

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

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, July 9, 2018** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

Amanda McGill Johnson
Secretary

7-6-18

**THE DAILY RECORD
OF OMAHA**
LYNDA K. HENNINGSEN, Publisher
PROOF OF PUBLICATION

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

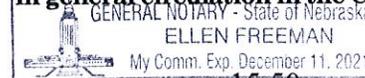
J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on July 6, 2018

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



Subscribed in my presence and sworn to before
me this 6th day of July, 2018
Publisher's Fee \$ 15.50
Additional Copies \$ 15.50
Total \$ _____

**Notary Public in and for Douglas County,
State of Nebraska**

**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on July 9, 2018, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

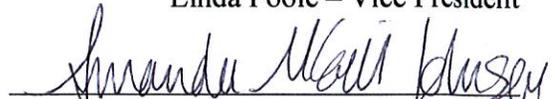
Dated this 9th day of July, 2018



Mike Pate – President



Linda Poole – Vice President



Amanda McGill Johnson – Secretary



Dave Anderson – Treasurer



Mike Kennedy



Stacy Jolley



**BOARD OF EDUCATION
MEETING**



July 9, 2018

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147 STREET
July 9, 2018

AGENDA

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

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

E. Routine Matters

1. *Approval of Board of Education Minutes June 4, 2018
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File
4. Summary of the Board Committee of the Whole Meeting – June 11, 2018

F. Information Items

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

G. Unfinished Business

1. Second Reading and Approval of Policy 4001 – Human Resources – Non-Discrimination and Harassment
2. Second Reading and Approval of Policy 5010 – Student Services – Non-Discrimination and Harassment
3. Second Reading and Approval of Policy 5020 – Student Services – Equal Educational Opportunity
4. Second Reading and Approval of Policy 6002 – Curriculum, Instruction, and Assessment – Non-Discrimination
5. Second Reading and Approval of Policy 4153 – Human Resources – Professional Boundaries and Staff Relationships with Students

H. New Business

1. Approval of Rule 1100.4 – Community Relations – Notice of Non-Discrimination
2. Approval of Rule 4001.1 – Human Resources – Non-Discrimination and Harassment
3. Approval of Rule 4001.2 – Human Resources – Non-Discrimination and Harassment – Complaint Procedure
4. First Reading of Policy 4100 – Human Resources – Recruitment, Selection, and Non-Discrimination
5. Reaffirm of Rule 4100.1 – Human Resources – Recruitment and Selection: Certificated Staff
6. Reaffirm of Rule 4100.2 – Human Resources – Recruitment and Selection: Non-Certificated Staff
7. Reaffirm of Rule 4100.3 – Human Resources – Employment Contracts
8. Approval of Rule 4153.1 – Human Resources – Professional Boundaries and Staff Relationships with Students
9. Approval of Rule 4163.3 – Human Resources – Remedial Action – Investigation/Procedure
10. Reaffirm of Policy 4325 – Human Resources – Grievances
11. Approval of Rule 4325.1 – Human Resources – Grievance Procedure
12. Approval of Rule 5010.1 – Student Services – Non-Discrimination and Harassment
13. Approval of Rule 5010.2 – Student Services – Non-Discrimination and Harassment – Complaint Procedure
14. Approval of Rule 5020.1 – Student Services – Equal Educational Opportunity
15. First Reading of Policy 6660- Curriculum and Instruction- Problem Solving Process
16. Approval of Mathematics Assessment ELO Cut Scores for 10th Grade

17. Approval of Middle Schools Elective Field Study
 18. Approval of MOU for Omaha Library
 19. Approval of Superintendent 2018-2019 Goals
 20. Approval of Superintendent 2018-2019 Contract
 21. Approval of 2018-2019 Compensation Program for Non-Union Employees
 22. Approval of Personnel Actions: Recommendation to Hire, Resignation Agenda, Contract Addendum
- I. Reports
1. Problem Solving Process
 2. Leadership and Learning Annual Report
 3. Education Services Annual Report
- J. Future Agenda Items/Board Calendar
1. Superintendent's New Staff lunch on August 2, 2018 at 11:30 a.m. at Millard South
 2. Boys & Girls Club Ribbon Cutting Ceremony on Thursday, August 9, 2018 at 9:00 a.m. at Central Middle School
 3. First Day of School on Monday, August 13, 2018
 4. Committee Meeting of the Whole on Monday, August 13, 2018 at 6:00 p.m. at the Don Stroh Administration Center
 5. Board of Education Meeting on Monday, August 20, 2018 at 6:00 p.m. at the Don Stroh Administration Center
 6. September 3, 2018 - Labor Day – No School for Teachers and Students – District Office Closed
 7. Board of Education Meeting on **Tuesday, September 4, 2018** at 6:00 p.m. at the Don Stroh Administration Center
 8. Committee of the Whole Meeting on Monday, September 10, 2018 at 6:00 p.m. at the Don Stroh Administration Center
 9. Board of Education Meeting on Monday, September 17, 2018 at 6:00 p.m. at the Don Stroh Administration Center
 10. Board of Education Meeting on Monday, October 1, 2018 at 6:00 p.m. at the Don Stroh Administration Center
 11. Committee of the Whole Meeting on Monday, October 8, 2018 at 6:00 p.m. at the Don Stroh Administration Center
- K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.
- L. Adjournment:

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

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147 STREET
July 9, 2018

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 completed and given to the Board President prior to the meeting.

*E.1. Motion by _____, seconded by _____, to approve the Board of Education Minutes from June 4, 2018 (See enclosure.)

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

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

E.4. Summary of the Board Committee of the Whole Meeting – June 11, 2018 (See enclosure.)

F.1. Superintendent's Comments

F.2. Board Comments/Announcements

G.1. Second Reading by _____. Motion by _____, seconded by _____, to approve Policy 4001 – Human Resources – Non-Discrimination and Harassment (See enclosure)

G.2. Second Reading by _____. Motion by _____, seconded by _____, to approve Policy 5010 – Student Services – Non-Discrimination and Harassment (See enclosure)

G.3. Second Reading by _____. Motion by _____, seconded by _____, to approve Policy 5020 – Student Services – Equal Educational Opportunity (See enclosure)

G.4. Second Reading by _____. Motion by _____, seconded by _____, to approve Policy 6002 – Curriculum, Instruction, and Assessment – Non-Discrimination (See enclosure)

G.5. Second Reading by _____. Motion by _____, seconded by _____, to approve Policy 4153 – Human Resources – Professional Boundaries and Staff Relationships with Students (See enclosure)

H.1. Motion by _____, seconded by _____, to approve Rule 1100.4 – Community Relations – Notice of Non-Discrimination (See enclosure)

H.2. Motion by _____, seconded by _____, to approve Rule 4001.1 – Human Resources – Non-Discrimination and Harassment (See enclosure)

H.3. Motion by _____, seconded by _____, to approve Rule 4001.2 – Human Resources – Non-Discrimination and Harassment – Complaint Procedure (See enclosure)

- H.4. First Reading of Policy 4100 – Human Resources – Recruitment, Selection, and Non-Discrimination (See enclosure)
- H.4.1 Motion by _____, seconded by _____, to waive the Second Reading of Policy 4100 – Human Resources – Recruitment, Selection, and Non-Discrimination (See enclosure)
- H.4.2 Motion by _____, seconded by _____, to approve Policy 4100 – Human Resources – Recruitment, Selection, and Non-Discrimination (See enclosure)
- H.5. Motion by _____, seconded by _____, to reaffirm Rule 4100.1 – Human Resources – Recruitment and Selection: Certificated Staff (See enclosure)
- H.6. Motion by _____, seconded by _____, to reaffirm Rule 4100.2 – Human Resources – Recruitment and Selection: Non-Certificated Staff (See enclosure)
- H.7. Motion by _____, seconded by _____, to reaffirm Rule 4100.3 – Human Resources – Employment Contracts (See enclosure)
- H.8. Motion by _____, seconded by _____, to approve Rule 4153.1 – Human Resources – Professional Boundaries and Staff Relationships with Students (See enclosure)
- H.9. Motion by _____, seconded by _____, to approve Rule 4163.3 – Human Resources – Remedial Action – Investigation/Procedure (See enclosure)
- H.10. Motion by _____, seconded by _____, to reaffirm Policy 4325 – Human Resources – Grievances (See enclosure)
- H.11. Motion by _____, seconded by _____, to approve Rule 4325.1 – Human Resources – Grievance Procedure (See enclosure)
- H.12. Motion by _____, seconded by _____, to approve Rule 5010.1 – Student Services – Non-Discrimination and Harassment (See enclosure)
- H.13. Motion by _____, seconded by _____, to approve Rule 5010.2 – Student Services – Non-Discrimination and Harassment – Complaint Procedure (See enclosure)
- H.14. Motion by _____, seconded by _____, to approve Rule 5020.1 – Student Services – Equal Educational Opportunity (See enclosure)
- H.15. First Reading of Policy 6660- Curriculum and Instruction- Problem Solving Process (See enclosure)
- H.16. Motion by _____, seconded by _____, to approve the Mathematics Assessment ELO Cut Scores for 10th Grade (See enclosure)
- H.17. Motion by _____, seconded by _____, to approve the Middle Schools Elective Field Study (See enclosure)
- H.18. Motion by _____, seconded by _____, to approve the MOU for Omaha Library (See enclosure)
- H.19. Motion by _____, seconded by _____, to approve the Superintendent Goals for 2018-2019 (See enclosure)
- H.20. Motion by _____, seconded by _____, 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. (See enclosure)
- H.21. Motion by _____, seconded by _____, to approve the 2018-2019 Compensation Program for Non-Union Employees (See enclosure)

H.22. Motion by _____, seconded by _____, to approve Personnel Actions: Recommendation to Hire, Resignation Agenda, Contract Addendum (See enclosure)

I. Reports

1. Problem Solving Process
2. Leadership and Learning Annual Report
3. Education Services Annual Report

J. Future Agenda Items/Board Calendar

1. Superintendent's New Staff lunch on August 2, 2018 at 11:30 a.m. at Millard South
2. Boys & Girls Club Ribbon Cutting Ceremony on Thursday, August 9, 2018 at 9:00 a.m. at Central Middle School
3. First Day of School on Monday, August 13, 2018
4. Committee Meeting of the Whole on Monday, August 13, 2018 at 6:00 p.m. at the Don Stroh Administration Center
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K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is completed and 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 4, 2018, 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, June 1, 2018; 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 Mike Pate announced that the open meeting laws are posted and available for public inspection and asked everyone to join in the Pledge of Allegiance.

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

Linda Poole made a motion to excuse Mike Kennedy and Stacy Jolley from the Board meeting, seconded by Dave Anderson. Voting in favor of said motion was: Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, and Mrs. Poole.

Showcase highlighted Project Search, All-State Academic Team, ACT Perfect Scores, Debate, Journalism, Baseball, Girls Tennis, Track, Boys Soccer, and Girls Soccer.

Mr. Pate announced this is the proper time for public questions and comments on agenda items only. There were no requests to speak on agenda items.

Motion was made by Dave Anderson, seconded by Linda Poole, to approve the Board of Education minutes for May 21, 2018, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Superintendent's Comments:

School is out.

Board Comments:

Amanda McGill Johnson:

None

Linda Poole:

Mrs. Poole congratulated all staff and students for another very school successful year. Mrs. Poole said she had a chance to tour a few schools the last week of school with Dr. Sutfin. She visited Central Middle School and saw the renovations for the new Boys & Girls Club. She also toured Young Adult Program, Early Childhood Center, and Norris. Mrs. Poole said their last stop was at Hitchcock, where they were able to congratulate Ally Logan who was a recent winner on the show "Beat Shazam. She said it was great to see some of the great things that are happening in our schools.

Dave Anderson:

Mr. Anderson said ditto to earlier comments that Linda made on congratulating staff and students.

Mike Pate:

None

New Business:

Amanda McGill Johnson gave the First Reading of Policy 4001 – Human Resources – Non-Discrimination and Sexual Harassment. *Mr. Anderson asked if anything changed from a legal standpoint or just updating language around the rules. Mr. Chick said a lot of the updating was to sync the language between the related policies and the timelines used for investigation. Mr. Duncan shared there were no big changes from a legality side but trying to get the policies on the same path.*

Linda Poole gave the First Reading of Policy 5010 – Student Services – Non-Discrimination and Sexual Harassment. *Mrs. Poole asked how students would be aware of the changes. Mr. Jelkin said this is part of the student handbook.*

Dave Anderson gave the First Reading of Policy 5020 – Student Services – Equal Educational Opportunity.

Amanda McGill Johnson gave the First Reading of Policy 6002 – Curriculum, Instruction, and Assessment – Non-Discrimination.

Linda Poole gave the First Reading of Policy 4153 – Human Resources – Professional Boundaries and Staff Relationships with Students. *Mr. Chick shared the history behind the new policy and that the purpose is to broaden the Code of Ethics to be more descriptive. The biggest change is staff will no longer be able to text students. They will be required to use the District approved email system or District approved app. The District will use an app called Remind. The paid version of Remind allows all communication to be archived and is searchable. All staff will be trained in August.*

Motion by Dave Anderson, seconded by Amanda McGill Johnson, to approve the High School Calendars. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, that the Elementary Learning Center Programming Agreement (Subcouncil #4) be approved and that the Associate Superintendent for Educational Services be authorized and directed to execute any and all documents related to this project. *Dr. Phipps shared this is consistent with what we have been doing.* Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, and Mr. Anderson. Voting against were: None. Motion carried.

Mr. Pate requested the Scout in the audience stand and introduce himself.

Motion by Linda Poole, seconded by Amanda McGill Johnson, to approve the Revisions to Approved Frameworks to Support the Middle Level Schedule Change for 2018-2019 and Beyond. *Dr. Phipps shared the purpose of this is due to the change in the Middle School schedule. Some course that were previously required are now elective courses. Since all frameworks are approved by the Board this will be an appendix that is attached to each framework to clean up the language instead of bringing every framework for approval.* Voting in favor of said motion was: Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Amanda McGill Johnson, to approve Personnel Actions: **Recommendation to Hire:** Ralph R. Rodriguez, Lynda A. Laird, Aubrey M. Wagner, Kathryn C. Ferrel, Cara A. Woods, Mary K. Lentino, Jayne E. Day, Courtney M. Cloyed, Michelle M. Gatewood, Steven J. Besch, Laura C. Beshaler, Elizabeth E. Walker, Anna R. Ahrens, Pamela M. Drake, Mikala M. Hansen, Yano W. Jones, Kayla M. Lindell, Ashely R. Lott, Nicole C. Mollet, Katelyn E. Schapker; **Resignations:** Tymesia G. Heath; **Contract Addendum:** Stacy J. Stinson and Melissa R. Blair. Voting in favor of said motion was: Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate.

Voting against were: None. Motion carried.

Mr. Pate requested to move Executive Session to the end of the agenda. There was no objection.

Reports:

Enrollment Report: Dr. Kelberlau shared this is the last enrollment report for the 2017-18 school year.

Future Agenda Items/Board Calendar:

1. Committee Meeting of the Whole on Monday, June 11, 2018 at 6:00 p.m. at the Don Stroh Administration Center
2. Board of Education Meeting on Monday, July 2, 2018 6:00 p.m. at the Don Stroh Administration Center
3. Superintendent's New Staff Lunch on August 2, 2018 at 11:30 a.m. at Millard South
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10. Committee of the Whole Meeting on Monday, September 10, 2018 at 6:00 p.m. at the Don Stroh Administration Center
11. Board of Education Meeting on Monday, September 17, 2018 at 6:00 p.m. at the Don Stroh Administration Center

Mike Pate requested a motion for the Board to go into Executive Session.

At 7:37 p.m. Linda Poole made a motion to go into Execution Session, seconded by Dave Anderson. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, and Mr. Anderson. Voting against were: None. Motion carried.

Mr. Pate announced the board would go into Executive Session at 7:38 p.m.

Motion by Linda Poole and seconded by Dave Anderson to come out of Executive Session at 8:43 p.m. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.


Secretary, Amanda McGill Johnson

Committee Meeting Minutes

June 11, 2018

The members of the Board of Education met as a Committee of the Whole on Monday, June 11, 2018 at the Don Stroh Administration Center, 5606 South 147th Street.

Vice President, Linda Poole called the meeting to order at 6:13 p.m. Mrs. Poole announced that the open meeting laws are posted and available for public inspection and it is now the proper time for public questions and comments. There were none.

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

Budget:

Mr. Meisgeier presented on the district's budget. He shared updated numbers now that the Fiscal year ended 2017 has been recorded by the state. Over the last six years, the district's expenses and receipts increased less a 1% per year. Student growth is also under 1% per year.

Mr. Meisgeier said state aid, was relatively flat state wide. The state aid formula was fully funded, however, it was funded after they redefined our needs. State wide funding is up about 0.2%, but Millard's funding is decreasing about \$2.8 million for this coming year. Property valuation is projected to come in around 4.4%. Mr. Meisgeier is hopeful at this time this number will hold true.

Mr. Meisgeier also shared we will have about \$1.6 million deficit at the end of the year. The recommendation is use 4 cents of the levy override. We do not want to use the entire 9 cents. Mr. Meisgeier said need to be very cognizant of our tax payers and not use all levy funds available. By using 4 cents of the levy override, we would stay above the 14% or so in the cash reserve which keeps Millard from having to borrow funds. This would make Millard's total tax levy \$1.2520. That is an increase of 3.3 cents over the prior year.

The budget hearing will be held on August 13, 2018. On September 4, 2018, administration will bring the proposed budget to the Board for approval as well as the tax levies. Draft budget is a 2.55% increase in spending.

At 6:55 p.m. Stacy Jolley made a motion to go into Executive Session for Negotiations, seconded by Mike Kennedy. Voting in favor of said motion was: Mr. Anderson, Mr. Kennedy, Mrs. McGill Johnson, Mr. Pate, and Mrs. Jolley, Voting against was: None. Motion carried.

Motion by Mike Pate and seconded by Mike Kennedy Anderson to come out of Executive Session at 8:15 p.m. Voting in favor of said motion was: Mrs. Jolley, Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, and Mr. Kennedy. Voting against was: None. Motion carried.

The meeting was adjourned at 8:15 p.m.



Chairman

Millard Public Schools

July 9, 2018

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 9, 2018

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451285	05/31/2018	102451	INTERNATIONAL BACCALAUREATE	\$1,095.00
	451286	05/31/2018	139797	US BANK NATIONAL ASSOCIATION	\$100.00
	451303	06/07/2018	141299	IVANTI INC	\$12,267.00
	451304	06/07/2018	090630	US POSTAL SERVICE	\$300.00
	451305	06/07/2018	135863	RUDOLPH A VLCEK III	\$67.50
	451314	06/18/2018	139802	JENNIFER L ALLEN	\$336.16
	451315	06/18/2018	140411	SCOMAC INC	\$330.24
	451316	06/18/2018	106893	WICHITA WATER CONDITIONING INC	\$45.53
	451317	06/18/2018	040450	FEDERAL EXPRESS	\$195.38
	451319	06/18/2018	138797	HANOVER RESEARCH COUNCIL LLC	\$20,253.66
	451321	06/18/2018	139211	AGILE SPORTS TECHNOLOGIES INC	\$4,699.00
	451322	06/18/2018	133397	HY-VEE INC	\$705.24
	451323	06/18/2018	133397	HY-VEE INC	\$1,290.94
	451324	06/18/2018	132878	HY-VEE INC	\$162.87
	451325	06/18/2018	049850	HY-VEE INC	\$1,014.77
	451328	06/18/2018	099928	NATIONAL SPEECH & DEBATE ASSN/NFL	\$100.00
	451329	06/18/2018	070245	OHARCO DISTRIBUTORS	\$953.48
	451331	06/18/2018	131446	TOSHIBA FINANCIAL SERVICES	\$2,066.00
	451332	06/18/2018	090242	UNITED PARCEL SERVICE	\$169.74
	451333	06/18/2018	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$2,500.00
	451334	06/18/2018	139797	US BANK NATIONAL ASSOCIATION	\$9,299.00
	451335	06/18/2018	141432	WELLS FARGO FINANCIAL LEASNG INC	\$3,101.72
	451337	06/18/2018	142269	WHC NE LLC	\$16,318.11
	451338	06/14/2018	134670	THE COLLEGE BOARD	\$347,298.00
	451339	06/14/2018	131418	B STREET COLLISION CENTER WEST INC	\$145.80
	451340	06/14/2018	108436	COX COMMUNICATIONS INC	\$24,752.67
	451341	06/14/2018	131412	NE DEPT OF HEALTH & HUMAN SERVICES	\$35.00
	451342	06/14/2018	131412	NE DEPT OF HEALTH & HUMAN SERVICES	\$0.00

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 9, 2018

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451343	06/14/2018	131412	NE DEPT OF HEALTH & HUMAN SERVICES	\$700.00
	451345	06/14/2018	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$9,311.60
	451359	06/21/2018	108436	COX COMMUNICATIONS INC	\$6,881.56
	451360	06/21/2018	141750	LUCAYAN REALTY CORP LLC	\$767.88
	451361	06/21/2018	139797	US BANK NATIONAL ASSOCIATION	\$462.80
	451362	06/21/2018	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$10,045.53
	451366	07/02/2018	010030	AAA ENTERPRISES, INC.	\$3,987.05
	451367	07/02/2018	140446	ABE'S PORTABLES	\$170.00
	451368	07/02/2018	131632	AC AWARDS INC	\$10.00
	451369	07/02/2018	142254	ACCUGRAPHIC SALES INC	\$508.99
	451371	07/02/2018	010112	JOSEY THOMAS AARON	\$500.00
	451374	07/02/2018	139412	ERIN M AGUIRRE	\$42.89
	451375	07/02/2018	139362	AMANDA L AKSAMIT	\$65.89
	451376	07/02/2018	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$4,222.50
	451377	07/02/2018	010946	JEFFREY S ALFREY	\$169.77
	451379	07/02/2018	140391	ALLY FINANCIAL INC	\$393.56
	451381	07/02/2018	012450	AMERICAN RED CROSS-HEALTH & SAFETY	\$2,742.00
	451384	07/02/2018	135534	ACTION GROUP LLC	\$2,073.58
	451385	07/02/2018	131265	JILL M ANDERSON	\$293.91
	451387	07/02/2018	102832	AOI	\$9,377.32
	451388	07/02/2018	138550	APPERSON	\$214.78
	451389	07/02/2018	012989	APPLE COMPUTER INC	\$3,464.50
	451390	07/02/2018	106436	AQUA-CHEM INC	\$1,446.40
	451391	07/02/2018	013105	ARBOR SCIENTIFIC	\$124.53
	451392	07/02/2018	141548	KIMBERLY A ARMENDARIZ	\$293.21
	451393	07/02/2018	134235	SARAH A ASCHENBRENNER	\$57.28
	451394	07/02/2018	135330	AVIS RENT A CAR SYSTEM INC	\$386.94
	451395	07/02/2018	102727	B & H PHOTO	\$2,940.28

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451396	07/02/2018	135991	BAKER DISTRIBUTING CO LLC	\$871.57
	451397	07/02/2018	137482	KRISTINA A BAMESBERGER	\$193.54
	451398	07/02/2018	099646	BARNES AND NOBLE BOOKSTORE	\$81.54
	451399	07/02/2018	107979	LORI A BARTELS	\$311.14
	451401	07/02/2018	138054	BAXTER FORD INC	\$4,195.88
	451402	07/02/2018	134584	MARY A BAYNE	\$152.87
	451404	07/02/2018	135223	AARON J BEARINGER	\$63.44
	451405	07/02/2018	018280	JEANINE C BEAUDIN	\$788.16
	451406	07/02/2018	134873	JOHN M BECKER	\$155.44
	451407	07/02/2018	139783	LYNNE H BECKER	\$4,936.25
	451408	07/02/2018	141521	ERIKA J BECKLEY	\$82.08
	451409	07/02/2018	107540	BRIAN F BEGLEY	\$97.01
	451410	07/02/2018	138255	NICOLE M BEINS	\$70.56
	451411	07/02/2018	139889	DARLA G BELL	\$221.06
	451414	07/02/2018	134884	JULIE K BERGSTROM	\$297.00
	451415	07/02/2018	139161	BERKLEY RISK ADMINISTRATORS CO LLC	\$5,000.00
	451416	07/02/2018	018705	BERNINA OMAHA LLC	\$226.77
	451418	07/02/2018	142272	HEATHER M BERRETH	\$354.66
	451419	07/02/2018	134945	NOLAN J BEYER	\$69.41
	451420	07/02/2018	139184	VAN DEURSEN ENTERPRISES INC	\$244.25
	451423	07/02/2018	019111	BISHOP BUSINESS EQUIPMENT	\$29,962.71
	451425	07/02/2018	140887	RODNEY JOHNSON	\$256.00
	451426	07/02/2018	099220	DICK BLICK CO	\$450.74
	451427	07/02/2018	136664	JAMIE L BLYCKER	\$19.08
	451428	07/02/2018	134478	TIFFANY M BOCK SMITH	\$100.55
	451429	07/02/2018	130899	KIMBERLY M BOLAN	\$311.41
	451430	07/02/2018	135539	SHEILA F BOLMEIER	\$107.42
	451431	07/02/2018	019559	BOUND TO STAY BOUND BOOKS INC	\$1,594.55

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451432	07/02/2018	132888	MICHELLE M BOYD	\$565.97
	451433	07/02/2018	139996	BOYS TOWN	\$38,862.60
	451435	07/02/2018	139190	ROSE MARY BRAUN	\$142.25
	451437	07/02/2018	139890	DOUGLAS J BREITER	\$99.17
	451440	07/02/2018	141959	EMILI L BROSNAN	\$712.55
	451441	07/02/2018	100573	BROWN & SAENGER	\$19,404.00
	451444	07/02/2018	141510	CHRISTINE L BUKOWSKI	\$196.83
	451445	07/02/2018	139496	NICOLE E BURTON	\$137.45
	451447	07/02/2018	139295	MICHAEL E BYRNE	\$7.50
	451448	07/02/2018	137274	EILEEN CABRERA	\$87.47
	451449	07/02/2018	138814	WILLIAM J COOK CO LLC	\$7,000.00
	451450	07/02/2018	133246	RALPH CAREY	\$71.94
	451451	07/02/2018	023970	CAROLINA BIOLOGICAL SUPPLY CO	\$873.95
	451452	07/02/2018	131158	CURTIS R CASE	\$576.18
	451454	07/02/2018	133970	CCS PRESENTATION SYSTEMS	\$958.56
	451455	07/02/2018	133589	CDW GOVERNMENT, INC.	\$275.58
	451456	07/02/2018	065420	CENTRAL MIDDLE SCHOOL	\$1,365.00
	451458	07/02/2018	132271	ERIK P CHAUSSEE	\$250.71
	451459	07/02/2018	106836	KEVIN J CHICK	\$123.50
	451460	07/02/2018	106851	CHILDREN'S HOME HEALTHCARE	\$28,517.50
	451462	07/02/2018	132643	CLEAN SWEEP COMMERCIAL INC	\$21,560.00
	451463	07/02/2018	131135	PATRICIA A CLIFTON	\$89.21
	451464	07/02/2018	136780	LISA L CLINARD	\$65.80
	451465	07/02/2018	137013	NANCY S COLE	\$125.90
	451466	07/02/2018	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$1,004.50
	451467	07/02/2018	139891	MARY T CONNELL	\$90.52
	451469	07/02/2018	026057	CONTROL MASTERS INC	\$11,102.42
	451470	07/02/2018	136518	JANET L COOK	\$121.43

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451474	07/02/2018	026970	CRESCENT ELECTRIC SUPPLY CO	\$195.42
	451475	07/02/2018	137561	TODD B CRNKOVICH	\$170.00
	451476	07/02/2018	109021	PATRICIA A CRUM	\$389.85
	451478	07/02/2018	106893	WICHITA WATER CONDITIONING INC	\$54.13
	451480	07/02/2018	027300	CUMMINS CENTRAL POWER LLC	\$6,992.28
	451481	07/02/2018	141898	JACOB S CURTISS	\$243.99
	451482	07/02/2018	140492	VIRGINIA J CURTISS	\$233.71
	451484	07/02/2018	130900	CHERYL L CUSTARD	\$276.43
	451485	07/02/2018	032050	D B NEBRASKA SERVICE CO.	\$4,243.20
	451486	07/02/2018	131483	JANET L DAHLGAARD	\$37.66
	451487	07/02/2018	132671	JEAN T DAIGLE	\$209.50
	451488	07/02/2018	134751	ANGELA M DAIGLE	\$51.67
	451489	07/02/2018	131003	DAILY RECORD	\$32.20
	451490	07/02/2018	138306	STACY L DARNOLD	\$81.31
	451491	07/02/2018	134816	DATA DOCUMENTS LLC	\$347.50
	451492	07/02/2018	141831	DATAVIZION LLC	\$17,996.00
	451493	07/02/2018	032497	CHERYL R DECKER	\$225.20
	451494	07/02/2018	106713	ANDREW S DEFREECE	\$57.61
	451495	07/02/2018	140880	JENNIFER L DELANEY	\$45.78
	451496	07/02/2018	032800	DEMCO INC	\$1,885.91
	451497	07/02/2018	032872	DENNIS SUPPLY COMPANY	\$411.41
	451498	07/02/2018	136316	EVA M DENTON	\$42.02
	451499	07/02/2018	139980	JILLIAN R DEPUE	\$55.59
	451500	07/02/2018	133009	ROBERTA E DEREMER	\$71.29
	451501	07/02/2018	137331	BASTIAN DERICHS	\$98.81
	451502	07/02/2018	106319	DES MOINES STAMP MANUFACTURING	\$140.00
	451503	07/02/2018	139346	LYNN DETHLOFF	\$57.95
	451504	07/02/2018	142284	DIBBLE INST FOR MARRIAGE EDUCATION	\$877.80

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451505	07/02/2018	132750	JOHN D DICKEY	\$29.38
	451508	07/02/2018	033473	DIETZE MUSIC HOUSE INC	\$2,092.43
	451509	07/02/2018	135509	DIGIORGIO'S SPORTSWEAR INC	\$301.00
	451510	07/02/2018	132669	DIGITAL DOT SYSTEMS INC	\$35.00
	451513	07/02/2018	139349	TERRIN D DORATHY	\$95.54
	451515	07/02/2018	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$305,274.10
	451516	07/02/2018	099556	DRAMATISTS PLAY SERVICE INC	\$200.00
	451517	07/02/2018	135689	SUSAN M DULANY	\$142.08
	451519	07/02/2018	139281	PAMELA A DUNCAN	\$180.00
	451520	07/02/2018	137117	JEANNE J DYMOND	\$354.73
	451521	07/02/2018	131740	EAGLE SOFTWARE INC,	\$30,577.71
	451522	07/02/2018	102791	ERIC ARMIN INC	\$167.70
	451523	07/02/2018	138426	KELLY D EALY	\$88.67
	451524	07/02/2018	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$79,540.00
	451525	07/02/2018	052370	ECHO ELECTRIC SUPPLY CO	\$127.52
	451526	07/02/2018	037524	EDUCATIONAL SERVICE UNIT #9	\$219.00
	451527	07/02/2018	037525	EDUCATIONAL SERVICE UNIT #3	\$40,674.74
	451528	07/02/2018	133823	REBECCA S EHRHORN	\$486.35
	451531	07/02/2018	038140	ELECTRONIC SOUND INC.	\$1,219.20
	451532	07/02/2018	141577	ELITE PROFESSIONALS HOME CARE LLC	\$13,131.25
	451533	07/02/2018	141577	ELITE PROFESSIONALS HOME CARE LLC	\$16,981.25
	451535	07/02/2018	132066	ENGINEERED CONTROLS INC	\$324.00
	451536	07/02/2018	135360	PAMELA A ERIXON	\$243.15
	451537	07/02/2018	109066	TED H ESSER	\$358.91
	451538	07/02/2018	035610	HAND2MIND INC	\$103.45
	451539	07/02/2018	137950	MICHAEL D ETZELMILLER	\$53.41
	451541	07/02/2018	134861	TARA R FABIAN	\$1,282.51
	451542	07/02/2018	106735	JOHN T FABRY	\$44.31

