and Inspiring Character

The intent of this project was to provide students with opportunities to reach personal excellence through unique enrichment and engagement activities. These activities were designed to increase confidence and self-esteem and to promote an atmosphere of respect and kindness at Grace Abbott. As a follow through, staff will focus on reinforcing relationships between home and school through a series of activities that encourage student learning and development through family engagement. Lastly, students took home a "boomerang" to use to express kindness toward others and to remember the day and its effects.

### Ackerman Elementary

Reading is Fun @ Your Library

Reading is Fun @ Your Library gave parents and students the opportunity to enhance their love of reading. Families were invited to the library for three special nights of learning and reading. At these nights, families took part in Raptorology, Mad Scientist, and Read Across America programs/activities. Families visited the library, checked out books, read together, and used the computers. Students also participated in school day activities during Read Across America Week. The highlight of Read Across America week was a presentation from visiting author Dean Jacobs. Reading is Fun @ Your Library modeled the importance of reading for all ages. It also strengthened the school/home partnership. The project was a success and Ackerman looks forward to continuing it in the future.

### **Black Elk Elementary**

Strengthening the Academic Rigor at Black Elk

The grant was used for two projects: *Reteaching* and *Math Lab Classrooms*. The purpose of *Re-teaching* was to provide extended time with re-teaching teachers in order to increase or maintain performance levels in academic areas and develop achievement motivation. The teachers met with small groups of students at least once per week and used core curriculum resources as tools to meet the individual needs of the students. In both fall and spring, all students in Kindergarten through grade 5 were given literacy engagement and achievement surveys. Results show that 83% of all students are engaged in silent reading time and 84% of all students enjoy writing on the computer. Assessment data show scores of 94% and 98% respectively on third and fifth AWA assessments this year, revealing how successful Black Elk's Re-Teaching program is. Math Lab Classrooms was designed to increase student engagement and achievement by actively improving teaching instruction in a lab classroom setting. Teachers were given opportunities to learn from master teachers at varied elementary schools in the district. Best practices in mathematics were observed, discussed and implemented in the classroom. Teacher observation indicates that incorporating learned math calendar techniques increased Kindergarten number sense awareness which increased the amount of background knowledge to apply new concepts. Assessment data shows that 29 of 33 intervention students in second through fifth grades who took the SMI demonstrated growth from fall to spring.

\$4,569

\$2.900

\$6,411

#### **Bryan Elementary**

Excellence through Enrichment and Engagement

Four projects were funded by this Foundation grant: Kindness Retreat - Young Frontiers (KRYF), Parent and Child Engagement (PACE), Choir, and Drum and Mallet Ensemble. The purpose of the KRYF project was to create an atmosphere of respect and kindness within the school, decrease incidences of bullying. and increase tolerance and acts of kindness. Students participated in a full-day retreat that included activities to foster stronger relationships, develop empathy, teach how bullying hurts and how kindness helps a school become a better place, solidify concepts, facilitate students bonding with their classmates, and reflect about how kindness concepts can be applied in their own lives. The retreat culminated with a large-group sharing time that gave the students an opportunity to share their learning and commitment to being kind. Since the retreat, referrals to the principal and counselor for bulling have decreased significantly. Two PACE activities were held to increase awareness of the 40 Developmental Assets and enrich parent-child interaction by participating in inexpensive everyday activities: Family Bingo Night (Constructive Use of Time Asset) and a family dinner night (Positive Family Communication and Time at Home Assets). Parents at both events received educational material about connecting with their children. The purpose of *Choir* was to involve third through fifth grade students in a performance group outside of the regular music class time. The students rehearsed one day a week for 10 weeks and performed Rockbrook Village for the shopping center's December holiday celebration and for the students and staff at Bryan. Drum and Mallet Ensemble served students in third through fifth grade. The group rehearsed before school for ten weeks and performed for Bryan staff and students. Students in the group learned challenging pieces of music that taught them important musical concepts, how to focus, how to watch and listen to each other, and that hard work and determination leads to success.

#### **Cather Elementary**

## Soaring High with Learning

Four projects were funded by this grant. Rocking it With Technology was a technology club designed to introduce fifth graders and expand their knowledge about technologies available to them. The students met every day before school for three to collaboratively create an anti-bullying video to be shared with the school. They utilized Google Docs to collaborate on ideas for the video, Pixton (comic creator) to create a storyboard/ script, a video camera to tape the video and iMovie to put together and edit the video. The students were in charge of creating and editing the entire video. The video was completed in the time frame and the students were very proud of their video! They did an excellent job. Engineering Club was a two week summer school program for third to fifth graders that explored rockets and rovers traveling to other planets. Students were engaged in the engineering design process to create a rover that would achieve its mission in outer space while taking into consideration weight, functions of attachments to the rover, and length of trip to the target site. Impact of payloads on a rockets ability to travel long distances were explored before students learned about their target mission and what equipment would needed upon reaching their service. They also used a small robot to study effect of different land formations on the ability of the robot to move around. Students used what they learned to engineer a model of a rover with the types of wheels, equipment, and tools they would need to test conditions on their mission. At the end of two weeks they shared what they learned with parents and even launched chemical "pop" rockets to show how payload impacts distance traveled. Reading is Fun Night was held as a culminating event for the Cather Reads! program. All families were given "Charlie and the Chocolate Factory" to read over the course of six weeks. After weekly questions, activities and announcements, Cather held the night to celebrate reading the book. The school hosted the Waffleman and had such activities as a life-sized Candyland game, a Wonkavision photo booth, Pin the tie on Wonka, Bubblegum blowing contest and chocolate fountain that raised money for Open Door Mission's Holiday meals. Writer's Club gave students an opportunity to be in charge of their writing topics and pieces. Fifth grade students met for a total of six writing sessions spanning a variety of writing modes. The sessions were conducted in a workshop style and focused on the students driving the ideas and writing. Two staff members, a fifth grade teacher and the gym teacher, took turns facilitating the sessions and involving themselves as writers. One session was

\$3,160

held at Schramm Park, where staff and students took part in a three and one-half hour writing marathon. They published a book with their club writing.

#### Cody Elementary

Bell to Bell and Beyond

The first of two projects funded by the MPS Foundation grant was System of Intervention Sessions. It was designed to support identified students with specific needs so they can meet their fullest potential. Small group NeSA prep sessions took place in 3rd and 4th grade. An additional 12 hours of instruction was provided to students over a number of weeks through half hour sessions. Students were chosen based on assessments and needs. Just over half of the students chosen for extra sessions passed the NeSA. The project is deemed successful because each of the students chosen was low "bubble" students who could have easily failed without the extra support. Second, third, fourth and fifth grade students participated in the Reading2Gether program. Sixteen total students participated in this research based program focused on improving reading skills. Students who regularly participated in this program had average to above average growth in their text levels in comparison to their peers. The second project was Enrichment Classes and Community Partnerships. This project focused on expanding students college and career readiness skills through shared experiences. Emphasis was placed on strengthening community partnerships as well as providing mentors and role models for the students. Students were engaged in after school mini classes that provided practice through perseverance, creativity, team work, social skills development, leadership and academic challenges. Classes provided were in the areas of dance, cooking, knitting, jewelry making, and rock climbing. Multiple grade levels were represented. Cody created a partnership with PAYBAC partners the YMCA and the Millard Branch Library that resulted in unique experiences for the students. Classes were taught by teachers, paraprofessionals, community members, and parents. New classes are already designed and ready for next year.

#### **Cottonwood Elementary**

PAWSOME Reader

The purpose of the *PAWSOME Readers* project was to provide peer tutoring for reading to selected second graders as an extra reading intervention for those who struggle with reading comprehension. Fourth grade tutors volunteered one hour each week to be trained, and one hour each week to deliver a lesson to their tutee. The data indicates that all participating second graders have increased their reading levels.

#### **Disney Elementary**

Parent and Child Engagement

Foundation funding was provided for four projects. For Literacy Nigh/Service Project for Lydia House, the Disney community donated birthday party supplies, stuffed animals, and small toys to build birthday boxes for children living at the Lydia House. Disney families made birthday cards and assembled a box for a boy or girl containing: a party hat, card, something to hang on the wall, balloons, a book, and a large item like a toy/socks/underwear. The wrapped box was labeled with an age of the child based on its contents. Sixty boxes were assembled the night of the event and 120 more boxes were made with the remaining supplies. Cake mixes and frosting were collected from families the night of the event for the pantry's monthly birthday celebrations. A total of three large boxes of cake mixes and frosting were donated. Initial donations were given to the director of the Lydia House during a school-wide assembly and the remaining donations were delivered at the beginning of June. Each child attending the event received a free book. After School Clubs encompassed five clubs. Choir Club reached out to third through fifth grade students who wanted to learn more about music with a focus on choral singing. Archery Club complimented skills learned during a unit in physical education. Disney's archery club joined with Holling Heights and Sandoz archery clubs to compete in a tournament with students from across the state of Nebraska. Students learned proper archery form, scoring and tracking results, teamwork and sportsmanship. In the Golden Sower Club, an academic book club, students participated in

\$4,823

\$13,600

weekly in-depth book discussions and practice competitions so they could answer questions related to the content of all 10 books discussed during a district competition. Running Club was held in the fall fourth and fifth grade students participating. The last club, Outdoor Games Club was for second and third graders. Students learned about healthy recipes as well as field hockey, kickball, jump rope and Frisbees, and they participated in an obstacle course. The third project was Intergrade Level Buddy Reading/Math *Tutoring.* This year two sessions of buddy tutoring were conducted. In the reading session, three fifth grade tutors, three third grade buddies, eight fourth grade tutors and eight second grade buddies participated. Literacy activities included fluency, comprehension, word study, writing, and vocabulary. Both fiction and non-fiction texts were used during study sessions. The goal of the math session was to improve math fact fluency, problem solving and critical thinking skills. Math was taught in a game format to promote engagement, offer a challenge, and encourage students to take the games home to play with families at a future date. Parents, buddies and tutors were grateful for the opportunities to build peer relationships as well as the increase in reading and math skills gained by their students. PACE Family Nights was designed to bring parents and children together while engaging in an activity. For the first session, parents and students came together to make tied fleece blankets. This activity promoted the Support assets within the 40 Developmental Assets. During the second event, parents and students played Bingo together while learning good sportsmanship. Playing Bingo promoted the Social Competencies. The PACE events included students in preschool through fifth grade. Attendance averaged 100 people per night.

#### **Ezra Millard Elementary**

Soaring into Excellence

Three projects were funded by this grant. In *Come Learn with Me Learning Events*, all grade levels held events in which students and parents came together in the fall and spring to learn about the curriculum. The fall nights centered around routines and expectations to facilitate student success throughout the year. Teachers shared information that helped parents assist their child at home with reading, writing, and math. This spring evening math event was created to show families how they could teach math through games. Teachers aligned the games to math standards and gave parents hints on how to connect games at their homes to estimation, problem solving, and basic fact review. In *Steps for Learning through Service*, staff members attended the UNO P16 Service Learning Workshop in summer 2014 and designed the Students Leadership Club around service learning. Through the workshop Ezra was matched up with Citi Sprouts. The staff built background about the City Sprouts and invited them to present to students during Ezra's annual WinterFest. Students made bird feeders and stepping stones for gardens. *Kinder Kamp* was held following Kindergarten Round-up. The staff invited 10 to 12 students per room for a second visit because they had been identified by staff or parents as possibly being apprehensive about attending kindergarten. The experience is designed to ease their apprehension and allow them to become better acquainted with their teachers, classmates and the school environment.

### Harvey Oaks Elementary

Leap Into Action (Learning, Engagement, Achievement, Performance)

The two projects funded by this grant were: *Staff, Student & Parent Engagement* and *Academic Engagement*. The first part of *Staff, Student & Parent Engagement* was Lab Classrooms. Lab Classrooms provided the key components to build the capacity of teachers in a way that resulted in improved student outcomes. Teachers had the opportunity to grow professionally by establishing goals and collaboration with colleagues via lab classrooms, which helped build a cohesive, motivated, and supportive PLC so that teachers bring their best selves to work each and every day. The second part of the project, Youth Frontier Retreat, taught students how to make good decisions, treat themselves and others with respect, and choose to do what is right. The third and final part of the project was Watch DOGS, a program that brings students' fathers and father figures to the school as volunteers, enhanced community and school relationships with the students. *Academic Engagement* encompassed two academic areas. For Math, Harvey Oaks used the Assessment and Learning in Knowledge Spaces

\$20,427

\$12,592

(ALEKS) program, a Web-based, artificially intelligent assessment and learning system, to make a change in classroom practice and improvement in student learning through mathematical experiences. The Math Club explored the use of math in everyday life. For Language Arts, the school applied research-based strategies from the Literacy Toolkit that created an overarching, common theme and course of study for students.