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451543	07/02/2018	139316	JASON A FARWELL	\$92.81
	451544	07/02/2018	131927	RLB ENTERPRISE LLC	\$370.50
	451545	07/02/2018	132699	FATHER FLANAGANS BOYS HOME	\$74.00
	451546	07/02/2018	040537	FERGUSON ENTERPRISES INC	\$1,469.86
	451547	07/02/2018	137016	ANGELA L FERGUSON	\$54.01
	451548	07/02/2018	141922	MARIAN FEY	\$23.32
	451550	07/02/2018	133919	FILTER SHOP INC	\$2,499.96
	451551	07/02/2018	141469	FRANCO FIORINI	\$151.72
	451552	07/02/2018	133960	FIREGUARD INC	\$16,034.84
	451553	07/02/2018	040902	FIRST NATIONAL BANK OF OMAHA	\$1,200.00
	451554	07/02/2018	130731	FIRST WIRELESS INC	\$605.96
	451555	07/02/2018	109855	SHANNON M FISCHER	\$17.33
	451556	07/02/2018	141511	JENNIFER M FITZKE	\$67.04
	451558	07/02/2018	138795	JEREMY D FLEMING	\$50.14
	451559	07/02/2018	041086	FLINN SCIENTIFIC INC	\$103.86
	451560	07/02/2018	138877	KATHERINE L FOLK	\$5.89
	451562	07/02/2018	041100	FOLLETT SCHOOL SOLUTIONS INC	\$87,375.71
	451563	07/02/2018	134577	PATRICK R FOSTER	\$107.25
	451564	07/02/2018	135793	FREMONT INDUSTRIES INC	\$924.42
	451565	07/02/2018	134223	TERESA J FRIDRICH	\$32.37
	451566	07/02/2018	137543	MEGAN E GEERTS	\$48.94
	451567	07/02/2018	139894	TRICIA L GILLETT	\$48.12
	451569	07/02/2018	133376	LINDA J GJERE	\$27.52
	451571	07/02/2018	106660	GLASSMASTERS INC	\$280.00
	451573	07/02/2018	141512	ERIN M GONZALEZ	\$106.81
	451576	07/02/2018	044891	THE PROPHET CORPORATION	\$6,523.24
	451577	07/02/2018	044950	GRAINGER INDUSTRIAL SUPPLY	\$325.64
	451578	07/02/2018	136508	ERIC N GRANDGENETT	\$465.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451580	07/02/2018	133885	GREENLIFE GARDENS INC	\$385.00
	451581	07/02/2018	045305	GUILFORD PUBLICATIONS INC	\$92.00
	451582	07/02/2018	135930	KATHLEEN M GUINAN	\$29.50
	451583	07/02/2018	063347	NANCY J HAITH	\$22.51
	451584	07/02/2018	136076	HALDEMAN-HOMME INC	\$1,085.00
	451585	07/02/2018	141900	CATHERINE A HANISH	\$128.51
	451586	07/02/2018	136805	JAMES R HANLON	\$435.70
	451589	07/02/2018	134437	TRACY A HARRINGTON	\$24.87
	451590	07/02/2018	F03042	HARRIS COMPUTER CORP	\$170.00
	451591	07/02/2018	056820	FIRST INSURANCE GROUP LLC	\$449,568.66
	451592	07/02/2018	099396	HARRY K WONG PUBLICATIONS INC	\$4,289.00
	451594	07/02/2018	131367	AMANDA J HARTZ	\$90.47
	451595	07/02/2018	138844	SANDRA A HAVENS	\$21.75
	451596	07/02/2018	132634	MARK W HAWKINS	\$465.00
	451597	07/02/2018	130609	HAYDEN-MCNEILL SPECIALTY	\$1,295.73
	451598	07/02/2018	140889	DEANNA L HAYES	\$8.83
	451599	07/02/2018	141982	RANDA LEHR HAZZARD	\$30.56
	451600	07/02/2018	048475	HEARTLAND FOUNDATION	\$18,360.00
	451601	07/02/2018	108273	MARGARET HEBENSTREIT PT	\$117.18
	451602	07/02/2018	140255	DONALD J HEIN	\$7.50
	451603	07/02/2018	048517	GREENWOOD PUBLISHING GROUP INC	\$9,513.20
	451604	07/02/2018	048515	HELGET SAFETY SUPPLY INC	\$3.00
	451605	07/02/2018	139314	KELLI J HELLER	\$60.27
	451606	07/02/2018	108478	DAVID C HEMPHILL	\$127.14
	451608	07/02/2018	141513	MELISSA M HENNINGS	\$25.78
	451609	07/02/2018	141901	COURTNEY L HESER	\$21.80
	451610	07/02/2018	134455	ROBERT J HETTINGER	\$469.25
	451612	07/02/2018	142299	MARK R HILBURN	\$32.09

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451613	07/02/2018	108432	HILLER ELECTRIC COMPANY	\$80.00
	451614	07/02/2018	048786	HILLYARD INC	\$4,704.27
	451615	07/02/2018	048845	CAMILLE H HINZ	\$75.21
	451616	07/02/2018	138782	JACOB W HIRZ	\$112.82
	451617	07/02/2018	048940	HOBBY LOBBY STORES INC	\$50.62
	451618	07/02/2018	142317	NORTH PLATTE LODGING LTD	\$837.00
	451620	07/02/2018	133212	CRAIG L HOLZ	\$393.38
	451621	07/02/2018	140204	KAREN S HOOGNER	\$2,070.00
	451624	07/02/2018	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$67,815.00
	451625	07/02/2018	109836	AMY L HOULTON	\$107.42
	451626	07/02/2018	132531	TERRY P HOULTON	\$189.07
	451627	07/02/2018	101533	DIANE F HOWARD	\$73.74
	451628	07/02/2018	132423	HP INC	\$800.00
	451629	07/02/2018	137426	HUGHES MULCH PRODUCTS LLC	\$225.00
	451631	07/02/2018	049723	HUMAN RELATIONS MEDIA	\$19,501.44
	451632	07/02/2018	139244	AMANDA L WHARTON-HUNT	\$925.00
	451633	07/02/2018	141217	KALEIGH M HUSKA	\$21.94
	451635	07/02/2018	107489	JAY W HUTFLES	\$159.01
	451636	07/02/2018	134807	MONICA A HUTFLES	\$72.32
	451637	07/02/2018	130283	KARA L HUTTON	\$224.30
	451638	07/02/2018	049844	HYDRONIC ENERGY INC	\$355.45
	451639	07/02/2018	133397	HY-VEE INC	\$3,965.22
	451640	07/02/2018	133397	HY-VEE INC	\$34.82
	451641	07/02/2018	049851	HY-VEE INC	\$688.15
	451642	07/02/2018	049850	HY-VEE INC	\$876.55
	451643	07/02/2018	051573	POPCO INC	\$36.45
	451644	07/02/2018	132581	IDENTISYS INC	\$549.00
	451645	07/02/2018	142253	INDUSTRIAL PACKAGING CORPORATION	\$3,807.15

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451646	07/02/2018	137725	FACTS ON FILE INC/FILMS MEDIA GROUP	\$999.50
	451647	07/02/2018	051740	INLAND TRUCK PARTS CO.	\$1,020.80
	451648	07/02/2018	139348	DANIEL D INNES	\$29.38
	451649	07/02/2018	138418	LAURA M INNES	\$217.90
	451650	07/02/2018	102451	INTERNATIONAL BACCALAUREATE	\$21,699.00
	451651	07/02/2018	134197	INTERNATIONAL SOCIETY FOR TECH ED	\$100.00
	451652	07/02/2018	102958	ALL BATTERY CENTERS INC	\$184.90
	451653	07/02/2018	138560	IXL LEARNING INC	\$2,025.00
	451654	07/02/2018	100928	J W PEPPER & SON INC.	\$226.50
	451655	07/02/2018	139763	CALVIN L JACOBS	\$15.04
	451656	07/02/2018	141387	CAREY R JACOBS	\$35.10
	451657	07/02/2018	131157	CHRISTINE A JANOVEC-POEHLMAN	\$132.16
	451658	07/02/2018	136953	JSDO 1 LLC	\$663.56
	451659	07/02/2018	135735	GEORGE W JELKIN	\$108.95
	451660	07/02/2018	132617	THERESA M JENSEN	\$293.83
	451662	07/02/2018	083400	TYCO FIRE & SECURITY MANAGEMENT INC	\$17,039.68
	451664	07/02/2018	135373	LINDA K JOHNSON	\$30.74
	451665	07/02/2018	139350	BRANDON K JOHNSTON	\$32.70
	451666	07/02/2018	054630	JOHNSTONE SUPPLY	\$24.99
	451667	07/02/2018	138713	LAURIE E JONES	\$15.92
	451669	07/02/2018	137888	SPIROS KATSIRIS	\$8.50
	451672	07/02/2018	132265	CATHERINE A KEISER	\$43.27
	451673	07/02/2018	134801	JULIE B KEMP	\$584.55
	451674	07/02/2018	141320	MOLLY J KENNEDY	\$24.53
	451675	07/02/2018	130642	MARILYN B KERKHOVE	\$322.82
	451676	07/02/2018	135931	JEFFREY S KERNS	\$50.41
	451677	07/02/2018	131177	ANDREA L KIDD	\$11.61
	451678	07/02/2018	133973	KIDS ON THE MOVE INC	\$1,248.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451679	07/02/2018	140091	KENT J KINGSTON	\$88.78
	451681	07/02/2018	139753	CHERIS A KITE	\$49.30
	451682	07/02/2018	132264	MICHELLE M KLUG	\$1,819.02
	451683	07/02/2018	107192	FLYNN INNOVATIONS LLC	\$67.00
	451684	07/02/2018	138846	ELIZABETH A KOCIS	\$16.13
	451686	07/02/2018	131826	ALICIA C KOTLARZ	\$465.00
	451688	07/02/2018	136285	MICHELLE L KRAFT	\$32.68
	451689	07/02/2018	141957	MELINDA S KRAUSE	\$90.63
	451690	07/02/2018	137385	JOSEPH R KUEHL	\$340.00
	451691	07/02/2018	140714	DEANNA L KUHN	\$55.86
	451693	07/02/2018	140827	KURT MEHLIN	\$125.00
	451694	07/02/2018	140170	STEPHANIE L KURZ	\$52.32
	451695	07/02/2018	132934	VICTORIA L KYROS	\$14.33
	451696	07/02/2018	141946	BETHANY S LACOSSE	\$87.80
	451697	07/02/2018	099217	LAKESHORE LEARNING MATERIALS	\$189.95
	451698	07/02/2018	139127	DIANE K WATKINS LAMB	\$17.20
	451700	07/02/2018	135257	LANGUAGE LINE SERVICES INC	\$561.96
	451701	07/02/2018	058875	KELLY A LATIMER-BRIGGS	\$266.55
	451702	07/02/2018	140988	KELLY K LAWRENCE	\$26.98
	451703	07/02/2018	135156	LAWSON PRODUCTS INC	\$2,370.53
	451705	07/02/2018	139896	MICHELLE M LEENERTS	\$144.64
	451706	07/02/2018	135303	KATIE J LETHCOE	\$23.87
	451707	07/02/2018	140077	TIMOTHY J LEUSCHEN	\$92.02
	451708	07/02/2018	137345	BONNIE K LEVINGER	\$85.46
	451709	07/02/2018	141468	THE PERSONAL TOUCH INC	\$261.51
	451711	07/02/2018	137944	LIBRA INDUSTRIES	\$138.00
	451712	07/02/2018	059470	LIEN TERMITE & PEST CONTROL INC	\$446.00
	451713	07/02/2018	138215	LIFT-ALL CRANE SERVICE INC	\$680.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451714	07/02/2018	139885	ERIC M LITTLE	\$130.67
	451715	07/02/2018	139776	KRISTIN LOEWE	\$356.20
	451716	07/02/2018	136315	COURTNEY A LOHRENZ	\$75.92
	451719	07/02/2018	059866	STACY L LONGACRE	\$55.78
	451720	07/02/2018	139414	CHRISTOPHER M LOOFE	\$600.05
	451721	07/02/2018	060023	NEBRASKA SPORTS INDUSTRIES INC.	\$1,623.95
	451722	07/02/2018	060111	LOVELESS MACHINE & GRINDING SVC INC	\$27.50
	451723	07/02/2018	135376	CASEY I LUNDGREN	\$75.97
	451724	07/02/2018	060155	LYMAN-RICHEY CORPORATION	\$1,437.40
	451725	07/02/2018	131586	LYMM CONSTRUCTION INC	\$57,485.00
	451726	07/02/2018	137207	LEE ANN M MAASS	\$97.02
	451727	07/02/2018	099321	MACKIN BOOK CO	\$775.46
	451728	07/02/2018	142291	CHRIS EUGENE MALSAM	\$170.00
	451729	07/02/2018	140459	COURTNEY L MANZITTO	\$185.09
	451730	07/02/2018	133505	SUSAN N MARLATT	\$516.31
	451731	07/02/2018	133201	DAWN M MARTEN	\$15.59
	451732	07/02/2018	135493	JOHN MARTINEZ	\$90.00
	451733	07/02/2018	059560	MATHESON TRI-GAS INC	(\$7.00)
	451734	07/02/2018	139897	CRAIG D MATHIS	\$349.35
	451735	07/02/2018	108052	MAX I WALKER UNIFORM & APPAREL	\$971.80
	451736	07/02/2018	138341	MAXIM HEALTHCARE SERVICES INC	\$17,435.00
	451738	07/02/2018	139283	MICHAEL J MCCAULEY	\$2,491.45
	451739	07/02/2018	136618	DANIEL R MCCONNELL	\$113.85
	451740	07/02/2018	140110	MCGRAW-HILL EDUCATION INC	\$6,441.37
	451741	07/02/2018	137014	RYE L MCINTOSH	\$242.84
	451742	07/02/2018	135153	KRISTEN L MCKENNEY	\$315.67
	451743	07/02/2018	133066	CHRISTINE MCNAIR	\$0.00
	451744	07/02/2018	141523	KELLI M MCWILLIAMS	\$72.43

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451745	07/02/2018	064260	MECHANICAL SALES INC.	\$3,364.75
	451746	07/02/2018	137947	MECHANICAL SALES PARTS INC	\$1,823.49
	451747	07/02/2018	102560	MEDCO SUPPLY COMPANY	\$910.46
	451748	07/02/2018	121126	PATRICIA A MEEKER	\$162.47
	451749	07/02/2018	136470	CHAD M MEISGEIER	\$26.60
	451750	07/02/2018	139997	HAYLEY D MENTZER	\$508.27
	451752	07/02/2018	064600	METAL DOORS & HARDWARE COMPANY INC	\$357.00
	451753	07/02/2018	102139	METAL LOGOS AND MORE	\$149.65
	451755	07/02/2018	133403	AMERICAN NATIONAL BANK	\$14,701.33
	451759	07/02/2018	064800	METRO UTILITIES DISTRICT OF OMAHA	\$74,284.85
	451761	07/02/2018	134863	TERESA R MEYERS	\$366.24
	451762	07/02/2018	139339	DOUGLAS M MEYO	\$2,420.00
	451765	07/02/2018	064950	MIDWEST METAL WORKS INC	\$232.00
	451766	07/02/2018	064959	MIDWEST PLASTICS INC.	\$740.00
	451767	07/02/2018	101274	MIDWEST SPECIAL INSTRUMENTS CORP	\$1,260.00
	451768	07/02/2018	065233	MIDWEST TURF & IRRIGATION INC	\$80.38
	451769	07/02/2018	107560	MILLARD METAL SERVICES INC.	\$1,305.00
	451770	07/02/2018	065438	MILLARD NORTH HIGH SCHOOL	\$11,511.00
	451771	07/02/2018	065310	MILLARD SCHOOLS ED FOUNDATION INC	\$1,500.00
	451772	07/02/2018	065440	MILLARD SOUTH HIGH SCHOOL	\$7,708.50
	451773	07/02/2018	065443	MILLARD WEST HIGH SCHOOL	\$7,708.50
	451774	07/02/2018	131328	MILLER ELECTRIC COMPANY	\$42,213.40
	451775	07/02/2018	135388	ANNE C MILLER	\$186.23
	451776	07/02/2018	065810	MIRACLE RECREATION EQUIPMENT CO	\$3,227.07
	451777	07/02/2018	141026	JASON MITERA	\$34.17
	451779	07/02/2018	066010	MONEY HANDLING MACHINES, INC.	\$224.00
	451780	07/02/2018	142300	ROCKY MTN MONTESSORI TEACHER TRAIN	\$10,650.00
	451781	07/02/2018	138707	MICHELLE M MORIARTY	\$90.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451782	07/02/2018	140990	LAURA M MORRIS	\$159.23
	451783	07/02/2018	138838	SARAH L MORRISON	\$2,420.75
	451785	07/02/2018	063150	MSC INDUSTRIAL SUPPLY CO	\$591.54
	451786	07/02/2018	137052	DEVONYE J MULLINS	\$100.61
	451787	07/02/2018	138263	MARIA V MUNOZ	\$312.12
	451788	07/02/2018	102981	MUSICIAN'S FRIEND INC	\$417.00
	451789	07/02/2018	139993	NAPERVILLE COMM SCHOOL DIST 203	\$500.00
	451790	07/02/2018	067000	NASCO	\$359.84
	451791	07/02/2018	136850	NAVIANCE INC	\$70,761.00
	451792	07/02/2018	068334	NEBRASKA AIR FILTER INC	\$5,279.04
	451793	07/02/2018	068343	NEBRASKA ASSN OF SCHOOL BOARDS	\$95.00
	451795	07/02/2018	068445	NEBRASKA FURNITURE MART INC	\$2,512.19
	451796	07/02/2018	068684	NEBRASKA SCIENTIFIC	\$161.75
	451797	07/02/2018	141558	JILL M NEELEY	\$35.21
	451799	07/02/2018	131550	NANCY G NELSON	\$442.60
	451800	07/02/2018	109843	NEXTEL PARTNERS INC	\$3,460.83
	451802	07/02/2018	138136	KIMBERLY S NISSEN	\$75.00
	451803	07/02/2018	142314	MATTHEW D NOE	\$54.50
	451804	07/02/2018	107905	MELINDA C NOLLER	\$33.74
	451805	07/02/2018	141960	NOODLETOOLS INC	\$2,499.00
	451806	07/02/2018	136759	ROSHNI R NORONHA	\$13.95
	451807	07/02/2018	140537	EVE E NORTON	\$35.43
	451808	07/02/2018	130667	CARRIE L NOVOTNY-BUSS	\$333.24
	451811	07/02/2018	100013	OFFICE DEPOT 84133510	\$3,774.43
	451812	07/02/2018	070245	OHARCO DISTRIBUTORS	\$4,134.52
	451813	07/02/2018	136599	OLD HIGHWAY 6 TRACTOR & EQUIP INC	\$26.17
	451814	07/02/2018	140197	THERESA L OLSON	\$27.80
	451815	07/02/2018	134725	OMAHA CASING CO INC	\$250.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451816	07/02/2018	099658	OMAHA CHILDRENS MUSEUM	\$686.00
	451817	07/02/2018	142296	OMAHA PNEUMATIC ENGINEERING COMPANY	\$270.89
	451818	07/02/2018	070800	OMAHA PUBLIC POWER DISTRICT	\$349,162.62
	451819	07/02/2018	070850	OMAHA SLINGS INC	\$254.57
	451820	07/02/2018	071040	OMAHA WINNELSON COMPANY	\$33.91
	451821	07/02/2018	071053	OMAHA WORLD HERALD	\$182.00
	451822	07/02/2018	101881	OMAHA ZOOLOGICAL SOCIETY	\$442.00
	451823	07/02/2018	140402	OMNI FINANCIAL GROUP INC	\$815.00
	451824	07/02/2018	133850	ONE SOURCE	\$1,922.50
	451825	07/02/2018	071190	OVERHEAD DOOR COMPANY OMAHA	\$568.00
	451826	07/02/2018	134428	ELIZABETH A PACHTA	\$144.63
	451827	07/02/2018	138288	PAPIO TRANSPORT SCHOOL SERVICE INC	\$8,480.00
	451828	07/02/2018	137015	GEORGE M PARKER	\$45.18
	451829	07/02/2018	071760	PATTON EQUIPMENT COMPANY INC	\$680.00
	451830	07/02/2018	131610	PATRICIA D BUFFUM	\$340.00
	451831	07/02/2018	107783	HEIDI T PENKE	\$36.62
	451832	07/02/2018	133150	PENSKE TRUCK LEASING	\$615.40
	451833	07/02/2018	142304	PEOPLE ADMIN INC	\$31,450.04
	451834	07/02/2018	137488	PERFORMANCE MATTERS	\$39,476.81
	451835	07/02/2018	139633	TERESA G PERKINS	\$53.41
	451836	07/02/2018	132656	JANET L PERRONE	\$68.45
	451837	07/02/2018	140422	AMY L PETRICEK	\$104.51
	451838	07/02/2018	133390	HEATHER C PHIPPS	\$18.15
	451839	07/02/2018	141766	LINDA PHOSALY KLITGAARD	\$87.45
	451840	07/02/2018	137722	ANDREW C PINKALL	\$268.33
	451841	07/02/2018	072760	PITSCO INC	\$1,546.30
	451842	07/02/2018	072785	PLANK ROAD PUBLISHING INC	\$112.45
	451843	07/02/2018	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	\$19.17

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451844	07/02/2018	139899	JENNIFER L POLLOCK	\$474.81
	451845	07/02/2018	072899	LINDA POOLE	\$825.04
	451846	07/02/2018	072900	POPPLERS MUSIC INC	\$40.95
	451847	07/02/2018	142318	KAREN S PORTER	\$6.70
	451848	07/02/2018	139532	PREFERRED SHIPPING INC	\$117.84
	451849	07/02/2018	072349	SCHOOL SPECIALTY INC	\$270.60
	451850	07/02/2018	132317	SUSAN K PRESLER	\$13,750.00
	451851	07/02/2018	134598	PRIME COMMUNICATIONS INC	\$5,250.43
	451852	07/02/2018	132713	PROTEX CENTRAL INC	\$882.00
	451853	07/02/2018	102241	PYRAMID SCHOOL PRODUCTS	\$62,392.94
	451854	07/02/2018	137779	JARDINE QUALITY IRRIGATION INC	\$4,793.02
	451855	07/02/2018	137198	QUEST SOFTWARE INC	\$198.68
	451856	07/02/2018	142301	NAZANEEN RAHMADZAI	\$50.00
	451857	07/02/2018	140511	FAITH A RASMUSSEN	\$16.68
	451858	07/02/2018	078420	RAWSON & SONS ROOFING, INC.	\$18,729.00
	451859	07/02/2018	109810	BETHANY B RAY	\$135.65
	451860	07/02/2018	106725	RD FITNESS SERVICE	\$965.00
	451861	07/02/2018	100642	REALLY GOOD STUFF LLC	\$64.98
	451862	07/02/2018	137478	REALLY GREAT READING LLC	\$5,280.10
	451863	07/02/2018	135690	DEIDRE M REEH	\$274.08
	451865	07/02/2018	134858	JENNIFER L REID	\$312.14
	451866	07/02/2018	133770	DIANE E REINERS	\$227.26
	451867	07/02/2018	142303	BETH A REINSCH	\$237.68
	451868	07/02/2018	142302	REMIND 101 INC	\$46,210.00
	451870	07/02/2018	109192	KIMBERLI R RICE	\$52.70
	451871	07/02/2018	135484	KRISTI L RICHLING	\$31.28
	451872	07/02/2018	140862	JONATHAN W RINGENBERG	\$1,264.05
	451873	07/02/2018	137470	AMBER E RIPA	\$63.32

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01	451874	07/02/2018	136847	RIVERSIDE TECHNOLOGIES INC	\$62.30
	451875	07/02/2018	141708	ROBERT BOSCH TOOL CORP	\$2,878.20
	451876	07/02/2018	138312	PAIGE E ROBERTS	\$465.00
	451877	07/02/2018	138650	JAMIE L ROBINSON	\$2,092.50
	451878	07/02/2018	079310	ROCKBROOK CAMERA CENTER	\$2,975.92
	451879	07/02/2018	134882	LINDA A ROHMILLER	\$50.36
	451880	07/02/2018	136121	MELANIE E ROLL	\$8,525.00
	451881	07/02/2018	134990	BRITTANY A ROM	\$172.23
	451882	07/02/2018	141476	ROOT COS LLC	\$1,684.00
	451883	07/02/2018	141239	ANTHONY D ROOT	\$36.36
	451885	07/02/2018	139359	DISTRIBUTED WEBSITE CORPORATION	\$466.84
	451886	07/02/2018	136135	GINA K RUDLOFF	\$96.41
	451888	07/02/2018	081491	SAGE PUBLICATIONS, INC.	\$718.08
	451889	07/02/2018	041500	SAMUEL FRENCH INC	\$565.35
	451890	07/02/2018	081725	KIMBERLEY K SAUM-MILLS	\$100.39
	451891	07/02/2018	133389	RYAN D SAUNDERS	\$1,264.05
	451892	07/02/2018	142292	SMG FOOD & BEVERAGE LLC	\$374.85
	451893	07/02/2018	138484	CINDY M SCHARFF	\$465.00
	451894	07/02/2018	138274	RONALD P SCHINSTOCK	\$6.98
	451895	07/02/2018	137012	SHELLEY L SCHMITZ	\$47.25
	451896	07/02/2018	141771	JAMIE M SCHNIEBER	\$100.00
	451898	07/02/2018	082350	SCHOOL SPECIALTY INC	\$360.53
	451900	07/02/2018	134567	KAYE M SCHWEIGERT	\$141.97
	451902	07/02/2018	139827	MATTHEW J SCOTT	\$30.63
	451904	07/02/2018	082905	KIMBERLY A SECORA	\$35.10
	451905	07/02/2018	108161	STAN J SEGAL	\$109.71
	451906	07/02/2018	138267	NATHAN A SEGGERMAN	\$119.68
	451907	07/02/2018	142112	MELISSA M SELLON	\$23.98

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451908	07/02/2018	134189	JODY L SEMPEK	\$58.97
	451909	07/02/2018	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$162,220.40
	451911	07/02/2018	142297	SGH REDGLAZE HOLDINGS INC	\$743.00
	451912	07/02/2018	136754	CCT ENTERPRISES LLC	\$94.00
	451913	07/02/2018	131078	SHAR PRODUCTS COMPANY	\$49.50
	451914	07/02/2018	109800	AMY L SHATTUCK	\$148.62
	451915	07/02/2018	130758	BARBARA E SHEPPARD	\$35.66
	451917	07/02/2018	083188	SHIFFLER EQUIPMENT SALES, INC.	\$435.31
	451918	07/02/2018	142312	JULIE L SHIRK	\$75.00
	451920	07/02/2018	132590	SILVERSTONE GROUP INC	\$5,329.00
	451922	07/02/2018	133949	SKAR ADVERTISING	\$560.64
	451923	07/02/2018	141446	VILAS & ROSNO INC	\$528.27
	451924	07/02/2018	142028	BUSTER E SMITH III	\$124.37
	451925	07/02/2018	139357	MATTHEW L SMITH	\$867.19
	451926	07/02/2018	142315	ROBYN J SMITH	\$54.83
	451929	07/02/2018	083950	SOCIAL STUDIES SCHOOL SERVICE	\$349.47
	451930	07/02/2018	101476	SODEXO INC & AFFILIATES	\$115,362.35
	451931	07/02/2018	139467	KATE A SOLBERG	\$64.86
	451932	07/02/2018	142226	MICHELLE R SOMERVILLE	\$51.88
	451933	07/02/2018	140822	JUSTIN C SONNENFELT	\$113.91
	451934	07/02/2018	084093	SOUTHWEST STRINGS	\$281.10
	451935	07/02/2018	102524	SPALDING EDUCATION INTERNATIONAL	\$1,755.60
	451937	07/02/2018	140701	BENJAMIN PETER STEWART	\$272.00
	451938	07/02/2018	141321	SPHERO INC	\$649.95
	451939	07/02/2018	137073	SHARANNE SPOMER	\$170.00
	451940	07/02/2018	141988	LINDSEY J STAACK	\$34.61
	451942	07/02/2018	137481	STAPLES CONTRACT & COMMERCIAL INC	\$797.16
	451943	07/02/2018	142102	STERLING COMPUTERS CORPORATION	\$98.92

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	451944	07/02/2018	141846	STORMWIND LLC	\$1,990.00
	451948	07/02/2018	139843	STUDENT TRANSPORATION NEBRASKA INC	\$175,793.20
	451949	07/02/2018	130787	SUBURBAN SCHOOL SUPERINTENDENTS	\$200.00
	451950	07/02/2018	139430	KARLA K SULLIVAN	\$39.86
	451951	07/02/2018	069689	INTERLINE BRANDS INC	\$52,218.37
	451952	07/02/2018	084959	JAMES V SUTFIN	\$144.00
	451953	07/02/2018	142313	JACOB M SVACINA	\$327.50
	451955	07/02/2018	141546	ALLISON C SWITZER	\$45.56
	451956	07/02/2018	132191	TRINA A SWITZER	\$304.26
	451958	07/02/2018	088709	AMERICAN EAGLE COMPANY INC	\$342.85
	451959	07/02/2018	133969	TENNANT SALES & SERVICE COMPANY	\$3,250.08
	451961	07/02/2018	142316	THERADAPT PRODUCTS INC	\$515.55
	451962	07/02/2018	141181	SHANE M THIBAULT	\$2,074.17
	451963	07/02/2018	136381	ANNETTE J THOMAS	\$6.00
	451966	07/02/2018	135006	STEVE D THRONE	\$297.67
	451967	07/02/2018	141524	SONIA E TIPP	\$202.24
	451968	07/02/2018	136578	PEGGI S TOMLINSON	\$12.97
	451969	07/02/2018	089574	TOTAL MARKETING INC	\$500.00
	451970	07/02/2018	106364	TRANE US INC	\$8,995.03
	451971	07/02/2018	138478	TRANSWORLD SYSTEMS INC	\$10,660.30
	451972	07/02/2018	141772	TRED-MARK FINANCIAL INC	\$3,312.12
	451973	07/02/2018	107719	KIMBERLY P TRISLER	\$38.42
	451974	07/02/2018	106493	TRITZ PLUMBING, INC.	\$605.24
	451975	07/02/2018	138047	AUTO PROS OF MILLARD INC	\$145.97
	451976	07/02/2018	132627	TURNITIN LLC	\$21,330.00
	451978	07/02/2018	135505	OUTDOOR POWER GROUP INC	\$697.97
	451979	07/02/2018	131819	JEAN R UBBELOHDE	\$857.40
	451980	07/02/2018	102846	ULTIMATE OFFICE INC	\$201.48

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01	451981	07/02/2018	142309	UNANIMOUS INC	\$3,600.00
	451982	07/02/2018	090270	UNITED DISTRIBUTORS, INC.	\$875.70
	451983	07/02/2018	090214	UNITED ELECTRIC SUPPLY CO INC	\$120.04
	451984	07/02/2018	100923	UNIVERSITY OF NEBRASKA LINCOLN	\$75.00
	451986	07/02/2018	140704	URBAN SUPERINTENDENTS ASSN AMERICA	\$400.00
	451987	07/02/2018	138046	AUTO LUBE INC	\$83.27
	451990	07/02/2018	140314	VARIDESK LLC	\$1,111.54
	451991	07/02/2018	139259	AXELLE F VERBOON	\$220.00
	451992	07/02/2018	090678	VERITIV OPERATING CO	\$3,321.65
	451993	07/02/2018	138759	VIA INC	\$2,179.84
	451996	07/02/2018	140828	JOSEPH P VONDERHAAR	\$77.44
	451997	07/02/2018	092600	VOSS ELECTRIC CO	\$7,584.00
	451998	07/02/2018	084056	VOYAGER SOPRIS LEARNING INC	\$14,941.30
	451999	07/02/2018	093008	BARBARA N WALLER	\$546.48
	452000	07/02/2018	131112	LINDA WALTERS	\$14.17
	452001	07/02/2018	136617	ANTHONY R WARD	\$4,422.70
	452002	07/02/2018	093650	VWR INTERNATIONAL LLC	\$761.87
	452003	07/02/2018	139738	WASTE MANAGEMENT OF NEBRASKA	\$300.08
	452004	07/02/2018	139738	WASTE MANAGEMENT OF NEBRASKA	\$15,866.63
	452005	07/02/2018	093765	WATER ENGINEERING, INC.	\$2,905.35
	452008	07/02/2018	142285	WE VIDEO INC	\$19,982.80
	452009	07/02/2018	133438	HEIDI J WEAVER	\$215.00
	452010	07/02/2018	141464	ANTHONY J WEERS	\$56.63
	452011	07/02/2018	136602	JACQUIE M WELCH	\$167.77
	452012	07/02/2018	134684	VALERIE S WENTWORTH	\$300.00
	452013	07/02/2018	107563	CAROL M WEST	\$205.03
	452014	07/02/2018	138004	THOMAS M WHISINNAND	\$352.41
	452015	07/02/2018	135115	TAMELA J WHITTED	\$270.13

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	452016	07/02/2018	137485	WENDY A WIGHT	\$138.16
	452021	07/02/2018	142305	KIMBERLY A WRIGHT	\$1,846.10
	452022	07/02/2018	141413	LAURIE L WRIGHT	\$1,250.20
	452023	07/02/2018	109852	WURTH BAER SUPPLY CO	\$1,199.67
	452024	07/02/2018	096200	YOUNG & WHITE	\$18,277.69
	452026	07/02/2018	142174	SIouxLAND TURF PRODUCTS INC	\$5,665.80
	452027	07/02/2018	137020	CHAD R ZIMMERMAN	\$233.54
	452028	07/02/2018	136855	PAUL R ZOHLN	\$49.60
	452029	07/02/2018	141465	LEAH C ZOHNER	\$150.00
	452032	07/02/2018	017877	CYNTHIA L BARR-MCNAIR	\$245.09
	452035	06/28/2018	011651	AMERICAN EXPRESS	\$4,266.13
	452036	06/28/2018	098765	SECURITY BENEFIT LIFE INS CO	\$3,044.63
	01 - Total				
02	26209	06/07/2018	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	\$119.85
	26210	06/18/2018	010144	ABBOTT ELEMENTARY SCHOOL	\$52.80
	26211	06/18/2018	130674	BEADLE MIDDLE SCHOOL	\$219.03
	26212	06/18/2018	135036	BRYAN ELEMENTARY	\$61.63
	26213	06/18/2018	141937	JERRYD D BUSCH	\$21.75
	26214	06/18/2018	135038	CODY ELEMENTARY	\$44.00
	26215	06/18/2018	133178	COTTONWOOD ELEMENTARY	\$128.60
	26216	06/18/2018	106893	WICHITA WATER CONDITIONING INC	\$15.17
	26217	06/18/2018	140871	DAVID C WOOD	\$2,530.20
	26218	06/18/2018	141921	JARED M ENGEL	\$92.44
	26219	06/18/2018	141508	HAKHEEM K FERGUSON	\$32.63
	26220	06/18/2018	141516	KAREEM K FERGUSON	\$65.25
	26221	06/18/2018	140909	ALISON ANN GRUHN	\$135.94
	26222	06/18/2018	141706	MOLLIE M HENSLEY	\$9.06
	26223	06/18/2018	131744	DENISE HILE	\$74.57