#### **Holling Heights Elementary**

\$12,144

#### Targeting the Talent

Targeting the Talent included five individual projects. In Enrichment Program 17 enrichment classes were provided before and after school to K-5 students at Holling Heights. Three hundred thirty five students participated. This is 94% of the Holling population. Classes included: Cooking, Drama, Ballet/Tap Dance, Walking Club, Art Club, Cheerleading, World Drumming, Taekwondo, Math Problem Solving, Animal Care-Human Society, Hip Hop Dance, Soccer, Flag Football, Archery Jewelry Design and Running Club. Instructors for the classes were current teachers, PayBac Partners, community members and retired teachers. Enrichment classes are the highlight experience for many of our students. The K-2 After School program supported 18 kindergarten through second grade students in building foundational knowledge in the area of math. The focus of the instruction was to build a strong sense of numbers. Students were invited to participate in the program based on the results of the district's K-2 math screener. Students performing below the 25th percentile were the target audience of the program. Teachers report that students who attended consistently strengthened their math skill and performed better on classroom assignments. In System of Intervention Sessions assessment data was analyzed to determine which students to invite to participate in one to one study sessions. Student who participated in the study sessions had targeted teaching to build their math and writing skills. Thirteen students participated in this program. In *Community Connections*, parents and students of Pre-Kindergarten through second grade enjoyed events that engaged them in literacy experiences as a family. Teachers modeled reading aloud and how to ask deeper-level comprehension questions before, during and after reading a story. Each family member was able to take a new book home to further develop their family reading connections. The event turnout was exceptional, with 70 families in attendance. Teachers from each targeted grade level also attended. Preventing Summer Reading Drop-off will take place this summer. Students identified as needing reading intervention are given between six and eight books at the appropriate instructional and interest level to have throughout the summer. During two family literacy events, parents will be given information about how to engage their child in reading. Students may also attend a "book swap" in June.

#### **Montclair Elementary**

\$8,292

\$15,526

The Energy Bus: Positively Fueling Montclair Students, Staff, and Parents

The purpose of *The Energy Bus* was to meaningfully connect the 40 Developmental Assets with a common language found in the book and to positively impact all stakeholders as measured by increased Gallup Engagement Survey results from the autumn of 2014. The "10 Rules to Fuel Your Life" was introduced and all staff and students read the book(s) and experienced the activities. Montclair hosted two separate parent events that provided a home/school connection. The project. Was highly successful. It re-energized the 40 Developmental Assets and provided additional ways to educate all stakeholders about the assets. The assets provided a framework for action that encouraged all individuals to make a difference.

### Neihardt Elementary

We Are the Knights ... A Collaborative Community

The purpose of the *Engaging and Challenging All Learners* was to provide training for the staff to build understanding of Co-Teaching Models between special education and general education teachers. Co-Teaching Models have been researched as highly effective in school districts of Millard's size. Implemented Co-Teaching Models increase collaboration and communication between professionals and

directly impact the success and learning of students with disabilities. *Empowering Students to be Responsible and Respectful Citizens* was developed to provide opportunities for Neihardt students to receive recognition for their positive contributions and behaviors at school and in the community, and to provide support for the students to increase positive and productive behavior at school and provide the time needed to successfully implement student celebration assemblies, speakers, and student incentives during the school year. The final project funded by the grant, *Building A Collaborative Community: Parent University*, provided continued opportunities for families to come together at the hub of their community, their school, to participate in events that will help them internalize the 40 Developmental Assets framework. As a collaborative community, Neihardt provided planned events to partner with families in the areas of parenting, financial wellbeing, awareness of social media, recognizing and developing student strengths, and the importance of bonding to school.

#### **Norris Elementary**

ROAR – Reaching Our Highest Achievement in Reading

Two projects were funded. The first, *Learning Together*, is a peer tutoring program. Older students were taught reading strategies and then tutored younger students using the strategies. The program ran for 30 weeks this year. For the second, *Increasing Student Achievement in Reading*, Norris purchased Fountas/Pinnell text level kits for all grade levels and implemented text leveling three times a year, building wide. Materials Daily 5 were purchased, the program was implemented in the traditional classrooms and a book study was conducted. The quality of Montclair's guided reading work was improved and several sets of books were purchased for instructional use. Finally, the teachers observed at other buildings to gain knowledge of best instructional practices to implement in their own classrooms.

#### **Rockwell Elementary**

Helping Hands to Highly Effective Kids

*Helping Hands to Highly Effective Kids* was a huge success at Rockwell Elementary. The students participated in monthly Rocktime lessons, weekly curriculum that supported the seven habits and social skills and three parent engagement activities, one of which combined the Fuel Up to Play 60 to increase physical activity and healthy eating and seven habits. More than 300 people attended. Based on the success, plans are in the development phase for the continuation and expansion of this program. The remaining portion of the project will take place this summer. Teachers will create more lessons to add to the "7 Habits Binder" that was created in the summer of 2014, plan for monthly Rocktime activities and effective parent involvement nights, and collaborate on a combination of BIST, 7 Habits, Rocktime, 40 Assets, and College & Career Readiness.

#### Sandoz Elementary

### Site Plan Grant

Sandoz received funding for two projects. The purpose of *STRIPE Club* is to promote student achievement by fostering a culture of high expectations by supporting learning beyond the school day. The club is held two days a week for an hour each day, where students are assisted with homework and provided enrichment lessons and learning opportunities. Based on an analysis of assessment data and teacher observations, the project was a success again this year. *Jumpstart for Tiger Cubs* helped alleviate the anxiety of the Kindergartners by having them come to school without the pressure of having other children around. This opportunity allows teachers to introduce the students to the school environment and the places they will go during the school day. The introduction allows the students to become comfortable with the Kindergartner routine, become familiar with the basics of being a Kindergartner and acquaint them with the school expectations, all while having a good time being a Tiger Cub. The introduction to school allows these students to learn with their peers ahead of time rather than spending the first few weeks feeling scared and intimidated.

\$17,862

<u>\$12,379</u>
#### Wheeler Elementary

C'ing into the Future

The *C'ing into the Future* project was to build students who are strong critical thinkers. Critical thinking, like other dispositions and abilities, can be taught and must be systematically cultivated. The purpose of this project is to educate and enable the school staff and community to teach the students how to think critically. *C'ing into the Future* allowed the purchase of learning materials for the staff to reflect and refine instructional strategies used and how they support building critical thinking. The grant also provided funding for the staff to be part of some professional development experiences. The Millard Education Program was able to provide a coaching lesson to a group of approximately 10 staff members, focusing on thinking in math. The staff also was allowed release time to dive into standards and plan for instructional activities that lend themselves to deep conceptual understanding. Success is evident in text-leveling data, specific in Beyond the Text. Preliminary NESA data indicates movement towards higher levels of proficiency.

#### **Elementary Wide**

ELL Parents Involved in Education Night

The first of two projects funded by the Foundation grant is *ELL Fall Festival*. Community groups such as the Omaha Pubic Library and One World and families of English Language Learners came together for the festival. Dinners were served to 320 people and each student was given a free book and quite a lot of information to take home. Parents were also welcomed to learn about Parent Portal. The second project funded was *ELL Community Night*. Families of English Language Learners were invited for dinner and community outreach. Students enjoyed doing an art project with Joslyn Art Museum and watching explosions with UNO's CAPOW scientist. They also had a chance to learn about the Omaha Police Department with Office Bratcher. Families were given the opportunity to sign up for parenting classes with Boys Town, library cards with Omaha Public Library and Summer School in the district. Before leaving, each student was given a free new book and several used books for their home library.

#### **Elementary Wide**

SBS Parent Support Group

The focus of the SBS Parent Support Group was parent education on various topics including information about the SBS program, positive parenting, mental health, social skills, and services available in the community. Topics included child psychiatry, parenting in the age of social media, behavior management strategies for the home, positive parenting preventing problems from happening, and surviving the summer. The sessions were well received by the parents who attended as was evident by the session evaluations, although there was a drop off in attendance during the second semester.

#### **Multiple Elementary Buildings**

BIST Consultants for Elementary Schools

Each of the following 12 elementary school implements BIST, a school-wide life skills and behavior program: Abbott, Ackerman, Black Elk, Bryan, Disney, Hitchcock, Holling Heights, Morton, Neihardt, Reeder, Rockwell, Sandoz, and Willowdale. The Site Plan grant enabled the schools to hire a BIST consultant to continue the implementation of the program. The consultant held class meetings, developed behavior plans, provided staff development, and served as a support for the schools and the students. The project helped the schools create a healthy learning environment for everyone. Each building was able to establish proactive social behaviors with students to help provide a positive school climate and implement the District Strategic Plan.

\$43,200

\$2,062

#### **Multiple Elementary Buildings**

Building Positive Schools and Responsible Citizens

323

The grant funded the PBIS projects at Cody, Ezra Millard, and Rohwer. At Cody, students and staff were involved in a variety of activities structured to build community and positive culture including assemblies, special lunches, student clubs, and other school wide activities. Cody staff members participated in summer training to build understanding in managing students within the classroom. Information was shared with the whole staff during building staff development times. Staff members also attended a summer Leadership Development Institute to gain knowledge from other schools who have implemented PBiS. Parents, staff members, and the principal are actively involved in the building leadership team. Ezra students continued to SOAR by making positive choices and following school wide expectations. Staff members refined their school wide procedures related to behavior management and recording of student behavior. The core team analyzed student behavior, shared information with the entire building staff, and developed plans to address concerns. Team members attended a summer Leadership Development Institute to gain knowledge from other schools participating in PBiS. School wide activities were held throughout the year to celebrate and recognize students who met and exceeded positive behavior expectations. Parents, staff members, and the principal are actively involved in the building leadership team. Rohwer students continued to apply PBiS expectations throughout the school. Staff members refined their school wide procedures related to behavior management and recording of student behavior. The building PBiS Leadership Team analyzed student behavior, shared information with the entire building staff, and developed plans to address concerns. All staff members received professional development from the Leadership Team members. Team members attended a summer Leadership Development Institute to gain knowledge from other schools participating in PBiS. School wide activities were held throughout the year to celebrate and recognize students who met and exceeded positive behavior expectations. PBiS information was shared with parents through a building display and activities at school wide events.

#### Multiple Elementary Buildings

\$20,100

\$13,249

Promoting Positive Behavior

The purpose of *Promoting Positive Behavior* for Cather, Harvey Oaks, Norris, and Upchurch was to develop plans to address positive behavior beginning at the school level in year one, the classroom level in year two, and the individual student level in year three. Staff members and parents participated in Nebraska Department of Education delivered professional development that focused on developing positive behavioral expectations at the school level. Staff members and parents were given the opportunity to collaborate to create common expectations, recognition opportunities, and specific plans for developing the citizens of tomorrow. Students received positive recognition for demonstrating behaviors related to outstanding citizenship. All four schools feel that we have accomplished our goal for the grant.

#### Central Middle

Building Student Engagement and Hope at Central Middle School

Central's grant supported two projects: *Kagan Cooperative Learning* and *BIST Training*. The structures of *Kagan Cooperative Learning* were part of the site plan in relation to the Central's Collaboration and Teamwork goals. The entire staff experienced the Day 1 Collaboration training and underwent continuing staff development to support implementation throughout the school year. All teachers at Central are using Kagan structures in their daily lesson planning, and these structures have improved our delivery of differentiated instruction. All staff met the minimum expectations for implementation, and many have moved beyond that. Additionally, four teacher leaders traveled to the full Cooperative Learning training in Dallas, Texas this past January; these teacher leaders are currently in Instructional Coaching roles in the building. Future plans for them are to attend the Kagan Coaching training and become official Kagan trainers. This will help make Central's efforts sustainable. There is a great deal of research behind improved student engagement and achievement using these collaboration structures. For

*BIST Training*, the leadership team consisted of 15 teachers leaders and the counseling and administrative team. The leadership team led BIST implementation, which included the study of behavior data and student intervention plans. Central has a database that has tracked all Safe Seat and Buddy Room movements for all students all year, and this information has been used to create strategic plans to support students. Although there has been no noticeable decline in office referrals, the referrals have all been for the main non-negotiable infractions including such things as fights and threats, and the school's approach has been much more skill and relationship-based. As implementation is improved, it is anticipated that positive results will be shown in behavior data. The teachers report that they feel classroom behavior/climate is much more positive as a result of BIST.

#### Central Middle School Annex

Middle School Alternative Program: Reading Achievement for All

The Middle School Alternative Program includes students from most of the middle school buildings who do not fare well in the traditional classroom. The intent of *Reading Achievement for All* was to increase the number of students involved in reading, specifically in their own personal interest areas. The students did weekly News Bowl to test their trivia knowledge. In Reading class, the students paired up and did Scholastic and Time magazine activities that activated background knowledge and peaked their interests in current trends. For independent novels, readers below grade level opted for the Play Away books that read to them. The students were interested in listening to a book on tape versus having an adult reading to them. The overall success of the program was phenomenal. The students made multiple positive comments about the additional materials that were added to their classes.

#### North Middle

Creating, Engaging, Courageous and Innovative Students

This grant supported three individual projects: Innovative Assessment, Courage Retreat and Staff Engagement. In Innovative Assessment, teachers learned about and developed innovative assessments and tools that challenged students at higher and differentiated levels. They created innovative assessments for their classrooms, where students were challenged to develop high level problem solving and critical thinking skills. As a result of this grant, students will be challenged to learn information and be assessed in ways that demonstrate their ability to problem solve and use critical thinking skills. This higher order assessment method will have a positive impact on the students' overall achievement and ability to score higher on state, district and classroom assessments. To date each teacher has developed at least three GRASP assessments for their classrooms. A Courage Retreat was held for seventh grade students who were taught the importance of standing up for shared beliefs. It was an anti-bullying experience, addressing the topic from the perspective of desired behaviors - emphasizing the positive rather than negative. After the retreat, the counseling team and teachers followed up with a number of other activities aligned with this message. The learning the students had a positive impact on their decision making; in doing so, it helped foster a safer school environment for everyone. During Staff Engagement, the North Middle School staff learned their top five Gallup Strengths and then participated in a number of staff development experiences focused on understanding and utilizing their top five strengths. The staff gained a deeper understanding of their personal strengths. This understanding will help them be the best they can be in their work and will create an enhanced environment for each student. The common language and follow-up activities were an added bonus to the culture and climate of the building.

#### Russell Middle

Engaging Every Student

The two projects funded by the Site Plan grant were *Extension Units* and *Pre-teaching Units*. For *Extension Units*, teachers worked to create extension units for sixth, seventh, and eighth grade curriculum. Sixth grade science teachers developed an ecology unit, and language arts teachers developed a six traits of writing unit as well as one to accompany Hatchet and outdoor education. Seventh grade science

\$4,668

\$14,995

\$5,174

teachers created units on atmosphere and graphing. Social studies teachers created vocabulary and cross impact matrices. Eighth grade teachers created a menu project for science and divergent thinking conversation starters for use across the grades/curricular areas. The German teacher created a dictionary usage guide and advanced vocabulary/grammar study activities. These units were used in all core classes to challenge students who had already mastered the objectives of each particular unit. *Pre-teaching Units* focused on math materials that were created for activities more interactive. Writing pre-teaching materials and materials targeted at reluctant writers were revised. Reading pre-teaching materials were revised to reflect areas of weakness discovered by using Check 4 Learning data.

#### South High

\$18,425

Support for Every Student, Every Year = Student Achievement

South High received funding for five projects: ACT Prep, Respect Retreat, and Jump Start Night, Patriot Mentoring, and Reading in the Round: Connecting to ACT Reading Content. The goal of ACT Prep was to increase affordable ACP preparation access to all students. ACT Prep courses are quite common; however, many of them come at a cost with some programs costing as much as \$500. For many South students who wish to do well on the ACT, this is cost prohibitive. Students who participated were able to attend a five week ACT Prep session for the cost of the course book, "Cracking the ACT," which was \$15 this year. Each five week course covered tips and tricks to taking the exam, general focus on test taking strategies, and two sessions focused specifically on the math section of the exam. Four five-week sessions were held this year. One hundred twenty seven students took advantage of the program. Jump Start Night was designed to provide freshman students in Special Education and their parents the opportunity to gain information about South, to assist in the transition from middle school to high school. The night includes staff introductions and a Power Point explaining available services. Following the presentation, the students and parents were divided into small groups and paired with a Special Education teacher to tour the building. The evening concluded with an ice cream social that allowed a relaxed atmosphere so parents and students could ask individual questions of special education staff. This year 25 students and their families were served. Respect Retreat helped build a respectful community of ninth graders. During the retreat, students committed to making a change in one of the three areas (respecting themselves, respecting others, or standing up). Ninth grade students reported after the retreat that attending made them take a step back and evaluate these three areas and make changes they felt they needed. This was the third year for the retreat, and as a larger and larger percentage of the student body has participated in the day, which is coordinated and presented by Youth Frontiers, the impact is noticeable in a reduction of peer related conflict related to disrespect. The purpose of the Patriot Mentoring program was to provide social, academic, and procedural support to ninth graders as they transitioned to high school. The program utilized 58 upper classmen to mentor freshmen in their PRIDE Time. Upper classmen who wished to serve as mentors were chosen through an application and interview process. Chosen mentors were high achieving, positive role models, and engaged in school activities. Through a wide variety of activities throughout the year, this group worked to build relationships, present life skills, and deliver lessons to all of the ninth grade PRIDE times throughout the school year. Project directors for Reading in the Round were to promote literacy in content areas associated with the ACT, and in turn, increase student performance on the ACT. Since seventy-five percent of the ACT reading covers social studies, natural sciences, and humanities, the objective was to make nonfiction materials and books available to teachers and students that presented ACT level Lexile levels and vocabulary. Teachers were offered the opportunity to present one of the nine books related to their subject area to students during reading in the round meetings. Dates and times were promoted via staff, displays, announcements, and the school web page. As further impact, the titles remained available following the sessions for classroom use as extension reading materials or differentiation options.

#### West High

#### College and Career Choices for All Students

The first of five funded projects, *College Prep Institute* focused on ninth through eleventh grade students. The students were invited to information sessions concerning the college application process. They were provided with information on college planning, financial aid, and the college search. Sessions were held before the school day to make sure they were accessible to all students. In addition, two nighttime events were offered for parents to better understand the college application and college transition process. In The Common Application Morning, students interested in applying to selective and highly selective schools were invited to attend a Monday morning session concerning the Common Application. They were given materials necessary to better understand the application process and the essay writing requirements. Students were also provided with a light breakfast since the presentation took place before school hours. Sixty students were able to participate in the third Foundation-funded project entitled ACT Prep Course. The grant provided funding for the test preparation books and the other materials necessary for the students to prepare for the ACT exam. This course was run in conjunction with the Assistant Principal of Curriculum and Instruction. Three counselors organized the course and communicated with parents about the opportunity. The same counselors also led staff training for the four teachers who taught the course. In PSAT Prep Course, the fourth project, test prep instruction was given to 25 students who earned scores that deemed them as possible National Merit contenders. The students attended five sessions to prepare them for the October PSAT exam. All of the students were required to take the exam after attending the course. The students were provided with test preparation materials and study guides to help them prepare for the exam. The final project was *Staff Development for Counselor*. One counselor attended the National Association of College Admissions Counseling conference in Indianapolis. The counselor used all of the information learned at the conference to help create the student and parent presentations as well as the materials used in the projects described above.

#### High School Wide

<u>\$14,462</u>

*iSEE* (*interactive Social Education Experiences*)

The iSEE program's purpose is to provide social skills instruction for students with an Autism Spectrum Disorder alongside their peers and to generalize those skills into the community. Some of the community outings included tailgating at a high school football game, Defy Gravity, ice skating and participating in the ASD Puzzle Walk. Students reported significant improvements in joining activities with peers, talking about the interests of others, responding to greetings, talking to other kids at school, carpooling and getting to know someone new. Parents reported significant improvements in engaging in fewer socially inappropriate behaviors, making fewer inappropriate comments and responding to greetings. Some individual comments from parents were that their child is getting together with friends more often, has made friends, got a job, started to drive and attended prom for the first time. Peers report they are more tolerant of other's differences and help out more as a result of participating in the group.

# High Ability Learner Program 2014-2015

### **Overview**:

The bulk of the high ability curriculum is delivered in the elementary schools by classroom teachers. Students identified as having high ability in math, visual spatial, and/or reading study those subjects in small groups (or individually) using a curriculum chosen for high ability learners. These groups meet once or twice a week in the regular classroom to augment the regular curricula. In some schools, a few students meet as individuals or in small groups with the High Ability Learner (HAL) Facilitator in order to study particular subjects in more depth or at a faster pace than their classmates.

During the 2014-15 school year, 7,510 students were identified High Ability Learners. 976 of those are current elementary students; 2,904 are in middle school, including above-level math students; and 3,630 are in high school, most enrolled in Honors, AP, or IB classes.

In the middle schools, units applicable to high ability learners have been developed for the three grade levels in social studies, reading, writing, literature, and science. Classroom teachers use these units as they differentiate for the students' needs. Middle school math placement is based largely on the results of the Orleans-Hanna test of mathematical ability that the majority of 5th grade students take.

Middle school students also participate in HAL seminars. These seminars occur either on-site at schools or off-site at metro locations. The seminars provide extension of the regular curriculum and reinforce the exploratory vision of the middle school philosophy.

At the high school level, placement in more rigorous classes is largely by student and parent choice, with the exception of math. Accelerated math placement begins with sixth grade and continues as appropriate through high school.

A substantial portion of the funding for our High Ability Learner program comes from grants. In 2014-15 MPS applied for and received \$154,435 from the Nebraska Department of Education. In addition, the district budget included money which each school could apply to "gifted" education. The elementary and high schools may spend this money for services to high ability learners. The District budget allocation was combined with the allocation from the state department of education grant to partially fund a part-time HAL facilitator for each middle school.

During the school year, all buildings submitted plans to use monies received from the state (Rule 3) to support High Ability Learners.

- Elementary schools received a total of \$41,326 with individual schools receiving \$3.14 per pupil in total enrollment and \$6.67 for each identified HAL student.
- In addition, \$7,500 was allocated for K–5 HAL choral and instrumental music.
- Middle schools received a total of \$30,703 with individual building amounts ranging from \$4,014-\$6,339. These funds were used to partially fund the six Middle School High Ability Learner Facilitator positions.
- High schools received a total of \$29,331 with individual building amounts ranging from \$8,556-\$10,258.
- Horizon High School received \$487.

Funds were distributed to the buildings using a formula that incorporated an equity factor for the number of identified high ability students and a base factor for total enrollment in the building. The monies were used for resources, activities, and programs for students and teachers.

#### Summary:

The NDE Rule 3 funds enabled schools to fund an array of activities and programs that benefited both students and teachers. The following narrative represents a summary of how the funds were spent.

#### **Elementary Activities**

Training for new facilitators, as well as a refresher for the veterans, was conducted by the District HAL Facilitator in August. This year there were seven new elementary HAL/Building Instructional Facilitators. Any necessary teacher training was conducted in-house by these facilitators in September.

Activities and programs for students included after-school clubs for robotics, coding, music, art, Future Cities, Dream Your Future, science, community service, chess, Spanish, photography, reading, and the Brain Academy Club. Students in many schools participated in contests including MAVS (Math, Art, Visual-Spatial) Tournament, WordMasters, Mad Hatter Quiz Bowl, ESU Extreme Math Day, the Stock Market game, school spelling bees, Math Munchers, Golden Sower Competition, Marrs Magnet Center Math Contest, Science Olympiad, Destination Imagination, and the National Geography Bee.

Other activities included independent study projects, materials, and field trips to the Strategic Air and Space Museum, the Joslyn, the Pottery Place, the Durham Museum, the University of Nebraska at Omaha, the Rose Theatre, and the Apple Store.

Guest presenters included an artist, an architect, guest speakers from the Nebraska Humanities Council, 4-H presentations, the Omaha Children's Museum, the Omaha Public Library's Millard Branch, UNL Extensions, and a US Marshal, with a trip to the US District Court.

Workshops included "Your Memory: Use It or Lose It," Kitchen Science, "Think Like Leonardo," embryology, beekeeping, shark dissection, robotics, physics, entomology, geology, engineering, electricity, and rocketry.

Resources, activities, and programs for teachers included designated facilitators' attendance at the Nebraska Association for the Gifted Conference (NAG) in Omaha.

#### Middle School Activities

The middle school activities were funded by the schools' budgets, by a Nebraska Humanities Council grant, and by students themselves. Most of the middle school program was accomplished through one- and two-day seminars on a variety of topics. They included seminars in art, engineering, writing/Nebraska authors, architecture, genetics, animal behaviors, and forensic science. Students participated in Engineering at UNL, Writing at UNO, Celebrate Creativity at the Joslyn, Flash Animation, Biodiversity and Conservation at the Henry Doorly Zoo and the Safari Park, Mock Trial at the Hruska Courthouse, Advanced Theater at the Rose, Geology at Schramm Park, and others. Students also participated in school spelling bees, then the District Spelling Bee. The district winner advanced to the Omaha *World Herald* Spelling Bee in March. Resources, activities, and programs for teachers included attendance from three buildings at the Nebraska Association for the Gifted Conference (NAG) in Omaha.

#### High School Activities

Resources, activities, and programs for students included the purchase of curricular materials for Advanced Placement (AP) classes, and AP test review sessions, National Exams in the world languages, a trip to the Omaha Symphony, the National Math Exam, and the Hugh O'Brien Leadership program. AP testing facilities and student transportation were also funded. Students also participated in UNL Math day.

Resources, activities, and programs for teachers included AP Teacher registrations and stipends for one-day workshops, provision of off-contract time for teachers to tutor students for AP exams, and materials to support best practices.

# Library Services 2014-2015

Whether it is accessing print or online information or learning how to become more responsible digital citizens, the MPS students and staff depend on library services year round. The libraries provide services in a variety of modes and venues. Teacher librarians lead classes, teach digital literacy lessons, offer individual support plus provide resources that meet the research, learning and teaching needs of many different groups of users. School libraries remain the most preferred place for study, research, computing, or community meetings. The school library is also the largest and busiest classroom at each school. Collectively, the libraries have more than 2000 computer stations and laptop computers available for student use and have checked out over a million books in the last three years.

MPS school libraries focus on supporting all Pre K-12 learning objectives. Not only do they provide access to over 393,000 books, but they also provide resources such as digital cameras, listening stations, video equipment and computers. The teacher librarians recognize reading as a foundational skill for learning, personal growth, and enjoyment and support this by engaging students in all formats of communication, whether it be digital or print. An integrated approach to mastering digital literacy skills forms the nucleus of student research and inquiry based learning. Educational Services provides funding for the following student databases along with all the resources that are found in our school libraries. Research databases include the following:

RESOURCE	LEVEL	SUMMARY
Safari Montage	PreK-12	Resource rich digital learning environment that stores
		learning objects such as video, audio, text, web links,
		pictures, and lessons that are available for all staff and
		students for teaching and learning
Creation Station	PreK-12	Software that enables staff and students to create
		digital resources and store them on our district
		Learning Object Repository
Destiny	PreK-12	This software provides access to all library resources
		includes mobile app for 24/7 to ebook content, print
		resources and digital learning tools
NEbraskAccess	PreK-12	Nebraska state government publications and digitized
		Nebraska historical resources.
netTrekker	PreK-12	Over 300,000 fully vetted classroom resources
		available via Safari Montage that support instruction
Soundzabound	PreK-12	Royalty free music library offers a wide variety of
		music which can be used for presentations, news,
		podcasts and web.
World Book Online	PreK-12	Content and tools developed especially for students at
		all levels; serves research needs with extensive
		multimedia; available in Spanish
CultureGrams	PreK-12	Concise, reliable, and up-to-date reports on more than
		200 countries, each U.S. state, and all 13 Canadian
		provinces and territories with emphasis on culture,
		history, customs and lifestyles.
Grolier Online	PreK-5	Resources designed for elementary students includes
		Lexile leveled articles, interactive maps, America the
		Beautiful series; also available in Spanish.