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 9, 2018

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
02	26224	06/18/2018	135041	HITCHCOCK ELEMENTARY	\$58.83
	26225	06/18/2018	131694	HOLLING HEIGHTS ELEMENTARY	\$98.31
	26226	06/18/2018	141938	HUNTER STORM HOUSTON	\$32.63
	26227	06/18/2018	141197	DANA LUCIA JOHNSON	\$123.25
	26228	06/18/2018	142142	BRANDY NICOLE KENT	\$101.50
	26229	06/18/2018	134284	KIEWIT MIDDLE SCHOOL	\$185.53
	26230	06/18/2018	065438	MILLARD NORTH HIGH SCHOOL	\$3,000.36
	26231	06/18/2018	140373	MILLARD REFRIGERATED SERVICES LLC	\$350.00
	26232	06/18/2018	065410	MILLARD PUB SCHL ADMIN ACTIVITY FND	\$99.96
	26233	06/18/2018	065440	MILLARD SOUTH HIGH SCHOOL	\$2,927.36
	26234	06/18/2018	065443	MILLARD WEST HIGH SCHOOL	\$1,359.85
	26235	06/18/2018	135042	MONTCLAIR ELEMENTARY	\$78.83
	26236	06/18/2018	133370	MORTON ELEMENTARY	\$28.04
	26237	06/18/2018	132398	NEIHARDT ELEMENTARY SCHOOL	\$270.00
	26238	06/18/2018	135043	NORRIS ELEMENTARY	\$217.60
	26239	06/18/2018	130091	NORTH MIDDLE SCHOOL	\$102.70
	26240	06/18/2018	139832	PAMELA S OSTERMAN	\$25.07
	26241	06/18/2018	140917	JENNIFER R PARKER	\$21.75
	26242	06/18/2018	141506	CODY J RANDELS	\$130.50
	26243	06/18/2018	136841	REAGAN ELEMENTARY	\$64.80
	26244	06/18/2018	135045	ROCKWELL ELEMENTARY	\$306.00
	26245	06/18/2018	141587	CAMERYN SETH ROSE	\$130.50
	26246	06/18/2018	142141	ELIJAH SCHOLTZ	\$110.56
	26247	06/18/2018	131746	MELINDA S SCHUCHARD	\$27.79
	26248	06/18/2018	142295	SHARON L SMITH	\$30.79
	26249	06/18/2018	141198	TONY THOMPSON	\$116.00
	26250	06/18/2018	138047	AUTO PROS OF MILLARD INC	\$202.96
	26251	06/18/2018	135048	WHEELER ELEMENTARY	\$65.23

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 9, 2018

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
02	26252	06/18/2018	131241	MARCIA L WILLIAMS	\$25.34
	26253	07/02/2018	106893	WICHITA WATER CONDITIONING INC	\$17.17
	26254	07/02/2018	100013	OFFICE DEPOT 84133510	\$296.43
	26255	07/02/2018	101476	SODEXO INC & AFFILIATES	\$624,346.14
02 - Total					\$638,554.70
06	451358	06/21/2018	025197	CITY OF OMAHA	\$277,547.86
	451395	07/02/2018	102727	B & H PHOTO	\$9,367.50
	451403	07/02/2018	133480	BERINGER CIACCIO DENNELL MABREY	\$32,051.00
	451454	07/02/2018	133970	CCS PRESENTATION SYSTEMS	\$2,300.00
	451468	07/02/2018	135287	CONSTRUCT INC	\$357,820.03
	451521	07/02/2018	131740	EAGLE SOFTWARE INC,	\$78,751.66
	451699	07/02/2018	058775	LAMP RYNEARSON ASSOCIATES INC	\$300.00
	451778	07/02/2018	140386	MOBILE MINI INC	\$114.62
	451784	07/02/2018	134532	MORRISSEY ENGINEERING INC	\$5,500.00
	451874	07/02/2018	136847	RIVERSIDE TECHNOLOGIES INC	\$7,513.00
	451972	07/02/2018	141772	TRED-MARK FINANCIAL INC	\$450.32
	451995	07/02/2018	141363	PATTI BANKS ASSOCIATES LLC	\$2,740.00
06 - Total					\$774,455.99
07	451318	06/18/2018	044155	GENERAL FIRE & SAFETY EQUIPMENT CO	\$57,150.00
	451382	07/02/2018	140305	AMERICAN TRAILER & STORAGE INC	\$2,658.00
	451434	07/02/2018	015805	CORVUS INDUSTRIES LTD	\$14,025.00
	451446	07/02/2018	135245	BAHR VERMEER HAECKER ARCHITECTS	\$7,177.50
	451530	07/02/2018	108082	ELECTRONIC CONTRACTING COMPANY	\$10,320.00
	451630	07/02/2018	049700	HUGHES TREE SERVICE	\$2,170.00
	451699	07/02/2018	058775	LAMP RYNEARSON ASSOCIATES INC	\$8,905.00
	451764	07/02/2018	141823	MIDWEST DCM INC	\$110,863.74
	451829	07/02/2018	071760	PATTON EQUIPMENT COMPANY INC	\$3,389.00
451936	07/02/2018	130500	SPECPRO INC	\$221,183.00	

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 9, 2018

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
07	451954	07/02/2018	134590	SWAIN CONSTRUCTION INC	\$154,502.92
07 - Total					\$592,344.16
11	451325	06/18/2018	049850	HY-VEE INC	\$100.00
	451326	06/18/2018	063349	MCGRAW-HILL COMPANIES	\$2,500.00
	451327	06/18/2018	135042	MONTCLAIR ELEMENTARY	\$26.20
	451330	06/18/2018	071138	ORIENTAL TRADING COMPANY	\$103.94
	451344	06/14/2018	142080	KRISTIN PLUHACEK	\$1,124.35
	451370	07/02/2018	139759	ADVANTAGE MACHINERY SALES INC	\$4,746.38
	451383	07/02/2018	140411	SCOMAC INC	\$3,386.23
	451386	07/02/2018	012896	NANCY G ANDERSON	\$161.04
	451400	07/02/2018	141847	JACQUELINE A BASS	\$1,264.05
	451412	07/02/2018	139341	BENSUSSEN DEUTSCH & ASSOCIATES INC	\$440.78
	451413	07/02/2018	131313	BERGMAN INCENTIVES INC	\$1,370.25
	451417	07/02/2018	133910	ROSE M BERNSTEIN	\$436.58
	451420	07/02/2018	139184	VAN DEURSEN ENTERPRISES INC	\$231.50
	451436	07/02/2018	136977	PEGGY S BREARD	\$119.20
	451444	07/02/2018	141510	CHRISTINE L BUKOWSKI	\$69.76
	451453	07/02/2018	137714	BETHANY L CASE	\$214.52
	451457	07/02/2018	136654	NICOLE A CHAPMAN	\$597.69
	451461	07/02/2018	138843	JILL R CLASSEN	\$277.61
	451471	07/02/2018	136826	ANNE S COOKE	\$108.00
	451473	07/02/2018	133178	COTTONWOOD ELEMENTARY	\$335.27
	451483	07/02/2018	141787	KIRBEJ INC	\$85.75
	451511	07/02/2018	132919	TERRY A DISCHLER	\$219.25
	451518	07/02/2018	140463	JOSHUA C DUNCAN	\$1,846.10
	451527	07/02/2018	037525	EDUCATIONAL SERVICE UNIT #3	\$2,133.27
	451529	07/02/2018	134225	KELLY A EKUE	\$273.43
	451534	07/02/2018	131007	ELMAN & CO INC	\$668.00

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 9, 2018

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	451540	07/02/2018	141762	HELEN M EVANS	\$111.34
	451557	07/02/2018	131636	LAURIE A FITZPATRICK	\$122.12
	451568	07/02/2018	140603	TAYLOR L GIROUX	\$165.95
	451570	07/02/2018	142310	PHYLLIS K GLAB	\$1,550.00
	451572	07/02/2018	140776	ELLEN K GONZALES	\$1,846.10
	451575	07/02/2018	140358	ALLISON M GOODMAN	\$572.93
	451579	07/02/2018	141954	JAN GRAZZIANO	\$68.48
	451587	07/02/2018	141069	MEGAN J HANSON	\$1,846.10
	451588	07/02/2018	133748	KATHLEEN A HARDENBERGH	\$1,875.00
	451605	07/02/2018	139314	KELLI J HELLER	\$75.00
	451611	07/02/2018	140000	TABITHA C HIGHTOWER	\$65.06
	451622	07/02/2018	142156	RACHELLE D HOOPS	\$110.95
	451623	07/02/2018	135859	TAHNEE L HORN	\$100.00
	451639	07/02/2018	133397	HY-VEE INC	\$116.80
	451661	07/02/2018	107039	SHARON KIM H JOHANSEN	\$252.81
	451668	07/02/2018	138955	MOLLY M KAMINSKI	\$500.00
	451685	07/02/2018	141393	KONA-ICE OF WEST OMAHA	\$64.72
	451687	07/02/2018	134864	BRIDGET K KOWAL	\$118.33
	451692	07/02/2018	140847	KELSEY A KUMMER	\$428.39
	451701	07/02/2018	058875	KELLY A LATIMER-BRIGGS	\$106.86
	451704	07/02/2018	136240	LAZEL INC	\$10,826.92
	451710	07/02/2018	141323	TIMOTHY J LEWIS	\$3,792.00
	451733	07/02/2018	059560	MATHESON TRI-GAS INC	\$5,213.00
	451737	07/02/2018	140507	ALEXA J MAZUR	\$5.75
	451751	07/02/2018	141840	ROOT COS LLC	\$2,238.02
	451760	07/02/2018	134207	GINA M MEYER	\$43.99
	451761	07/02/2018	134863	TERESA R MEYERS	\$88.53
	451763	07/02/2018	137999	MIDLANDS PRINTING & BUS FORMS INC	\$2,365.50

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	451771	07/02/2018	065310	MILLARD SCHOOLS ED FOUNDATION INC	\$250.00
	451787	07/02/2018	138263	MARIA V MUNOZ	\$161.40
	451794	07/02/2018	068415	NEBRASKA COUNCIL SCHOOL ADMINSTR	\$2,943.00
	451798	07/02/2018	132398	NEIHARDT ELEMENTARY SCHOOL	\$436.12
	451804	07/02/2018	107905	MELINDA C NOLLER	\$48.70
	451864	07/02/2018	078760	REGAL AWARDS INC	\$1,765.00
	451866	07/02/2018	133770	DIANE E REINERS	\$59.49
	451869	07/02/2018	130289	CENTER FOR RESPONSIVE SCHOOLS INC	\$46,200.00
	451877	07/02/2018	138650	JAMIE L ROBINSON	\$439.12
	451897	07/02/2018	100581	SCHOLASTIC BOOK CLUBS INC	\$195.00
	451899	07/02/2018	139471	ROBBYN A SCHULTZ	\$35.35
	451901	07/02/2018	142308	SCOTT RESIDENTIAL MANAGEMENT LLC	\$279.00
	451916	07/02/2018	083175	SHEPPARD'S BUSINESS INTERIORS	\$1,500.00
	451919	07/02/2018	132213	JEFF SIKORA	\$450.00
	451945	07/02/2018	132315	STRATEGIC AIR & SPACE MUSEUM	\$84.00
	451948	07/02/2018	139843	STUDENT TRANSPORATION NEBRASKA INC	\$6,880.20
	451957	07/02/2018	141747	TANGIBLE PLAY INC	\$798.00
	451963	07/02/2018	136381	ANNETTE J THOMAS	\$50.52
	451964	07/02/2018	139954	ALEXANDRA R THOME	\$50.40
	451965	07/02/2018	140416	PAXTON THRONE	\$112.50
	451967	07/02/2018	141524	SONIA E TIPP	\$76.23
	451984	07/02/2018	100923	UNIVERSITY OF NEBRASKA LINCOLN	\$690.00
	451985	07/02/2018	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$1,046.10
	451988	07/02/2018	136831	SALLYE S VANDERPLAS-LEE	\$38.26
	451989	07/02/2018	139788	MARGARET E VANROOYAN	\$128.62
	452017	07/02/2018	133153	JULIE L WILLIAMS	\$150.00
	452018	07/02/2018	131026	KAREN E WILWERDING	\$72.03
	452019	07/02/2018	139804	WOODCRAFT SUPPLY LLC	\$4,129.99

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	452025	07/02/2018	136452	JESSICA N ZAVADIL-MANLEY	\$30.88
	452031	07/02/2018	137664	AUTISM ACTION PARTNERSHIP	\$103.58
11 - Total					\$126,713.29
14	451372	07/02/2018	097000	AETNA LIFE INSURANCE CO	\$118,989.04
	451373	07/02/2018	097000	AETNA LIFE INSURANCE CO	\$54,670.64
	451903	07/02/2018	142167	SCRIP POINT	\$4,000.00
	451921	07/02/2018	138887	SIMPLYWELL LLC	\$7,435.00
	452033	07/02/2018	142167	SCRIP POINT	\$4,000.00
14 - Total					\$189,094.68
17	451378	07/02/2018	011051	ALL MAKES OFFICE EQUIPMENT	\$1,044.62
	451389	07/02/2018	012989	APPLE COMPUTER INC	\$149.00
	451512	07/02/2018	140639	DOLLAMUR SPORT SURFACES	\$19,480.00
	451514	07/02/2018	130648	DOSTALS CONSTRUCTION CO INC	\$6,940.00
	451574	07/02/2018	044887	GOODHEART-WILCOX PUBLISHER	\$9,047.36
	451704	07/02/2018	136240	LAZEL INC	\$4,433.93
	451829	07/02/2018	071760	PATTON EQUIPMENT COMPANY INC	\$1,362.00
	451851	07/02/2018	134598	PRIME COMMUNICATIONS INC	\$959.48
	451898	07/02/2018	082350	SCHOOL SPECIALTY INC	\$869.45
	451916	07/02/2018	083175	SHEPPARD'S BUSINESS INTERIORS	\$1,530.66
	451977	07/02/2018	107678	JTW OMAHA MOVERS INC	\$2,642.00
	451994	07/02/2018	092323	VIRCO INC	\$26,204.35
	452020	07/02/2018	141760	WORLD CLASS OFFICE INSTALLERS INC	\$332.50
17 - Total					\$74,995.35
50	451320	06/18/2018	142294	ASHLEE HENNING	\$27.00
	451380	07/02/2018	130704	AMERICAN PLASTICS SUPPLY & FAB CO	\$325.00
	451389	07/02/2018	012989	APPLE COMPUTER INC	\$299.00
	451398	07/02/2018	099646	BARNES AND NOBLE BOOKSTORE	\$406.71
	451424	07/02/2018	142217	GRACE BISHOP	\$240.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	451426	07/02/2018	099220	DICK BLICK CO	\$10.40
	451438	07/02/2018	141792	KAYLEE BRILZ	\$198.00
	451439	07/02/2018	141440	KATIE BRISTOL	\$30.00
	451442	07/02/2018	137886	LORI L BROWN	\$683.96
	451443	07/02/2018	140742	AMELIA N BRUNER	\$183.00
	451472	07/02/2018	142298	SIERRA CORDELL	\$70.00
	451477	07/02/2018	141580	JOELY MARIE CUBRICH	\$210.00
	451496	07/02/2018	032800	DEMCO INC	\$67.88
	451508	07/02/2018	033473	DIETZE MUSIC HOUSE INC	\$4,528.67
	451549	07/02/2018	140521	TONYA S FILLEMAN	\$324.55
	451562	07/02/2018	041100	FOLLETT SCHOOL SOLUTIONS INC	\$417.55
	451593	07/02/2018	139964	EMILY ANN HART	\$290.50
	451607	07/02/2018	141895	KELSIE HENKEL	\$96.00
	451619	07/02/2018	141892	RACHEL HOLT	\$180.00
	451634	07/02/2018	141722	CONNER MATTHEW HUSS	\$30.00
	451654	07/02/2018	100928	J W PEPPER & SON INC.	\$2,282.12
	451663	07/02/2018	054492	JIM L JOHNSON	\$210.00
	451670	07/02/2018	132786	DAVID KEBER	\$966.00
	451671	07/02/2018	133639	KATHERINE A KEBER	\$1,825.60
	451680	07/02/2018	141881	CATHERINE SUSANNE KIPP	\$240.00
	451697	07/02/2018	099217	LAKESHORE LEARNING MATERIALS	\$650.27
	451717	07/02/2018	142306	JULIA LONEMAN	\$60.00
	451718	07/02/2018	142311	EMMERT DENNIS LONG	\$360.00
	451801	07/02/2018	069578	N CHRIS NIELSEN	\$450.00
	451811	07/02/2018	100013	OFFICE DEPOT 84133510	\$493.90
	451861	07/02/2018	100642	REALLY GOOD STUFF LLC	\$280.31
	451875	07/02/2018	141708	ROBERT BOSCH TOOL CORP	\$1,439.10
	451878	07/02/2018	079310	ROCKBROOK CAMERA CENTER	\$324.75

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	451882	07/02/2018	141476	ROOT COS LLC	\$34.95
	451884	07/02/2018	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$2,050.00
	451887	07/02/2018	101166	S & S WORLDWIDE INC	\$356.94
	451910	07/02/2018	141794	HOLLY M SERNETT	\$30.00
	451913	07/02/2018	131078	SHAR PRODUCTS COMPANY	\$778.36
	451916	07/02/2018	083175	SHEPPARD'S BUSINESS INTERIORS	\$20,577.27
	451927	07/02/2018	142006	ABIGAIL MARIE SMITH	\$90.00
	451928	07/02/2018	141441	MELANI SMITH	\$210.00
	451941	07/02/2018	100584	STAHL'S ID DIRECT	\$80.17
	451960	07/02/2018	142220	ANNA R TERRELL	\$210.00
	452006	07/02/2018	142222	ELIZABETH C WATERHOUSE	\$150.00
	452007	07/02/2018	142223	JASMINE WATTS	\$210.00
50 - Total					\$42,977.96
99	451710	07/02/2018	141323	TIMOTHY J LEWIS	(\$144.00)
	452001	07/02/2018	136617	ANTHONY R WARD	(\$172.80)
99 - Total					(\$316.80)
Overall - Total					\$6,133,331.56

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID	Activity Name				
DSAC	Don Stroh Administration Center						
A	ACTIVITY GENERAL						
	1010	General Admin	56,229.52	20.21	0.00	0.00	56,249.73
	1025	Savings	317.49	0.00	0.00	0.00	317.49
	1030	Staff Vending	3,306.10	367.50	213.27	0.00	3,460.33
	1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00
	1106	Laptop Loss/Damage	0.00	0.00	0.00	0.00	0.00
		A Totals:	59,853.11	387.71	213.27	0.00	60,027.55
E	ADMINISTRATIVE CUSTODIAL						
	5005	Activity Express	106,467.26	3,370.00	1,417.00	0.00	108,420.26
	5009	Friday Folder Advertising	0.00	0.00	0.00	0.00	0.00
	5011	Creative Cottage Crafts	1,997.10	325.00	756.88	0.00	1,565.22
	5060	Hospitality	4.59	0.00	0.00	0.00	4.59
	5062	Ed Services Hospitality	175.73	0.00	0.00	0.00	175.73
	5080	Media	0.00	0.00	0.00	0.00	0.00
	5081	MPS App	3,499.98	0.00	0.00	0.00	3,499.98
	5096	MPS Activities Calendar	1,274.76	0.00	0.00	0.00	1,274.76
	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	11,048.99	557.35	310.74	0.00	11,295.60
	5255	South Swim Lessons	31,515.00	15,160.00	0.00	0.00	46,675.00
	5260	North Swim Lessons	19,050.00	12,250.00	50.00	0.00	31,250.00
	5265	West Swim Lessons	21,560.00	0.00	0.00	0.00	21,560.00
	5270	North Open Swim	445.00	0.00	0.00	0.00	445.00
	5275	West Open Swim	4,100.00	0.00	0.00	0.00	4,100.00
	5280	South Open Swim	3,780.00	0.00	0.00	0.00	3,780.00
	5285	Maintenance Vending	445.12	0.00	0.00	0.00	445.12
	5290	Tech Vending	397.89	0.00	31.47	0.00	366.42
	5295	Facility Use Rental Fee	64,065.08	4,573.00	0.00	0.00	68,638.08
	5300	Facility Use Building Access	95,846.50	8,496.00	0.00	0.00	104,342.50
	5305	Facility Use Staffing	18,452.50	10,733.50	0.00	0.00	29,186.00
	5310	Check Collection	483.15	0.00	0.00	0.00	483.15
		E Totals:	391,257.10	55,464.85	2,566.09	0.00	444,155.86
Q	STUDENT FEE FUND						
	7195	HAL Field Trips	3,235.96	0.00	0.00	0.00	3,235.96
		Q Totals:	3,235.96	0.00	0.00	0.00	3,235.96

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
	DSAC	Totals:	454,346.17	55,852.56	2,779.36	0.00	507,419.37

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Abbott	Abbott Elementary							
A	ACTIVITY GENERAL							
		1010	General Admin	34,699.22	593.94	3,150.00	0.00	32,143.16
		1020	Volunteers-General	1,021.59	0.00	0.00	0.00	1,021.59
		1030	Staff Vending	447.88	0.00	0.00	0.00	447.88
			A Totals:	36,168.69	593.94	3,150.00	0.00	33,612.63
D	CLUBS AND ORGANIZATIONS							
		4040	Art	0.00	0.00	0.00	0.00	0.00
		4230	Environmental Club	0.00	0.00	0.00	0.00	0.00
		4440	Leadership Club	0.00	0.00	0.00	0.00	0.00
		4500	Music	0.00	0.00	0.00	0.00	0.00
		4540	Other Clubs	0.00	0.00	0.00	0.00	0.00
		4580	Reading	0.00	0.00	0.00	0.00	0.00
		4620	Safety Patrol	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	1,215.51	0.00	257.71	0.00	957.80
		4760	World Language	102.48	0.00	0.00	0.00	102.48
			D Totals:	1,317.99	0.00	257.71	0.00	1,060.28
E	ADMINISTRATIVE CUSTODIAL							
		5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
		5060	Hospitality	0.00	0.00	0.00	0.00	0.00
		5080	Media	1,410.61	39.05	366.16	0.00	1,083.50
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5121	KG Field Trips-Curriculum Related	232.00	605.00	514.20	0.00	322.80
		5122	1st Grade Field Trips-Curriculum Related	1,884.89	0.00	571.12	0.00	1,313.77
		5123	2nd Grade Field Trips-Curriculum Related	554.04	0.00	217.94	0.00	336.10
		5124	3rd Grade Field Trips-Curriculum Related	0.00	698.00	678.44	0.00	19.56
		5125	4th Grade Field Trips-Curriculum Related	104.08	0.00	0.00	0.00	104.08
		5126	5th Grade Field Trips-Curriculum Related	263.06	198.00	500.42	0.00	-39.36
		5127	6th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5128	7th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5129	8th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5180	Teacher Fund/Grants	29.27	0.00	66.94	0.00	-37.67
			E Totals:	4,477.95	1,540.05	2,915.22	0.00	3,102.78
Q	STUDENT FEE FUND							
		7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00
		7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Q	Totals:	0.00	0.00	0.00	0.00	0.00
Abbott	Totals:	41,964.63	2,133.99	6,322.93	0.00	37,775.69

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID	Activity Name				
Ackerm	Ackerman Elementary						
A	ACTIVITY GENERAL						
	1010	General Admin	11,666.68	281.42	117.13	0.00	11,830.97
	1020	Volunteers-General	50,140.86	5,189.85	3,644.77	0.00	51,685.94
	1022	Volunteers - Hospitality	0.00	0.00	0.00	0.00	0.00
	1030	Staff Vending	127.78	0.00	0.00	0.00	127.78
		A Totals:	61,935.32	5,471.27	3,761.90	0.00	63,644.69
D	CLUBS AND ORGANIZATIONS						
	4040	Art	3,394.76	0.00	-51.49	-200.00	3,246.25
	4070	Birthday Book Club	0.00	0.00	0.00	0.00	0.00
	4140	Choir	0.00	0.00	0.00	0.00	0.00
	4270	Field Day	999.19	446.45	0.00	0.00	1,445.64
	4580	Reading	1,288.30	0.00	0.00	0.00	1,288.30
	4710	Student Council	666.29	0.00	19.98	0.00	646.31
	4770	Yearbook	3,623.20	1,330.00	3,712.50	0.00	1,240.70
		D Totals:	9,971.74	1,776.45	3,680.99	-200.00	7,867.20
E	ADMINISTRATIVE CUSTODIAL						
	5040	Fundraising-General	365.95	0.00	0.00	0.00	365.95
	5060	Hospitality	0.00	0.00	0.00	0.00	0.00
	5070	Library	1,531.72	138.00	229.49	0.00	1,440.23
	5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121	KG Field Trips-Curriculum Related	67.82	1,022.00	609.00	0.00	480.82
	5122	1st Grade Field Trips-Curriculum Related	-246.76	0.00	0.00	200.00	-46.76
	5123	2nd Grade Field Trips-Curriculum Related	291.66	770.00	324.00	0.00	737.66
	5124	3rd Grade Field Trips-Curriculum Related	64.02	926.90	749.67	0.00	241.25
	5125	4th Grade Field Trips-Curriculum Related	-50.00	57.95	0.00	0.00	7.95
	5126	5th Grade Field Trips-Curriculum Related	171.14	0.00	0.00	0.00	171.14
	5140	PayBac	2.75	0.00	0.00	0.00	2.75
	5180	Teacher Fund/Grants	407.13	0.00	0.00	0.00	407.13
		E Totals:	2,605.43	2,914.85	1,912.16	200.00	3,808.12
Q	STUDENT FEE FUND						
	7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00
	7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7050	5th Grade Field Trips	1,127.00	448.00	1,558.97	0.00	16.03
	7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q Totals:	1,127.00	448.00	1,558.97	0.00	16.03
		Ackerma Totals:	75,639.49	10,610.57	10,914.02	0.00	75,336.04

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
Aldrich	Aldrich Elementary						
A	ACTIVITY GENERAL						
	1010	General Admin	30,260.28	2,594.56	102.91	1.55	32,753.48
	1030	Staff Vending	95.08	0.00	0.00	0.00	95.08
	A	Totals:	30,355.36	2,594.56	102.91	1.55	32,848.56
D	CLUBS AND ORGANIZATIONS						
	4040	Art	0.00	0.00	0.00	0.00	0.00
	4070	Birthday Book Club	4,428.06	460.00	251.64	0.00	4,636.42
	4710	Student Council	4.20	0.00	0.00	0.00	4.20
	D	Totals:	4,432.26	460.00	251.64	0.00	4,640.62
E	ADMINISTRATIVE CUSTODIAL						
	5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060	Hospitality	0.00	0.00	0.00	0.00	0.00
	5070	Library	558.95	103.70	0.00	0.00	662.65
	5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121	KG Field Trips-Curriculum Related	539.92	41.33	581.25	0.00	0.00
	5122	1st Grade Field Trips-Curriculum Related	539.40	96.16	635.56	0.00	0.00
	5123	2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5124	3rd Grade Field Trips-Curriculum Related	219.76	113.12	332.88	0.00	0.00
	5125	4th Grade Field Trips-Curriculum Related	6.00	606.36	612.36	0.00	0.00
	5126	5th Grade Field Trips-Curriculum Related	6.04	0.00	319.08	0.00	-313.04
	E	Totals:	1,870.07	960.67	2,481.13	0.00	349.61
Q	STUDENT FEE FUND						
	7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00
	7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q	Totals:	0.00	0.00	0.00	0.00	0.00
	Aldrich	Totals:	36,657.69	4,015.23	2,835.68	1.55	37,838.79

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
BlackEI	Black Elk Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	15,346.34	3.22	136.32	184.05	15,397.29
	1020		Volunteers-General	12,720.07	41,391.76	5,301.17	0.00	48,810.66
	1022		Volunteers - Hospitality	0.00	0.00	0.00	0.00	0.00
	1030		Staff Vending	0.00	0.00	0.00	0.00	0.00
		A	Totals:	28,066.41	41,394.98	5,437.49	184.05	64,207.95
D	CLUBS AND ORGANIZATIONS							
	4040		Art	1,350.41	0.00	0.00	1,000.00	2,350.41
	4070		Birthday Book Club	4,031.86	0.00	0.00	0.00	4,031.86
	4140		Choir	351.51	0.00	0.00	0.00	351.51
	4270		Field Day	5,525.77	0.00	4,040.54	0.00	1,485.23
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4580		Reading	50.65	0.00	0.00	0.00	50.65
	4710		Student Council	2,681.79	0.00	313.56	0.00	2,368.23
		D	Totals:	13,991.99	0.00	4,354.10	1,000.00	10,637.89
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5065		Hospitality-VIP	1,295.09	0.00	0.00	0.00	1,295.09
	5080		Media	1,951.11	1,812.86	1,810.97	0.00	1,953.00
	5100		Other Adm Custodial	447.00	0.00	0.00	-447.00	0.00
	5110		Other Student Activities	737.05	0.00	0.00	-737.05	0.00
	5121		KG Field Trips-Curriculum Related	0.00	0.00	0.00	6.50	6.50
	5122		1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5123		2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5124		3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5125		4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126		5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5140		PayBac	737.80	0.00	0.00	0.00	737.80
		E	Totals:	5,168.05	1,812.86	1,810.97	-1,177.55	3,992.39
Q	STUDENT FEE FUND							
	7000		KG Field Trips	6.50	0.00	0.00	-6.50	0.00
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	6.50	0.00	0.00	-6.50	0.00
		BlackElk	Totals:	47,232.95	43,207.84	11,602.56	0.00	78,838.23

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
Bryan	Bryan Elementary School						
A	ACTIVITY GENERAL						
	1010	General Admin	14,444.13	261.95	828.73	0.00	13,877.35
	1030	Staff Vending	439.22	0.00	0.00	0.00	439.22
		A Totals:	14,883.35	261.95	828.73	0.00	14,316.57
D	CLUBS AND ORGANIZATIONS						
	4040	Art	284.17	0.00	0.00	0.00	284.17
	4220	Drama Club	122.07	0.00	0.00	0.00	122.07
	4500	Music	-161.34	836.21	693.21	0.00	-18.34
	4710	Student Council	1,419.59	213.00	152.34	0.00	1,480.25
		D Totals:	1,664.49	1,049.21	845.55	0.00	1,868.15
E	ADMINISTRATIVE CUSTODIAL						
	5015	Circle of Friends	0.00	0.00	0.00	0.00	0.00
	5040	Fundraising-General	11,269.19	0.00	498.98	0.00	10,770.21
	5060	Hospitality	0.00	0.00	0.00	0.00	0.00
	5080	Media	3,519.34	149.00	297.00	0.00	3,371.34
	5100	Other Adm Custodial	539.70	0.00	0.00	0.00	539.70
	5110	Other Student Activities	269.00	0.00	0.00	0.00	269.00
	5121	KG Field Trips-Curriculum Related	-226.02	0.00	0.00	0.00	-226.02
	5122	1st Grade Field Trips-Curriculum Related	-329.68	0.00	0.00	0.00	-329.68
	5123	2nd Grade Field Trips-Curriculum Related	-163.63	0.00	0.00	0.00	-163.63
	5124	3rd Grade Field Trips-Curriculum Related	0.00	287.00	351.40	0.00	-64.40
	5125	4th Grade Field Trips-Curriculum Related	0.00	80.00	0.00	0.00	80.00
	5126	5th Grade Field Trips-Curriculum Related	42.59	400.00	261.29	0.00	181.30
	5180	Teacher Fund/Grants	239.84	0.00	0.00	0.00	239.84
		E Totals:	15,160.33	916.00	1,408.67	0.00	14,667.66
Q	STUDENT FEE FUND						
	7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00
	7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q Totals:	0.00	0.00	0.00	0.00	0.00
		Bryan Totals:	31,708.17	2,227.16	3,082.95	0.00	30,852.38

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Cather	Cather Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	18,003.28	719.75	0.00	0.00	18,723.03
	1030		Staff Vending	0.00	0.00	0.00	0.00	0.00
		A	Totals:	18,003.28	719.75	0.00	0.00	18,723.03
D	CLUBS AND ORGANIZATIONS							
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4090		Bowling Club	0.00	0.00	0.00	0.00	0.00
	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	399.20	785.37	156.20	0.00	1,028.37
		D	Totals:	476.43	785.37	156.20	0.00	1,105.60
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	430.51	0.00	0.00	0.00	430.51
	5070		Library	3,083.97	44.00	0.00	0.00	3,127.97
	5110		Other Student Activities	-7.68	0.00	0.00	0.00	-7.68
	5121		KG Field Trips-Curriculum Related	182.53	0.00	0.00	0.00	182.53
	5122		1st Grade Field Trips-Curriculum Related	6.67	133.00	118.25	0.00	21.42
	5123		2nd Grade Field Trips-Curriculum Related	580.71	0.00	278.84	0.00	301.87
	5124		3rd Grade Field Trips-Curriculum Related	280.60	0.00	429.54	0.00	-148.94
	5125		4th Grade Field Trips-Curriculum Related	753.41	50.00	353.97	0.00	449.44
	5126		5th Grade Field Trips-Curriculum Related	238.41	149.00	135.21	0.00	252.20
	5140		PayBac	3,025.16	0.00	811.02	0.00	2,214.14
		E	Totals:	8,574.29	376.00	2,126.83	0.00	6,823.46
Q	STUDENT FEE FUND							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	0.00	0.00	0.00	0.00	0.00
		Cather	Totals:	27,054.00	1,881.12	2,283.03	0.00	26,652.09

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Cody	Cody Elementary School							
A	ACTIVITY GENERAL							
	1010		General Admin	4,823.76	311.15	966.49	0.00	4,168.42
	1030		Staff Vending	93.58	0.00	0.00	0.00	93.58
	1050		Projects/Support	1,651.54	0.00	0.00	0.00	1,651.54
		A	Totals:	6,568.88	311.15	966.49	0.00	5,913.54
D	CLUBS AND ORGANIZATIONS							
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4100		Builders Club	136.00	0.00	0.00	0.00	136.00
	4140		Choir	237.71	0.00	0.00	0.00	237.71
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	4,166.63	1,014.92	250.00	0.00	4,931.55
		D	Totals:	4,540.34	1,014.92	250.00	0.00	5,305.26
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	0.00	0.00	0.00	0.00	0.00
	5080		Media	3,818.11	17.96	0.00	0.00	3,836.07
	5110		Other Student Activities	645.82	0.00	0.00	0.00	645.82
	5121		KG Field Trips-Curriculum Related	1,000.00	0.00	0.00	0.00	1,000.00
	5122		1st Grade Field Trips-Curriculum Related	713.70	0.00	0.00	0.00	713.70
	5123		2nd Grade Field Trips-Curriculum Related	227.12	0.00	0.00	0.00	227.12
	5124		3rd Grade Field Trips-Curriculum Related	220.61	0.00	0.00	0.00	220.61
	5125		4th Grade Field Trips-Curriculum Related	11.25	0.00	0.00	0.00	11.25
	5126		5th Grade Field Trips-Curriculum Related	60.75	0.00	0.00	0.00	60.75
	5165		Logo Sales	210.82	0.00	0.00	0.00	210.82
	5170		Student Notebooks	0.00	0.00	0.00	0.00	0.00
		E	Totals:	6,908.18	17.96	0.00	0.00	6,926.14
Q	STUDENT FEE FUND							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	0.00	0.00	0.00	0.00	0.00
		Cody	Totals:	18,017.40	1,344.03	1,216.49	0.00	18,144.94

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Cottonw Cottonwood Elementary School								
A	ACTIVITY GENERAL							
	1010		General Admin	21,078.17	1.11	632.51	0.00	20,446.77
	1030		Staff Vending	280.00	0.00	0.00	0.00	280.00
		A	Totals:	21,358.17	1.11	632.51	0.00	20,726.77
D	CLUBS AND ORGANIZATIONS							
	4040		Art	11.76	0.00	0.00	0.00	11.76
	4580		Reading	0.00	0.00	0.00	0.00	0.00
	4610		SAFE/DARE/Drug Free	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	2,398.72	521.78	355.02	0.00	2,565.48
	4750		Volunteer Club	0.00	0.00	0.00	0.00	0.00
		D	Totals:	2,410.48	521.78	355.02	0.00	2,577.24
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	-3,820.00	0.00	0.00	0.00	-3,820.00
	5060		Hospitality	0.00	0.00	0.00	0.00	0.00
	5070		Library	1,375.13	524.59	1,784.22	0.00	115.50
	5110		Other Student Activities	878.48	1,244.00	0.00	-162.90	1,959.58
	5121		KG Field Trips-Curriculum Related	0.00	180.00	0.00	0.00	180.00
	5122		1st Grade Field Trips-Curriculum Related	-328.17	0.00	0.00	0.00	-328.17
	5123		2nd Grade Field Trips-Curriculum Related	592.70	92.00	261.36	0.00	423.34
	5124		3rd Grade Field Trips-Curriculum Related	141.32	0.00	0.00	119.50	260.82
	5125		4th Grade Field Trips-Curriculum Related	-704.80	0.00	0.00	-119.50	-824.30
	5126		5th Grade Field Trips-Curriculum Related	129.74	140.00	1,050.00	162.90	-617.36
	5142		Preschool	67.00	0.00	0.00	0.00	67.00
	5180		Teacher Fund/Grants	4,161.00	0.00	500.00	0.00	3,661.00
		E	Totals:	2,492.40	2,180.59	3,595.58	0.00	1,077.41
Q	STUDENT FEE FUND							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	0.00	0.00	0.00	0.00	0.00
S	ATHLETIC							
	9055		Athletics - Projects	0.00	0.00	0.00	0.00	0.00
		S	Totals:	0.00	0.00	0.00	0.00	0.00
		Cottonw Totals:		26,261.05	2,703.48	4,583.11	0.00	24,381.42

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Disney	Disney Elementary							
A	ACTIVITY GENERAL							
		1010	General Admin	5,128.78	0.48	141.46	0.00	4,987.80
		1015	Counseling	500.00	0.00	0.00	0.00	500.00
		1030	Staff Vending	316.37	29.46	0.00	0.00	345.83
		1046	Birthday Board	290.00	20.00	0.00	0.00	310.00
			A Totals:	6,235.15	49.94	141.46	0.00	6,143.63
D	CLUBS AND ORGANIZATIONS							
		4710	Student Council	900.07	50.00	0.00	0.00	950.07
			D Totals:	900.07	50.00	0.00	0.00	950.07
E	ADMINISTRATIVE CUSTODIAL							
		5040	Fundraising-General	1,346.26	574.47	98.07	0.00	1,822.66
		5070	Library	913.09	41.06	114.91	0.00	839.24
		5120	P.E.	571.70	1,879.00	1,536.29	0.00	914.41
		5121	KG Field Trips-Curriculum Related	-35.00	0.00	0.00	0.00	-35.00
		5122	1st Grade Field Trips-Curriculum Related	21.62	0.00	24.35	0.00	-2.73
		5123	2nd Grade Field Trips-Curriculum Related	0.50	0.00	0.00	0.00	0.50
		5124	3rd Grade Field Trips-Curriculum Related	6.50	0.00	0.00	0.00	6.50
		5125	4th Grade Field Trips-Curriculum Related	275.00	5.00	212.00	0.00	68.00
		5126	5th Grade Field Trips-Curriculum Related	-54.55	0.00	0.00	0.00	-54.55
			E Totals:	3,045.12	2,499.53	1,985.62	0.00	3,559.03
Q	STUDENT FEE FUND							
		7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
			Q Totals:	0.00	0.00	0.00	0.00	0.00
			Disney Totals:	10,180.34	2,599.47	2,127.08	0.00	10,652.73

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Ezra	Ezra Elementary							
A	ACTIVITY GENERAL							
		1010	General Admin	12,502.33	2,457.15	1,051.95	0.00	13,907.53
		1030	Staff Vending	0.00	0.00	0.00	0.00	0.00
		A	Totals:	12,502.33	2,457.15	1,051.95	0.00	13,907.53
D	CLUBS AND ORGANIZATIONS							
		4010	40 Assets	0.00	0.00	0.00	0.00	0.00
		4040	Art	0.00	0.00	0.00	0.00	0.00
		4090	Bowling Club	0.00	0.00	0.00	0.00	0.00
		4500	Music	1,380.79	0.00	0.00	0.00	1,380.79
		D	Totals:	1,380.79	0.00	0.00	0.00	1,380.79
E	ADMINISTRATIVE CUSTODIAL							
		5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
		5060	Hospitality	0.00	0.00	0.00	0.00	0.00
		5070	Library	3,432.79	19.66	356.13	0.00	3,096.32
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5121	KG Field Trips-Curriculum Related	203.30	155.00	0.00	0.00	358.30
		5122	1st Grade Field Trips-Curriculum Related	-213.00	165.00	96.45	0.00	-144.45
		5123	2nd Grade Field Trips-Curriculum Related	565.90	145.00	1,071.86	0.00	-360.96
		5124	3rd Grade Field Trips-Curriculum Related	646.96	0.00	310.68	0.00	336.28
		5125	4th Grade Field Trips-Curriculum Related	461.61	494.00	0.00	0.00	955.61
		5126	5th Grade Field Trips-Curriculum Related	3,414.78	955.00	1,625.73	-75.00	2,669.05
		5165	Logo Sales	0.00	0.00	0.00	0.00	0.00
		5170	Student Notebooks	0.00	0.00	0.00	0.00	0.00
		E	Totals:	8,512.34	1,933.66	3,460.85	-75.00	6,910.15
Q	STUDENT FEE FUND							
		7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	0.00	0.00	0.00	0.00	0.00
		Ezra	Totals:	22,395.46	4,390.81	4,512.80	-75.00	22,198.47

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
HarveyO Harvey Oaks Elementary								
A	ACTIVITY GENERAL							
	1010		General Admin	9,725.88	3,265.53	807.52	0.00	12,183.89
	1030		Staff Vending	0.00	0.00	0.00	0.00	0.00
	1170		Wellness	2,048.21	525.66	35.66	0.00	2,538.21
	A Totals:			11,774.09	3,791.19	843.18	0.00	14,722.10
D	CLUBS AND ORGANIZATIONS							
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4140		Choir	0.00	0.00	0.00	0.00	0.00
	4620		Safety Patrol	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	220.32	0.00	0.00	0.00	220.32
	D Totals:			220.32	0.00	0.00	0.00	220.32
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5050		HAL	0.00	0.00	0.00	0.00	0.00
	5070		Library	105.37	382.78	58.66	0.00	429.49
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	527.00	10.00	612.62	0.00	-75.62
	5122		1st Grade Field Trips-Curriculum Related	617.22	0.00	319.56	0.00	297.66
	5123		2nd Grade Field Trips-Curriculum Related	215.68	4.00	350.00	0.00	-130.32
	5124		3rd Grade Field Trips-Curriculum Related	178.44	331.20	563.81	0.00	-54.17
	5125		4th Grade Field Trips-Curriculum Related	270.25	7.50	293.58	0.00	-15.83
	5126		5th Grade Field Trips-Curriculum Related	150.00	108.75	227.98	0.00	30.77
	5142		Preschool	0.00	0.00	0.00	0.00	0.00
	5180		Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
	E Totals:			2,063.96	844.23	2,426.21	0.00	481.98
HarveyO Totals:				14,058.37	4,635.42	3,269.39	0.00	15,424.40

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Hitchco	Hitchcock Elementary							
A	ACTIVITY GENERAL							
		1010	General Admin	26,669.26	367.52	820.95	0.00	26,215.83
		1030	Staff Vending	395.76	0.00	0.00	0.00	395.76
			A Totals:	27,065.02	367.52	820.95	0.00	26,611.59
D	CLUBS AND ORGANIZATIONS							
		4040	Art	2,336.61	0.00	0.00	0.00	2,336.61
		4540	Other Clubs	0.00	0.00	0.00	0.00	0.00
		4580	Reading	3,228.75	0.00	0.00	0.00	3,228.75
		4710	Student Council	368.32	0.00	0.00	0.00	368.32
			D Totals:	5,933.68	0.00	0.00	0.00	5,933.68
E	ADMINISTRATIVE CUSTODIAL							
		5040	Fundraising-General	1,957.50	0.00	0.00	0.00	1,957.50
		5060	Hospitality	32.50	0.00	0.00	0.00	32.50
		5070	Library	3,137.98	80.99	0.00	0.00	3,218.97
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5121	KG Field Trips-Curriculum Related	41.46	0.00	0.00	0.00	41.46
		5122	1st Grade Field Trips-Curriculum Related	44.02	0.00	0.00	0.00	44.02
		5123	2nd Grade Field Trips-Curriculum Related	55.74	0.00	0.00	0.00	55.74
		5124	3rd Grade Field Trips-Curriculum Related	162.70	105.00	211.84	0.00	55.86
		5125	4th Grade Field Trips-Curriculum Related	147.54	0.00	0.00	0.00	147.54
		5126	5th Grade Field Trips-Curriculum Related	238.57	144.00	261.74	0.00	120.83
		5165	Logo Sales	84.62	0.00	0.00	0.00	84.62
			E Totals:	5,902.63	329.99	473.58	0.00	5,759.04
Q	STUDENT FEE FUND							
		7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00
		7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
		7140	Mini-Classes	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
			Q Totals:	0.00	0.00	0.00	0.00	0.00
			Hitchcoc Totals:	38,901.33	697.51	1,294.53	0.00	38,304.31

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
HollingH	Holling Heights Elementary						
A	ACTIVITY GENERAL						
	1010	General Admin	50,567.29	2,326.09	2,409.23	0.00	50,484.15
	1030	Staff Vending	238.18	0.00	0.00	0.00	238.18
	1040	Donations	6,906.38	0.00	0.00	0.00	6,906.38
		A Totals:	57,711.85	2,326.09	2,409.23	0.00	57,628.71
D	CLUBS AND ORGANIZATIONS						
	4710	Student Council	1,108.76	0.00	0.00	0.00	1,108.76
		D Totals:	1,108.76	0.00	0.00	0.00	1,108.76
E	ADMINISTRATIVE CUSTODIAL						
	5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5070	Library	6,411.35	60.65	41.62	0.00	6,430.38
	5121	KG Field Trips-Curriculum Related	98.00	0.00	0.00	0.00	98.00
	5122	1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5123	2nd Grade Field Trips-Curriculum Related	-47.75	96.00	0.00	0.00	48.25
	5124	3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126	5th Grade Field Trips-Curriculum Related	5.54	78.63	0.00	0.00	84.17
	5140	PayBac	5,585.98	0.00	0.00	0.00	5,585.98
	5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
		E Totals:	12,053.12	235.28	41.62	0.00	12,246.78
Q	STUDENT FEE FUND						
	7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q Totals:	0.00	0.00	0.00	0.00	0.00
		HollingHt Totals:	70,873.73	2,561.37	2,450.85	0.00	70,984.25

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Montclair Elementary								
A	ACTIVITY GENERAL							
	1010		General Admin	13,178.48	1,746.46	1,326.04	0.00	13,598.90
	1030		Staff Vending	483.21	0.00	0.00	0.00	483.21
	A Totals:			13,661.69	1,746.46	1,326.04	0.00	14,082.11
D	CLUBS AND ORGANIZATIONS							
	4040		Art	2,647.30	0.00	1,040.92	0.00	1,606.38
	4570		Play Production	9,574.93	6.39	687.90	0.00	8,893.42
	4610		SAFE/DARE/Drug Free	1.84	0.00	0.00	0.00	1.84
	4645		Show Choir	224.07	265.00	200.00	0.00	289.07
	4710		Student Council	1,382.01	481.55	165.54	0.00	1,698.02
	D Totals:			13,830.15	752.94	2,094.36	0.00	12,488.73
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	4.82	0.00	0.00	0.00	4.82
	5070		Library	6,407.83	78.49	179.66	0.00	6,306.66
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5116		Montessori KG	510.87	48.87	496.38	0.00	63.36
	5117		Montessori 1-3	279.53	1,224.44	1,625.70	0.00	-121.73
	5118		Montessori 4-5	-140.33	491.00	555.44	0.00	-204.77
	5120		P.E.	651.05	0.00	0.00	0.00	651.05
	5121		KG Field Trips-Curriculum Related	-20.03	411.65	424.95	0.00	-33.33
	5122		1st Grade Field Trips-Curriculum Related	0.00	459.14	499.58	0.00	-40.44
	5123		2nd Grade Field Trips-Curriculum Related	-185.66	0.00	0.00	0.00	-185.66
	5124		3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5125		4th Grade Field Trips-Curriculum Related	-260.09	153.00	93.83	0.00	-200.92
	5126		5th Grade Field Trips-Curriculum Related	-54.45	150.05	93.83	0.00	1.77
	E Totals:			7,193.54	3,016.64	3,969.37	0.00	6,240.81
Q	STUDENT FEE FUND							
	7110		Montessori PreK	468.64	40.73	437.58	0.00	71.79
	7140		Mini-Classes	2,921.30	0.00	0.00	0.00	2,921.30
	7900		Field Trips-Other	-39.00	0.00	0.00	0.00	-39.00
	Q Totals:			3,350.94	40.73	437.58	0.00	2,954.09
Montclair Totals:				38,036.32	5,556.77	7,827.35	0.00	35,765.74

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Morton	Morton Elementary							
A	ACTIVITY GENERAL							
		1010	General Admin	180.01	0.00	152.07	0.00	27.94
		1030	Staff Vending	0.00	0.00	0.00	0.00	0.00
			A Totals:	180.01	0.00	152.07	0.00	27.94
D	CLUBS AND ORGANIZATIONS							
		4230	Environmental Club	3,334.83	0.00	7.67	0.00	3,327.16
		4580	Reading	-45.65	0.00	0.00	0.00	-45.65
		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	2,188.78	0.00	1,322.84	0.00	865.94
			D Totals:	5,477.96	0.00	1,330.51	0.00	4,147.45
E	ADMINISTRATIVE CUSTODIAL							
		5015	Circle of Friends	37.59	0.00	0.00	0.00	37.59
		5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
		5060	Hospitality	797.89	0.00	0.00	0.00	797.89
		5070	Library	4,750.89	62.62	321.04	0.00	4,492.47
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5121	KG Field Trips-Curriculum Related	-59.40	487.86	507.56	0.00	-79.10
		5122	1st Grade Field Trips-Curriculum Related	0.00	226.50	162.87	0.00	63.63
		5123	2nd Grade Field Trips-Curriculum Related	-55.00	0.00	0.00	0.00	-55.00
		5124	3rd Grade Field Trips-Curriculum Related	-143.49	400.80	187.86	0.00	69.45
		5125	4th Grade Field Trips-Curriculum Related	-342.00	350.00	332.36	0.00	-324.36
		5126	5th Grade Field Trips-Curriculum Related	-68.48	81.31	216.67	0.00	-203.84
		5140	PayBac	1,954.90	322.71	1,489.15	0.00	788.46
			E Totals:	6,872.90	1,931.80	3,217.51	0.00	5,587.19
Q	STUDENT FEE FUND							
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
			Q Totals:	0.00	0.00	0.00	0.00	0.00
			Morton Totals:	12,530.87	1,931.80	4,700.09	0.00	9,762.58

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
Neihardt Neihardt Elementary School						
A	ACTIVITY GENERAL					
1010	General Admin	8,340.96	79.65	336.25	0.00	8,084.36
1030	Staff Vending	-25.00	0.00	46.00	0.00	-71.00
	A Totals:	8,315.96	79.65	382.25	0.00	8,013.36
D	CLUBS AND ORGANIZATIONS					
4140	Choir	451.06	0.00	29.70	0.00	421.36
4620	Safety Patrol	0.00	0.00	0.00	0.00	0.00
4710	Student Council	0.00	0.00	0.00	0.00	0.00
4770	Yearbook	4,482.74	0.00	0.00	0.00	4,482.74
	D Totals:	4,933.80	0.00	29.70	0.00	4,904.10
E	ADMINISTRATIVE CUSTODIAL					
5015	Circle of Friends	0.00	0.00	0.00	0.00	0.00
5035	Fuel Up to Play 60	4,429.17	0.00	4,047.76	0.00	381.41
5040	Fundraising-General	3,314.71	2,295.37	400.00	0.00	5,210.08
5070	Library	7,416.78	0.00	7,159.89	0.00	256.89
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
5121	KG Field Trips-Curriculum Related	493.00	311.00	0.00	0.00	804.00
5122	1st Grade Field Trips-Curriculum Related	0.00	1,264.00	0.00	0.00	1,264.00
5123	2nd Grade Field Trips-Curriculum Related	1,136.00	798.00	1,150.00	0.00	784.00
5124	3rd Grade Field Trips-Curriculum Related	416.65	754.00	714.82	0.00	455.83
5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5126	5th Grade Field Trips-Curriculum Related	215.28	0.00	340.65	0.00	-125.37
5140	PayBac	2,016.15	627.27	0.00	0.00	2,643.42
	E Totals:	19,437.74	6,049.64	13,813.12	0.00	11,674.26
Q	STUDENT FEE FUND					
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:	0.00	0.00	0.00	0.00	0.00
	Neihardt Totals:	32,687.50	6,129.29	14,225.07	0.00	24,591.72

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Norris	Norris Elementary School							
A	ACTIVITY GENERAL							
		1010	General Admin	4,989.19	1.23	1,498.30	0.00	3,492.12
		1030	Staff Vending	303.33	0.00	0.00	0.00	303.33
		1043	Playground	131.72	211.00	0.00	0.00	342.72
		1045	Gym Teachers Activity Account	500.00	0.00	0.00	0.00	500.00
		1050	Projects/Support	3,689.35	0.00	0.00	0.00	3,689.35
		1055	After School Tutoring Programs	1,153.00	0.00	0.00	0.00	1,153.00
			A Totals:	10,766.59	212.23	1,498.30	0.00	9,480.52
D	CLUBS AND ORGANIZATIONS							
		4010	40 Assets	1,546.18	371.50	245.00	0.00	1,672.68
		4040	Art	1,202.65	0.00	0.00	0.00	1,202.65
		4500	Music	112.91	143.00	104.00	0.00	151.91
		4580	Reading	96.19	0.00	0.00	0.00	96.19
		4620	Safety Patrol	0.00	0.00	0.00	0.00	0.00
		4710	Student Council	702.54	0.00	54.00	0.00	648.54
			D Totals:	3,660.47	514.50	403.00	0.00	3,771.97
E	ADMINISTRATIVE CUSTODIAL							
		5060	Hospitality	119.95	0.00	0.00	0.00	119.95
		5080	Media	5,902.22	0.00	200.00	0.00	5,702.22
		5090	Montessori	799.10	0.00	0.00	0.00	799.10
		5116	Montessori KG	0.00	0.00	0.00	0.00	0.00
		5117	Montessori 1-3	0.00	0.00	0.00	0.00	0.00
		5118	Montessori 4-5	0.00	0.00	0.00	0.00	0.00
		5121	KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5122	1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5123	2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5124	3rd Grade Field Trips-Curriculum Related	3.16	0.00	0.00	0.00	3.16
		5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5126	5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5141	Field Trips-paybac	7,395.77	1,365.08	948.54	0.00	7,812.31
		5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
			E Totals:	14,220.20	1,365.08	1,148.54	0.00	14,436.74
Q	STUDENT FEE FUND							
		7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00
		7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
		7110	Montessori PreK	101.99	270.00	0.00	0.00	371.99
		7120	Montessori 1-3	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
7130	Montessori 4th & 5th			0.00	0.00	0.00	0.00	0.00
7150	Jumpstart			0.00	0.00	0.00	0.00	0.00
7900	Field Trips-Other			0.00	0.00	0.00	0.00	0.00
	Q	Totals:		101.99	270.00	0.00	0.00	371.99
	Norris	Totals:		28,749.25	2,361.81	3,049.84	0.00	28,061.22

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Reagan	Reagan Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	23,940.20	1,448.47	279.75	0.00	25,108.92
	1020		Volunteers-General	66,727.75	640.80	2,687.94	0.00	64,680.61
	1022		Volunteers - Hospitality	0.00	0.00	0.00	0.00	0.00
	1030		Staff Vending	168.67	0.00	0.00	0.00	168.67
	1045		Gym Teachers Activity Account	4,218.61	0.00	600.00	0.00	3,618.61
		A	Totals:	95,055.23	2,089.27	3,567.69	0.00	93,576.81
D	CLUBS AND ORGANIZATIONS							
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	3,940.78	0.00	62.60	0.00	3,878.18
		D	Totals:	3,940.78	0.00	62.60	0.00	3,878.18
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	62.00	0.00	0.00	0.00	62.00
	5060		Hospitality	0.00	0.00	0.00	0.00	0.00
	5070		Library	3,786.71	0.00	57.72	0.00	3,728.99
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5115		Field Trips-Curriculum Related	-899.47	3,156.25	2,895.20	0.00	-638.42
	5121		KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5122		1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5123		2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5124		3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5125		4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126		5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5140		PayBac	0.00	0.00	0.00	0.00	0.00
		E	Totals:	2,949.24	3,156.25	2,952.92	0.00	3,152.57
Q	STUDENT FEE FUND							
	7000		KG Field Trips	0.00	0.00	0.00	0.00	0.00
	7010		1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7020		2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7030		3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7040		4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7050		5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	0.00	0.00	0.00	0.00	0.00
		Reagan	Totals:	101,945.25	5,245.52	6,583.21	0.00	100,607.56

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Reeder	Reeder Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	1,178.14	5,521.26	1,655.80	0.00	5,043.60
	1030		Staff Vending	240.94	0.00	0.00	0.00	240.94
		A	Totals:	1,419.08	5,521.26	1,655.80	0.00	5,284.54
D	CLUBS AND ORGANIZATIONS							
	4500		Music	1,916.98	3,957.20	0.00	0.00	5,874.18
	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:	2,235.36	3,957.20	0.00	0.00	6,192.56
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	56.91	0.00	0.00	0.00	56.91
	5060		Hospitality	0.00	0.00	0.00	0.00	0.00
	5070		Library	4,370.33	266.69	0.00	0.00	4,637.02
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5120		P.E.	2,932.72	0.00	0.00	0.00	2,932.72
	5121		KG Field Trips-Curriculum Related	194.10	0.00	0.00	-325.12	-131.02
	5122		1st Grade Field Trips-Curriculum Related	381.59	0.00	324.32	0.00	57.27
	5123		2nd Grade Field Trips-Curriculum Related	586.05	0.00	504.88	325.12	406.29
	5124		3rd Grade Field Trips-Curriculum Related	1,268.42	0.00	1,709.54	0.00	-441.12
	5125		4th Grade Field Trips-Curriculum Related	583.69	0.00	315.12	0.00	268.57
	5126		5th Grade Field Trips-Curriculum Related	-135.74	0.00	0.00	0.00	-135.74
	5140		PayBac	3,341.83	88.56	0.00	0.00	3,430.39
	5180		Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
		E	Totals:	13,579.90	355.25	2,853.86	0.00	11,081.29
Q	STUDENT FEE FUND							
	7000		KG Field Trips	0.00	0.00	0.00	0.00	0.00
	7010		1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7020		2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7030		3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7040		4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7050		5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7090		ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	0.00	0.00	0.00	0.00	0.00
		Reeder	Totals:	17,234.34	9,833.71	4,509.66	0.00	22,558.39

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Rockwell Rockwell Elementary								
A	ACTIVITY GENERAL							
	1010		General Admin	6,205.37	1,194.92	1,504.45	0.00	5,895.84
	1030		Staff Vending	132.07	0.00	0.00	0.00	132.07
	1040		Donations	8,279.08	643.10	835.84	0.00	8,086.34
	1048		Parent Involvement Activities	1,581.84	0.00	946.85	0.00	634.99
		A	Totals:	16,198.36	1,838.02	3,287.14	0.00	14,749.24
D	CLUBS AND ORGANIZATIONS							
	4230		Environmental Club	0.00	0.00	0.00	0.00	0.00
	4540		Other Clubs	438.86	323.77	0.00	0.00	762.63
	4610		SAFE/DARE/Drug Free	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	2,247.54	40.00	276.44	0.00	2,011.10
	4770		Yearbook	1,966.00	72.00	1,950.00	0.00	88.00
		D	Totals:	4,652.40	435.77	2,226.44	0.00	2,861.73
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	3,417.73	0.00	0.00	0.00	3,417.73
	5070		Library	6,234.90	188.41	0.00	0.00	6,423.31
	5110		Other Student Activities	1,751.88	0.00	0.00	0.00	1,751.88
	5121		KG Field Trips-Curriculum Related	-203.50	249.00	196.00	0.00	-150.50
	5122		1st Grade Field Trips-Curriculum Related	36.00	0.00	0.00	0.00	36.00
	5123		2nd Grade Field Trips-Curriculum Related	-120.50	0.00	0.00	0.00	-120.50
	5124		3rd Grade Field Trips-Curriculum Related	84.00	0.00	0.00	0.00	84.00
	5125		4th Grade Field Trips-Curriculum Related	-92.16	134.00	121.50	0.00	-79.66
	5126		5th Grade Field Trips-Curriculum Related	74.75	0.00	0.00	0.00	74.75
	5140		PayBac	1,947.55	107.73	232.68	0.00	1,822.60
		E	Totals:	13,130.65	679.14	550.18	0.00	13,259.61
Q	STUDENT FEE FUND							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	0.00	0.00	0.00	0.00	0.00
		Rockwell Totals:		33,981.41	2,952.93	6,063.76	0.00	30,870.58

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
Rohwer	Rohwer Elementary						
A	ACTIVITY GENERAL						
	1010	General Admin	7,735.60	0.93	233.67	0.00	7,502.86
	1030	Staff Vending	71.71	14.84	0.00	0.00	86.55
	1040	Donations	37.28	0.00	0.00	0.00	37.28
		A Totals:	7,844.59	15.77	233.67	0.00	7,626.69
D	CLUBS AND ORGANIZATIONS						
	4070	Birthday Book Club	3,039.01	10.00	0.00	0.00	3,049.01
	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	66.77	0.00	0.00	0.00	66.77
		D Totals:	3,130.78	10.00	0.00	0.00	3,140.78
E	ADMINISTRATIVE CUSTODIAL						
	5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060	Hospitality	1,273.65	0.00	64.66	0.00	1,208.99
	5080	Media	-117.26	10.00	0.00	0.00	-107.26
	5100	Other Adm Custodial	200.00	0.00	0.00	0.00	200.00
	5110	Other Student Activities	1,706.51	0.00	0.00	0.00	1,706.51
	5121	KG Field Trips-Curriculum Related	126.71	332.00	339.54	0.00	119.17
	5122	1st Grade Field Trips-Curriculum Related	18.99	575.00	993.49	0.00	-399.50
	5123	2nd Grade Field Trips-Curriculum Related	-78.46	303.00	520.62	0.00	-296.08
	5124	3rd Grade Field Trips-Curriculum Related	71.54	2,137.00	1,596.29	0.00	612.25
	5125	4th Grade Field Trips-Curriculum Related	71.55	361.00	328.44	0.00	104.11
	5126	5th Grade Field Trips-Curriculum Related	487.02	311.00	0.00	0.00	798.02
	5140	PayBac	7,630.10	857.81	500.00	0.00	7,987.91
	5180	Teacher Fund/Grants	750.97	985.00	0.00	0.00	1,735.97
		E Totals:	12,141.32	5,871.81	4,343.04	0.00	13,670.09
Q	STUDENT FEE FUND						
	7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q Totals:	0.00	0.00	0.00	0.00	0.00
		Rohwer Totals:	23,116.69	5,897.58	4,576.71	0.00	24,437.56

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
Sandoz	Sandoz Elementary						
A	ACTIVITY GENERAL						
	1010	General Admin	21,344.60	4,650.05	3,821.94	0.00	22,172.71
	1030	Staff Vending	611.00	0.00	0.00	0.00	611.00
		A Totals:	21,955.60	4,650.05	3,821.94	0.00	22,783.71
D	CLUBS AND ORGANIZATIONS						
	4040	Art	0.00	0.00	0.00	0.00	0.00
	4710	Student Council	0.97	0.00	0.00	0.00	0.97
		D Totals:	0.97	0.00	0.00	0.00	0.97
E	ADMINISTRATIVE CUSTODIAL						
	5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5070	Library	1,504.81	590.11	0.00	0.00	2,094.92
	5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5115	Field Trips-Curriculum Related	340.00	0.00	0.00	0.00	340.00
	5121	KG Field Trips-Curriculum Related	-109.29	220.00	336.00	0.00	-225.29
	5122	1st Grade Field Trips-Curriculum Related	-18.58	276.58	256.92	0.00	1.08
	5123	2nd Grade Field Trips-Curriculum Related	57.49	0.00	0.00	0.00	57.49
	5124	3rd Grade Field Trips-Curriculum Related	105.06	268.00	220.80	0.00	152.26
	5125	4th Grade Field Trips-Curriculum Related	123.50	0.00	216.28	0.00	-92.78
	5126	5th Grade Field Trips-Curriculum Related	113.25	150.75	85.22	0.00	178.78
		E Totals:	2,116.24	1,505.44	1,115.22	0.00	2,506.46
Q	STUDENT FEE FUND						
	7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q Totals:	0.00	0.00	0.00	0.00	0.00
		Sandoz Totals:	24,072.81	6,155.49	4,937.16	0.00	25,291.14

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Upchurc Upchurch Elementary								
A	ACTIVITY GENERAL							
	1010		General Admin	9,307.93	6.43	488.58	0.00	8,825.78
	1030		Staff Vending	404.37	12.94	0.00	0.00	417.31
	1047		Box Tops Program	1,350.90	738.10	0.00	0.00	2,089.00
		A	Totals:	11,063.20	757.47	488.58	0.00	11,332.09
D	CLUBS AND ORGANIZATIONS							
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4130		Chess Club	366.35	0.00	0.00	0.00	366.35
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	4,811.59	351.25	1,584.30	0.00	3,578.54
		D	Totals:	5,177.94	351.25	1,584.30	0.00	3,944.89
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	11,401.84	37.00	2,771.60	0.00	8,667.24
	5070		Library	3,924.56	3,493.77	305.00	0.00	7,113.33
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	20.74	573.00	0.00	0.00	593.74
	5122		1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5123		2nd Grade Field Trips-Curriculum Related	0.00	377.25	0.00	0.00	377.25
	5124		3rd Grade Field Trips-Curriculum Related	182.24	0.00	0.00	0.00	182.24
	5125		4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126		5th Grade Field Trips-Curriculum Related	295.00	205.00	270.00	0.00	230.00
		E	Totals:	15,824.38	4,686.02	3,346.60	0.00	17,163.80
Q	STUDENT FEE FUND							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	0.00	0.00	0.00	0.00	0.00
S	ATHLETIC							
	9020		Cash Reserve	0.00	0.00	0.00	0.00	0.00
	9130		Booster Contributions-Boys	0.00	0.00	0.00	0.00	0.00
		S	Totals:	0.00	0.00	0.00	0.00	0.00
		Upchurc	Totals:	32,065.52	5,794.74	5,419.48	0.00	32,440.78