Junior Reference Collection	6-8	Topics in History, Literature, Science, Social Studies suitable for middle school students.
Student Resources in Context	6-12	Comprehensive module covers a wide-range of topics. It features full-text magazines, academic journal, news articles, primary documents, images, videos, audio files, and links to vetted websites.
Opposing Viewpoints in Context	6-12	Features continuously updated viewpoint articles, topic overviews, full-text magazines, academic journals, news articles, primary source documents, statistics, images, videos, audio files, and links to vetted websites.
Gale Biography in Context	6-12	Specifically designed for research on people using a combination of on-line books, periodicals, and multimedia. Students can search by keyword and full text or be name, occupation, nationality, ethnicity, birth/death dates and places.
Literature Resource Center	6-12	Provides access to biographies, bibliographies, and critical analyses of authors from every age and literary discipline; covers more than 130,000 novelists, poets, essayists, journalists, and other writers, with in-depth coverage of 2,500 of the most- studied authors using hundreds of thousands of books, articles, and dissertations from 1926 to the present.
US History in Context	6-12	Most significant people, events, and topics in US history covered via full text magazines, journals, news articles, primary source documents, images, videos, audio files and links to vetted websites.
World History in Context	6-12	Hundreds of the most significant people, events, and topics in World History are examined with full-text magazines, academic journals, news articles, primary source documents, images, videos, audio files, and links to vetted websites.
Global Issues in Context	6-12	International viewpoints on a broad spectrum of global issues, topics and current events
Science in Context	6-12	Contextual information on hundreds of today's most significant science topics are discussed through full- text magazines, academic journals, news articles, experiments, images, videos, audio files.
Scribner's Writer's Series	6-12	Includes 15-20 page signed essays on more than 2,000 authors and literary genres drawn from 13 acclaimed Scribner print series.
Literature Resource Center	6-12	Provides access to biographies, bibliographies, and critical analyses of authors from every age and literary discipline. This module covers more than 130,000 novelists, poets, essayists, journalists, and other writers, with in-depth coverage of 2,500 of the most-studied authors using hundreds of thousands of books, articles, and dissertations from 1926 to the present.
Twayne Author Series	6-12	More than 600 full-text titles from the Twayne Literary Masters series; designed for comprehensive research on literary topics.

Professional Collection	9-12	Features more than 250 full-text journals with a focus on educational issues.
JSTOR	9-12	Provides thousands of scholarly and academic journals with a focus on international publications, and primary source materials; focuses on the Humanities, Sciences, and Social Sciences and used in the International Baccalaureate Program.

## **Collections, Services and Resources**

Circulation statistics give evidence that students are reading and continue to value print. Combined district circulation averages about 31,000 books per month. The heaviest areas of use at the elementary level are life science and geography, while the secondary students utilize historical fiction and biography.

This is the seventh year for districtwide use of the Safari Montage digital video system. The system provides access to over 100,000 video segments to enhance lessons and engage learnersan increase of 4,000 segments from the previous year. Over 300,000 fully vetted netTrekker resources were also added this year via Safari Montage. Through the district library services, over 250 videos have been produced and uploaded to the Safari Montage system. These resources include school news clips, instructional support for curriculum and staff development training videos.

Use of multimedia equipment to produce and edit digital projects put a high demand on library equipment and staff. Higher demand for digital video production was evident in teacher requests for assistance from the librarians. Student productions give evidence of communication skills at both elementary and secondary levels. Music students use the library production rooms to capture their talents digitally and apply for colleges and scholarships.

## Curriculum

With continued focus on reading, research strategies and digital literacy, teacher librarians provided over 20,000 large class instruction sessions, 4,500 small group sessions, and more than 500 staff development requests. The district wide digital literacy curriculum was facilitated and led by the teacher librarians. The Common Sense Media web resources formed the nucleus of over 50 lessons taught directly by the teacher librarians. Lesson topics included cyberbullying, social networks, copyright, plagiarism, and online searching.

All teacher librarians support the district and state assessments and help students with practice tests. Continued use of data will measure student growth and improve instruction. The following is a district snapshot of integrated teaching and learning from a district perspective:

- Addition of over 1000 digital books to PreK-12 collections
- Circulation increase of 10%
- Resource sharing between schools increase of 9%
- Student searching results totaling over one million

## **Destiny System**

This is the seventh year that Destiny software has managed our library resources. This system provides performance solutions that answer key challenges, including:

• Equitable access to resources for all students and staff

- Easy access via the web
- Unified and updated catalog of all print and electronic resources
- Efficient use of budget, time and staff
- Support for language arts and reading curriculum
- Access to all district purchased ebooks

Asset Manager, a part of the Destiny software suite, is utilized to manage assets such as audio visual equipment, intervention materials, special education equipment, musical instruments, and computers.

#### **Staff and Hours**

The Millard Public Schools Foundation continued support of afternoon and evening hours at the high schools. During extended hours students took advantage of tutoring sessions, met with small groups to work on research projects and used technology resources. October was the busiest month with over 500 students spending their evenings at the MPS libraries. Central Middle School continued after school hours on Tuesday and Thursday to support a concentrated focus on reading.

Millard Public Schools library success is, in large part, due to the efforts of its support staff. This allows our certificated teacher/librarians to focus on student achievement and academic success. The staff at Support Services continues to provide dedicated service to all schools, including database support and shelf ready materials. The support team has been invaluable in keeping our technology resources repaired and readily available in the classrooms and libraries.

#### **Class Visits and Usage Patterns**

Demand for access was competitive for both library resources and computers, especially in December and May when major projects are due. It was not uncommon for high school libraries to host four classes during a single period. During a typical period students are seen gathering information for a debate or speech, presenting documentaries and original videos, designing Web pages, engaged in historic simulations, researching authors, preparing for AP tests, or simply reading. A variety of new organizers, rubrics, online instructional units, and planning documents were created and used in English, Science, Math and Social Studies courses. Millard high schools continued to offer a student focused reading initiative called "Millard Reads". Teacher librarians pre-selected and provided book talks for over 100 Young Adult titles. Our students read and discussed these books online via blogs posted in the Destiny Library Management system.

#### **Additional Activities**

Elementary students benefited from reading clubs and activities offered at many schools. Before and after school activities were well attended and gave students added opportunities to improve their skills. Student Book Clubs read Golden Sower Award books, as well as classics. The Golden Sower Quiz Bowl hosted by Holling Heights Elementary, Ezra Millard Elementary, and Wheeler Elementary schools attracted over 400 students district wide. Schools welcomed four award-winning authors who shared their love of writing with students in grades K-12.

## **Standards for Multimedia Purchasing**

Standards for multimedia equipment were refined to include document cameras and digital audio devices which support the emphasis on reading, writing, listening and fluency. In addition, district purchasing standards for items such as speakers, headsets, and digital learning tools were expanded.

# Goals

The Millard Public Schools' libraries provide a key role in engaging students and giving them the tools they need to succeed. As such, the 2014-2015 school year saw the completion of several goals including:

- introduction of eBooks and audio books to the PreK-12 collections
- expanded use of Safari Montage to include district playlists for science and social studies
- integration of the library system and the new district mobile app
- implementation of Creation Station (allows teachers to store digital learning objects on our Safari Montage system)
- expanded use of the Destiny Asset Management System

# Multicultural Education Report 2014-2015

**Nebraska Department of Education Rule 10 stipulates that "**The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10."

In addition, Rule 10 requires (sections 004.01F and 004.01F1-F5) that:

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

Board of Education Policy 6610 and Rule 6610.1, Curriculum, Instruction, and Assessment: Multicultural Education, address these requirements including the mission of the Multicultural Education Program as defined by a District task force and approved by the Board of Education on October 17, 1994.

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

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

#### Multi-Cultural Representation in Scott Foresman Science

Grade Level	Examples of Multicultural Ties			
All Grade Levels	Teacher Support for working with different cultures:			
	• TEs -Professional Development section that addresses how to support diversity in			
	Science Education			
	<ul> <li>"Every Student Learns" support book addresses working with ELL students.</li> </ul>			
	All print materials: student and parent, including songs are in Spanish			
	Student DVDs:			
	<ul> <li>Discovery School (content knowledge), Activity (inquiry)</li> </ul>			
	People represented - African American, Asian, East Indian, Hispanic; Regions of the world -			
	All 7 continents			
Kindergarten	Careers/Scientists:			
	African American, Asian, Hispanic:			
	Astronauts, Medical Professionals, Inventor - Stoplight			
First Grade	Careers/Scientists:			
	African American, Asian, East Indian, Hispanic:			
	Marine biologist, Physician, Meteorologist, NASA Rocket engineer, Electrical Engineer,			
	Astronaut, Computer engineer			
Second Grade	Careers/Scientists:			
	African American, Hispanic:			
	Marine biologist, Aerospace engineer, Meteorologist,			
	Professional Athlete, Creator of Lunar Rover			
Third Grade	Careers/Scientists:			
	African American, East Indian:			
	Fire fighter, Computer Engineer, Park Ranger			
Fourth Crodo	Concers/Scientista			
rourui Graue	African American Hispanic:			
	Analytical Chemist NASA Research Scientist Astronaut			
	Inventor – Pacemaker			
Fifth Grade	Careers/Scientists:			
	African American Asian Hispanic			
	Inventor – blood-mobile, Research Scientist, Research Physicist.			
	Iet engineer. Space Shuttle Specialist			

Multi-Cultural Representation in Pears	on Scott Foresma	n Reading Street Lang	uage Arts Series
1		8 8	8

Grade Level	Examples of Multicultural Ties		
All Grade Levels	Teacher Support for working with different cultures:		
	• TEs -Professional Development section that addresses how to support diversity in		
	Science Education		
	<ul> <li>"Every Student Learns" support book addresses working with ELL students.</li> </ul>		
	All print materials: student and parent, including songs are in Spanish		
	Student DVDs:		
	<ul> <li>Discovery School (content knowledge), Activity (inquiry)</li> </ul>		
	People represented - African American, Asian, East Indian, Hispanic; Regions of the world -		
	All 7 continents		
Kindergarten	Children and Families in Big Books and Flip Chart:		
_	African-American, Asian, East Indian, Hispanic		
First Grade	Children and Families in Big Book:		
	African American, Asian, East Indian, Hispanic		
	Leveled Readers:		
	Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions		
Second Grade	Children and Families in Text:		
	Asian, African, East Indian, Hispanic		
	Leveled Readers:		
	Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions		
Third Grade	Children and Families:		
	African American, Asian, East Indian, Hispanic, Native American		
	Leveled Readers:		
	Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar		
	Regions		
Fourth Grade	Children and Families:		
	African American, East Indian, Asian, Hispanic, Native American		
	Leveled Readers:		
	Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar		
	Regions		
Fifth Grade	Children and Families:		
	African American, East Indian, Asian, Hispanic		
	Leveled Readers:		
	Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions		

## 2008-2016 Culturally Responsive Teaching Training in Millard Public Schools

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

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

# Phase 1

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

# Phase 2

2009-2010	2010-2011	2011-2013 – Reaching Each Student
Elementary Staff	Middle School Staff	In 2011-2013 veteran staff participated in culturally responsive
PK-12 Psychologists	Elementary Staff PK-12 Psychologists	staff development also called <i>Reaching Each Student</i> . This staff development was differentiated to each building needs and directed by their building leadership. An ANGEL
Itinerant Staff	PK-12 SpEd Itinerant Staff	populated with a wealth of resources for buildings to utilize.
Elementary Administrators	Elementary & Middle School Administrators	In 2011-2012- new staff participated in an introductory class called <i>Reaching Each Student</i> . The new staff met face to face and via ANGEL during the second semester of their first year. The primary goals of this class were to 1) consider cultural lenses of teachers and students (age, gender, race, poverty); 2) identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model; and 3) consider possible changes to Culturally Responsive Teaching practices.
		In 2012-2013 new staff did not participate in this same class. We moved this required training to $2^{nd}$ year staff responsibilities so these 2012-2013 hires participated in 2013-2014.

# 2013-2014

In 2013-2014 *Culturally Responsive Teaching* became a 2<sup>nd</sup> year staff member commitment. All 2<sup>nd</sup> year staff members were invited to a class during Fall Workshop taught by UNO Professor, Dr. Sarah Edwards. The primary goals of this class were to 1) consider cultural lenses of teachers and students (e.g. age, gender, race, poverty); 2) identify current *Culturally Responsive Teaching* practices in alignment with the Millard Instructional Model; and 3) consider possible changes to *Culturally Responsive Teaching* practices. Any 2<sup>nd</sup> year staff members who did not attend this session were asked to complete an *Introduction to Culturally Responsive Teaching via ANGEL*, our on-line learning management system.

All 1800 salaried staff members continued their differentiated experiences based on their Building Staff Development Plans. Principals were asked to create a plan that met the needs of their staff and students. These staff development plans are entitled *Reaching Each Student*. Parameters for these 2013-2014 staff development plans are listed below.

- 1. Differentiate your plan by building.
- 2. Collaboratively create & communicate plan with stakeholders by pre-assessing building needs (e.g. review school data, survey staff, survey community).
- 3. Establish S.M.A.R.T. goal/plan to improve culture of building and close the gap in student achievement. The S.M.A.R.T. goal will help buildings measure their success.
- 4. Office of Staff Development will provide several resources in the ANGEL community group Reaching Each Student. Administrators or designee may enroll by PIN using section ID: RES\_2011.
- 5. These resources can be copied and/or developed in your building ANGEL community groups and/or used in face-to face sessions.