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
Wheeler Wheeler Elementary							
A	ACTIVITY GENERAL						
	1010	General Admin	4,095.01	0.93	1,693.20	0.00	2,402.74
	1030	Staff Vending	173.31	0.00	16.66	0.00	156.65
	1040	Donations	2,339.27	0.00	0.00	0.00	2,339.27
	1051	Building Projects-PTA	1,735.97	0.00	0.00	0.00	1,735.97
	A Totals:		8,343.56	0.93	1,709.86	0.00	6,634.63
D	CLUBS AND ORGANIZATIONS						
	4040	Art	0.00	0.00	0.00	0.00	0.00
	4070	Birthday Book Club	3,034.48	10.00	30.39	0.00	3,014.09
	4500	Music	580.62	0.00	0.00	0.00	580.62
	4710	Student Council	-125.24	0.00	0.00	0.00	-125.24
	D Totals:		3,489.86	10.00	30.39	0.00	3,469.47
E	ADMINISTRATIVE CUSTODIAL						
	5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5050	HAL	0.00	0.00	0.00	0.00	0.00
	5060	Hospitality	30.00	0.00	0.00	0.00	30.00
	5080	Media	4,537.23	45.00	112.16	0.00	4,470.07
	5100	Other Adm Custodial	1,448.33	2,501.00	954.65	0.00	2,994.68
	5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121	KG Field Trips-Curriculum Related	171.23	304.34	304.34	0.00	171.23
	5122	1st Grade Field Trips-Curriculum Related	55.64	857.00	679.00	0.00	233.64
	5123	2nd Grade Field Trips-Curriculum Related	256.34	155.00	280.72	0.00	130.62
	5124	3rd Grade Field Trips-Curriculum Related	109.88	544.00	0.00	0.00	653.88
	5125	4th Grade Field Trips-Curriculum Related	43.36	223.00	1,030.66	0.00	-764.30
	5126	5th Grade Field Trips-Curriculum Related	674.13	0.00	359.66	0.00	314.47
	5181	Grants	1,564.86	0.00	0.00	0.00	1,564.86
	E Totals:		8,891.00	4,629.34	3,721.19	0.00	9,799.15
Q	STUDENT FEE FUND						
	7000	KG Field Trips	0.00	0.00	0.00	0.00	0.00
	7010	1st Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7020	2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7040	4th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7195	HAL Field Trips	-190.46	0.00	0.00	0.00	-190.46
	7600	Garden Club	0.00	0.00	0.00	0.00	0.00
	7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q Totals:		-190.46	0.00	0.00	0.00	-190.46
Wheeler Totals:			20,533.96	4,640.27	5,461.44	0.00	19,712.79

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
Willowd	Willowdale Elementary						
A	ACTIVITY GENERAL						
	1010	General Admin	9,740.94	1,770.84	367.50	0.00	11,144.28
	1030	Staff Vending	946.24	0.00	48.70	0.00	897.54
	1040	Donations	0.00	0.00	0.00	0.00	0.00
	1043	Playground	9,630.20	250.00	0.00	0.00	9,880.20
		A Totals:	20,317.38	2,020.84	416.20	0.00	21,922.02
D	CLUBS AND ORGANIZATIONS						
	4040	Art	0.00	0.00	0.00	0.00	0.00
	4140	Choir	-33.96	0.00	0.00	0.00	-33.96
	4230	Environmental Club	0.00	0.00	0.00	0.00	0.00
	4500	Music	-113.12	0.00	0.00	0.00	-113.12
	4710	Student Council	1,565.19	1,587.15	1,587.15	0.00	1,565.19
		D Totals:	1,418.11	1,587.15	1,587.15	0.00	1,418.11
E	ADMINISTRATIVE CUSTODIAL						
	5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5050	HAL	0.00	0.00	0.00	0.00	0.00
	5080	Media	1,916.58	171.05	0.00	0.00	2,087.63
	5100	Other Adm Custodial	240.33	0.00	0.00	0.00	240.33
	5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5120	P.E.	959.91	0.00	450.00	0.00	509.91
	5121	KG Field Trips-Curriculum Related	34.90	689.93	296.26	0.00	428.57
	5122	1st Grade Field Trips-Curriculum Related	-200.64	680.00	328.98	0.00	150.38
	5123	2nd Grade Field Trips-Curriculum Related	-94.51	203.45	260.12	0.00	-151.18
	5124	3rd Grade Field Trips-Curriculum Related	-236.79	10.50	779.34	0.00	-1,005.63
	5125	4th Grade Field Trips-Curriculum Related	-335.10	712.50	219.36	0.00	158.04
	5126	5th Grade Field Trips-Curriculum Related	-52.00	0.00	589.18	0.00	-641.18
	5180	Teacher Fund/Grants	31.25	0.00	0.00	0.00	31.25
	5200	Outdoor Learning Environment	415.81	0.00	283.88	0.00	131.93
		E Totals:	2,679.74	2,467.43	3,207.12	0.00	1,940.05
Q	STUDENT FEE FUND						
	7900	Field Trips-Other	3,259.62	0.00	0.00	0.00	3,259.62
		Q Totals:	3,259.62	0.00	0.00	0.00	3,259.62
S	ATHLETIC						
	9055	Athletics - Projects	0.00	0.00	0.00	0.00	0.00
		S Totals:	0.00	0.00	0.00	0.00	0.00
		Willowda Totals:	27,674.85	6,075.42	5,210.47	0.00	28,539.80

Report Totals:

3,408,167.73

691,873.12

619,553.45

-73.45

3,480,413.95

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
AMS	Andersen Middle School						
A	ACTIVITY GENERAL						
	1010	General Admin	20,121.08	230.36	615.23	-1,053.00	18,683.21
	1016	Rev Trak Fees	2.99	12.82	3.04	0.00	12.77
	1025	Savings	0.00	0.00	0.00	0.00	0.00
	1030	Staff Vending	250.17	0.00	0.00	0.00	250.17
	1035	Student Vending	2,846.23	0.00	0.00	0.00	2,846.23
	1105	Laptop Insurance	60.00	20.00	40.00	0.00	40.00
	1106	Laptop Loss/Damage	-116.00	632.00	277.00	96.00	335.00
	1170	Wellness	858.14	0.00	7.96	0.00	850.18
		A Totals:	24,022.61	895.18	943.23	-957.00	23,017.56
B	Athletics-Girls						
	2013	Misc. Expenditures - Girls	3,922.09	0.00	517.97	3,360.00	6,764.12
		B Totals:	3,922.09	0.00	517.97	3,360.00	6,764.12
C	Athletics-Boys						
	3003	Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013	Misc. Expenditures - Boys	6,872.56	0.00	173.72	2,260.00	8,958.84
		C Totals:	6,872.56	0.00	173.72	2,260.00	8,958.84
D	CLUBS AND ORGANIZATIONS						
	4040	Art	387.13	0.00	22.05	0.00	365.08
	4060	Band	6,921.50	405.00	1,263.90	140.00	6,202.60
	4080	Book Club	213.17	0.00	0.00	0.00	213.17
	4100	Builders Club	92.24	24.00	139.01	0.00	-22.77
	4220	Drama Club	49.75	0.00	0.00	0.00	49.75
	4260	FCS Club	1,939.13	0.00	44.70	0.00	1,894.43
	4370	Industrial Arts	18,599.51	742.00	0.00	45.00	19,386.51
	4440	Leadership Club	1,299.15	0.00	0.00	0.00	1,299.15
	4500	Music	1,916.30	0.00	420.00	0.00	1,496.30
	4540	Other Clubs	0.00	0.00	0.00	0.00	0.00
	4560	Photography Club	79.58	0.00	0.00	0.00	79.58
	4600	Robotics & Engineering Club	0.00	880.00	0.00	0.00	880.00
	4710	Student Council	4,007.49	0.00	81.93	0.00	3,925.56
	4770	Yearbook	10,154.96	305.00	6,522.38	-25.00	3,912.58
	4780	Youth to Youth	461.68	642.00	0.00	102.00	1,205.68
		D Totals:	46,121.59	2,998.00	8,493.97	262.00	40,887.62
E	ADMINISTRATIVE CUSTODIAL						
	5020	Fines	5,697.90	0.00	0.00	25.00	5,722.90
	5030	Counseling Center	-93.36	0.00	8.98	0.00	-102.34
	5040	Fundraising-General	12,624.47	0.00	2,520.30	0.00	10,104.17
	5050	HAL	0.00	0.00	0.00	0.00	0.00
	5060	Hospitality	2,641.25	87.50	836.94	0.00	1,891.81
	5070	Library	1,758.32	50.93	64.58	0.00	1,744.67

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
		5110	Other Student Activities	-3,124.35	0.00	947.58	1,130.00	-2,941.93
		5115	Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5120	P.E.	1,168.26	0.00	0.00	0.00	1,168.26
		5127	6th Grade Field Trips-Curriculum Related	285.43	0.00	0.00	0.00	285.43
		5128	7th Grade Field Trips-Curriculum Related	-280.85	0.00	0.00	0.00	-280.85
		5129	8th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5165	Logo Sales	5,018.58	0.00	0.00	0.00	5,018.58
		5215	Special Events	2,591.18	2,540.00	2,603.26	0.00	2,527.92
			E Totals:	28,286.83	2,678.43	6,981.64	1,155.00	25,138.62
Q	STUDENT FEE FUND							
		7150	Jumpstart	1,118.21	0.00	75.93	0.00	1,042.28
		7160	Participation Fees - Athletics	5,190.00	0.00	0.00	-5,190.00	0.00
		7170	Participation Fees - Clubs & Orgs	506.00	1,585.00	0.00	-1,130.00	961.00
		7195	HAL Field Trips	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		7901	Student Transportation	1,350.00	3,150.00	2,610.00	0.00	1,890.00
			Q Totals:	8,164.21	4,735.00	2,685.93	-6,320.00	3,893.28
S	ATHLETIC							
		9050	Athletic-General	9,615.01	1,036.92	914.42	240.00	9,977.51
		9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
			S Totals:	9,615.01	1,036.92	914.42	240.00	9,977.51
			AMS Totals:	127,004.90	12,343.53	20,710.88	0.00	118,637.55

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
BMS	Beadle Middle School							
A	ACTIVITY GENERAL							
		1010	General Admin	17,297.63	429.79	657.68	0.00	17,069.74
		1016	Rev Trak Fees	3.74	29.74	3.74	0.00	29.74
		1025	Savings	0.00	0.00	0.00	0.00	0.00
		1030	Staff Vending	-27.13	0.00	0.00	0.00	-27.13
		1035	Student Vending	1.85	0.00	0.00	0.00	1.85
		1040	Donations	5,158.29	0.00	653.60	0.00	4,504.69
		1070	Start Up Cash	0.00	0.00	0.00	0.00	0.00
		1080	Next Year Monies	39.95	0.00	0.00	0.00	39.95
		1105	Laptop Insurance	40.00	0.00	0.00	0.00	40.00
		1106	Laptop Loss/Damage	0.00	1,573.00	758.00	0.00	815.00
		1170	Wellness	-32.41	0.00	0.00	0.00	-32.41
			A Totals:	22,481.92	2,032.53	2,073.02	0.00	22,441.43
B	Athletics-Girls							
		2013	Misc. Expenditures - Girls	-3,369.53	135.00	129.62	2,590.00	-774.15
			B Totals:	-3,369.53	135.00	129.62	2,590.00	-774.15
C	Athletics-Boys							
		3004	Equipment - Boys	0.00	0.00	0.00	0.00	0.00
		3013	Misc. Expenditures - Boys	-6,122.29	20.00	133.14	3,475.00	-2,760.43
			C Totals:	-6,122.29	20.00	133.14	3,475.00	-2,760.43
D	CLUBS AND ORGANIZATIONS							
		4040	Art	10.81	0.00	0.00	0.00	10.81
		4060	Band	0.00	0.00	0.00	0.00	0.00
		4170	Cross Country Club	2.88	0.00	0.00	0.00	2.88
		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	679.08	0.00	62.52	0.00	616.56
		4320	Educators Rising	0.00	0.00	0.00	0.00	0.00
		4345	Craft Club	47.61	0.00	31.96	0.00	15.65
		4370	Industrial Arts	2,464.35	279.50	0.00	0.00	2,743.85
		4500	Music	-232.82	0.00	0.00	0.00	-232.82
		4540	Other Clubs	1,037.99	939.30	253.26	0.00	1,724.03
		4570	Play Production	5,837.27	0.00	0.00	0.00	5,837.27
		4630	Science Club	41.58	0.00	0.00	0.00	41.58
		4645	Show Choir	1,460.13	0.00	350.00	0.00	1,110.13
		4690	Spirit Shop	1,811.50	40.00	0.00	0.00	1,851.50
		4710	Student Council	684.84	1,425.25	476.94	0.00	1,633.15
		4770	Yearbook	23,335.60	220.00	7,532.48	0.00	16,023.12
		4780	Youth to Youth	-462.67	0.00	0.00	570.00	107.33

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	D	Totals:		37,011.98	2,904.05	8,707.16	570.00	31,778.87
E	ADMINISTRATIVE CUSTODIAL							
	5020	Fines		927.72	555.50	0.00	0.00	1,483.22
	5025	Fines - Library Book		2,794.94	-1.00	0.00	0.00	2,793.94
	5027	Fines-Textbooks		0.00	0.00	0.00	0.00	0.00
	5030	Counseling Center		108.51	0.00	0.00	0.00	108.51
	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		3,146.63	0.00	266.25	0.00	2,880.38
	5070	Library		50.00	132.99	14.49	0.00	168.50
	5115	Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
	5120	P.E.		2,888.86	10.00	0.00	0.00	2,898.86
	5127	6th Grade Field Trips-Curriculum Related		62.10	0.00	0.00	1,251.50	1,313.60
	5128	7th Grade Field Trips-Curriculum Related		89.45	0.00	0.00	0.00	89.45
	5129	8th Grade Field Trips-Curriculum Related		62.10	0.00	0.00	0.00	62.10
	5180	Teacher Fund/Grants		175.93	622.79	250.00	0.00	548.72
	5215	Special Events		230.25	0.00	0.00	0.00	230.25
	5220	Site Improvements		475.83	0.00	0.00	0.00	475.83
	E	Totals:		11,012.32	1,320.28	530.74	1,251.50	13,053.36
Q	STUDENT FEE FUND							
	7060	6th Grade Field Trips		1,251.50	0.00	0.00	-1,251.50	0.00
	7100	After School Program		0.00	0.00	0.00	0.00	0.00
	7150	Jumpstart		90.00	599.28	0.00	0.00	689.28
	7160	Participation Fees - Athletics		6,065.00	800.00	0.00	-6,065.00	800.00
	7170	Participation Fees - Clubs & Orgs		570.00	250.00	0.00	-570.00	250.00
	7190	Field Trips		0.00	0.00	0.00	0.00	0.00
	7195	HAL Field Trips		0.00	0.00	0.00	0.00	0.00
	7901	Student Transportation		1,740.07	5,601.00	3,810.00	0.00	3,531.07
	Q	Totals:		9,716.57	7,250.28	3,810.00	-7,886.50	5,270.35
S	ATHLETIC							
	9070	Miscellaneous Receipts		0.00	0.00	0.00	0.00	0.00
	S	Totals:		0.00	0.00	0.00	0.00	0.00
	BMS	Totals:		70,730.97	13,662.14	15,383.68	0.00	69,009.43

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
CMS	Central Middle School							
A	ACTIVITY GENERAL							
	1010		General Admin	4,481.94	2.42	463.60	0.00	4,020.76
	1016		Rev Trak Fees	2.19	1.26	0.00	0.00	3.45
	1025		Savings	0.00	0.00	0.00	0.00	0.00
	1030		Staff Vending	106.97	0.00	0.00	0.00	106.97
	1035		Student Vending	279.91	0.00	0.00	0.00	279.91
	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
	1080		Next Year Monies	-105.00	0.00	0.00	0.00	-105.00
	1105		Laptop Insurance	-20.00	0.00	0.00	0.00	-20.00
	1106		Laptop Loss/Damage	-24.00	245.00	210.00	0.00	11.00
	1107		Laptop Insurance-YAP	0.00	0.00	0.00	0.00	0.00
	1108		Laptop Loss-Damage YAP	8.29	0.00	0.00	0.00	8.29
		A	Totals:	4,730.30	248.68	673.60	0.00	4,305.38
B	Athletics-Girls							
	2013		Misc. Expenditures - Girls	4,093.66	333.46	989.41	0.00	3,437.71
		B	Totals:	4,093.66	333.46	989.41	0.00	3,437.71
C	Athletics-Boys							
	3003		Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013		Misc. Expenditures - Boys	3,915.24	333.46	342.84	0.00	3,905.86
		C	Totals:	3,915.24	333.46	342.84	0.00	3,905.86
D	CLUBS AND ORGANIZATIONS							
	4010		40 Assets	0.00	0.00	0.00	0.00	0.00
	4040		Art	307.11	200.00	0.00	0.00	507.11
	4059		Band Camp	0.00	0.00	0.00	0.00	0.00
	4060		Band	-16.00	0.00	0.00	0.00	-16.00
	4062		Band Trip	0.00	0.00	0.00	0.00	0.00
	4090		Bowling Club	150.94	0.00	0.00	0.00	150.94
	4140		Choir	-158.49	0.00	0.00	0.00	-158.49
	4170		Cross Country Club	263.81	0.00	0.00	0.00	263.81
	4220		Drama Club	1,782.85	0.00	170.34	0.00	1,612.51
	4260		FCS Club	113.86	200.00	0.00	0.00	313.86
	4370		Industrial Arts	589.43	0.00	0.00	0.00	589.43
	4500		Music	892.92	0.00	0.00	0.00	892.92
	4530		Orchestra	0.00	0.00	0.00	0.00	0.00
	4540		Other Clubs	0.00	560.00	0.00	0.00	560.00
	4670		SPARKS	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	3,412.41	0.00	0.00	0.00	3,412.41
	4760		World Language	0.00	0.00	0.00	0.00	0.00
	4770		Yearbook	3,097.71	50.00	19.25	0.00	3,128.46
		D	Totals:	10,436.55	1,010.00	189.59	0.00	11,256.96

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E	ADMINISTRATIVE CUSTODIAL							
	5015		Circle of Friends	0.00	0.00	0.00	0.00	0.00
	5020		Fines	312.56	0.00	0.00	0.00	312.56
	5027		Fines-Textbooks	559.72	0.00	0.00	0.00	559.72
	5040		Fundraising-General	8,319.89	2,249.11	2,200.86	0.00	8,368.14
	5050		HAL	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	0.00	0.00	0.00	0.00	0.00
	5070		Library	2,160.93	32.75	-13.71	0.00	2,207.39
	5075		Mentoring	199.50	0.00	0.00	0.00	199.50
	5085		MSAP	0.00	0.00	0.00	0.00	0.00
	5090		Montessori	11.07	0.00	0.00	0.00	11.07
	5093		Montessori 7/8 Sales	0.00	0.00	0.00	0.00	0.00
	5095		Montessori Fundraising	8,201.18	591.35	413.81	0.00	8,378.72
	5100		Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
	5110		Other Student Activities	1,539.09	0.00	0.00	0.00	1,539.09
	5115		Field Trips-Curriculum Related	-65.50	0.00	81.31	388.50	241.69
	5119		Montessori 6-8	3,922.17	603.00	8,026.00	-388.50	-3,889.33
	5120		P.E.	0.00	0.00	0.00	0.00	0.00
	5127		6th Grade Field Trips-Curriculum Related	-221.09	63.00	0.00	0.00	-158.09
	5128		7th Grade Field Trips-Curriculum Related	732.62	411.00	309.00	0.00	834.62
	5129		8th Grade Field Trips-Curriculum Related	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	1,053.82	0.00	0.00	0.00	1,053.82
	5180		Teacher Fund/Grants	2,345.56	0.00	86.27	0.00	2,259.29
	5185		Technology	0.00	0.00	0.00	0.00	0.00
	5210		Zone	-46.50	43.85	0.00	0.00	-2.65
		E	Totals:	29,041.50	3,994.06	11,103.54	0.00	21,932.02
Q	STUDENT FEE FUND							
	7060		6th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7070		7th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7080		8th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7135		Montessori 6-8	0.00	0.00	0.00	0.00	0.00
	7150		Jumpstart	-250.39	0.00	0.00	0.00	-250.39
	7160		Participation Fees - Athletics	295.00	0.00	0.00	0.00	295.00
	7170		Participation Fees - Clubs & Orgs	-182.07	97.00	0.00	0.00	-85.07
	7195		HAL Field Trips	0.00	0.00	0.00	0.00	0.00
	7200		Outdoor Ed	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	7901		Student Transportation	3,360.00	2,640.00	3,480.00	0.00	2,520.00
		Q	Totals:	3,222.54	2,737.00	3,480.00	0.00	2,479.54

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S	ATHLETIC							
		9030	Concessions	0.00	0.00	0.00	0.00	0.00
		9050	Athletic-General	2,968.45	0.00	0.00	0.00	2,968.45
		9070	Miscellaneous Receipts	683.77	0.00	23.26	0.00	660.51
		9080	Fundraising-Athletic	280.22	0.00	0.00	0.00	280.22
			S Totals:	3,932.44	0.00	23.26	0.00	3,909.18
			CMS Totals:	59,372.23	8,656.66	16,802.24	0.00	51,226.65

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
KMS	Kiewit Middle School							
A	ACTIVITY GENERAL							
	1010		General Admin	3,871.18	0.00	0.00	0.00	3,871.18
	1016		Rev Trak Fees	59.67	92.73	58.75	0.00	93.65
	1025		Savings	41,057.86	0.00	0.00	0.00	41,057.86
	1030		Staff Vending	352.70	100.00	0.00	0.00	452.70
	1035		Student Vending	47,740.77	0.00	3,277.03	0.00	44,463.74
	1050		Projects/Support	18,080.97	0.00	0.00	0.00	18,080.97
	1105		Laptop Insurance	0.00	0.00	0.00	0.00	0.00
	1106		Laptop Loss/Damage	65.00	905.00	0.00	0.00	970.00
		A	Totals:	111,228.15	1,097.73	3,335.78	0.00	108,990.10
B	Athletics-Girls							
	2013		Misc. Expenditures - Girls	-333.83	2,000.75	1,702.25	0.00	-35.33
		B	Totals:	-333.83	2,000.75	1,702.25	0.00	-35.33
C	Athletics-Boys							
	3003		Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013		Misc. Expenditures - Boys	-501.66	2,000.75	1,977.41	0.00	-478.32
	3052		Camps - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		C	Totals:	-501.66	2,000.75	1,977.41	0.00	-478.32
D	CLUBS AND ORGANIZATIONS							
	4040		Art	272.31	0.00	0.00	0.00	272.31
	4060		Band	100.00	0.00	0.00	0.00	100.00
	4130		Chess Club	0.00	0.00	0.00	0.00	0.00
	4220		Drama Club	3,028.58	0.00	0.00	0.00	3,028.58
	4260		FCS Club	749.56	0.00	0.00	0.00	749.56
	4370		Industrial Arts	15,793.84	756.00	0.00	0.00	16,549.84
	4380		International Club	0.00	0.00	0.00	0.00	0.00
	4500		Music	1,962.72	29.40	0.00	0.00	1,992.12
	4540		Other Clubs	129.59	0.00	127.79	0.00	1.80
	4630		Science Club	402.27	0.00	0.00	0.00	402.27
	4680		Speech Club	350.00	0.00	0.00	0.00	350.00
	4710		Student Council	3,415.69	0.00	0.00	0.00	3,415.69
	4750		Volunteer Club	1,931.33	0.00	0.00	0.00	1,931.33
	4770		Yearbook	37,814.18	0.00	6,631.14	0.00	31,183.04
	4780		Youth to Youth	0.00	0.00	0.00	0.00	0.00
		D	Totals:	65,950.07	785.40	6,758.93	0.00	59,976.54
E	ADMINISTRATIVE CUSTODIAL							
	5027		Fines-Textbooks	75.00	43.00	0.00	0.00	118.00
	5040		Fundraising-General	4,399.73	0.00	404.93	0.00	3,994.80
	5050		HAL	395.91	0.00	0.00	0.00	395.91
	5060		Hospitality	1,612.35	0.00	0.00	0.00	1,612.35
	5070		Library	6,207.48	220.91	38.23	0.00	6,390.16

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5100	Other Adm Custodial	5,373.24	0.00	2,274.38	0.00	3,098.86
		5115	Field Trips-Curriculum Related	5,845.00	0.00	0.00	0.00	5,845.00
		5120	P.E.	928.80	0.00	0.00	0.00	928.80
		5127	6th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5128	7th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5129	8th Grade Field Trips-Curriculum Related	0.00	0.00	62.00	0.00	-62.00
		5140	PayBac	3,434.64	0.00	59.85	0.00	3,374.79
		5165	Logo Sales	41,892.69	0.00	0.00	0.00	41,892.69
		5175	Student Scholarships	1,536.06	0.00	0.00	0.00	1,536.06
		5180	Teacher Fund/Grants	363.01	0.00	0.00	0.00	363.01
		5185	Technology	0.00	0.00	0.00	0.00	0.00
	E	Totals:		72,063.91	263.91	2,839.39	0.00	69,488.43
Q	STUDENT FEE FUND							
		7060	6th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7070	7th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7080	8th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7100	After School Program	-572.30	10,178.00	6,666.45	0.00	2,939.25
		7140	Mini-Classes	0.00	0.00	0.00	0.00	0.00
		7150	Jumpstart	10.00	0.00	0.00	0.00	10.00
		7160	Participation Fees - Athletics	7,350.00	0.00	0.00	0.00	7,350.00
		7170	Participation Fees - Clubs & Orgs	0.00	0.00	0.00	0.00	0.00
		7195	HAL Field Trips	0.00	0.00	0.00	0.00	0.00
		7901	Student Transportation	150.00	4,710.00	4,770.00	0.00	90.00
	Q	Totals:		6,937.70	14,888.00	11,436.45	0.00	10,389.25
S	ATHLETIC							
		9050	Athletic-General	12,544.99	4,500.00	4,500.00	0.00	12,544.99
		9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
	S	Totals:		12,544.99	4,500.00	4,500.00	0.00	12,544.99
	KMS	Totals:		267,889.33	25,536.54	32,550.21	0.00	260,875.66

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
NMS	North Middle School						
A	ACTIVITY GENERAL						
	1010	General Admin	18,183.79	784.45	700.19	0.00	18,268.05
	1016	Rev Trak Fees	15.87	23.39	15.19	0.00	24.07
	1030	Staff Vending	7.67	0.00	0.00	0.00	7.67
	1035	Student Vending	0.00	0.00	0.00	0.00	0.00
	1036	NMS Spiritwear	0.00	0.00	0.00	0.00	0.00
	1037	Mustang Express-O	294.19	250.00	0.00	0.00	544.19
	1040	Donations	25,789.44	0.00	100.52	0.00	25,688.92
	1105	Laptop Insurance	0.00	20.00	0.00	0.00	20.00
	1106	Laptop Loss/Damage	664.00	886.32	750.32	-25.00	775.00
	1170	Wellness	0.00	0.00	0.00	0.00	0.00
		A Totals:	44,954.96	1,964.16	1,566.22	-25.00	45,327.90
B	Athletics-Girls						
	2003	Entry Fees - Girls	0.00	0.00	0.00	0.00	0.00
	2013	Misc. Expenditures - Girls	-3,453.11	0.00	390.30	0.00	-3,843.41
	2063	Misc. Expenditures - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		B Totals:	-3,453.11	0.00	390.30	0.00	-3,843.41
C	Athletics-Boys						
	3003	Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013	Misc. Expenditures - Boys	-6,354.87	0.00	309.30	0.00	-6,664.17
	3515	Misc. Expenditures - Boys Football	0.00	0.00	0.00	0.00	0.00
		C Totals:	-6,354.87	0.00	309.30	0.00	-6,664.17
D	CLUBS AND ORGANIZATIONS						
	4040	Art	432.07	0.00	0.00	0.00	432.07
	4045	Art Projects	262.69	0.00	0.00	0.00	262.69
	4059	Band Camp	0.00	0.00	0.00	0.00	0.00
	4060	Band	-267.35	0.00	250.00	0.00	-517.35
	4130	Chess Club	0.00	0.00	0.00	0.00	0.00
	4140	Choir	-146.61	0.00	0.00	0.00	-146.61
	4170	Cross Country Club	-677.23	0.00	0.00	0.00	-677.23
	4220	Drama Club	11,284.72	0.00	75.00	0.00	11,209.72
	4260	FCS Club	0.00	0.00	0.00	0.00	0.00
	4265	FCS Projects	0.00	0.00	0.00	0.00	0.00
	4290	Forensics	143.00	0.00	0.00	0.00	143.00
	4370	Industrial Arts	410.90	150.00	108.75	0.00	452.15
	4380	International Club	307.10	0.00	0.00	0.00	307.10
	4530	Orchestra	1,052.30	0.00	746.84	0.00	305.46
	4540	Other Clubs	0.00	0.00	0.00	0.00	0.00
	4600	Robotics & Engineering Club	84.44	0.00	0.00	0.00	84.44
	4645	Show Choir	1,614.24	0.00	905.14	0.00	709.10
	4710	Student Council	13,991.09	0.00	24.63	0.00	13,966.46
	4726	Unified Sports	348.17	0.00	0.00	0.00	348.17

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		4750	Volunteer Club	0.00	0.00	0.00	0.00	0.00
		4770	Yearbook	3,042.54	800.00	0.00	0.00	3,842.54
		4780	Youth to Youth	466.66	0.00	29.98	0.00	436.68
			D Totals:	32,348.73	950.00	2,140.34	0.00	31,158.39
E	ADMINISTRATIVE CUSTODIAL							
		5020	Fines	361.22	0.00	0.00	0.00	361.22
		5027	Fines-Textbooks	0.00	201.60	0.00	0.00	201.60
		5040	Fundraising-General	26,822.41	232.80	0.00	0.00	27,055.21
		5050	HAL	280.96	0.00	0.00	0.00	280.96
		5060	Hospitality	1,123.41	0.00	78.45	0.00	1,044.96
		5070	Library	3,032.48	276.21	81.15	25.00	3,252.54
		5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
		5115	Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5120	P.E.	0.00	0.00	0.00	0.00	0.00
		5127	6th Grade Field Trips-Curriculum Related	714.85	0.00	0.00	0.00	714.85
		5128	7th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5129	8th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5175	Student Scholarships	0.00	0.00	0.00	0.00	0.00
		5200	Outdoor Learning Environment	0.00	0.00	0.00	0.00	0.00
		5215	Special Events	991.49	2,761.77	0.00	0.00	3,753.26
		5220	Site Improvements	19,879.24	0.00	0.00	0.00	19,879.24
			E Totals:	53,206.06	3,472.38	159.60	25.00	56,543.84
Q	STUDENT FEE FUND							
		7060	6th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7070	7th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7080	8th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7100	After School Program	84,913.53	6,300.00	20,243.79	0.00	70,969.74
		7150	Jumpstart	1,143.18	1,070.00	152.79	0.00	2,060.39
		7160	Participation Fees - Athletics	15,395.44	35.00	0.00	0.00	15,430.44
		7170	Participation Fees - Clubs & Orgs	0.00	0.00	0.00	0.00	0.00
		7195	HAL Field Trips	0.00	0.00	0.00	0.00	0.00
		7200	Outdoor Ed	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		7901	Student Transportation	0.00	1,350.00	0.00	0.00	1,350.00
			Q Totals:	101,452.15	8,755.00	20,396.58	0.00	89,810.57
S	ATHLETIC							
		9030	Concessions	0.00	0.00	0.00	0.00	0.00
		9050	Athletic-General	2,860.97	711.92	121.51	0.00	3,451.38
		9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
		9110	Activities	0.00	0.00	0.00	0.00	0.00
			S Totals:	2,860.97	711.92	121.51	0.00	3,451.38
			NMS Totals:	225,014.89	15,853.46	25,083.85	0.00	215,784.50

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
RMS	Russell Middle School							
A	ACTIVITY GENERAL							
		1010	General Admin	15,806.62	487.77	1,399.23	-94.96	14,800.20
		1016	Rev Trak Fees	-94.96	1.21	0.00	94.96	1.21
		1030	Staff Vending	635.94	5.00	0.00	0.00	640.94
		1035	Student Vending	294.37	5.00	0.00	0.00	299.37
		1040	Donations	43,386.24	0.00	235.87	0.00	43,150.37
		1070	Start Up Cash	0.00	0.00	0.00	0.00	0.00
		1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00
		1106	Laptop Loss/Damage	238.00	342.00	384.00	0.00	196.00
		1170	Wellness	0.00	0.00	0.00	0.00	0.00
			A Totals:	60,266.21	840.98	2,019.10	0.00	59,088.09
B	Athletics-Girls							
		2013	Misc. Expenditures - Girls	2,828.25	0.00	451.63	0.00	2,376.62
			B Totals:	2,828.25	0.00	451.63	0.00	2,376.62
C	Athletics-Boys							
		3003	Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
		3013	Misc. Expenditures - Boys	8,236.39	70.00	444.97	0.00	7,861.42
			C Totals:	8,236.39	70.00	444.97	0.00	7,861.42
D	CLUBS AND ORGANIZATIONS							
		4040	Art	771.58	0.00	0.00	0.00	771.58
		4045	Art Projects	112.30	0.00	0.00	0.00	112.30
		4060	Band	3.00	0.00	0.00	0.00	3.00
		4170	Cross Country Club	1,339.38	0.00	0.00	0.00	1,339.38
		4180	Culinary	835.45	0.00	0.00	0.00	835.45
		4190	Dance	268.85	0.00	0.00	0.00	268.85
		4260	FCS Club	0.00	0.00	0.00	0.00	0.00
		4370	Industrial Arts	4,371.10	0.00	0.00	0.00	4,371.10
		4500	Music	449.95	0.00	7.00	0.00	442.95
		4503	Music-Musicals	462.09	0.00	19.30	0.00	442.79
		4530	Orchestra	199.06	0.00	0.00	0.00	199.06
		4532	Summer Camps	1,926.35	0.00	0.00	0.00	1,926.35
		4540	Other Clubs	0.00	0.00	0.00	0.00	0.00
		4710	Student Council	2,452.92	0.00	0.00	0.00	2,452.92
		4750	Volunteer Club	0.00	0.00	0.00	0.00	0.00
		4770	Yearbook	13,587.60	0.00	9,180.28	0.00	4,407.32
			D Totals:	26,779.63	0.00	9,206.58	0.00	17,573.05
E	ADMINISTRATIVE CUSTODIAL							
		5008	Surplus Sales	19,976.28	0.00	0.00	0.00	19,976.28
		5025	Fines - Library Book	0.00	0.00	0.00	0.00	0.00
		5027	Fines-Textbooks	2,151.88	0.00	0.00	0.00	2,151.88
		5030	Counseling Center	622.94	0.00	0.00	0.00	622.94

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5040	Fundraising-General	11,547.73	763.41	17.78	0.00	12,293.36
		5050	HAL	0.00	0.00	0.00	0.00	0.00
		5060	Hospitality	713.00	0.00	0.00	0.00	713.00
		5070	Library	438.90	96.08	191.99	0.00	342.99
		5095	Montessori Fundraising	0.00	0.00	0.00	0.00	0.00
		5100	Other Adm Custodial	5,844.00	0.00	0.00	0.00	5,844.00
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5115	Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5119	Montessori 6-8	0.00	0.00	0.00	0.00	0.00
		5120	P.E.	316.46	0.00	0.00	0.00	316.46
		5127	6th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5128	7th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5129	8th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5165	Logo Sales	2,880.65	16.50	116.50	0.00	2,780.65
			E Totals:	44,491.84	875.99	326.27	0.00	45,041.56
Q			STUDENT FEE FUND					
		7100	After School Program	34,110.02	320.00	1,164.91	0.00	33,265.11
		7150	Jumpstart	310.00	30.00	0.00	0.00	340.00
		7160	Participation Fees - Athletics	25.00	0.00	0.00	0.00	25.00
		7170	Participation Fees - Clubs & Orgs	220.00	0.00	0.00	0.00	220.00
		7195	HAL Field Trips	0.00	0.00	0.00	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		7901	Student Transportation	600.00	690.00	600.00	0.00	690.00
			Q Totals:	35,265.02	1,040.00	1,764.91	0.00	34,540.11
S			ATHLETIC					
		9050	Athletic-General	1,134.88	150.00	0.00	0.00	1,284.88
		9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
			S Totals:	1,134.88	150.00	0.00	0.00	1,284.88
			RMS Totals:	179,002.22	2,976.97	14,213.46	0.00	167,765.73

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Horizon	Keith Lutz Horizon High School							
A	ACTIVITY GENERAL							
	1010	General Admin		2,949.89	25.64	0.00	0.00	2,975.53
	1016	Rev Trak Fees		-5.58	0.00	2.16	0.00	-7.74
	1030	Staff Vending		1,171.70	0.00	595.20	0.00	576.50
	1105	Laptop Insurance		61.44	40.00	40.00	0.00	61.44
	1106	Laptop Loss/Damage		244.25	345.00	177.00	0.00	412.25
		A Totals:		4,421.70	410.64	814.36	0.00	4,017.98
D	CLUBS AND ORGANIZATIONS							
	4365	HOSA		1,879.53	4,855.43	1,080.00	0.00	5,654.96
	4650	Skills USA		0.00	0.00	0.00	0.00	0.00
	4710	Student Council		46.89	0.00	0.00	0.00	46.89
	4770	Yearbook		50.00	0.00	0.00	0.00	50.00
	4790	DLM Academy		708.23	0.00	0.00	0.00	708.23
		D Totals:		2,684.65	4,855.43	1,080.00	0.00	6,460.08
E	ADMINISTRATIVE CUSTODIAL							
	5025	Fines - Library Book		68.75	13.00	0.00	0.00	81.75
	5040	Fundraising-General		651.17	0.00	0.00	0.00	651.17
	5115	Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
		E Totals:		719.92	13.00	0.00	0.00	732.92
S	ATHLETIC							
	9070	Miscellaneous Receipts		0.00	0.00	0.00	0.00	0.00
		S Totals:		0.00	0.00	0.00	0.00	0.00
		Horizon Totals:		7,826.27	5,279.07	1,894.36	0.00	11,210.98

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID	Activity Name				
NHS	Millard North High School						
A	ACTIVITY GENERAL						
	1010	General Admin	4,778.98	15.00	520.00	0.00	4,273.98
	1016	Rev Trak Fees	70.71	413.23	0.00	0.00	483.94
	1017	Returned Checks	0.00	0.00	0.00	0.00	0.00
	1025	Savings	-301,403.49	0.00	0.00	0.00	-301,403.49
	1030	Staff Vending	2,027.45	15.40	0.00	0.00	2,042.85
	1035	Student Vending	47,500.00	0.00	0.00	0.00	47,500.00
	1040	Donations	1,229.62	0.00	0.00	0.00	1,229.62
	1050	Projects/Support	1,068.01	0.00	117.68	0.00	950.33
	1070	Start Up Cash	-2,100.00	1,600.00	0.00	0.00	-500.00
	1090	Other Revenue	468.47	0.00	0.00	0.00	468.47
	1105	Laptop Insurance	442.00	40.00	0.00	0.00	482.00
	1106	Laptop Loss/Damage	1,776.00	3,326.00	10.00	0.00	5,092.00
	1110	Extracurr Transportation	-54,487.82	0.00	1,883.84	0.00	-56,371.66
		A Totals:	-298,630.07	5,409.63	2,531.52	0.00	-295,751.96
B	Athletics-Girls						
	2001	Awards - Girls	0.00	0.00	0.00	0.00	0.00
	2002	Camps - Girls	0.00	0.00	0.00	0.00	0.00
	2003	Entry Fees - Girls	4,295.00	640.00	0.00	0.00	4,935.00
	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	-100.00	0.00	0.00	0.00	-100.00
	2007	Officials - Girls	-50.00	0.00	110.00	0.00	-160.00
	2008	Prof Devel - Girls	0.00	0.00	0.00	0.00	0.00
	2009	Scouting - Girls	0.00	0.00	0.00	0.00	0.00
	2010	Security - Girls	0.00	0.00	0.00	0.00	0.00
	2011	Transportation - Girls	0.00	46.81	0.00	0.00	46.81
	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	2,200.83	4,627.35	2,267.02	0.00	4,561.16
	2053	Entry Fees - Girls Basketball	0.00	0.00	0.00	0.00	0.00
	2054	Equipment - Girls Basketball	-1,636.63	0.00	0.00	0.00	-1,636.63
	2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00
	2056	Meals - Girls Basketball	-168.80	0.00	0.00	0.00	-168.80
	2057	Officials - Girls Basketball	-4,935.00	0.00	0.00	0.00	-4,935.00
	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	-1,102.50	0.00	0.00	0.00	-1,102.50
	2061	Transportation - Girls Basketball	-2,800.32	0.00	0.00	0.00	-2,800.32
	2062	Uniforms/Apparel - Girls Basketball	-3,806.55	0.00	0.00	0.00	-3,806.55
	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

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2102			Camps - Girls Cross Country	1,844.12	350.00	450.19	0.00	1,743.93
2103			Entry Fees - Girls Cross Country	-447.00	0.00	0.00	0.00	-447.00
2104			Equipment - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2105			Lodging - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2106			Meals - Girls Cross Country	-128.00	0.00	0.00	0.00	-128.00
2107			Officials - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2108			Prof. Development - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2109			Scouting - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2110			Security - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2111			Transportation - Girls Cross Country	-1,621.28	0.00	0.00	0.00	-1,621.28
2112			Uniforms/Apparel - Girls Cross Country	30.00	0.00	0.00	0.00	30.00
2113			Misc. Expenditures - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2151			Awards - Girls Golf	0.00	0.00	0.00	0.00	0.00
2152			Camps - Girls Golf	668.94	150.00	0.00	0.00	818.94
2153			Entry Fees - Girls Golf	-1,517.00	0.00	0.00	0.00	-1,517.00
2154			Equipment - Girls Golf	-481.75	0.00	0.00	0.00	-481.75
2155			Lodging - Girls Golf	-558.00	0.00	0.00	0.00	-558.00
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	-20.00	0.00	0.00	0.00	-20.00
2162			Uniforms/Apparel - Girls Golf	0.00	0.00	0.00	0.00	0.00
2163			Misc. Expenditures - Girls Golf	-823.00	0.00	0.00	0.00	-823.00
2201			Awards - Girls Soccer	-14.50	0.00	43.50	0.00	-58.00
2202			Camps - Girls Soccer	8,155.49	684.00	1,095.33	0.00	7,744.16
2203			Entry Fees - Girls Soccer	-110.00	0.00	0.00	0.00	-110.00
2204			Equipment - Girls Soccer	-2,900.95	0.00	0.00	0.00	-2,900.95
2205			Lodging - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2206			Meals - Girls Soccer	-97.70	0.00	769.94	0.00	-867.64
2207			Officials - Girls Soccer	-1,540.00	0.00	545.00	0.00	-2,085.00
2208			Prof. Development - Girls Soccer	-522.36	0.00	0.00	0.00	-522.36
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	-2,429.53	0.00	844.69	0.00	-3,274.22
2212			Uniforms/Apparel - Girls Soccer	-4,200.24	0.00	0.00	0.00	-4,200.24
2213			Misc. Expenditures - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2251			Awards - Girls Swimming	-248.86	0.00	0.00	0.00	-248.86
2252			Camps - Girls Swimming	1,118.35	0.00	0.00	0.00	1,118.35
2253			Entry Fees - Girls Swimming	-315.00	0.00	0.00	0.00	-315.00
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	-314.48	0.00	0.00	0.00	-314.48
2257			Officials - Girls Swimming	-435.00	0.00	0.00	0.00	-435.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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	-711.85	0.00	0.00	0.00	-711.85
2262			Uniforms/Apparel - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2263			Misc. Expenditures - Girls Swimming	-70.00	0.00	0.00	0.00	-70.00
2301			Awards - Girls Tennis	-108.83	0.00	0.00	0.00	-108.83
2302			Camps - Girls Tennis	2,381.15	450.00	1,044.79	0.00	1,786.36
2303			Entry Fees - Girls Tennis	70.00	0.00	200.00	0.00	-130.00
2304			Equipment - Girls Tennis	-420.00	0.00	0.00	0.00	-420.00
2305			Lodging - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2306			Meals - Girls Tennis	-27.53	0.00	166.73	0.00	-194.26
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	-598.48	0.00	0.00	0.00	-598.48
2352			Camps - Girls Track	1,211.83	266.00	277.00	0.00	1,200.83
2353			Entry Fees - Girls Track	-435.00	0.00	250.00	0.00	-685.00
2354			Equipment - Girls Track	-3,850.73	0.00	1,287.00	0.00	-5,137.73
2355			Lodging - Girls Track	0.00	0.00	0.00	0.00	0.00
2356			Meals - Girls Track	-66.00	0.00	216.00	0.00	-282.00
2357			Officials - Girls Track	-165.00	0.00	37.50	0.00	-202.50
2358			Prof. Development - Girls Track	-766.81	0.00	0.00	0.00	-766.81
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	-1,634.46	0.00	1,910.60	0.00	-3,545.06
2362			Uniforms/Apparel - Girls Track	0.00	0.00	0.00	0.00	0.00
2363			Misc. Expenditures - Girls Track	0.00	0.00	0.00	0.00	0.00
2401			Awards - Girls Volleyball	-224.45	0.00	0.00	0.00	-224.45
2402			Camps - Girls Volleyball	4,206.80	3,525.00	375.00	0.00	7,356.80
2403			Entry Fees - Girls Volleyball	-985.00	0.00	0.00	0.00	-985.00
2404			Equipment - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2405			Lodging - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2406			Meals - Girls Volleyball	-1,081.87	0.00	0.00	0.00	-1,081.87
2407			Officials - Girls Volleyball	-6,080.00	0.00	0.00	0.00	-6,080.00
2408			Prof. Development - Girls Volleyball	0.00	0.00	648.90	0.00	-648.90
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	-2,998.68	0.00	0.00	0.00	-2,998.68
2412			Uniforms/Apparel - Girls Volleyball	-2,555.48	0.00	0.00	0.00	-2,555.48
2413			Misc. Expenditures - Girls Volleyball	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2451			Awards - Girls Softball	-188.17	0.00	0.00	0.00	-188.17
2452			Camps - Girls Softball	1,610.81	1,300.00	0.00	0.00	2,910.81
2453			Entry Fees - Girls Softball	-575.00	0.00	0.00	0.00	-575.00
2454			Equipment - Girls Softball	-1,339.36	0.00	0.00	0.00	-1,339.36
2455			Lodging - Girls Softball	-2,519.10	0.00	0.00	0.00	-2,519.10
2456			Meals - Girls Softball	-520.00	0.00	0.00	0.00	-520.00
2457			Officials - Girls Softball	-2,717.00	0.00	0.00	0.00	-2,717.00
2458			Prof. Development - Girls Softball	0.00	0.00	0.00	0.00	0.00
2459			Scouting - Girls Softball	0.00	0.00	0.00	0.00	0.00
2460			Security - Girls Softball	0.00	0.00	0.00	0.00	0.00
2461			Transportation - Girls Softball	-2,610.69	0.00	0.00	0.00	-2,610.69
2462			Uniforms/Apparel - Girls Softball	0.00	0.00	0.00	0.00	0.00
2463			Misc. Expenditures - Girls Softball	0.00	0.00	0.00	0.00	0.00
2601			Awards-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2602			Camps-Girls Unified Sports	532.52	100.00	0.00	0.00	632.52
2603			Entry Fees-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2604			Equipment-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2605			Lodging-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2606			Meals-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2607			Officials-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2608			Prof. Development-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2609			Scouting-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2610			Security-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2611			Transportation-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2612			Uniforms/Apparel-Girls Unified Sports	-365.94	0.00	0.00	0.00	-365.94
2613			Misc. Expenditures-Girls Unified Sports	-425.00	0.00	0.00	0.00	-425.00
B Totals:				-39,315.04	12,139.16	12,539.19	0.00	-39,715.07

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
C	Athletics-Boys							
		3001	Awards - Boys	0.00	0.00	0.00	0.00	0.00
		3002	Camps - Boys	0.00	0.00	0.00	0.00	0.00
		3003	Entry Fees - Boys	4,380.00	875.00	0.00	0.00	5,255.00
		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	-75.00	0.00	0.00	0.00	-75.00
		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	7,237.98	5,565.00	4,682.37	105.00	8,225.61
		3053	Entry Fees - Boys Basketball	-275.00	0.00	0.00	0.00	-275.00
		3054	Equipment - Boys Basketball	-2,554.70	0.00	0.00	0.00	-2,554.70
		3055	Lodging - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3056	Meals - Boys Basketball	-161.50	0.00	0.00	0.00	-161.50
		3057	Officials - Boys Basketball	-5,730.46	0.00	0.00	0.00	-5,730.46
		3058	Prof. Development - Boys Basketball	-800.00	0.00	0.00	0.00	-800.00
		3059	Scouting - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3060	Security - Boys Basketball	-1,042.50	0.00	0.00	0.00	-1,042.50
		3061	Transportation - Boys Basketball	-5,680.21	0.00	0.00	0.00	-5,680.21
		3062	Uniforms/Apparel - Boys Basketball	-5,145.95	0.00	0.00	0.00	-5,145.95
		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	3,089.79	175.00	107.81	0.00	3,156.98
		3103	Entry Fees - Boys Cross Country	-445.00	0.00	0.00	0.00	-445.00
		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	-1,541.87	0.00	0.00	0.00	-1,541.87
		3112	Uniforms/Apparel - Boys Cross Country	30.00	0.00	0.00	0.00	30.00
		3113	Misc. Expenditures - Boys Cross Country	-7.48	0.00	0.00	0.00	-7.48
		3151	Awards - Boys Golf	-23.52	0.00	0.00	0.00	-23.52
		3152	Camps - Boys Golf	-2,161.70	3,934.70	497.56	0.00	1,275.44
		3153	Entry Fees - Boys Golf	-1,045.00	125.00	730.00	0.00	-1,650.00
		3154	Equipment - Boys Golf	-481.75	0.00	1,543.55	0.00	-2,025.30
		3155	Lodging - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3156	Meals - Boys Golf	0.00	0.00	214.38	0.00	-214.38

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3157			Officials - Boys Golf	0.00	0.00	0.00	0.00	0.00
3158			Prof. Development - Boys Golf	0.00	0.00	0.00	0.00	0.00
3159			Scouting - Boys Golf	0.00	0.00	0.00	0.00	0.00
3160			Security - Boys Golf	0.00	0.00	0.00	0.00	0.00
3161			Transportation - Boys Golf	0.00	0.00	40.00	0.00	-40.00
3162			Uniforms/Apparel - Boys Golf	0.00	0.00	0.00	0.00	0.00
3163			Misc. Expenditures - Boys Golf	-766.00	0.00	47.48	0.00	-813.48
3201			Awards - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3202			Camps - Boys Soccer	724.42	600.00	0.00	0.00	1,324.42
3203			Entry Fees - Boys Soccer	-110.00	0.00	0.00	0.00	-110.00
3204			Equipment - Boys Soccer	0.00	0.00	1,633.84	0.00	-1,633.84
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	-2,030.00	0.00	0.00	0.00	-2,030.00
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	-763.24	0.00	1,012.87	0.00	-1,776.11
3212			Uniforms/Apparel - Boys Soccer	60.00	0.00	0.00	0.00	60.00
3213			Misc. Expenditures - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3251			Awards - Boys Swimming	-248.86	0.00	0.00	0.00	-248.86
3252			Camps - Boys Swimming	115.40	0.00	0.00	0.00	115.40
3253			Entry Fees - Boys Swimming	-315.00	0.00	0.00	0.00	-315.00
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	-314.48	0.00	0.00	0.00	-314.48
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	-711.86	0.00	0.00	0.00	-711.86
3262			Uniforms/Apparels - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3263			Misc. Expenditures - Boys Swimming	-70.00	0.00	0.00	0.00	-70.00
3301			Awards - Boys Tennis	-108.83	0.00	0.00	0.00	-108.83
3302			Camps - Boys Tennis	1,036.25	0.00	0.00	0.00	1,036.25
3303			Entry Fees - Boys Tennis	-265.00	0.00	0.00	0.00	-265.00
3304			Equipment - Boys Tennis	-444.05	0.00	0.00	0.00	-444.05
3305			Lodging - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3306			Meals - Boys Tennis	-162.13	0.00	0.00	0.00	-162.13
3307			Officials - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3308			Prof. Development - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3309			Scouting - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3310			Security - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3311			Transportation - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3312			Uniforms/Apparel - Boys Tennis	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3313			Misc. Expenditures - Boys Tennis	-922.00	0.00	0.00	0.00	-922.00
3351			Awards - Boys Track	-598.49	0.00	0.00	0.00	-598.49
3352			Camps - Boys Track	644.96	369.49	638.44	0.00	376.01
3353			Entry Fees - Boys Track	-515.00	0.00	250.00	0.00	-765.00
3354			Equipment - Boys Track	-4,071.85	0.00	1,287.00	0.00	-5,358.85
3355			Lodging - Boys Track	0.00	0.00	0.00	0.00	0.00
3356			Meals - Boys Track	-66.00	0.00	438.00	0.00	-504.00
3357			Officials - Boys Track	-165.00	0.00	37.50	0.00	-202.50
3358			Prof. Development - Boys Track	-677.22	0.00	0.00	0.00	-677.22
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	-1,524.04	0.00	2,092.30	0.00	-3,616.34
3362			Uniforms/Apparel - Boys Track	0.00	0.00	0.00	0.00	0.00
3363			Misc. Expenditures - Boys Track	0.00	0.00	0.00	0.00	0.00
3451			Awards - Boys Baseball	-17.61	0.00	0.00	0.00	-17.61
3452			Camps - Boys Baseball	-2,025.30	5,300.00	262.15	319.00	3,331.55
3453			Entry Fees - Boys Baseball	0.00	0.00	150.00	0.00	-150.00
3454			Equipment - Boys Baseball	-3,856.80	0.00	0.00	0.00	-3,856.80
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	-2,860.00	0.00	220.00	0.00	-3,080.00
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	-2,186.09	0.00	814.10	0.00	-3,000.19
3462			Uniforms/Apparel - Boys Baseball	-3,992.16	0.00	0.00	0.00	-3,992.16
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	2,200.18	2,575.00	69.97	-50.00	4,655.21
3503			Entry Fees - Boys Football	0.00	0.00	0.00	0.00	0.00
3504			Equipment - Boys Football	-5,083.08	0.00	0.00	0.00	-5,083.08
3505			Lodging - Boys Football	0.00	0.00	0.00	0.00	0.00
3506			Meals - Boys Football	0.00	0.00	0.00	0.00	0.00
3507			Officials - Boys Football	-5,885.00	0.00	0.00	0.00	-5,885.00
3508			Prof. Development - Boys Football	0.00	0.00	0.00	0.00	0.00
3509			Scouting - Boys Football	-8.00	0.00	0.00	0.00	-8.00
3510			Security - Boys Football	-2,130.00	0.00	0.00	0.00	-2,130.00
3511			Transportation - Boys Football	-6,106.73	0.00	0.00	0.00	-6,106.73
3512			Uniforms/Apparel - Boys Football	-648.00	0.00	0.00	0.00	-648.00
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	2,473.24	310.00	0.00	0.00	2,783.24
3553			Entry Fees - Boys Wrestling	-2,105.00	0.00	0.00	0.00	-2,105.00
3554			Equipment - Boys Wrestling	-2,137.27	0.00	0.00	0.00	-2,137.27

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3555			Lodging - Boys Wrestling	-848.00	0.00	0.00	0.00	-848.00
3556			Meals - Boys Wrestling	-352.00	0.00	0.00	0.00	-352.00
3557			Officials - Boys Wrestling	-570.00	0.00	0.00	0.00	-570.00
3558			Prof. Development - Boys Wrestling	-200.00	0.00	0.00	0.00	-200.00
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	-8,282.40	0.00	0.00	0.00	-8,282.40
3562			Uniforms/Apparel - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3563			Misc. Expenditures - Boys Wrestling	-215.67	0.00	0.00	0.00	-215.67
3601			Awards-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3602			Camps-Boys Unified Sports	537.76	0.00	0.00	0.00	537.76
3603			Entry Fees-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3604			Equipment-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3605			Lodging-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3606			Meals-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3607			Officials-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3608			Prof. Development-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3609			Scouting-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3610			Security-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3611			Transportation-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3612			Uniforms/Apparel-Boys Unified Sports	-365.95	0.00	0.00	0.00	-365.95
3613			Misc. Expenditures-Boys Unified Sports	-425.00	0.00	0.00	0.00	-425.00
C Totals:				-70,327.77	19,829.19	16,769.32	374.00	-66,893.90

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
	4010		40 Assets	0.00	0.00	0.00	0.00	0.00
	4030		Amnesty International	165.92	0.00	0.00	0.00	165.92
	4040		Art	129.55	0.00	36.99	0.00	92.56
	4050		Astronomy Club	99.65	0.00	0.00	0.00	99.65
	4059		Band Camp	2,176.58	0.00	2,675.00	0.00	-498.42
	4060		Band	3,013.79	280.10	943.29	0.00	2,350.60
	4062		Band Trip	-41.00	0.00	0.00	0.00	-41.00
	4063		Drums	538.57	0.00	0.00	0.00	538.57
	4109		Cheer Uniforms	1,280.71	0.00	0.00	0.00	1,280.71
	4110		Cheerleading	1,774.05	0.00	0.00	0.00	1,774.05
	4115		Uniforms-Cheer/Dance	30,685.37	3,892.13	22,108.00	5,335.77	17,805.27
	4120		Chemistry Club	68.50	0.00	0.00	0.00	68.50
	4130		Chess Club	156.08	0.00	0.00	0.00	156.08
	4140		Choir	-144.90	0.00	0.00	0.00	-144.90
	4141		Choir Trip	0.00	0.00	0.00	0.00	0.00
	4181		Coffee Cart	399.15	96.00	225.32	0.00	269.83
	4190		Dance	-45.74	3,060.00	0.00	0.00	3,014.26
	4200		Debate Team	5,199.93	1,946.94	5,175.88	1,070.00	3,040.99
	4210		DECA	-7,792.75	75.00	746.80	79.40	-8,385.15
	4220		Drama Club	6,202.34	2,494.20	629.59	0.00	8,066.95
	4224		Computer Club	0.00	0.00	0.00	0.00	0.00
	4230		Environmental Club	1,037.30	0.00	20.00	0.00	1,017.30
	4250		FCCLA	2,854.32	0.00	108.64	0.00	2,745.68
	4260		FCS Club	3,043.33	0.00	112.24	0.00	2,931.09
	4271		Film Club	29.90	0.00	0.00	0.00	29.90
	4280		Flag Group	695.79	875.00	0.00	6,830.00	8,400.79
	4290		Forensics	7,418.68	1,170.60	3,391.40	2,125.80	7,323.68
	4310		French Club	228.46	0.00	0.00	0.00	228.46
	4330		Garden Club	0.00	0.00	0.00	0.00	0.00
	4340		German Club	377.06	0.00	0.00	0.00	377.06
	4355		Habitat for Humanity	18.66	0.00	0.00	0.00	18.66
	4360		History Club	5,186.00	0.00	0.00	0.00	5,186.00
	4365		HOSA	3,413.42	0.00	0.00	0.00	3,413.42
	4370		Industrial Arts	7,928.03	0.00	375.94	830.00	8,382.09
	4390		Intramurals	0.00	0.00	0.00	0.00	0.00
	4400		Japanese Club	0.00	0.00	0.00	0.00	0.00
	4410		Junior Class	23,052.28	0.00	759.16	0.00	22,293.12
	4420		Key Club	38.52	0.00	0.00	0.00	38.52
	4430		Latin Club	407.87	0.00	0.00	0.00	407.87
	4460		Literary Magazine	349.10	0.00	0.00	0.00	349.10
	4480		Mascot Team	163.00	0.00	0.00	0.00	163.00
	4490		M-Club	847.71	1,316.00	27.27	0.00	2,136.44
	4500		Music	-10.40	0.00	0.00	0.00	-10.40
	4503		Music-Musicals	1,972.44	0.00	132.15	0.00	1,840.29

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4510	National Honor Society			3,583.00	0.00	429.83	0.00	3,153.17
4520	Newspaper			1,109.30	0.00	379.55	0.00	729.75
4530	Orchestra			1,738.49	790.00	720.08	229.00	2,037.41
4531	Orchestra Trip			229.00	0.00	0.00	-229.00	0.00
4540	Other Clubs			1,250.84	0.00	0.00	0.00	1,250.84
4560	Photography Club			0.00	0.00	0.00	0.00	0.00
4570	Play Production			4,426.69	700.00	1,115.46	0.00	4,011.23
4600	Robotics & Engineering Club			-12.49	0.00	0.00	0.00	-12.49
4630	Science Club			0.00	0.00	42.00	0.00	-42.00
4631	Science Olympiad			490.03	0.00	420.18	0.00	69.85
4640	Senior Class			2,448.00	0.00	245.00	0.00	2,203.00
4645	Show Choir			-8,435.15	1,621.75	111.64	770.00	-6,155.04
4646	Show Choir Competition			31,994.89	0.00	5,576.21	0.00	26,418.68
4647	Show Choir Camp			3,187.96	4,600.00	500.21	0.00	7,287.75
4650	Skills USA			8,591.07	620.00	3,734.00	0.00	5,477.07
4660	Spanish Club			500.00	0.00	0.00	0.00	500.00
4661	Spanish Honor Society			3,519.42	30.00	131.70	0.00	3,417.72
4680	Speech Club			0.00	0.00	0.00	0.00	0.00
4690	Spirit Shop			8,996.63	3,297.42	1,371.38	224.99	11,147.66
4710	Student Council			27,822.56	0.00	95.00	0.00	27,727.56
4725	Theater Workshop			225.00	0.00	0.00	0.00	225.00
4730	VIA			532.52	0.00	0.00	0.00	532.52
4770	Yearbook			21,705.72	10,174.50	286.00	0.00	31,594.22
D Totals:				216,820.75	37,039.64	52,625.91	17,265.96	218,500.44
E ADMINISTRATIVE CUSTODIAL								
5010	After Prom			996.82	0.00	0.00	0.00	996.82
5020	Fines			1,170.20	653.81	207.96	0.00	1,616.05
5025	Fines - Library Book			13.54	25.94	0.00	0.00	39.48
5027	Fines-Textbooks			10.00	291.11	0.00	0.00	301.11
5055	Hall of Fame			0.00	0.00	0.00	0.00	0.00
5060	Hospitality			946.97	0.00	681.31	0.00	265.66
5070	Library			296.50	98.48	70.54	0.00	324.44
5100	Other Adm Custodial			-7,175.06	0.00	45.79	0.00	-7,220.85
5115	Field Trips-Curriculum Related			-504.49	439.38	258.28	0.00	-323.39
5120	P.E.			3,670.73	63.00	0.00	0.00	3,733.73
5130	Parking			24,338.17	805.00	356.58	-224.99	24,561.60
5140	PayBac			286.35	0.00	0.00	0.00	286.35
5150	Pool Maintenance			5,606.91	810.00	1,993.57	0.00	4,423.34
5160	PSAT Exam			226.87	0.00	0.00	0.00	226.87
5175	Student Scholarships			226.31	0.00	50.00	0.00	176.31
5180	Teacher Fund/Grants			1,073.15	0.00	0.00	0.00	1,073.15
5190	Transcripts			1,313.68	25.00	43.72	0.00	1,294.96
5220	Site Improvements			0.00	0.00	0.00	0.00	0.00
E Totals:				32,496.65	3,211.72	3,707.75	-224.99	31,775.63

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q	STUDENT FEE FUND							
	7160		Participation Fees - Athletics	63,795.00	0.00	0.00	0.00	63,795.00
	7170		Participation Fees - Clubs & Orgs	0.00	16,504.97	0.00	-16,504.97	0.00
	7190		Field Trips	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	63,795.00	16,504.97	0.00	-16,504.97	63,795.00
R	AP/IB EXAMS							
	8010		AP Exams	33,523.13	647.00	135.34	0.00	34,034.79
	8020		IB Exams	1,240.79	840.00	73.25	0.00	2,007.54
		R	Totals:	34,763.92	1,487.00	208.59	0.00	36,042.33
S	ATHLETIC							
	9010		Gate Receipts	100,519.44	1,453.00	147.13	0.00	101,825.31
	9020		Cash Reserve	117,493.86	0.00	0.00	0.00	117,493.86
	9030		Concessions	31,535.33	1,490.20	924.60	-910.00	31,190.93
	9040		Tickets	28,290.00	0.00	0.00	0.00	28,290.00
	9050		Athletic-General	-10,243.87	450.00	1,746.91	0.00	-11,540.78
	9055		Athletics - Projects	6,673.77	0.00	0.00	0.00	6,673.77
	9060		Athletic Director	-473.00	0.00	60.00	0.00	-533.00
	9070		Miscellaneous Receipts	60,564.20	0.00	0.00	0.00	60,564.20
	9080		Fundraising-Athletic	0.00	0.00	0.00	0.00	0.00
	9090		Strength & Conditioning	2,415.70	0.00	0.00	0.00	2,415.70
	9100		Athletic Training	-173.95	0.00	0.00	0.00	-173.95
	9110		Activities	-9,555.24	0.00	512.00	0.00	-10,067.24
	9120		Booster Contributions-Girls	0.00	0.00	0.00	0.00	0.00
	9130		Booster Contributions-Boys	0.00	0.00	0.00	0.00	0.00
		S	Totals:	327,046.24	3,393.20	3,390.64	-910.00	326,138.80
		NHS	Totals:	266,649.68	99,014.51	91,772.92	0.00	273,891.27