## 2014-2015; 2015-2016

As the result of a new Strategic Plan, Millard Public Schools reviewed our Culturally Responsive Teaching staff development for the 2014-2015 school year. The strategic plan states that we will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready. Specifically we will examine demographic trends and develop strategies to address the unique needs of each student. There are several action steps involved in this strategy:

- Identify, evaluate, and provide access to existing and potential social services, including those in the community, to meet the changing needs of our students. e.g. Backpack meal program, health needs, transportation, adult education
- Implement strategic academic and social interventions based on data analysis. e.g. summer programming, extended school day
- Develop and implement a system to allocate resources that includes measures of student performance and demographic data.
- Provide on-going staff development on strategies that positively impact student achievement in all demographic subgroups.

In 2014-2015, *Culturally Responsive Teaching* remains a 2<sup>nd</sup> year staff member commitment. All 2<sup>nd</sup> year staff members were invited to a class during Fall Workshop taught by UNO Professor, Dr. Sarah Edwards. The primary goals of this class are the same as those outlined above for the 2013-2014 school year. Any 2<sup>nd</sup> year staff members who did not attend this session were asked to complete an *Introduction to Culturally Responsive Teaching via ANGEL*, our on-line learning management system. The plan for 2<sup>nd</sup> year staff members in 2015-2016 will be the same.

In 2014-2015, all 1800 salaried staff members continued their differentiated experiences based on their Building Staff Development Plans. Administrators and Building Staff Development Facilitators met in the summer of 2014 to review the Strategic Plan and to learn about District demographics. Principals were asked to create a plan that meets the needs of their staff and students. These staff development plans were entitled *Culturally Responsive Teaching*. Parameters for these staff development plans are the same as those outlined above for the 2013-2014 school year. Moving forward, we will maintain a similar plan, additionally reviewing a brief from Hanover Research titled Strategies for Building Cultural Competency and incorporating such strategies into the comprehensive plan for 2015-2016.

# **Elementary School Multicultural Examples**

## • Kindergarten

- Students learn about the first Thanksgiving in November and celebrate by having a Friendship Feast
- Kindergarten students participated in a Chinese New Year celebration that included eating Chinese food prepared by HyVee

# • 1<sup>st</sup> Grade

- Thanksgiving
- Martin Luther King, Rosa Parks, Harriet Tubman, Ruby Bridges
- 2<sup>nd</sup> Grade
  - Studied Black History through reading the story, *A Weed in a Flower-History of George Washington Carver*. They also shared literature focusing on the Native American, Korean, and Spanish cultures.
  - Discussed ethnic backgrounds during a social studies unit with creation of flags representing each student's ancestors. Also discussed Black History through the stories: George Washington Carver, Just Like Josh Gibson and Follow the Drinking Gourd.
  - In May, students participate in a unit on the culture, customs, and language of Mexico (coincides with Cinco de Mayo).
  - There was a guest speaker presenting Native American's in Nebraska and how they used the land and it's resources
  - Speaker about Negro League baseball
  - Speaker about Native American jingle dancing

# • 3<sup>rd</sup> Grade

- o Native American Day/activities- including totem poles, and art
- African American History month- research and reports
- In a study of Native Americans, brought in a speaker who presented to each class on artifacts and other Native American culture
- Third grade completed a writing project on "Famous Black Americans" where each student wrote about an individual and shared with the class. They also studied Japanese-Americans and their reasons for coming to the U.S. during the building of the railroad. They also discussed the encampment during WWII.
- Students researched their heritage and what influenced their family to come to America and specifically Omaha. They wrote an essay and presented this information to others.
- Students learned about a number of cultures, including Egypt, Native American, Russian, Japan, Australia, and Korean, using games, art, books and projects. They also studied the Underground Railroad and Harriet Tubman incorporating a technology project.
- Students researched and wrote a travel log on a country of their family's heritage. This included videos of immigrants traveling to the United States from various countries of origin.
- Field trip to Durham Museum learning about different cultures in Omaha

# • 4<sup>th</sup> Grade

- Participated in the black history art council contest.
- Multiple lessons were held on the Civil Rights Movement including a virtual field trip to the Civil Rights Museum. Students researched African Americans for Black History month. They used websites to do mini biographies on famous/interesting/important figures in history.
- Created a Civil Rights blog on iPads

- Students studied states and regions and toured many region sites. They also studied famous Nebraskans and how they have contributed to our state and society. Multicultural literature is incorporated through language arts throughout the year, including a focus on Lewis and Clark. Native American culture is taught through NE unit in Social Studies. Historic Trails and Current Events have been discussed and experienced throughout the year. Students also take part in Holiday observance activities.
- Cinco de Mayo Celebration includes discussing stories, families and students sharing their family and cultural experiences with the class in multiple grade levels
- Students participated in a Mystery Skype, which included communicating with diverse populations from various countries.
- Native American Studies
- o Nebraska History Museum, Lincoln, NE
- Field trip to Durham Museum for Plains Indians study
- Extension activities on American Indians (i.e., tribes, reservations, aboriginal art)
- "Naya Nuki" read to classes. It is about a Shoshone Indian girl living in the Midwest in 1801. (Strategy #2, Action Plan #1)

# • 5<sup>th</sup> Grade

- Watch the 'I Have a Dream' speech on MLK day
- Students chose a country, researched the culture, government, lifestyles, flag, language attractions, weather/climate, customs and traditions and presented the final project in class. Many students added food to their presentations
- Famous American living museum. Each student presented on a famous American that they researched. Many different Americans were represented (Martin Luther King Jr., Oprah Winfrey, Rosa Parks, Sacajawea, etc.)
- Students learned about famous and contributing African Americans through an art project. They studied various cultures through the reading selections and Social Studies curriculum, such as The Ch'i-lin Purse-Japanese Folktale, Underground Railroad, Passage to Freedom, and Satchel Paige. In Spelling and Grammar, they studied words that derived from other cultures.
- Picture books relating to different perspectives are brought into social studies lessons. These particularly look at the African American perspective.
- Studied Famous Americans (included in the list to choose from were mostly Famous African Americans/Women), Louis Armstrong (Blues music), Mahalia Jackson (Gospel singer)
- Native American Studies
- Aztec, Mayas, and Incas Studies
- Effects of Slavery in Early America including impact on African Americans.
- Multiple Multicultural Studies in Reading Book, including in-depth study of African American influence on Music (Jazz, blues, Gospel)
- Immigration activities and lessons

# • K-5 Alternate Curriculum

- Learned about winter holidays from around the world including countries in Europe, South America, and Australia.
- o Celebrated Chinese New year and learned about culture and customs.
- Celebrated Cinco de Mayo

## • Personal Cultural Identities

- Kindergarten Who we are: An inquiry into how individuals around the world are united by their common, physical, social and emotional needs provided students with the opportunity to share information about their own cultures. <u>Summative Assessment:</u> Through literature students will discuss the emotional, social and physical needs of children from around the world. Students will compare their individual needs and wants to a person from another country. The results of their inquiries will be documented in a booklet form. The student will create a Venn diagram by comparing him/herself to another person.
- 2<sup>nd</sup> Grade How we organize ourselves: An inquiry into how economic choices are influenced by the needs and wants of the consumers and producers in communities around the world. <u>Summative Assessment:</u> Students become product designers. They will create a catalog page for their product or service and include: why their product is a need or want, why it is a good or service who the product or service targets and how will they get the materials they need from other countries to make their good or service.

## • Miscellaneous

- Hanukkah and Kwanzaa stories and activities.
- Multicultural dances and customs are taught in the music/PE classes.
- The Durham Museum brought Mark Mayberry to Cody to speak about Black Inventors. His presentation was informative and interactive. He spoke about a few well known inventors, but spent most of his time making all of us aware, students and staff alike, of people who have had a tremendous impact on our lives, but we have no knowledge of.
- All grade levels enjoyed multiple European and Latin American folk dances including Les Saluts, The Shoemaker, La Raspa, and Carnivalito.
- The Cody Choir sang songs from Gaelic, Ghana, African American, and European traditions.
- Embedded multi-cultural discussions and experiences throughout the school year
- o Cultural studies and discussions in Social Studies lessons
- Grade level cultural studies, African American History Month lessons included in Digital Literacy lessons, ML King Jr. Birthday, culture grams about different countries, research of the cultures, and pic collages on iPad about cultures, landscape art, recognizing different countries, Native American studies, many books read aloud, and students reading literature on various cultural groups. Art to include cultural masks mosaic art.
- A parent shared Chinese New Year with Kindergarten students. She read a story, discussed the Chinese culture, students tried on ceremonial clothing and made red paper lanterns.
- BEAT—Music from different cultures. In BEAT, we usually have one dance from a different country.
- ELL students to the Omaha Public Library on Dia de Los Ninos and to celebrate Asian and birthday traditions
- Reading Brothers in Hope: The Story of the Lost Boys of Sudan
- o Mystery Skypes with different communities
- o Unit: Holidays Around the World
- Studies in Black History for Black History month
- Art activity: Australian boomerangs (Kindness Retreat)
- o Studies in Native American and Hispanic culture
- Cultural artifact activity
- o Projects re: various foreign countries and different cultures

- o Durham Museum: exhibit re: immigration and Native American culture
- A teacher's son from Australia spoke to 2nd graders (Strategy #2, Action Plan #1).
- Zen Ties-play at the Rose Theater-Chinese and Zen philosophy (Strategy #2, Action Plan #1)
- Urahima Taro-play at Millard North-Japanese fairy tale (Strategy #2, Action Plan #1)
- Taiko Drummers All school assembly.
- Multicultural Night in March for entire school community. We had 17 countries represented with food, music, information, dance, and performances.
- Through our staff developments sessions with Culturally Responsive Teaching, we had opportunities to discuss how we can help students of different cultures.
- Staff Development Opportunities utilizing district ANGEL articles for culturally responsive teaching. The articles included: "The Myth of Poverty," "Nine Powerful Practices," "Poverty in the Brain," and "Poverty and Brain Development." Staff members were required to choose one professional development opportunity in October or February to complete the component.

# Middle School Multicultural Examples

- Art
  - In the 6-8th grade art class we look at several different artists from around the world, the different techniques used throughout the many cultures as well as the similarities and differences between their functionality and meaning. In 7th grade students experience the Aboriginal culture as well as create artwork using the aboriginal techniques. In 8th grade the students learn about Native American beliefs of Dreamcatchers, as well as the history and origin of them. They learn about the beliefs and functions of death/animal masks throughout many different t cultures around the world. The 8th grade fiber art students learn how to Batik using the techniques created in Indonesia over 2000 years ago.
  - The Art department continues to highlight various artistic aspects of the international world with a strong focus on Native American pottery and African American masks. Students studied Egyptian art, Spanish tile design, Aboriginal art, Islamic Art, Mexican folk art, and African art with an emphasis on quilt stories. Students also studied batik textile designs used in India and Africa. Sixth grade students participated in "Artist of the Week" reports which included various artists who represented different cultures, nationalities, and genders. Eighth graders completed Master Sketch assignments in drawing and painting which included reading about and duplication of styles and techniques from artists around the world. Printmaking classes study the culture of their ancestors to incorporate into a print. Japanese and Chinese prints are highlighted in Printmaking.

## • Computers

• Sixth grade students planned a vacation to a Wonder of the World, including figuring out where, what it is, costs of lodging, food, transportations and converting currency from dollars to whatever their country uses.

# Guidance Department

• Students participated in an African American Boys Leadership group, a Latino Summit, and homeroom lessons focused on understanding of other cultures and respect.

# • English/Reading

- Sixth grade students write a pourquoi story. We show examples of Native American pourquoi stories (video and written). We talk about the importance of the earth and nature in the Native American culture and respect for the land.
- In English, some multi-cultural short stories were read like "The Red Guard," "First Emperor," "Digging Up the Past," "Under the Royal Palms: A Childhood in Cuba," "Eleven," "Tuesday of the Other June," and "Aaron's Gift."
- In 7th Grade English, students read "Rikki-Tikki-Tavi by Rudyard Kipling. Students are provided with background knowledge regarding life in Colonial India and climate in India. Culture is discussed with each 7th grade Chapter in terms of the eight elements of Culture, with personal and national history being one of them, along with religion, social groups, language, daily life, art, government and the economy.
- Seventh grade students read "Esperanza Rising" the story of an immigrant family's struggles moving from Mexico to the United States in hopes of finding work. Students were given opportunities to discuss the novel with their peers and make connections to themes from the book to their own lives.

# • Library

 Activities included displays of Literature tied to cultural diversity. Students can access lists of Multicultural titles for their independent book selections on the Kiewit Library website. Selection and Acquisition of books for our collection includes looking for titles that are diverse and unbiased. Students are taught to use databases that display information on World Cultures. Using Culturegrams online database, students have first- hand information for all their classroom research experiences.

# • Math

- Students participated in a multicultural math game
- Sixth grade students worked on Metric Olympics which slightly ties with the Greek Olympics.
- Math 6 students learned how to use the Sieve of Eratosthenes efficiently and researched other major math contributions of this fine mathematician.
- In addition, sixth grade pre-algebra students discussed Greek customs while learning about the Pythagorean Theorem and Pythagorean Triples.
- Students incorporated their knowledge of the French, Spanish, and German languages during a math class activity.
- Students worked with the Egyptian number system, in addition to learning about many of the mathematical advancements of the ancient Egyptians.

# • Physical Education

 Classes integrated sports, games, and dance from around the world—Middle East, Europe, and Africa. Examples include, Bocce Ball (Italy), Horse shoes (America), Badminton (England), and Cricket (India).

# • Science

- George Washington Carver scientific contributions in 6th grade science.
- Science 6 Volcanoes and Earthquakes We apply our learnings to current geographical events (Nepal). Ancient creation stories (specifically Native American stories) are also discussed as we make connections between what people once believed were the cause of this phenomenon and what science tells us is the cause.

Science 8 - During the astronomy unit, when we discuss the sun the moon and the planets, I read Native American stories that correspond with the creation of these bodies. I probably have 8-10 stories that I read to the class from different tribes. We discuss what it may have been like before the invention of the telescope and if we lived then, what sort of stories we may have made up about the unknown things around us.

# Social Studies

- o Guest speaker from Guatemala (Reina) for our Central America unit
- All three grades learn about a variety of cultures and religions through their curriculum.
   8th grade students took a field trip to see the movie Selma and learned about the Civil Rights Movement in February.
- While studying Ancient Greece, students participated in an Olympic-based competition. The competition started with a traditional opening ceremony with each team member wearing the same colors, performing a chant, and waving their flag. Before competing, traditional oaths were taken by the athletes (students) and judges (teachers). Students competed for gold, silver, and bronze medals in a final awards ceremony replicating the Greek Olympic culture.
- A few students reviewed the Hebrew alphabet and practiced the symbols and pronunciation.
- Diverse cultures were discussed via current events through political cartoons and CNN discussions. Current events devoted to Martin Luther King, Jr. Day on/around date.
- Seventh graders also researched the diversity of other cultures by "visiting" a country of their choice for four days and sharing what was learned about such topics as language, traditions, customs, clothing, economy, and government.
- Beyond the Social Studies curriculum itself, teachers have also incorporated News Quiz Bowl, current political/editorial cartoons, reading about and discussing 'Closing the Gap: Indigenous Groups of the South Pacific, extensive Black History Month activities, Hispanic Heritage Month activities, and possible MLK day speaker(s) and activities.
- Social Studies' classes discuss parallels with readings in Reading and Language classes to give students an historical perspective to the reference of time that is indicated in the story(ies).

# • Success Strategies 6, 7, 8 - Journeys I and II

• We do an entire unit on multiculturalism and Action magazines have lessons about current events that happen worldwide. (ex: Discussed products that we import and export, translators, how our world has become a global economy)

# • Miscellaneous

- A study involving the cultural aspects of clothing
- An interdisciplinary unit about the Iditarod with an emphasis on the Alaskan/Eskimo cultures

# • High Ability Learners (HAL)

"Justice for All," a HAL Unit, was offered to qualified students working with reading books and activities on Japanese internment during WWII. In addition to those activities, "The Great Fire" (core curriculum) focused on immigrants, along with the division of ethnic groups, within a large city. The students also read a story of Bayard Rustin which incorporated the civil rights movement of the early 1960's.

# **High School Multicultural Examples**

## • Art

 $\circ~$  Visit Museo Latino, view and describe art in Spanish, tour by native-Spanish speaking curator

# • Counseling

• <u>"A Better Future Today"</u> is a group of students that our counseling office specially trained to customize skits and presentations for various classroom needs. Students presented sessions to classes dealing with diversity and individual differences.

# • Clothing and Apparel

• Use of bi-lingual patterns. 2 projects were multi-ethnic: Camisa shirts and Comfort dolls.

# • International Business

 Passport – Daily activities include: Examining the book <u>Kiss, Bow, or Shake Hands</u> and having the students fill out a passport with each country's gestures, cultural notes, appointments and other business-related items in International Business.

# • English 9

- Read *To Kill a Mockingbird* by Harper Lee-Deals with the consequences of racism during the depression era
- Read *The Piano Lesson* by August Wilson Deals with a family who has been in slavery and the family's rise out of slavery
- Read *American Born Chinese* by Gene Luen Yang Graphic Novel dealing with Chinese tales and values
- Read *Broken Moon* by Kim Antieua Set in Pakistan and follows a girl trying to live in the society and find her brother
- Studied the novel *Star Girl* by Jerry Spinelli, a novel about diversity in personalities of teens, acceptance, and popularity
- *I Have Lived a Thousand Years* narrative describing what happened to a 13-year-old Jewish girl when the Nazis invade Hungary in 1944.
- Read *A Raisin in the Son* by Lorraine Hansberry- struggles of socio-economic status and race.

# • Honors English 10

Students spend an entire unit learning how to analyze texts through the lens of social construction. While we focus primarily on constructions of gender and race, students are also exposed to constructions of religion, socio-economics, ability, political philosophies, intelligence, health, etc. We watch TED Talks and movie clips as well as read nonfiction articles (some of which are from the Teaching Tolerance and Dismantling Racism websites), prose, and poetry which allow for analysis of the positive and negative impacts of such constructions. At the end of the unit, students write an essay analyzing the function and effect of a construction present within their independent reading book.

# • Theatre Appreciation

 Cirque du Soleil, Vaudeville (Jewish and African- American influence) Early American Theatre (African-American, Jewish influence) Sidney Poitier (Caribbean-American actor) Kabuki and Noh Theatre (Chinese-Japanese), Early Film (German Immigrant Expressionist movement)

# • Diversity Club

- Millard North sponsors Diversity Club whose mission is to grow an acceptance and understanding and acceptance of students of all backgrounds, faiths, appearances, beliefs, etc.
- *Hispanic American Month:* butcher paper and 8x10 "awareness posters" were hung in all wings of the school.
- American Indian Heritage Month: suckers with facts about and quotes from famous American Indians (and modern-day-word sources) glued around the stick were distributed to students in the Commons before the first bell.
- *Human Rights Day*: parts of the UN's Declaration of Human Rights were hung around the halls on 8x11 sheets, butcher-paper posters were displayed, announcements were made during PRIDE Time, and teachers and club members were asked to wear blue ribbons in honor of the event.
- Racial Discrimination Elimination Day: students and staff were asked to wear blue to show support for the elimination of racial discrimination (via 8x11 and butcher-paper posters as well as Twitter, Facebook, and PRIDE Time announcements). For participating staff members, the club delivered a bag of cookies with thank-you notes to acknowledge appreciation for their participation.
- *Black History Month*: butcher paper posters were displayed and 8x11 posters with quotes from famous African Americans were hung throughout the hallways.
- *Yom Hashoah (Holocaust Remembrance Day)*: 8x10 posters of facts about the Holocaust were hung in all wings of the school.

# • Miscellaneous

- Approximately 500 Millard West students had the opportunity to hear a guest speaker, Michael Korenblit speak. In addition to writing a book about his parents' experiences during the Holocaust (*Until We Meet Again*), Michael is the co-founder of the Respect Diversity Foundation. They operate a speakers bureau with dozens of speakers on topics of diversity, human rights, civil rights, women's rights, etc. You can see more about the RDF here: <u>http://respectdiversity.org/</u>
- The AP Lang/AP USH combo kids attended a showing of the Omaha documentary "A Time for Burning" which focuses on the struggle a local church has when the pastor calls for members in his white congregation to meet with couples from an African-American church also in Omaha in the 1960s. It features Ernie Chambers before he was a State Senator. The film was attended by students from Millard West as well as Omaha Central and featured an open discussion moderated by Councilman Ben Gray.
- Native American projects students chose a social issue (alcoholism, poverty) related to Native Americans and researched tribes affected by the problem solving solutions, created a PowerPoint and presented to the class.

# Response to Instruction & Intervention (RtI+I) 2014-2015

The Response to Instruction and Intervention (RtI+I) initiative is derived from District Strategic Plan (2009) Strategy 4, Action Plan 8, "Implement a response to intervention model that uses standardized assessments, common data indicators and research-based interventions," with requirements grounded in No Child Left Behind and IDEA legislation. Millard's RtI+I Model is predicated on the beliefs that:

- Preventive action is better than the wait-to-fail approach,
- Early intervention is more effective than remediation,
- Universal screening prevents students from falling through the cracks,
- Tiers of instruction are available to meet the needs of all students, and
- All students can learn and high expectations promote higher achievement

The Millard Public Schools Board of Education approved the original RtI+I Model on June, 15, 2009. With the rewrite of the District Strategic Plan (2013) two action plans related to RtI+I were activated: Action Plan 2.2: College and Career Readiness and Action Plan 3.1: Behavior Skills Education Program. The MPS Character Traits (Action Plan 3.1) are represented through the College and Career Readiness Skills (BOE Rule 6110.1) and through the PK-12 College and Career Standards and Indicators (Action Plan 2.2). In addition, within Action Plan 3.1, each school will establish a student behavior skills education program that is research based and in compliance with the three-tiered MPS RtI+I Model. Therefore, the goals for 2013-2014 were to move to full implementation of RtI+I Model and Appendix revisions with fidelity and to align a student Behavior Skills Education Program with the MPS RtI+I Model.

In June of 2013, approximately 400 Millard staff members attended a day of staff development for the purpose of comprehending the revised RtI+I Model with scheduled work time as building teams to review processes and procedures, record-keeping, parent communications, student data analysis, and use of interventions. Building teams were asked to utilize a *RtI+I Data Teams: Monitoring Progress* tool including reflective questions and resources to consider as they reflected on where their teams were and what needed to be prioritized in order to establish a SMART Goal for focus during the 2013-2014 school year.

During the 2013-2014 school year, the PK-12 College and Career Readiness Standards and Indicators matrix was created and shared with District Level Leaders and administrators. Curriculum and Instruction MEP Facilitators worked with teachers to embed the College and Career Readiness standards and indicators, along with lesson components, into Course Guides to be utilized in classrooms beginning in the 2014-2015 school year as part of Tier I lessons and activities. On October 8, 2013 the District RtI+I Committee members provided staff development sessions for District administrators related to the PK-12 College and Career Readiness Standards and Indicators matrix, the Character Traits, and the connection to behavior skills. Discussion and activities also focused on a tiered approach to behaviors. On February 4, 2014 administrators also interacted with the MPS RtI+I Behavior Chart, expectations related to the incorporation of a bullying prevention component, reviewed the current curriculum related to bullying and cyberbullying, and the discussed selection and implementation of a Behavior Skills Education Program as part of the Site Planning cycle. On May 8, 2014 administrators shared strengths and opportunities related to their Fidelity Goals, Behavior Implementation, and beginning focus for 2014-2015 within their buildings. During the 2014-15 school year, the RtI+I Leadership Team met eight times during the school year for planning and implementation purposes. A Behavior Implementation Sub-committee was reconvened to create supporting materials for implementation at the building level. On November 5, 2015 members of the District RtI+I Committee facilitated a staff development session for District administrators related to RtI+I Social and Emotional Support with a focus on behavior support programs and behavior interventions, including bullying and harassment.

The goals for 2015-16 will be continued review and updates to the MPS RtI+I Model including fidelity of current programs, focus on implementation of behavior plans (Tier 1), including bullying, within all buildings, and implementation of accountability measures related to College and Career Readiness standards and indicators.

# Special Education 2014-2015

## **Introduction**

During the 2014-15 school year Millard Public Schools provided special education and related services to 3,275 students' birth through twenty-one years of age who were eligible under the requirements set forth in the federal Individuals with Disabilities Education Act and Nebraska Title 92 NAC Chapter 51. The official count of students with disabilities was taken on October 1, 2014. The tables below provide more information about the students with disabilities served by Millard Public Schools during 2014-15.

Official MPS Encollmont	Total	Number	Percent
Official WI S Elli official	Enrollment	Disabled	Disabled
PK- 21	23,730	3,275	13.8%
K-21	23,031	2,957	12.8%
Category		Number	Percent
Female		1090	33.0%
Male		2185	67.0%
American Indian/Alaskan Native		20	0.6%
Asian		75	2.3%
Black (Not Hispanic)		136	4.1%
Hispanic		314	9.5%
Native Hawaiian/Pacific Islander	8	0.2%	
White (Not Hispanic)	2611	80.0%	
Two or More Races	111	3.3%	
Total count of students with disabilities, Birth - 21 on	3,275		

Disability	Number	Percent
Autism	170	5.2 %
Deaf Blind	1	.03 %
Developmental Delay	167	5.1 %
Emotional Disturbance	208	6.4%
Hearing Impairment	49	1.5 %
Intellectual Disability	188	5.7 %
Multiple Impairments	27	0.8 %
Orthopedic Impairment	29	0.9 %
Other Health Impairment	443	13.0 %

Specific Learning Disability	798	24.4 %
Speech Language Impairment	1176	36.1 %
Traumatic Brain Injury	6	0.1 %
Visual Impairment	23	0.7 %
Total count of students with disabilities, Birth - 21 on 10-1-14	3275	

Special education services were delivered in accordance with each student's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). The District's birth through age 21 special education program is comprised of several service delivery models, including the following.

- Consultation with general education teachers
- Special education support provided in general education classrooms (collaboration)
- Collaborative teaching in general education classrooms (inclusion)
- Special education resource programs in combination with general education classes (pullout)
- Special education classrooms offering highly specialized educational programming (cluster site program)
- Early childhood home-based services (birth through age 3) offered in collaboration with the family in the home or other community based settings
- Preschool programs (ages 3-5) in 11 elementary buildings
- Homebound/hospital services for students with medical conditions that prevent them from attending a Millard Public School
- Contracted special education services provided in locations outside the Millard Public Schools

# **Early Childhood Special Education**

Services to eligible students who are birth through age five includes a multidisciplinary team evaluation to evaluate a child's developmental status in the areas of communication, gross and fine motor skills, cognitive, behavioral and social-emotional development, hearing and vision. During the 2014-15 school year there was a 22% increase in the number of children, birth to age 5, referred by a parent or physician due to concerns about the child's development. Of the 583 children referred, 311 were birth through age 3 and 272 were age 3-5, 541 were either screened or evaluated by MPS early childhood teachers and related service providers to determine their eligibility for Early Childhood Special Education services.