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
SHS	Millard South High School						
A	ACTIVITY GENERAL						
1010	General Admin	-9,653.15	0.00	1,499.59	0.00	-11,152.74	
1016	Rev Trak Fees	0.91	424.28	230.78	0.00	194.41	
1017	Returned Checks	0.00	0.00	0.00	0.00	0.00	
1025	Savings	0.00	0.00	0.00	0.00	0.00	
1030	Staff Vending	3,964.88	0.00	0.00	0.00	3,964.88	
1035	Student Vending	47,500.00	0.00	0.00	0.00	47,500.00	
1040	Donations	338.27	0.00	0.00	0.00	338.27	
1041	Donations Students	857.91	0.00	0.00	0.00	857.91	
1042	Patriots Care Pantry	5,167.58	1,545.00	865.45	0.00	5,847.13	
1050	Projects/Support	-4,281.49	0.00	414.44	0.00	-4,695.93	
1060	Public Relations	-1,342.01	0.00	595.49	0.00	-1,937.50	
1070	Start Up Cash	-5,200.00	0.00	0.00	0.00	-5,200.00	
1090	Other Revenue	3,981.21	0.00	0.00	0.00	3,981.21	
1100	Damage & Loss Property	0.00	173.00	0.00	0.00	173.00	
1105	Laptop Insurance	0.00	20.00	20.00	0.00	0.00	
1106	Laptop Loss/Damage	0.00	4,984.00	5,001.00	17.00	0.00	
1110	Extracurr Transportation	-23,379.73	0.00	3,525.38	0.00	-26,905.11	
1120	Equipment Replacement/Repair	0.00	0.00	0.00	0.00	0.00	
1130	Building Maintenance	-698.50	0.00	55.00	0.00	-753.50	
1140	Student Recognition Incentive	108.00	0.00	0.00	0.00	108.00	
1150	Capital Outlay	0.00	0.00	0.00	0.00	0.00	
1160	Personnel Support	-11,128.13	17.00	1,433.12	-17.00	-12,561.25	
1170	Wellness	1,145.66	82.00	60.00	0.00	1,167.66	
	A Totals:	7,381.41	7,245.28	13,700.25	0.00	926.44	
B	Athletics-Girls						
2051	Awards - Girls Basketball	-36.76	0.00	0.00	0.00	-36.76	
2052	Camps - Girls Basketball	350.66	1,215.00	0.00	0.00	1,565.66	
2053	Entry Fees - Girls Basketball	200.00	0.00	0.00	0.00	200.00	
2054	Equipment - Girls Basketball	-933.46	0.00	0.00	0.00	-933.46	
2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2056	Meals - Girls Basketball	-26.00	0.00	0.00	0.00	-26.00	
2057	Officials - Girls Basketball	-4,600.00	0.00	0.00	0.00	-4,600.00	
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	-890.00	0.00	0.00	0.00	-890.00	
2061	Transportation - Girls Basketball	-3,929.58	0.00	0.00	0.00	-3,929.58	
2062	Uniforms/Apparel - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2063	Misc. Expenditures - Girls Basketball	-750.00	0.00	0.00	0.00	-750.00	
2101	Awards - Girls Cross Country	-132.60	0.00	0.00	0.00	-132.60	
2102	Camps - Girls Cross Country	220.00	0.00	0.00	0.00	220.00	
2103	Entry Fees - Girls Cross Country	492.50	0.00	0.00	0.00	492.50	
2104	Equipment - Girls Cross Country	0.00	0.00	0.00	0.00	0.00	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2105			Lodging - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2106			Meals - Girls Cross Country	-81.73	0.00	0.00	0.00	-81.73
2107			Officials - Girls Cross Country	-58.77	0.00	0.00	0.00	-58.77
2108			Prof. Development - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2109			Scouting - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2110			Security - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2111			Transportation - Girls Cross Country	-1,050.83	0.00	0.00	0.00	-1,050.83
2112			Uniforms/Apparel - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2113			Misc. Expenditures - Girls Cross Country	-1,065.05	0.00	0.00	0.00	-1,065.05
2151			Awards - Girls Golf	-83.11	0.00	0.00	0.00	-83.11
2152			Camps - Girls Golf	-484.50	0.00	0.00	0.00	-484.50
2153			Entry Fees - Girls Golf	-483.00	0.00	0.00	0.00	-483.00
2154			Equipment - Girls Golf	0.00	0.00	0.00	0.00	0.00
2155			Lodging - Girls Golf	-329.85	0.00	0.00	0.00	-329.85
2156			Meals - Girls Golf	-81.08	0.00	0.00	0.00	-81.08
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	-116.99	0.00	0.00	0.00	-116.99
2162			Uniforms/Apparel - Girls Golf	0.00	0.00	0.00	0.00	0.00
2163			Misc. Expenditures - Girls Golf	-731.60	0.00	0.00	0.00	-731.60
2201			Awards - Girls Soccer	-100.27	0.00	0.00	0.00	-100.27
2202			Camps - Girls Soccer	150.40	2,099.00	1,344.55	0.00	904.85
2203			Entry Fees - Girls Soccer	90.00	65.00	135.00	0.00	20.00
2204			Equipment - Girls Soccer	-2,362.81	0.00	0.00	0.00	-2,362.81
2205			Lodging - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2206			Meals - Girls Soccer	-290.26	0.00	0.00	0.00	-290.26
2207			Officials - Girls Soccer	-3,020.00	0.00	0.00	0.00	-3,020.00
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	-746.28	0.00	1,262.22	0.00	-2,008.50
2212			Uniforms/Apparel - Girls Soccer	-720.12	0.00	0.00	0.00	-720.12
2213			Misc. Expenditures - Girls Soccer	-591.98	0.00	242.50	0.00	-834.48
2251			Awards - Girls Swimming	-261.57	0.00	0.00	0.00	-261.57
2252			Camps - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2253			Entry Fees - Girls Swimming	285.00	0.00	0.00	0.00	285.00
2254			Equipment - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2255			Lodging - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2256			Meals - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2257			Officials - Girls Swimming	-412.50	0.00	0.00	0.00	-412.50
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

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2261			Transportation - Girls Swimming	-755.59	0.00	0.00	0.00	-755.59
2262			Uniforms/Apparel - Girls Swimming	-310.88	0.00	0.00	0.00	-310.88
2263			Misc. Expenditures - Girls Swimming	-621.85	0.00	0.00	0.00	-621.85
2301			Awards - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2302			Camps - Girls Tennis	1,385.00	480.00	0.00	0.00	1,865.00
2303			Entry Fees - Girls Tennis	-80.00	0.00	330.00	0.00	-410.00
2304			Equipment - Girls Tennis	-1,087.30	0.00	0.00	0.00	-1,087.30
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	-611.95	0.00	1,950.98	0.00	-2,562.93
2312			Uniforms/Apparel - Girls Tennis	-150.00	0.00	887.25	0.00	-1,037.25
2313			Misc. Expenditures - Girls Tennis	-375.00	0.00	0.00	0.00	-375.00
2351			Awards - Girls Track	-459.42	0.00	0.00	0.00	-459.42
2352			Camps - Girls Track	-1,737.87	187.50	351.60	0.00	-1,901.97
2353			Entry Fees - Girls Track	365.00	457.50	375.00	0.00	447.50
2354			Equipment - Girls Track	-2,148.04	0.00	0.00	0.00	-2,148.04
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	-40.37	0.00	0.00	0.00	-40.37
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	-1,257.86	0.00	2,039.05	0.00	-3,296.91
2362			Uniforms/Apparel - Girls Track	50.00	0.00	0.00	0.00	50.00
2363			Misc. Expenditures - Girls Track	-446.37	0.00	77.51	0.00	-523.88
2401			Awards - Girls Volleyball	-311.30	0.00	0.00	0.00	-311.30
2402			Camps - Girls Volleyball	105.73	1,360.00	100.00	0.00	1,365.73
2403			Entry Fees - Girls Volleyball	395.00	0.00	0.00	0.00	395.00
2404			Equipment - Girls Volleyball	-3,588.42	0.00	0.00	0.00	-3,588.42
2405			Lodging - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2406			Meals - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2407			Officials - Girls Volleyball	-4,850.00	0.00	0.00	0.00	-4,850.00
2408			Prof. Development - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2409			Scouting - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2410			Security - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2411			Transportation - Girls Volleyball	-2,394.71	0.00	0.00	0.00	-2,394.71
2412			Uniforms/Apparel - Girls Volleyball	-1,786.06	0.00	0.00	0.00	-1,786.06
2413			Misc. Expenditures - Girls Volleyball	-8,077.44	0.00	0.00	0.00	-8,077.44
2451			Awards - Girls Softball	-101.16	0.00	0.00	0.00	-101.16
2452			Camps - Girls Softball	7,397.24	940.00	0.00	0.00	8,337.24
2453			Entry Fees - Girls Softball	195.00	0.00	0.00	0.00	195.00

Current Cash Balance

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From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2454			Equipment - Girls Softball	-2,688.39	0.00	0.00	0.00	-2,688.39
2455			Lodging - Girls Softball	-3,358.80	0.00	0.00	0.00	-3,358.80
2456			Meals - Girls Softball	-1,566.62	0.00	0.00	0.00	-1,566.62
2457			Officials - Girls Softball	-3,150.00	0.00	0.00	0.00	-3,150.00
2458			Prof. Development - Girls Softball	0.00	0.00	0.00	0.00	0.00
2459			Scouting - Girls Softball	0.00	0.00	0.00	0.00	0.00
2460			Security - Girls Softball	0.00	0.00	0.00	0.00	0.00
2461			Transportation - Girls Softball	-3,145.69	0.00	0.00	0.00	-3,145.69
2462			Uniforms/Apparel - Girls Softball	-1,840.46	200.00	0.00	0.00	-1,640.46
2463			Misc. Expenditures - Girls Softball	-8,124.39	0.00	0.00	0.00	-8,124.39
2464			Softball Advertising	0.00	0.00	0.00	0.00	0.00
2601			Awards-Girls Unified Sports	-70.00	0.00	0.00	0.00	-70.00
2602			Camps-Girls Unified Sports	1,592.89	30.00	0.00	0.00	1,622.89
2603			Entry Fees-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2604			Equipment-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2605			Lodging-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2606			Meals-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2607			Officials-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2608			Prof. Development-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2609			Scouting-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2610			Security-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2611			Transportation-Girls Unified Sports	-16.00	0.00	0.00	0.00	-16.00
2612			Uniforms/Apparel-Girls Unified Sports	-171.69	0.00	0.00	0.00	-171.69
2613			Misc. Expenditures-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
B Totals:				-66,419.91	7,034.00	9,095.66	0.00	-68,481.57

Current Cash Balance

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From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
C	Athletics-Boys							
		3007	Officials - Boys	0.00	0.00	0.00	0.00	0.00
		3011	Transportation - Boys	0.00	0.00	0.00	0.00	0.00
		3051	Awards - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3052	Camps - Boys Basketball	2,722.52	3,125.00	1,431.74	0.00	4,415.78
		3053	Entry Fees - Boys Basketball	-275.00	0.00	0.00	0.00	-275.00
		3054	Equipment - Boys Basketball	-888.15	0.00	0.00	0.00	-888.15
		3055	Lodging - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3056	Meals - Boys Basketball	0.00	0.00	152.67	0.00	-152.67
		3057	Officials - Boys Basketball	-5,327.53	0.00	0.00	0.00	-5,327.53
		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	-760.00	0.00	0.00	0.00	-760.00
		3061	Transportation - Boys Basketball	-8,604.60	0.00	0.00	0.00	-8,604.60
		3062	Uniforms/Apparel - Boys Basketball	-2,883.22	0.00	0.00	0.00	-2,883.22
		3063	Misc. Expenditures - Boys Basketball	-750.00	0.00	0.00	0.00	-750.00
		3101	Awards - Boys Cross Country	-132.60	0.00	0.00	0.00	-132.60
		3102	Camps - Boys Cross Country	462.38	300.00	0.00	0.00	762.38
		3103	Entry Fees - Boys Cross Country	407.50	0.00	0.00	0.00	407.50
		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	-81.74	0.00	0.00	0.00	-81.74
		3107	Officials - Boys Cross Country	-58.76	0.00	0.00	0.00	-58.76
		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	-1,050.82	0.00	0.00	0.00	-1,050.82
		3112	Uniforms/Apparel - Boys Cross Country	0.00	50.00	0.00	0.00	50.00
		3113	Misc. Expenditures - Boys Cross Country	-1,065.04	0.00	0.00	0.00	-1,065.04
		3151	Awards - Boys Golf	-235.24	0.00	0.00	0.00	-235.24
		3152	Camps - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3153	Entry Fees - Boys Golf	-370.00	2,250.00	1,130.00	0.00	750.00
		3154	Equipment - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3155	Lodging - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3156	Meals - Boys Golf	0.00	0.00	0.00	0.00	0.00
		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	95.48	0.00	-95.48
		3162	Uniforms/Apparel - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3163	Misc. Expenditures - Boys Golf	-600.00	0.00	2,279.92	0.00	-2,879.92
		3201	Awards - Boys Soccer	-51.91	0.00	0.00	0.00	-51.91
		3202	Camps - Boys Soccer	43.87	0.00	0.00	0.00	43.87
		3203	Entry Fees - Boys Soccer	95.00	0.00	0.00	0.00	95.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3204			Equipment - Boys Soccer	-2,147.22	0.00	0.00	0.00	-2,147.22
3205			Lodging - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3206			Meals - Boys Soccer	0.00	0.00	120.00	0.00	-120.00
3207			Officials - Boys Soccer	-2,368.00	0.00	0.00	0.00	-2,368.00
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	-1,201.51	0.00	2,017.42	0.00	-3,218.93
3212			Uniforms/Apparel - Boys Soccer	-592.63	0.00	0.00	0.00	-592.63
3213			Misc. Expenditures - Boys Soccer	-584.48	0.00	70.00	0.00	-654.48
3251			Awards - Boys Swimming	-261.56	0.00	0.00	0.00	-261.56
3252			Camps - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3253			Entry Fees - Boys Swimming	285.00	0.00	0.00	0.00	285.00
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	-57.00	0.00	0.00	0.00	-57.00
3257			Officials - Boys Swimming	-477.50	0.00	0.00	0.00	-477.50
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	-755.62	0.00	0.00	0.00	-755.62
3262			Uniforms/Apparels - Boys Swimming	-353.37	0.00	0.00	0.00	-353.37
3263			Misc. Expenditures - Boys Swimming	-621.83	0.00	0.00	0.00	-621.83
3301			Awards - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3302			Camps - Boys Tennis	857.17	0.00	0.00	0.00	857.17
3303			Entry Fees - Boys Tennis	-525.00	0.00	0.00	0.00	-525.00
3304			Equipment - Boys Tennis	-901.57	0.00	0.00	0.00	-901.57
3305			Lodging - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3306			Meals - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3307			Officials - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3308			Prof. Development - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3309			Scouting - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3310			Security - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3311			Transportation - Boys Tennis	-2,138.80	0.00	0.00	0.00	-2,138.80
3312			Uniforms/Apparel - Boys Tennis	-270.00	0.00	0.00	0.00	-270.00
3313			Misc. Expenditures - Boys Tennis	-375.00	0.00	0.00	0.00	-375.00
3351			Awards - Boys Track	-459.44	0.00	0.00	0.00	-459.44
3352			Camps - Boys Track	4,217.99	1,287.50	387.46	1,350.00	6,468.03
3353			Entry Fees - Boys Track	365.00	457.50	375.00	0.00	447.50
3354			Equipment - Boys Track	-2,148.04	0.00	0.00	0.00	-2,148.04
3355			Lodging - Boys Track	0.00	0.00	150.83	0.00	-150.83
3356			Meals - Boys Track	0.00	0.00	0.00	0.00	0.00
3357			Officials - Boys Track	-940.37	0.00	0.00	0.00	-940.37
3358			Prof. Development - Boys Track	0.00	0.00	0.00	0.00	0.00
3359			Scouting - Boys Track	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3360			Security - Boys Track	0.00	0.00	0.00	0.00	0.00
3361			Transportation - Boys Track	-1,257.87	0.00	2,039.06	0.00	-3,296.93
3362			Uniforms/Apparel - Boys Track	0.00	0.00	0.00	0.00	0.00
3363			Misc. Expenditures - Boys Track	-446.36	0.00	77.52	0.00	-523.88
3451			Awards - Boys Baseball	-60.81	0.00	0.00	0.00	-60.81
3452			Camps - Boys Baseball	2,598.10	3,844.64	2,389.64	0.00	4,053.10
3453			Entry Fees - Boys Baseball	0.00	550.00	275.00	0.00	275.00
3454			Equipment - Boys Baseball	-5,274.99	0.00	0.00	0.00	-5,274.99
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	-4,280.00	0.00	328.42	0.00	-4,608.42
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	-1,079.74	0.00	1,967.73	0.00	-3,047.47
3462			Uniforms/Apparel - Boys Baseball	-2,614.91	0.00	0.00	0.00	-2,614.91
3463			Misc. Expenditures - Boys Baseball	-5,519.01	941.00	0.00	0.00	-4,578.01
3501			Awards - Boys Football	0.00	0.00	0.00	0.00	0.00
3502			Camps - Boys Football	3,187.00	3,000.00	150.00	0.00	6,037.00
3503			Entry Fees - Boys Football	0.00	0.00	0.00	0.00	0.00
3504			Equipment - Boys Football	-29,999.49	0.00	0.00	0.00	-29,999.49
3505			Lodging - Boys Football	0.00	0.00	0.00	0.00	0.00
3506			Meals - Boys Football	-1,927.10	0.00	0.00	0.00	-1,927.10
3507			Officials - Boys Football	-4,343.80	0.00	0.00	0.00	-4,343.80
3508			Prof. Development - Boys Football	0.00	0.00	0.00	0.00	0.00
3509			Scouting - Boys Football	0.00	0.00	0.00	0.00	0.00
3510			Security - Boys Football	-2,160.00	0.00	0.00	0.00	-2,160.00
3511			Transportation - Boys Football	-6,318.98	0.00	0.00	0.00	-6,318.98
3512			Uniforms/Apparel - Boys Football	-2,957.79	0.00	0.00	0.00	-2,957.79
3515			Misc. Expenditures - Boys Football	-2,358.43	0.00	0.00	0.00	-2,358.43
3551			Awards - Boys Wrestling	-214.08	0.00	0.00	0.00	-214.08
3552			Camps - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3553			Entry Fees - Boys Wrestling	-1,270.00	0.00	0.00	0.00	-1,270.00
3554			Equipment - Boys Wrestling	-1,069.90	0.00	0.00	0.00	-1,069.90
3555			Lodging - Boys Wrestling	0.00	0.00	959.20	0.00	-959.20
3556			Meals - Boys Wrestling	-1,527.43	0.00	0.00	0.00	-1,527.43
3557			Officials - Boys Wrestling	-1,385.00	0.00	0.00	0.00	-1,385.00
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	-11,440.59	0.00	0.00	0.00	-11,440.59
3562			Uniforms/Apparel - Boys Wrestling	-2,418.00	0.00	0.00	0.00	-2,418.00
3563			Misc. Expenditures - Boys Wrestling	-313.66	0.00	0.00	0.00	-313.66
3601			Awards-Boys Unified Sports	-70.00	0.00	0.00	0.00	-70.00
3602			Camps-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3603			Entry Fees-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3604			Equipment-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3605			Lodging-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3606			Meals-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3607			Officials-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3608			Prof. Development-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3609			Scouting-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3610			Security-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3611			Transportation-Boys Unified Sports	-16.00	0.00	0.00	0.00	-16.00
3612			Uniforms/Apparel-Boys Unified Sports	-171.66	0.00	0.00	0.00	-171.66
3613			Misc. Expenditures-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
C Totals:				-115,567.62	15,805.64	16,397.09	1,350.00	-114,809.07

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
4010	40 Assets			0.00	0.00	0.00	0.00	0.00
4011	Patriot Way Club			836.29	0.00	284.95	0.00	551.34
4020	Academic Awards			0.00	0.00	0.00	0.00	0.00
4040	Art			109.15	0.00	12.00	0.00	97.15
4050	Astronomy Club			667.95	25.50	499.41	0.00	194.04
4055	Athletic Trainers Club			226.11	0.00	0.00	0.00	226.11
4060	Band			10,729.22	4,201.00	4,053.36	0.00	10,876.86
4064	Winter Guard			176.53	0.00	0.00	0.00	176.53
4065	NSBA			0.00	0.00	0.00	0.00	0.00
4109	Cheer Uniforms			0.00	0.00	0.00	0.00	0.00
4110	Cheerleading			7,247.88	8,352.26	0.00	1,800.00	17,400.14
4130	Chess Club			39.10	0.00	0.00	0.00	39.10
4140	Choir			6,987.49	0.00	138.00	0.00	6,849.49
4160	Construction			96.10	173.28	577.38	0.00	-308.00
4180	Culinary			944.40	0.00	0.00	0.00	944.40
4190	Dance			2,567.09	0.00	0.00	2,200.00	4,767.09
4200	Debate Team			1,538.15	220.00	99.00	0.00	1,659.15
4210	DECA			-1,724.20	886.09	20,476.71	0.00	-21,314.82
4216	Patriot Pals			175.36	0.00	144.75	0.00	30.61
4217	Patriot Perk			1,552.11	0.00	63.87	0.00	1,488.24
4230	Environmental Club			2,478.14	0.00	106.95	0.00	2,371.19
4240	Fashion Merchandising			5.08	0.00	0.00	0.00	5.08
4250	FCCLA			257.50	200.00	0.00	0.00	457.50
4260	FCS Club			16.50	0.00	0.00	0.00	16.50
4290	Forensics			1,678.08	0.00	256.08	0.00	1,422.00
4300	Foundation/PEMS			0.00	0.00	0.00	0.00	0.00
4310	French Club			439.35	112.00	0.00	0.00	551.35
4320	Educators Rising			971.22	0.00	0.00	0.00	971.22
4340	German Club			908.36	0.00	0.00	0.00	908.36
4350	Graphics			5.00	0.00	0.00	0.00	5.00
4360	History Club			271.00	0.00	272.55	0.00	-1.55
4365	HOSA			1,971.22	0.00	0.00	0.00	1,971.22
4380	International Club			0.00	0.00	0.00	0.00	0.00
4390	Intramurals			1,219.39	0.00	0.00	0.00	1,219.39
4405	AFJROTC			363.12	3,523.00	572.39	0.00	3,313.73
4410	Junior Class			13,516.57	0.00	9,163.94	0.00	4,352.63
4450	LEO Club			1,172.21	0.00	0.00	0.00	1,172.21
4460	Literary Magazine			54.82	0.00	0.00	0.00	54.82
4470	Manufacturing			4,181.46	0.00	0.00	0.00	4,181.46
4510	National Honor Society			3,203.94	0.00	321.93	0.00	2,882.01
4520	Newspaper			2,428.50	200.00	0.00	0.00	2,628.50
4530	Orchestra			1,365.44	419.00	142.80	0.00	1,641.64
4550	Patriot Photo			959.39	0.00	0.00	0.00	959.39
4570	Play Production			2,729.32	2,465.66	1,642.56	2,736.00	6,288.42

Current Cash Balance

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From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4600	Robotics & Engineering Club			527.26	0.00	0.00	0.00	527.26
4640	Senior Class			1,980.44	720.00	2,695.00	0.00	5.44
4645	Show Choir			29,482.52	8,650.00	1,580.32	11,150.00	47,702.20
4650	Skills USA			192.04	0.00	0.00	0.00	192.04
4660	Spanish Club			287.75	0.00	158.64	0.00	129.11
4690	Spirit Shop			36,779.40	2,573.14	1,350.72	0.00	38,001.82
4710	Student Council			7,622.43	0.00	2,544.70	0.00	5,077.73
4760	World Language			555.95	0.00	42.78	0.00	513.17
4770	Yearbook			46,690.87	5,905.00	0.00	0.00	52,595.87
D Totals:				196,483.00	38,625.93	47,200.79	17,886.00	205,794.14
E	ADMINISTRATIVE CUSTODIAL							
5010	After Prom			0.00	0.00	0.00	0.00	0.00
5020	Fines			26,347.12	617.57	156.00	0.00	26,808.69
5025	Fines - Library Book			351.87	258.51	27.93	0.00	582.45
5027	Fines-Textbooks			0.00	260.98	0.00	0.00	260.98
5030	Counseling Center			1,763.24	0.00	385.83	0.00	1,377.41
5040	Fundraising-General			0.00	0.00	0.00	0.00	0.00
5055	Hall of Fame			421.31	0.00	0.00	0.00	421.31
5060	Hospitality			938.87	0.00	269.86	0.00	669.01
5070	Library			27.31	35.99	0.00	0.00	63.30
5097	New Frontier			0.00	0.00	0.00	0.00	0.00
5100	Other Adm Custodial			0.00	0.00	0.00	0.00	0.00
5110	Other Student Activities			0.00	0.00	0.00	0.00	0.00
5115	Field Trips-Curriculum Related			0.00	0.00	0.00	0.00	0.00
5130	Parking			61,847.11	2,100.00	200.93	0.00	63,746.18
5135	Patriot Post			0.00	0.00	0.00	0.00	0.00
5140	PayBac			0.00	0.00	0.00	0.00	0.00
5150	Pool Maintenance			3,451.97	3,392.00	485.06	0.00	6,358.91
5160	PSAT Exam			825.19	0.00	0.00	0.00	825.19
5166	SpEd			122.94	0.00	0.00	0.00	122.94
5167	Student ID Card Fee			1,660.64	0.00	0.00	0.00	1,660.64
5170	Student Notebooks			0.00	0.00	0.00	0.00	0.00
5180	Teacher Fund/Grants			608.92	0.00	61.93	0.00	546.99
5185	Technology			0.00	0.00	0.00	0.00	0.00
5190	Transcripts			1,650.00	605.00	0.00	0.00	2,255.00
E Totals:				100,016.49	7,270.05	1,587.54	0.00	105,699.00
Q	STUDENT FEE FUND							
7160	Participation Fees - Athletics			28,600.00	7,940.00	0.00	0.00	36,540.00
7170	Participation Fees - Clubs & Orgs			0.00	17,886.00	0.00	-17,886.00	0.00
7190	Field Trips			-104.01	0.00	0.00	0.00	-104.01
Q Totals:				28,495.99	25,826.00	0.00	-17,886.00	36,435.99

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
R	AP/IB EXAMS							
		8010	AP Exams	17,763.96	949.00	0.00	0.00	18,712.96
			R Totals:	17,763.96	949.00	0.00	0.00	18,712.96
S	ATHLETIC							
		9010	Gate Receipts	96,818.97	2,202.00	1,242.85	-1,350.00	96,428.12
		9020	Cash Reserve	321,095.92	0.00	0.00	0.00	321,095.92
		9030	Concessions	19,964.50	0.00	0.00	0.00	19,964.50
		9040	Tickets	19,780.00	120.00	0.00	0.00	19,900.00
		9050	Athletic-General	-88,722.97	0.00	5,094.84	0.00	-93,817.81
		9060	Athletic Director	0.00	0.00	0.00	0.00	0.00
		9070	Miscellaneous Receipts	4,887.49	876.00	0.00	0.00	5,763.49
		9080	Fundraising-Athletic	40.00	0.00	0.00	0.00	40.00
		9090	Strength & Conditioning	-2,134.05	0.00	394.50	0.00	-2,528.55
		9100	Athletic Training	-6,067.87	0.00	0.00	0.00	-6,067.87
		9110	Activities	-13,945.39	1,252.75	2,115.20	0.00	-14,807.84
		9120	Booster Contributions-Girls	0.00	0.00	0.00	0.00	0.00
		9130	Booster Contributions-Boys	0.00	0.00	0.00	0.00	0.00
		9131	Unified Sports Donations	5,193.04	0.00	228.00	0.00	4,965.04
		9140	Metro Tournament	0.00	0.00	0.00	0.00	0.00
			S Totals:	356,909.64	4,450.75	9,075.39	-1,350.00	350,935.00
			SHS Totals:	525,062.96	107,206.65	97,056.72	0.00	535,212.89

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID Activity Name					
WHS	Millard West High School						
A	ACTIVITY GENERAL						
	1010	General Admin	-1,674.40	624.86	763.53	0.00	-1,813.07
	1016	Rev Trak Fees	-2.66	21.21	0.00	0.00	18.55
	1017	Returned Checks	-1,015.89	352.00	0.00	0.00	-663.89
	1025	Savings	-239,389.99	0.00	60.99	0.00	-239,450.98
	1030	Staff Vending	1,070.03	0.00	396.00	0.00	674.03
	1035	Student Vending	0.00	0.00	0.00	0.00	0.00
	1040	Donations	11,372.47	135.00	0.00	0.00	11,507.47
	1050	Projects/Support	5,459.19	0.00	0.00	0.00	5,459.19
	1070	Start Up Cash	1,035.30	1,500.00	2,224.30	0.00	311.00
	1090	Other Revenue	-2,109.77	30.00	159.28	0.00	-2,239.05
	1100	Damage & Loss Property	78.20	0.00	0.00	0.00	78.20
	1105	Laptop Insurance	20.00	0.00	20.00	0.00	0.00
	1106	Laptop Loss/Damage	1,425.00	3,221.50	1,435.00	0.00	3,211.50
	1110	Extracurr Transportation	0.00	0.00	0.00	0.00	0.00
	1120	Equipment Replacement/Repair	11.00	0.00	0.00	0.00	11.00
	1130	Building Maintenance	0.00	0.00	0.00	0.00	0.00
	1140	Student Recognition Incentive	0.00	0.00	0.00	0.00	0.00
	1150	Capital Outlay	0.00	0.00	0.00	0.00	0.00
	1170	Wellness	0.00	0.00	0.00	0.00	0.00
		A Totals:	-223,721.52	5,884.57	5,059.10	0.00	-222,896.05
B	Athletics-Girls						
	2051	Awards - Girls Basketball	-17.50	0.00	0.00	17.50	0.00
	2052	Camps - Girls Basketball	6,493.35	4,340.00	660.00	-67.29	10,106.06
	2053	Entry Fees - Girls Basketball	100.00	0.00	0.00	-100.00	0.00
	2054	Equipment - Girls Basketball	-882.89	0.00	0.00	0.00	-882.89
	2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00
	2056	Meals - Girls Basketball	0.00	0.00	0.00	0.00	0.00
	2057	Officials - Girls Basketball	-3,650.00	0.00	0.00	0.00	-3,650.00
	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	-873.50	0.00	0.00	0.00	-873.50
	2061	Transportation - Girls Basketball	-2,642.47	0.00	0.00	0.00	-2,642.47
	2062	Uniforms/Apparel - Girls Basketball	0.00	0.00	0.00	0.00	0.00
	2063	Misc. Expenditures - Girls Basketball	-49.79	0.00	0.00	49.79	0.00
	2101	Awards - Girls Cross Country	-306.89	0.00	0.00	0.00	-306.89
	2102	Camps - Girls Cross Country	424.97	300.00	0.00	-59.21	665.76
	2103	Entry Fees - Girls Cross Country	-59.21	0.00	0.00	59.21	0.00
	2104	Equipment - Girls Cross Country	-221.19	0.00	0.00	0.00	-221.19
	2105	Lodging - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
	2106	Meals - Girls Cross Country	141.07	0.00	0.00	-141.07	0.00
	2107	Officials - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
	2108	Prof. Development - Girls Cross Country	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2109			Scouting - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2110			Security - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2111			Transportation - Girls Cross Country	-1,062.09	0.00	0.00	0.00	-1,062.09
2112			Uniforms/Apparel - Girls Cross Country	-273.66	0.00	0.00	0.00	-273.66
2113			Misc. Expenditures - Girls Cross Country	-492.50	0.00	0.00	0.00	-492.50
2151			Awards - Girls Golf	-23.96	0.00	0.00	0.00	-23.96
2152			Camps - Girls Golf	-8.64	8.64	0.00	0.00	0.00
2153			Entry Fees - Girls Golf	-1,270.00	0.00	0.00	0.00	-1,270.00
2154			Equipment - Girls Golf	0.00	0.00	0.00	0.00	0.00
2155			Lodging - Girls Golf	-1,116.00	0.00	0.00	0.00	-1,116.00
2156			Meals - Girls Golf	0.00	0.00	0.00	0.00	0.00
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	-234.00	0.00	0.00	0.00	-234.00
2160			Security - Girls Golf	0.00	0.00	0.00	0.00	0.00
2161			Transportation - Girls Golf	-490.58	0.00	0.00	0.00	-490.58
2162			Uniforms/Apparel - Girls Golf	0.00	0.00	0.00	0.00	0.00
2163			Misc. Expenditures - Girls Golf	0.00	0.00	0.00	0.00	0.00
2201			Awards - Girls Soccer	0.00	0.00	21.00	21.00	0.00
2202			Camps - Girls Soccer	7,046.52	0.00	5,120.00	-129.17	1,797.35
2203			Entry Fees - Girls Soccer	-495.00	0.00	0.00	0.00	-495.00
2204			Equipment - Girls Soccer	-198.00	0.00	0.00	0.00	-198.00
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	-1,560.00	0.00	300.00	0.00	-1,860.00
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	-402.78	0.00	790.02	0.00	-1,192.80
2212			Uniforms/Apparel - Girls Soccer	45.00	0.00	0.00	-45.00	0.00
2213			Misc. Expenditures - Girls Soccer	-68.17	0.00	40.00	108.17	0.00
2251			Awards - Girls Swimming	-25.50	0.00	0.00	25.50	0.00
2252			Camps - Girls Swimming	9,215.58	0.00	0.00	-169.32	9,046.26
2253			Entry Fees - Girls Swimming	-315.00	0.00	0.00	0.00	-315.00
2254			Equipment - Girls Swimming	-2,225.62	0.00	0.00	0.00	-2,225.62
2255			Lodging - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2256			Meals - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2257			Officials - Girls Swimming	-355.00	0.00	0.00	0.00	-355.00
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	-835.08	0.00	0.00	0.00	-835.08
2262			Uniforms/Apparel - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2263			Misc. Expenditures - Girls Swimming	-143.82	0.00	0.00	143.82	0.00
2301			Awards - Girls Tennis	-92.16	0.00	35.00	0.00	-127.16