Early Childhood Special Education services were provided to students and their families utilizing the following models:

- 1. Students birth to age three are provided services in the child's natural environment (home or childcare setting). This model may also be used for preschool-age students who are so medically fragile that they cannot be safely educated outside of their home/daycare environment.
- 2. For students age three to five, center-based services are provided in a preschool classroom setting. The District had traditional center-based special education

preschool classrooms at Cody, Sandoz, Montclair, Wheeler, Hitchcock and Disney during the 2014-15 school year. In the special education preschool programs, students are served in classrooms of eight to fifteen students staffed by a special education teacher, speech-language pathologist and two paraprofessionals. Occupational and physical therapy and other related services are available as needed. Each classroom includes at least two typically developing peers. The District provides transportation for preschool children with verified disabilities; typically developing peers are transported to the program by their parents.

- 3. Preschool classrooms at Disney, Cody, Hitchcock, Wheeler, Sandoz, Bryan, Neihardt, provide less restrictive placement options than the traditional special education preschool classrooms. These classrooms are inclusive models; at least 50% of the children in the class are non-verified children. The children with verified disabilities in these programs received the support of a special education teacher, speech language pathologist and related service providers. The District provides transportation for preschool children with verified disabilities; non-verified children are transported to the program by their parents.
- 4. Itinerant services are provided to students who do not need the intensity of a classroom setting, but benefit from more individualized instructional opportunities focused on specific learning areas.
- 5. Consultative services to children and their parents/caregivers are provided through collaboration with community preschools and child-care professionals.

#### K-12 Resource Program

Each school in the District provides special education and related services to students in their attendance area through resource programs, speech-language services, paraprofessional support, psychological services and other related services, i.e., occupational/physical therapy, vision services. All students are provided special education services in the least restrictive environment as recommended by the student's IEP Team. These services are available at all 25 Millard elementary schools and at each middle and high school.

When a student's Individual Education Program (IEP) Team determines that the student's needs are such that more intensive special education services are needed than can be provided in the neighborhood school, the student may attend a special education program outside their assigned neighborhood school. These specialized cluster site programs are provided for students with severe academic deficiencies, behavioral difficulties or other significant educational needs that cannot be appropriately met at the neighborhood school. These programs may be located at another Millard school or at a location outside the school district. Transportation to the program recommended by the student's IEP Team is provided by the District.

Thirty-two students with disabilities in grades six through twelve who were suspended or expelled from school during the 2014-15 school year received services with their nondisabled peers at the Ombudsman Program. This is a decrease of 21 students from the 2013-14 school year. The students with disabilities who attended the Ombudsman Program continued to receive special education and related services as determined appropriate by their IEP Team.

### Services for Students in Alternate Curriculum Programs

Millard Public Schools has a small percent of students whose IEP Teams have recommended that the student participate in an alternate curriculum in order to most appropriately meet their educational needs. The purpose of the Alternate Curriculum Program is to provide individualized, specially-designed instruction in the areas of functional academics, personal management, motor development, vocational development, and independent living skills and develop the life-long skills necessary for maximum independence. All students in the Alternate Curriculum Program participate as appropriate with general education peers in grade level general education classes.

During the 2014-15 school year students in the K-12 Alternate Curriculum Program were served at six elementary buildings, three middle school sites and each of the comprehensive high schools. During the 2014-15 school year, IEP Teams recommended 3 elementary and 5 middle school students and 4 high school students for placement in ACP cluster site programs; 1 elementary student exited a cluster site program and was able to return to a general education classroom with resource support.

Staff development was provided for the NeSA-AA assessments, individualized classroom assessments, small group instruction, and Restraint and Seclusion training appropriate for students with special needs. Students in ACP programs were provided opportunities to practice gross motor skills through activities such as swimming, bowling, and skating.

Elementary ACP teachers participated in a singleton Professional Learning Community group with a focused on the goal of assessing and monitoring math achievement within the math curriculum.

## Services for Students with Autism

During 2014-15 school year numerous opportunities for training and professional development were provided to staff members working with students with Autism Spectrum Disorders (ASD). These opportunities were co-funded by a Metro Autism Spectrum Disorder Mini Grant and the MPS Special Education Department. Seven different training topics were offered in district between September 2014 and May 2015. These training opportunities were offered to both certificated and classified staff. More than 160 general education teachers, special education teachers, special education teachers, special education teachers, paraprofessionals and Young Adult Program staff participated in ASD training opportunities provided in district or by the Nebraska ASD Network. For the second year in a row, we also had the opportunity to provide training through the Nebraska Autism Spectrum Disorder Network to certified staff at four middle schools to support incoming 6th graders.

Training topics provided in district trainings included characteristics of ASD & Research Based Strategies for Support, ASD Prompting & Reinforcement, Struggling Writers, Comprehensive Autism Planning with school teams, iPad Training for Writing & Reading, Executive Functioning for Students with ASD, and an after school review of Jill Kuzma's training. The overall ratings on evaluations were excellent. Seven teams consisting of teachers, speech and language pathologists, principals, program facilitators, paraprofessionals, school psychologist and school counselors met with the District's Autism Consultant in half-day sessions to develop plans to support students. The student plans developed by the teams included visual supports, modifications, schedule, sensory strategies, communication and social skill development, low and high tech solutions to communication and data collection procedures.

The innovative iSEE program (interactive Social Education Experiences), originally funded by a grant from the Autism Speaks Foundation, continued this year with funding from Autism Action Partnership, the Millard Public Schools Foundation and through support from the MPS Special Education Department. Autism Action Partnership awarded Millard South, Millard North and Millard West High Schools a total of \$6,000 to the iSEE program, which served 17 students with ASD and approximately ten typically developing peers. In the iSEE program students learned and practiced social skills and leadership skills through weekly meetings and monthly outings. Training and activities for students were planned, implemented and supervised by three school psychologists, two high school resource teacher and one middle school alternative curriculum program teacher. Parent meetings provided opportunities for networking and updates on the grant activities.

This year the group worked with the Young Adult Program to host an Octoberfest for all elementary and middle school Circle of Friends groups. It was well attended and enjoyed by all. The students were engaged in all activities leading up to the event and got to practice social skills with teachers, younger students and their parents. It also gave them opportunities to problem solve as some activities didn't go exactly as they had planned.

We had many successes in the iSEE program. The results of our end of year survey showed that over 90% of parents reported that their child improved in the following areas: responds to greetings, makes less inappropriate comments, and engages in less socially inappropriate behaviors. Our end of the year picnic was held at a student's home this year, and the students had a great time hanging out with others, playing pool, sitting around the coffee table having a conversation, and having a tournament on a gaming system. The mom who hosted said that this is the most engaged her son has been in regards to having people over. He had to work on time management, organization, cleaning, and social skills like greeting and helping people bring stuff in and out from their cars.

Staff observed students using these social skills on a variety of community outings, which included: a tailgate at a high school football game, bowling, trampoline park, ice skating, baseball game and more. According to the survey, over 90% of students reported that they improved in the following areas: join in activities more with their peers, talking about or acknowledging the interests of others, respond to greetings, making less inappropriate comments, and engaging in less socially inappropriate behaviors. We celebrate that our students are taking risks and participating in school and community activities. Parent reports include the following: their child is getting together with friends more often, has made friends, got a job, starting to drive and attending prom for the first time.

Our peer mentors reported that they are more tolerant of other's differences and help out more as a result of participating in the group. They are good listeners and were able to assist staff in engaging students with ASD in group activities.

The Autism Action Partnership also helped MPS further social skills instruction by creating a source of funding for Circle of Friends programs for students with ASD in ten elementary schools and six middle schools. All programs were successful in creating meaningful social opportunities for students with ASD and their peers.

We have continued to utilize technology with students with autism. An eighth grade student uses a Livescribe Pen to assist him with longer written assignments and studying for tests. In 2014-15, nine iPads and two iPods were utilized with students with ASD with the support of teachers. The devices are used to help students write stories, complete homework, practice math skills, practice letter formation, increase vocabulary and grammar, social skills modeling and reinforcement, behavior modification, attention to task, and to increase work completion. Additionally, the use of iPads and iPods provide teachers with a quick, easy and user-friendly tool to implement video modeling, a researched-based strategy for teaching students with ASD social skills. With the assistance of the assistive technology team, other students with ASD are also using iPads as communication devices.

#### **Services for Students with Behavior Disorders**

General and special education staff members at all Millard schools who work with K-12 students who demonstrate behavioral difficulties were provided training and support by a Special education Program Facilitators and Special Education Coordinators at the elementary and secondary levels. The Special Education Program Facilitators and Coordinators provided support to buildings through staff development, consultation with school teams, assisting in the development of behavior intervention plans, assisting in the assessment of students, and providing direct services to students.

The Program Facilitators and Coordinators continued to provide consultation to teachers in almost every Millard school during this school year. The consultation services included classroom observations of students, assessing students, assisting in the development of behavior plans, problem solving the implementation of plans, and attending meetings for these students.

The Program Facilitators presented staff development on the topic of behavior management strategies to First Student bus drivers, MPS van drivers and several groups of para-professionals.

When a student's Individual Education Program (IEP) Team determines that the student's behavioral/emotional needs are such that more intensive special education services are needed than can be provided in the neighborhood school, the student may attend a Behavioral Skills program outside their assigned neighborhood school. The cluster site Behavioral Skills programs are located at Ezra Millard Elementary School, Holling Heights Elementary Schools, Andersen Middle School, Central Middle School, Kiewit Middle School and Russell Middle School. These programs use the general curriculum, supplemented with social skills instruction. During the 2014-15 school year, IEP Teams recommended 7 elementary and 5 middle school students for placement in a behavior skills cluster site program; 2 elementary and 2 middle school students exited the program and were able to return to a general education classroom with resource support.

The three comprehensive high schools completed the fifth year of implementing a behavior skills support continuum for students with disabilities who need additional support. This program served 32 students across the three high schools.

The Coordinators and Program Facilitator also worked with out-of-district contract placement programs to facilitate Millard student placements in the contract programs or to integrate

students back into Millard schools. During the 2014-15 school year three students began the process of transitioning back to a Millard school and two students completed this process and returned full-time to their neighborhood school.

## Services for Students with Hearing Impairments

The District serves the majority of students with hearing impairments in Millard Public Schools classrooms; these students include those who can benefit from an oral educational program and those who also utilize the services of a sign language interpreter in the regular curriculum program. Nine school-age students requiring intensive deaf education instructional services were served out of district.

During the 2014-15 school year, the District Audiologist conducted 432 diagnostic hearing evaluations including 80 diagnostic evaluations for the Metro Regional Program. Hearing screenings are also an integral part of the job responsibilities of the District Audiologist. This year the MPS Audiologist conducted a total of 2,328 screening evaluations of Millard Public Schools students and staff. Of the 2,328 screenings conducted, 547 were completed with students who will be entering kindergarten during the 2015-16 school year.

## Services for Homebound Students

Students may be eligible for homebound services as recommended by their IEP Team if they are unable to attend school due to illness or injury for longer than two weeks. The duration of homebound services ranges from two weeks to the entire year. The purpose of the homebound program is to provide the necessary services during the time the student is unable to attend school and to provide the support necessary for the student to return as soon as the student's health condition permits school attendance. The number of students with health conditions preventing school attendance totaled thirty-three compared to twenty-seven the previous school year. Millard Public Schools has one full-time teacher assigned as a homebound teacher for grades K-12 students. When additional teaching services are required, other teachers are contracted to serve homebound students.

Students excluded from attending school for discipline purposes may be eligible to receive homebound instruction beginning on their eleventh cumulative day of disciplinary absence. During the 2014-15 school year, four students with disabilities excluded from school for discipline reasons were provided homebound assistance.

#### Services for Students with Speech and Language Impairments

Speech and language services are provided to children who meet the eligibility requirements of Nebraska Title 92 NAC Chapter 51. A speech-language pathologist works with the comprehensive range of skills that comprise communication, including disorders that contribute to problems with communication. These disorders may include:

- Expressive/receptive language impairments
- Cognitive disorders
- Articulation or speech delays
- Fluency (stuttering)
- Voice disorders
- Hearing impairments

The speech-language pathologist (SLP) works directly with students, resource teachers, general education teachers, administrators, audiologists, psychologists, social workers, counselors, parents, and others to provide information and strategies to support the student in and out of the classroom. The SLP conducts a comprehensive evaluation of the student's communication needs, consults with parents and teachers, develops interventions, and implements these interventions through the student's Individual Education Plan. Interventions will vary depending on the nature and severity of the problem, the age of the individual, and the individual's awareness of the problem. The settings in which interventions are provided include pull-out therapy in a separate location, small group or 1:1 instruction within a general education teacher. Speech-language pathologists select intervention approaches based on the highest quality of scientific evidence available in order to:

- Help individuals with articulation disorders to learn how to say speech sounds correctly
- Assist individuals with voice disorders to develop proper control of the vocal and respiratory systems for correct voice production
- Assist individuals who stutter to increase their fluency
- Help children with language disorders to improve language comprehension and production (e.g., grammar, vocabulary, conversation, and story-telling skills)
- Assist individuals with severe communication disorders with the use of augmentative and alternative communication systems

The Speech and Language Department in Millard Public Schools employs 59.4 FTE speechlanguage pathologists; 2.0 FTE are specialists in the area of Assistive Technology and Augmentative Communication. This year five new SLPs were hired and trained to work effectively with students in MPS curriculum. SLP caseload averages were 40-50 /FTE. Staff development for the year focused on the topics of effective iPad use for SLPs, college and career readiness, as well as Response to Instruction and Intervention (RtI+I) Best Learning Practices in the area of language. In addition to staff representative attendance at the American Speech-Language Hearing Association annual conference, the Nebraska Speech, Hearing, and Language Association conference, Closing the Gap conference, Nebraska Educational Technology Association Conference, staff members attended local training on the topics of iPad use, the RtI+I process as related to SLPs and transition practices for students between levels.

# Young Adult Program

The Millard Public Schools Young Adult Program focuses on transitioning students, ages 18-21, from the school environment to the community. To assure a successful transition, students participate in curriculum that emphasizes personal management, vocational development, and independent living. Functional academic instruction is embedded in the daily living and vocational development activities.

The Young Adult Program, located on the grounds of Central Middle School, served nearly 45 students during the 2014-15 school year. Four teachers, nine paraprofessionals, and four van drivers/job coaches assisted the young adults in acquiring the skills necessary for independent living and the world of work. The program serves students who have a wide variety of abilities. The participation hours varies based on the needs of individual students.

The participation hours varies based on the needs of individual students. There are students who attend the Young Adult Program all week long, while other students only attend on a part-time basis due to college attendance or job schedules.

In a typical week students spend two days in instructional classes directed toward their future vocational and independent living goals, two days at a job site and one day focused on an activity. Activities and outings are scheduled throughout the school year to provide community experiences. These experiences include opportunities such as local cultural attractions (e.g. The Rose Theater, The Henry Doorly Zoo, etc.), Metro Area Transit System training, shopping, vocational tours, bank tours, and volunteering (e.g. Hanscom Park Green house, park clean-up, etc.). Schedules are individualized for each student's needs.

The Young Adult Program provides work experiences at volunteer employment sites. Volunteer work sites this year included: Millard Lumber, MPS Don Stroh Administration Center, MPS Ron Witt Support Services, MPS Distribution Center, MPS Transportation Department, Central Middle School, Family Resource Center, Hy-Vee Grocery and Restaurant, Douglas County Care Center, Lakeside Infusion and Respiratory Centers, Faith Westwood Church, Neihardt Elementary School, Kentucky Fried Chicken, Recycling, Mockingbird and Montclair Community Centers, Humane Society and Rotella's Bakery. The District provides transportation from the school to all non-paid work sites and exploratory work experiences during the school day.

The Young Adult Program also runs a small business called Creative Cottage Crafts. From this business the Young Adult Program operates a coffee and snack cart, makes seasonal craft items for sale, as well as various greeting cards. This business provides students opportunities with packaging, measurement, and money management skills. It also gives students opportunities to follow directions, develop team building and problem solving skills. The income generated from this business is used to buy additional supplies for the coffee cart and future craft projects as well as funding outings and experiences. This year the coffee cart expanded to serve staff at not only district level meetings but it also traveled to various elementary and middle school buildings multiple times this year. This increased the vocational opportunities for students with the coffee cart as well as exposure of the Young Adult Program to MPS staff.

In addition to work sites, the students maintain the Young Adult Program facility, prepare meals, and participate in volunteer and community activities. Classroom instruction includes skill development needed for participation, independence, and employment in the community. This is an excellent opportunity to practice problem solving skills, social skills, fine-motor skills, responding to and following directions, as well as money management. Two grants were also obtained to support the social skill development and healthy lifestyle choices of student's at the Young Adult Program. The Circle of Friends grant was used to fund activities and outings through the year. Students from the UNO Speech and Language Pathology program were utilized as peers and supported students in learning various social skills and developing positive social interactions. The Oktoberfest celebration, "Trip to the Movies" experience, and a Storm

Chasers baseball game were culminating activities for these lessons. The Project Unify Grant supported healthy living habits by reinforcing activities that the students could participate in within the community with peers. Students learned many new outdoor games such as Bocci, bean bag toss, Frisbee golf and chair volleyball. Uno students were peers in the participation of these activities.

In April the Young Adult Program hosted an Interview Fair. In preparation for participating in the Interview Fair, students developed a resume to be handed out to the businesses with whom the student interviewed throughout the day. Students were taped in mock interviews and practiced their interviewing skills prior to the Interview Fair. Students were well prepared and quite excited to demonstrate their skills to others. Following the interviews and feedback from the interviewers' additional training was provided to students. The feedback from interviews is an important component of student programming and curriculum planning.

As part of the YAP 40 Developmental Assets commitment, students and staff contributed to their community and others in the following ways:

- Sponsored BINGO games at the Douglas County Health Center by providing prizes, setting up the activity room, and calling numbers
- Participated in Salvation Army Bell ringing
- Prepared mailings and stuffed envelopes to send information to thousands of Millard residents and families
- Raised money for the MPS student and staff United Way campaign
- Completed mailings for various non-profit organizations
- Filled candy bags for SERTOMA

The Young Adult Program is committed to connecting the students and their families to the appropriate agencies and supports that will assist them with the transition from public school. Three workshops were provided for parents and guardians this year that focused on the topic of guardianship, special needs trusts, residential services and service agencies.

Sixteen Young Adult Program students aged-out (21 years of age) of eligibility for public education services at the end of the 2014-15 school year. A celebration ceremony was held in May to commemorate the accomplishments of the students.

### **Contracted Services**

The educational needs of some students are not able to be met in programs provided at Millard Public Schools facilities. The District contracted with the agencies listed below to provide services for these students, whose disabilities are generally in the areas of behavior disorder or hearing impairment.

- Alpha School
- Autism Center of Nebraska
- Brook Valley School (operated by ESU 3)
- Father Flanagan's Boys Town Day School
- Goodwill Industries
- Heartland School
- Munroe Meyer Institute

- Omaha Public Schools
- Suburban Hearing Impaired Program (early childhood and school age program)
- Westside Community Schools

## **Related Services**

Related services are provided to students with disabilities when necessary to provide the student with a free appropriate public education. Related services were provided in the following areas:

- Adaptive Physical Education
- Occupational and Physical Therapy
- Speech and Language Therapy
- Assistive Technology/Augmentative Communication
- Hearing and Vision Services, including Audiological Evaluations and Orientation and Mobility Services
- Vocational Services

# **Psychological Services**

Psychological services were provided by a staff of 19 school psychologists with a total full-time equivalency of 18.0. These psychologists provided a full range of direct and consultative services to students, staff members, and parents.

During the 2014-2015 school year, each psychologist provided an average of 17.42 hours of consultation service per week. Consultation refers to the collaboration with and input to school teams, administrators, school counselors, agencies, parents, and other professionals, including referrals to community agencies. In collaboration with teachers and administrators, psychologists assisted with the development and implementation of classroom plans designed to facilitate learning and overcome behavior difficulties and other social problems.

The psychologists completed 523 non-special education assessments. This number includes screenings for mental health issues, Attention Deficit Hyperactivity Disorder (ADHD), English Language Learners (ELL), and intellectual giftedness. It also includes assessments to determine qualifications for grade retention or acceleration, as well as functional behavioral assessments for manifestation determination hearings.

Direct services to children involved individual evaluations (intellectual, social, emotional, and behavioral) with subsequent follow-up. The vast majority of new evaluations were the result of referrals from the building level staff and general education problem solving team. Referrals also came from parents, physicians, social agencies, private schools, and from exempt schools. In the case of referrals that did not originate with the building staff or general education problem solving team, documentation was reviewed by the MDT in order to screen the cases prior to initiating the evaluation process. Results of evaluations were discussed with the child's parents and teachers. Recommendations were made for academic programming, behavior management and, when appropriate, placement in special education programs. This year, 74% of all students who were referred to multidisciplinary teams (MDT) for evaluations that included psychological assessments were determined to be eligible for special education services. This percentage is

identical to the 2013-2014, when 74% were verified for special education and a decrease from 2012-13 when 76% were determined to be eligible. The relatively stable percent of students evaluated who qualify for special education services as a student with a disability is evidence of the ongoing effectiveness of pre-referral intervention strategies that are implemented through the Response to Instruction and Intervention (RtI+I) process.

Students with disabilities are reevaluated every three years as required by law. These regularly scheduled individual reevaluations are used to assess progress, determine continued eligibility for special education programming, and help identify specific educational needs and potential interventions. The table below summarizes the direct services provided by the Millard school psychologists during the 2014-15 school year.

School	New Evaluations			Reevaluations		
	Tested	Verified	%	Tested	Verified	%
Abbott Elementary	7	5	71%	10	8	80%
Ackerman Elementary	10	4	40%	10	9	90%
Aldrich Elementary	6	3	50%	4	4	100%
Black Elk Elementary	6	4	67%	14	10	72%
Bryan Elementary	10	8	80%	18	17	94%
Cather Elementary	10	10	100%	4	4	100%
Cody Elementary	11	11	100%	21	20	95%
Cottonwood Elementary	12	6	50%	7	2	29%
Walt Disney Elementary	9	8	89%	16	15	94%
Harvey Oaks Elementary	3	2	67%	18	17	94%
Hitchcock Elementary	6	4	67%	18	18	100%
Holling Heights Elementary	9	6	67%	28	26	93%
Ezra Millard Elementary	7	5	71%	17	15	88%
Montclair Elementary	28	21	75%	17	10	59%
Morton Elementary	7	6	86%	11	9	82%
Neihardt Elementary	15	14	93%	30	28	93%
Norris Elementary	10	8	80%	11	9	82%
Reagan Elementary	5	3	60%	9	8	89%
Reeder Elementary	19	14	74%	15	7	47%
Rockwell Elementary	13	10	77%	15	15	100%
Rohwer Elementary	9	7	78%	17	14	82%
Sandoz Elementary	11	9	82%	15	14	93%
Upchurch Elementary	9	2	22%	20	15	75%
Wheeler Elementary	11	8	73%	28	27	96%
Willowdale Elementary	10	7	70%	17	11	65%
				1		

Andersen Middle School	16	12	75%	47	43	91%
Beadle Middle School	16	12	75%	38	22	58%
Central Middle School	16	14	88%	61	55	90%
Kiewit Middle School	7	5	86%	38	35	92%
North Middle School	6	5	83%	39	31	79%
Russell Middle School	6	5	83%	35	22	63%
Millard North High School	8	7	88%	85	75	88%
Millard South High School	11	10	91%	118	113	96%
Millard West High School	9	6	67%	71	57	80%
Early Childhood Special Education - Centerbased	11	10	90%	75	59	78%
Early Childhood Special Education - Homebased	23	14	61%	10	10	100%
Middle School Alternative Program	4	4	100%	5	5	100%
Horizon High School	1	0	0%	15	15	100%
Young Adult Program	0	0		15	15	100%
2014-2015 Total	445	331	74%	1047	909	87%

### **Special Education Program Highlights**

- 1. The total number of students with disabilities served by Millard Public Schools decreased by 52 students. The decrease in students was distributed across many disability categories with the largest percentage decrease seen in the disability categories of Specific Learning Disability (39 students or 5%) and Speech and Language Impaired (32 students or 3%) which are the areas where we serve the most verified students.
- 2. The number of students with Autism served by MPS continues to increase and is consistent with the national increase of individuals being diagnosed with Autism or an Autism Spectrum Disorder (including Asperger's Syndrome). The number of students with an education verification of Autism in MPS increased by 12% (20 students) to 170 students PK-21.
- 3. All MPS Early Childhood Special Education classrooms were evaluated using the Classroom Assessment Scoring System (CLASS), a measure of teacher-child interactions. All teachers participated in follow-up coaching from trained CLASS observers. All teachers demonstrated growth in the three broad domains of CLASS emotional support, classroom organization and instructional support.
- 4. The Special Education Department collaborated with the Early Childhood Title/Parent pay programs to increase inclusive practices in early childhood. Using the Building Blocks model all four year old preschool environments will be inclusive starting with the 2015-2016 school year.
- 5. Millard Public Schools received a grant through the Learning Community Superintendents Early Childhood plan in coordination with the Buffett Early

Childhood Institute. Cody and Sandoz Elementary are birth-to-third grade full implementation school sites. Through the grant, each site will have a home visitor and a family facilitator. A united MPS early childhood effort that includes special education will collaborate with the Buffett Early Childhood Institute with the long-term goal of promoting the developmental well-being and school success of young children by reducing and eliminating income-based social, cognitive and achievement gaps.

- 6. All early childhood teachers participated in three professional development sessions on the use of iPad in the classroom. Teachers broadened their skills in how to use the iPad in the preschool classroom to support curriculum and collect authentic assessment data.
- 7. Each elementary Alternate Curriculum Program (ACP) classroom received a teacher and two student iPads. Teachers will broaden their skills in how to effectively use the iPad to support our alternate curriculum during the 2015-2016 school year.
- 8. Starting with the 2015-2016 school year, the structured behavior skills program currently housed at Ezra Millard Elementary will move to Cottonwood Elementary.
- 9. Millard North High School started using the Key Train program in the Employability Skills class to assist in the development of college and career readiness skills.
- 10. A Project Search program focused on providing real-life experiences through workplace immersion practices for transition aged (18-21 year olds) students with disabilities was approved and developed during this school. Eight students are projected to start the 2015-2016 school year at Cabela's La Vista in the Project Search program.
- 11. On May 15th, Glenn Wragge, Adaptive P.E. teacher, organized the yearly "Fishing for All" experience. This experience involves a partnership with Nebraska Game and Parks Commission, Cabela's, Project Wild, Hy-Vee, Papio NRD, and Archery in School along with secondary level students in MPS' Alternative Curriculum Program. Students have the opportunity to participate in a variety of outdoor activities including archery and fishing. The event is held at Two Rivers State Park.