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2302			Camps - Girls Tennis	5,256.41	0.00	2,631.45	-136.48	2,488.48
2303			Entry Fees - Girls Tennis	-206.00	1,610.00	807.00	-597.00	0.00
2304			Equipment - Girls Tennis	-120.00	0.00	0.00	0.00	-120.00
2305			Lodging - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2306			Meals - Girls Tennis	0.00	0.00	175.00	0.00	-175.00
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	-136.48	0.00	0.00	136.48	0.00
2312			Uniforms/Apparel - Girls Tennis	-1,377.48	0.00	0.00	0.00	-1,377.48
2313			Misc. Expenditures - Girls Tennis	-409.42	0.00	40.00	0.00	-449.42
2351			Awards - Girls Track	-539.71	0.00	0.00	0.00	-539.71
2352			Camps - Girls Track	-300.60	0.00	974.32	1,398.06	123.14
2353			Entry Fees - Girls Track	-735.00	885.00	100.00	0.00	50.00
2354			Equipment - Girls Track	0.00	0.00	0.00	0.00	0.00
2355			Lodging - Girls Track	0.00	0.00	0.00	0.00	0.00
2356			Meals - Girls Track	0.00	0.00	240.00	0.00	-240.00
2357			Officials - Girls Track	-60.00	0.00	135.00	0.00	-195.00
2358			Prof. Development - Girls Track	0.00	0.00	0.00	0.00	0.00
2359			Scouting - Girls Track	0.00	0.00	0.00	0.00	0.00
2360			Security - Girls Track	0.00	0.00	0.00	0.00	0.00
2361			Transportation - Girls Track	-3,065.14	0.00	1,710.81	417.50	-4,358.45
2362			Uniforms/Apparel - Girls Track	-1,920.00	0.00	0.00	-517.60	-2,437.60
2363			Misc. Expenditures - Girls Track	-12.50	0.00	40.00	52.50	0.00
2401			Awards - Girls Volleyball	-42.82	0.00	0.00	42.82	0.00
2402			Camps - Girls Volleyball	13,087.60	136.96	99.66	-3,120.71	10,004.19
2403			Entry Fees - Girls Volleyball	165.00	0.00	0.00	-165.00	0.00
2404			Equipment - Girls Volleyball	-1,088.47	0.00	0.00	0.00	-1,088.47
2405			Lodging - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2406			Meals - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2407			Officials - Girls Volleyball	-2,900.00	0.00	0.00	0.00	-2,900.00
2408			Prof. Development - Girls Volleyball	-254.93	0.00	0.00	254.93	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	-2,019.42	0.00	0.00	0.00	-2,019.42
2412			Uniforms/Apparel - Girls Volleyball	0.00	0.00	0.00	2,713.96	2,713.96
2413			Misc. Expenditures - Girls Volleyball	-109.00	0.00	0.00	109.00	0.00
2451			Awards - Girls Softball	-18.36	0.00	0.00	18.36	0.00
2452			Camps - Girls Softball	8,890.86	200.00	3,684.84	-520.36	4,885.66
2453			Entry Fees - Girls Softball	-510.00	0.00	0.00	0.00	-510.00
2454			Equipment - Girls Softball	-4,012.81	0.00	0.00	0.00	-4,012.81
2455			Lodging - Girls Softball	-2,924.10	0.00	0.00	0.00	-2,924.10
2456			Meals - Girls Softball	0.00	0.00	0.00	0.00	0.00
2457			Officials - Girls Softball	-994.00	0.00	0.00	0.00	-994.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
2458	Prof. Development - Girls Softball	-765.92	0.00	0.00	0.00	-765.92
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
2461	Transportation - Girls Softball	-2,820.35	0.00	0.00	0.00	-2,820.35
2462	Uniforms/Apparel - Girls Softball	-502.00	0.00	0.00	502.00	0.00
2463	Misc. Expenditures - Girls Softball	-406.50	0.00	0.00	0.00	-406.50
2601	Awards-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2602	Camps-Girls Unified Sports	699.90	0.00	0.00	-104.60	595.30
2603	Entry Fees-Girls Unified Sports	-30.00	0.00	0.00	30.00	0.00
2604	Equipment-Girls Unified Sports	-67.86	0.00	0.00	67.86	0.00
2605	Lodging-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2606	Meals-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2607	Officials-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2608	Prof. Development-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2609	Scouting-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2610	Security-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2611	Transportation-Girls Unified Sports	-6.74	0.00	0.00	6.74	0.00
2612	Uniforms/Apparel-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
2613	Misc. Expenditures-Girls Unified Sports	0.00	0.00	0.00	0.00	0.00
B Totals:		2,819.65	7,480.60	17,604.10	302.39	-7,001.46

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
C	Athletics-Boys							
3051	Awards - Boys Basketball			-17.50	0.00	0.00	17.50	0.00
3052	Camps - Boys Basketball			2,185.73	5,000.00	1,069.95	-403.59	5,712.19
3053	Entry Fees - Boys Basketball			-100.00	0.00	0.00	100.00	0.00
3054	Equipment - Boys Basketball			-98.09	0.00	0.00	98.09	0.00
3055	Lodging - Boys Basketball			0.00	0.00	0.00	0.00	0.00
3056	Meals - Boys Basketball			122.25	0.00	0.00	-122.25	0.00
3057	Officials - Boys Basketball			-6,543.15	0.00	0.00	0.00	-6,543.15
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			-1,043.50	0.00	0.00	0.00	-1,043.50
3061	Transportation - Boys Basketball			-4,142.03	0.00	0.00	0.00	-4,142.03
3062	Uniforms/Apparel - Boys Basketball			-1,730.48	0.00	0.00	0.00	-1,730.48
3063	Misc. Expenditures - Boys Basketball			-188.00	0.00	0.00	188.00	0.00
3101	Awards - Boys Cross Country			-306.89	0.00	0.00	0.00	-306.89
3102	Camps - Boys Cross Country			1,570.61	300.00	0.00	0.00	1,870.61
3103	Entry Fees - Boys Cross Country			-144.71	0.00	0.00	0.00	-144.71
3104	Equipment - Boys Cross Country			-221.22	0.00	0.00	0.00	-221.22
3105	Lodging - Boys Cross Country			0.00	0.00	0.00	0.00	0.00
3106	Meals - Boys Cross Country			141.08	0.00	0.00	-141.08	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			-1,062.08	0.00	0.00	0.00	-1,062.08
3112	Uniforms/Apparel - Boys Cross Country			-353.67	0.00	0.00	0.00	-353.67
3113	Misc. Expenditures - Boys Cross Country			-492.50	0.00	0.00	0.00	-492.50
3151	Awards - Boys Golf			-46.59	0.00	0.00	46.59	0.00
3152	Camps - Boys Golf			2,185.04	131.00	276.03	-83.59	1,956.42
3153	Entry Fees - Boys Golf			-1,305.00	240.00	3,285.00	0.00	-4,350.00
3154	Equipment - Boys Golf			-2,380.00	0.00	484.90	0.00	-2,864.90
3155	Lodging - Boys Golf			0.00	0.00	872.00	0.00	-872.00
3156	Meals - Boys Golf			0.00	0.00	541.17	0.00	-541.17
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			-37.00	0.00	147.76	37.00	-147.76
3162	Uniforms/Apparel - Boys Golf			-719.11	0.00	0.00	0.00	-719.11
3163	Misc. Expenditures - Boys Golf			0.00	0.00	0.00	0.00	0.00
3201	Awards - Boys Soccer			-14.00	0.00	0.00	14.00	0.00
3202	Camps - Boys Soccer			-206.19	840.00	0.00	349.83	983.64
3203	Entry Fees - Boys Soccer			-200.00	125.00	100.00	175.00	0.00
3204	Equipment - Boys Soccer			-198.00	20.00	0.00	198.00	20.00
3205	Lodging - Boys Soccer			0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3206			Meals - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3207			Officials - Boys Soccer	-610.00	0.00	280.00	0.00	-890.00
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	-144.24	0.00	5,125.64	0.00	-5,269.88
3212			Uniforms/Apparel - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3213			Misc. Expenditures - Boys Soccer	14.83	0.00	40.00	25.17	0.00
3251			Awards - Boys Swimming	-25.50	0.00	0.00	25.50	0.00
3252			Camps - Boys Swimming	10,656.65	0.00	0.00	-144.32	10,512.33
3253			Entry Fees - Boys Swimming	-315.00	0.00	0.00	0.00	-315.00
3254			Equipment - Boys Swimming	-2,225.63	0.00	0.00	0.00	-2,225.63
3255			Lodging - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3256			Meals - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3257			Officials - Boys Swimming	-355.00	0.00	0.00	0.00	-355.00
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	-835.09	0.00	0.00	0.00	-835.09
3262			Uniforms/Apparels - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3263			Misc. Expenditures - Boys Swimming	-118.82	0.00	0.00	118.82	0.00
3301			Awards - Boys Tennis	-96.21	0.00	0.00	96.21	0.00
3302			Camps - Boys Tennis	4,219.16	0.00	2,631.45	-242.41	1,345.30
3303			Entry Fees - Boys Tennis	55.00	0.00	0.00	-55.00	0.00
3304			Equipment - Boys Tennis	-185.85	0.00	0.00	0.00	-185.85
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	-57.50	0.00	0.00	57.50	0.00
3312			Uniforms/Apparel - Boys Tennis	-1,112.98	0.00	0.00	0.00	-1,112.98
3313			Misc. Expenditures - Boys Tennis	-88.70	0.00	0.00	88.70	0.00
3351			Awards - Boys Track	0.00	0.00	0.00	0.00	0.00
3352			Camps - Boys Track	2,125.92	50.00	396.00	-77.50	1,702.42
3353			Entry Fees - Boys Track	-760.00	885.00	100.00	-25.00	0.00
3354			Equipment - Boys Track	0.00	0.00	0.00	0.00	0.00
3355			Lodging - Boys Track	0.00	0.00	0.00	0.00	0.00
3356			Meals - Boys Track	0.00	0.00	0.00	0.00	0.00
3357			Officials - Boys Track	-60.00	0.00	135.00	0.00	-195.00
3358			Prof. Development - Boys Track	0.00	0.00	0.00	0.00	0.00
3359			Scouting - Boys Track	0.00	0.00	0.00	0.00	0.00
3360			Security - Boys Track	0.00	0.00	0.00	0.00	0.00
3361			Transportation - Boys Track	-2,864.99	0.00	2,332.91	-417.50	-5,615.40

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3362			Uniforms/Apparel - Boys Track	-599.67	0.00	0.00	0.00	-599.67
3363			Misc. Expenditures - Boys Track	-37.50	0.00	40.00	77.50	0.00
3451			Awards - Boys Baseball	-116.66	0.00	35.00	151.66	0.00
3452			Camps - Boys Baseball	13,836.92	810.00	2,220.00	9,696.84	22,123.76
3453			Entry Fees - Boys Baseball	1,050.00	0.00	0.00	-1,050.00	0.00
3454			Equipment - Boys Baseball	-4,066.65	0.00	0.00	0.00	-4,066.65
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	-3,040.00	0.00	1,476.00	0.00	-4,516.00
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	-93.00	0.00	0.00	93.00	0.00
3461			Transportation - Boys Baseball	-586.95	0.00	1,947.38	0.00	-2,534.33
3462			Uniforms/Apparel - Boys Baseball	-2,574.70	42.00	0.00	0.00	-2,532.70
3463			Misc. Expenditures - Boys Baseball	-84.50	0.00	40.00	124.50	0.00
3501			Awards - Boys Football	-45.00	0.00	0.00	0.00	-45.00
3502			Camps - Boys Football	2,253.25	0.00	2,243.89	0.00	9.36
3503			Entry Fees - Boys Football	0.00	0.00	0.00	0.00	0.00
3504			Equipment - Boys Football	-16,998.97	80.00	0.00	0.00	-16,918.97
3505			Lodging - Boys Football	0.00	0.00	0.00	0.00	0.00
3506			Meals - Boys Football	0.00	0.00	0.00	0.00	0.00
3507			Officials - Boys Football	-4,696.44	0.00	0.00	0.00	-4,696.44
3508			Prof. Development - Boys Football	-50.00	0.00	0.00	0.00	-50.00
3509			Scouting - Boys Football	0.00	0.00	0.00	0.00	0.00
3510			Security - Boys Football	-1,365.00	0.00	0.00	0.00	-1,365.00
3511			Transportation - Boys Football	-5,774.53	0.00	0.00	0.00	-5,774.53
3512			Uniforms/Apparel - Boys Football	3,544.94	0.00	0.00	-3,544.94	0.00
3513			Misc Expenditures-Boys Football	-684.33	0.00	0.00	0.00	-684.33
3551			Awards - Boys Wrestling	-231.06	0.00	0.00	0.00	-231.06
3552			Camps - Boys Wrestling	821.53	400.00	250.00	1,500.00	2,471.53
3553			Entry Fees - Boys Wrestling	305.00	0.00	0.00	-305.00	0.00
3554			Equipment - Boys Wrestling	-1,457.31	0.00	0.00	0.00	-1,457.31
3555			Lodging - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3556			Meals - Boys Wrestling	-708.05	0.00	0.00	0.00	-708.05
3557			Officials - Boys Wrestling	-4,060.00	0.00	0.00	0.00	-4,060.00
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	-235.00	0.00	0.00	0.00	-235.00
3561			Transportation - Boys Wrestling	-5,436.75	0.00	92.70	0.00	-5,529.45
3562			Uniforms/Apparel - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3563			Misc. Expenditures - Boys Wrestling	-550.00	0.00	0.00	0.00	-550.00
3601			Awards-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3602			Camps-Boys Unified Sports	699.84	0.00	0.00	-104.58	595.26
3603			Entry Fees-Boys Unified Sports	-30.00	0.00	0.00	30.00	0.00
3604			Equipment-Boys Unified Sports	-67.85	0.00	0.00	67.85	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Activity ID	Activity Name						
3605	Lodging-Boys Unified Sports		0.00	0.00	0.00	0.00	0.00
3606	Meals-Boys Unified Sports		0.00	0.00	0.00	0.00	0.00
3607	Officials-Boys Unified Sports		0.00	0.00	0.00	0.00	0.00
3608	Prof. Development-Boys Unified Sports		0.00	0.00	0.00	0.00	0.00
3609	Scouting-Boys Unified Sports		0.00	0.00	0.00	0.00	0.00
3610	Security-Boys Unified Sports		0.00	0.00	0.00	0.00	0.00
3611	Transportation-Boys Unified Sports		-6.73	0.00	0.00	6.73	0.00
3612	Uniforms/Apparel-Boys Unified Sports		0.00	0.00	0.00	0.00	0.00
3613	Misc. Expenditures-Boys Unified Sports		0.00	0.00	0.00	0.00	0.00
		C Totals:	-39,214.12	8,923.00	26,162.78	6,667.23	-49,786.67

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
4010	40 Assets			14.67	0.00	0.00	0.00	14.67
4030	Amnesty International			0.00	0.00	0.00	0.00	0.00
4040	Art			10,063.86	30.00	32.32	0.00	10,061.54
4060	Band			13,422.85	2,240.08	4,603.08	0.00	11,059.85
4061	Band Uniforms			5,676.70	34.00	0.00	0.00	5,710.70
4062	Band Trip			0.00	0.00	0.00	0.00	0.00
4110	Cheerleading			0.00	0.00	0.00	0.00	0.00
4111	Cheerleading-Varsity			-1,253.48	12,864.68	1,076.96	-1,115.25	9,418.99
4112	Cheerleading-JV			-573.70	39.00	378.80	526.75	-386.75
4113	Cheerleading-Freshman			-601.24	7,079.22	416.95	588.50	6,649.53
4115	Uniforms-Cheer/Dance			0.00	0.00	0.00	0.00	0.00
4140	Choir			-4,728.11	0.00	1,329.40	0.00	-6,057.51
4141	Choir Trip			46,879.41	3,998.04	49,602.16	0.00	1,275.29
4160	Construction			3,546.77	2,330.50	238.93	0.00	5,638.34
4180	Culinary			1,034.17	0.00	0.00	0.00	1,034.17
4185	Cycling			2,180.46	1,290.00	545.96	0.00	2,924.50
4190	Dance			12,904.55	4,100.00	7,000.90	0.00	10,003.65
4200	Debate Team			-10,758.37	0.00	5,188.29	0.00	-15,946.66
4210	DECA			0.00	0.00	0.00	0.00	0.00
4215	Diversity-Friends			335.53	6,304.50	355.82	0.00	6,284.21
4220	Drama Club			2,204.12	100.00	722.02	0.00	1,582.10
4224	Computer Club			272.12	1,000.00	0.00	0.00	1,272.12
4225	Engineering			1,816.14	0.00	240.71	0.00	1,575.43
4230	Environmental Club			3,888.69	0.00	2,390.95	0.00	1,497.74
4250	FCCLA			5,216.99	0.00	0.00	0.00	5,216.99
4251	FCCLA District 3			1,216.71	0.00	0.00	0.00	1,216.71
4260	FCS Club			0.00	0.00	0.00	0.00	0.00
4290	Forensics			-4,120.97	0.00	0.00	0.00	-4,120.97
4310	French Club			2,750.72	275.00	0.00	0.00	3,025.72
4320	Educators Rising			1,025.96	1,059.50	0.00	0.00	2,085.46
4325	Gaming Club			127.14	610.00	334.85	0.00	402.29
4340	German Club			771.87	0.00	500.00	0.00	271.87
4365	HOSA			6,614.94	90.00	1,334.48	0.00	5,370.46
4370	Industrial Arts			-15.00	0.00	0.00	0.00	-15.00
4380	International Club			0.00	0.00	0.00	0.00	0.00
4390	Intramurals			0.00	0.00	0.00	0.00	0.00
4395	Invisible Children-WHS			0.00	0.00	0.00	0.00	0.00
4400	Japanese Club			0.00	0.00	0.00	0.00	0.00
4410	Junior Class			15,108.44	2,240.50	2,328.10	0.00	15,020.84
4415	Justice League			-27.08	0.00	0.00	0.00	-27.08
4420	Key Club			2,744.45	0.00	0.00	0.00	2,744.45
4425	LaCrosse			-271.06	0.00	0.00	0.00	-271.06
4440	Leadership Club			0.00	0.00	0.00	0.00	0.00
4460	Literary Magazine			119.92	0.00	0.00	-119.92	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4470	Manufacturing			3,213.30	300.00	700.00	0.00	2,813.30
4480	Mascot Team			127.12	0.00	33.96	0.00	93.16
4485	Math Club			88.92	0.00	0.00	0.00	88.92
4490	M-Club			0.00	0.00	0.00	0.00	0.00
4491	Millard United Rugby			0.00	0.00	0.00	0.00	0.00
4500	Music			3,236.31	0.00	0.00	0.00	3,236.31
4501	Music-Auditorium			-5,421.87	0.00	0.00	0.00	-5,421.87
4502	Music-Donations			-51.80	0.00	0.00	0.00	-51.80
4503	Music-Musicals			5,796.32	0.00	0.00	0.00	5,796.32
4510	National Honor Society			6,086.39	0.00	848.02	0.00	5,238.37
4520	Newspaper			225.00	125.00	0.00	0.00	350.00
4530	Orchestra			269.08	1,587.40	1,387.57	0.00	468.91
4531	Orchestra Trip			3,188.16	0.00	0.00	0.00	3,188.16
4540	Other Clubs			0.00	0.00	0.00	0.00	0.00
4570	Play Production			5,822.10	2,506.55	1,175.66	0.00	7,152.99
4605	Power Robotics			2,658.41	40.00	111.78	0.00	2,586.63
4610	SAFE/DARE/Drug Free			-35.00	0.00	0.00	0.00	-35.00
4630	Science Club			-305.35	0.00	0.00	0.00	-305.35
4640	Senior Class			1,950.33	2,975.00	2,508.68	0.00	2,416.65
4645	Show Choir			942.74	89,331.51	3,193.84	0.00	87,080.41
4646	Show Choir Competition			0.00	0.00	0.00	0.00	0.00
4648	Show Choir Reserve			-96,022.87	0.00	0.00	0.00	-96,022.87
4650	Skills USA			3,026.00	0.00	0.00	0.00	3,026.00
4660	Spanish Club			3,009.36	50.00	0.00	0.00	3,059.36
4690	Spirit Shop			8,022.64	1,294.68	454.75	0.00	8,862.57
4700	STUCO Workshops			287.93	0.00	0.00	0.00	287.93
4710	Student Council			42,836.75	0.00	3,336.53	0.00	39,500.22
4725	Theater Workshop			-346.32	0.00	0.00	0.00	-346.32
4760	World Language			0.00	0.00	0.00	0.00	0.00
4770	Yearbook			138,401.87	8,735.00	1,682.73	119.92	145,574.06
4780	Youth to Youth			0.00	0.00	0.00	0.00	0.00
D	Totals:			244,593.69	152,630.16	94,054.20	0.00	303,169.65

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E	ADMINISTRATIVE CUSTODIAL							
	5010		After Prom	118.00	0.00	0.00	0.00	118.00
	5020		Fines	-1,751.73	33.00	0.00	0.00	-1,718.73
	5025		Fines - Library Book	10,997.75	38.99	0.00	0.00	11,036.74
	5027		Fines-Textbooks	45.00	0.00	0.00	0.00	45.00
	5030		Counseling Center	5,151.65	0.00	0.00	0.00	5,151.65
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	-325.43	0.00	0.00	0.00	-325.43
	5070		Library	298.53	0.00	0.00	0.00	298.53
	5110		Other Student Activities	35.00	0.00	0.00	0.00	35.00
	5115		Field Trips-Curriculum Related	-1,718.86	190.91	3,556.53	0.00	-5,084.48
	5120		P.E.	-2,277.47	0.00	0.00	0.00	-2,277.47
	5130		Parking	69,570.88	270.00	8,200.28	0.00	61,640.60
	5140		PayBac	0.00	0.00	0.00	0.00	0.00
	5150		Pool Maintenance	0.00	0.00	0.00	0.00	0.00
	5160		PSAT Exam	0.00	0.00	0.00	0.00	0.00
	5180		Teacher Fund/Grants	-2,634.69	0.00	0.00	0.00	-2,634.69
	5185		Technology	3,210.79	0.00	0.00	0.00	3,210.79
	5190		Transcripts	10.00	0.00	0.00	0.00	10.00
	5205		Vocational	80.00	0.00	0.00	0.00	80.00
		E	Totals:	80,809.42	532.90	11,756.81	0.00	69,585.51
Q	STUDENT FEE FUND							
	7090		ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7160		Participation Fees - Athletics	23,033.92	0.00	0.00	0.00	23,033.92
	7170		Participation Fees - Clubs & Orgs	0.00	0.00	0.00	0.00	0.00
	7190		Field Trips	-7,619.23	430.00	0.00	0.00	-7,189.23
	7900		Field Trips-Other	4,175.00	0.00	0.00	0.00	4,175.00
		Q	Totals:	19,589.69	430.00	0.00	0.00	20,019.69
R	AP/IB EXAMS							
	8010		AP Exams	42,192.64	0.00	13,084.98	0.00	29,107.66
		R	Totals:	42,192.64	0.00	13,084.98	0.00	29,107.66

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
S	ATHLETIC						
9010	Gate Receipts	82,153.74	2,404.00	356.52	6,291.34	90,492.56	
9020	Cash Reserve	1,345.83	0.00	0.00	0.00	1,345.83	
9030	Concessions	13,854.46	1,156.65	126.03	-1,500.00	13,385.08	
9040	Tickets	59,725.00	0.00	0.00	0.00	59,725.00	
9050	Athletic-General	-39,155.08	9.02	1,487.68	0.00	-40,633.74	
9060	Athletic Director	884.52	0.00	0.00	0.00	884.52	
9070	Miscellaneous Receipts	47,305.00	0.00	0.00	0.00	47,305.00	
9080	Fundraising-Athletic	1,621.80	500.00	1,050.00	0.00	1,071.80	
9090	Strength & Conditioning	-534.37	534.37	0.00	0.00	0.00	
9100	Athletic Training	-4,054.92	0.00	0.00	0.00	-4,054.92	
9110	Activities	-19,993.77	0.00	891.47	0.00	-20,885.24	
9120	Booster Contributions-Girls	-1,266.55	2,199.51	0.00	-932.96	0.00	
9130	Booster Contributions-Boys	-2,488.56	11,698.08	0.00	-10,789.90	-1,580.38	
9140	Metro Tournament	38.10	0.00	0.00	-38.10	0.00	
	S	Totals:	139,435.20	18,501.63	3,911.70	-6,969.62	147,055.51
	WHS	Totals:	266,504.65	194,382.86	171,633.67	0.00	289,253.84

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2018 to 05/31/2018.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name						
Activity ID	Activity Name						
Summer Millard Admin Summer School							
A	ACTIVITY GENERAL						
1010	General Admin		3,905.99	2.47	0.00	0.00	3,908.46
1011	Elementary School Summer School		16,210.00	1,782.50	0.00	0.00	17,992.50
1012	Middle School Summer School		10,437.00	1,550.00	0.00	0.00	11,987.00
1013	Senior High Summer School		23,810.00	1,785.00	35.00	0.00	25,560.00
		A Totals:	54,362.99	5,119.97	35.00	0.00	59,447.96
		Summer Totals:	54,362.99	5,119.97	35.00	0.00	59,447.96

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: 7/3/2108

BOE Meeting Date: 7/9/2018

Sale or Disposals Scheduled After: 7/9/2018

Lot	Quantity	Description
1	300	Flat screen monitors (various sizes)
2	1	Paper cutter
3		
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AGENDA SUMMARY SHEET

Agenda Item: Second Reading and Approval of Policy 4001 – Human Resources – Non-Discrimination and Harassment

Meeting Date: July 9, 2018

Department: Human Resources

Title and Brief Description: Board Policy: Human Resources 4001, Non-Discrimination and Harassment

Action Desired: Approval

Background: Following District guidelines to review Policies every seven years. Changes to ensure consistency in District policies and rules and update to policy title and terminology. This Policy has been reviewed by the District’s legal counsel.

Options/Alternatives Considered: N/A

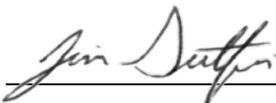
Recommendations: Approve

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:  _____

Human Resources

Non-Discrimination and ~~Sexual~~ Harassment

4001

The District does not unlawfully discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, ~~or~~ age, or on any other basis prohibited by federal, state, or local laws in admission or access to or treatment of employment, or in its programs and activities.

The District shall provide an employment, teaching and learning environment free from unlawful harassment (including sexual harassment).

Personnel violating this Policy shall be subject to disciplinary action.

The following person has been designated to handle inquiries regarding the ~~non~~-discrimination and harassment policies: The Associate Superintendent of ~~Schools~~ Human Resources, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed.

Complaints ~~and grievances~~ by school personnel or job applicants regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 4001.2.

Related Policies and Rules: [1100.4](#), [4001.1](#), [4001.2](#), [4100](#), [4163.3](#), [5010](#), [5010.1](#), [5010.2](#), [5020](#), [5020.1](#), [6002](#)

Legal Reference: [Nebraska Fair Employment Practice Act \(Neb. Rev. Stat. §48-1101 et seq.\)](#)
[Neb. Rev. Stat. §79-544; 79-896; 79-820; 79-801; 79-802; 48-901 to 48-912](#)
[Age Discrimination in Employment Act](#)
[Title VII Civil Rights Act](#)
[Rehabilitation Act 1973 and Rehabilitation Act Amendments](#)
[Title IX of the Education Amendments of 1972](#)
[The Americans with Disabilities Act of 1990](#)
[Equal Employment Opportunity Act](#)
[Nebraska Equal Opportunity in Education Act \(Neb. Rev. Stat. §79-2,114 to 79-2,124\)](#)

Policy Adopted: September 20, 2010
 Policy Revised: [July 9, 2018](#)

Millard Public Schools
 Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Second Reading Policy 5010

Meeting Date: July 9, 2018

Department: Student Services

Title and Brief Description: Non-Discrimination and Sexual Harassment. The 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.

Action Desired: Approval

Background: Seven year review and update.

Options/Alternatives Considered: N/A

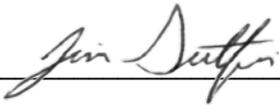
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: Immediate

Responsible Persons: Bill Jelkin, Director of Student Services
Kevin Chick, Associate Superintendent for Human Resources

Superintendent's Signature:  _____

Pupil Student Services

Non-Discrimination and Sexual Harassment

5010

The District does not unlawfully discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, ~~or age, or on any other basis prohibited by federal, state, or local laws~~, in admission or access to or treatment of employment, or in its programs and activities.

The District shall provide for and maintain a learning environment free from unlawful harassment (including sexual harassment).

Students violating this Policy shall be subject to the District's disciplinary procedures.

The following person has been designated to handle inquiries regarding the ~~non-discrimination and harassment~~ policies: Associate Superintendent of Schools Human Resources, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed.

Complaints ~~and grievances~~ by students or parents regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 5010.2.

Through its ~~non-discrimination and harassment~~ policies, the District will provide equal opportunity to participate fully in educational programs and activities.

Legal References:

Title VI of the Civil Rights Act of 1964
 Title IX of the Education Amendments of 1972
 Section 504 of the Rehabilitation Act of 1973
 Age Discrimination Act of 1975
 Nebraska Equal Opportunity in Education Act

Related Policies and Rules: 1100.4, 4001, 4001.1, 4100, 4163.3, 5010.1, 5010.2, 5020, 5020.1, 6002, 6640

Policy Approved: December 20, 1993

Revised: August 7, 2000; June 21, 2004; November 20, 2006; September 20, 2010; July 9, 2018

Reaffirmed: April 21, 2008

Millard Public Schools
 Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Second Reading Policy 5020

Meeting Date: July 9, 2018

Department: Student Services

Title and Brief Description: The District is committed to equal educational opportunity. No student shall on the basis of sex be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity in any manner which violates federal or state law, or which violates District policies or rules. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

Action Desired: Approval

Background: Review and update.

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: Immediate

Responsible Persons: Bill Jelkin, Director of Student Services
Kevin Chick, Associate Superintendent for Human Resources

Superintendent's Signature:  _____

Student Services

Equal Educational Opportunity

5020

The District is committed to equal educational opportunity. No student shall on the basis of sex be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity in any manner which violates federal, ~~or~~ state, or local law, or which violates District policies or rules. Complaints ~~and grievances~~ by students or parents regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 5010.2.

Legal Reference: Title IX of the Education Amendments of 1972
Nebraska Equal Opportunity in Education Act

Related Policies and Rules: 1100.4, 4001, 4001.2, 4100, 4163.3, 5010, 5010.1, 5010.2, 5020.1, 6002, 6640

Policy Approved: November 20, 1995

Revised: August 7, 2000; September 20, 2010; February 19, 2018; July 9, 2018

Reaffirmed: April 21, 2008

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Second Reading and Approval: Policy 6002- Curriculum, Instruction, and Assessment- Non-discrimination

MEETING DATE: July 9, 2018

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Second Reading and Approval: Policy 6002- Curriculum, Instruction, and Assessment- Non-discrimination

ACTION DESIRED: X Approval

BACKGROUND: This Policy is due for review.

RECOMMENDATIONS: Approval: Policy 6002- Curriculum, Instruction, and Assessment- Non-discrimination

TIMELINE: Implementation upon approval

RESPONSIBLE PERSON(S): Dr. Heather Phipps

SUPERINTENDENT'S APPROVAL:



(Signature)

Curriculum, Instruction, and Assessment

Non-Discrimination

6002

The District's education program shall not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, ~~or age~~, or on any other basis prohibited by federal, state, or local laws in admission or access to, or treatment of employment, or in its educational programs or activities.

The following person has been designated to handle inquiries regarding the ~~non~~discrimination and harassment policies: ~~Superintendent of Schools~~, The Associate Superintendent of Human Resources, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The ~~Superintendent~~ Associate Superintendent of Human Resources may delegate this responsibility as needed.

Complaints ~~and grievances~~ by students or parents regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 5010.2.

Related Policies and Rules: [1100.4](#), [4001](#), [4001.1](#), [4100](#), [4163.3](#), [5010](#), [5010.1](#), [5010.2](#), [5020](#), [5020.1](#), [6640](#)

Policy adopted: November 17, 1975

Revised: November 10, 1997; April 19, 1999; June 21, 2004; November 20, 2006;
September 20, 2010; [July 9, 2018](#)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Second Reading- Board Policy 4153 - Human Resources – Professional Boundaries and Staff Relationships with Students

Meeting Date: July 9, 2018

Department Human Resources

Title and Brief Description: Board Policy 4153 – Human Resources – Professional Boundaries and Staff Relationships with Students

Action Desired: Approval

Background: This is a new policy that contains many of the elements we train staff on concerning appropriate boundaries and relationships with students.

Options/Alternatives Considered: Delete or revise

Recommendations: Approval

Timeline: August 13th implementation to allow for training

Responsible Persons: Kevin Chick
Associate Superintendent for Human Resources

Superintendent's Signature: _____



Human Resources

Professional Boundaries and Staff Relationships with Students

4153

Employees are prohibited from establishing or attempting to establish an inappropriate personal relationship with students. An inappropriate personal relationship between an employee and a student is defined as including, but is not limited to: dating; any touching of an intimate or sexual nature, sexual contact or sexual relations, any touching otherwise prohibited by law or objected to by the student; giving a gift having a sexual overtone, making comments of a sexual nature or reflecting sexual innuendo to or about a student; conduct considered to be “grooming” of such student, or any similar activity.

Any employee who has knowledge or reasonably suspects that another employee may have engaged in prohibited conduct as defined by this policy shall immediately report this information to either the employee’s supervisor, the student’s principal or the Associate Superintendent for Human Resources.

Related Policies and Rules: 4153.1, 4155.1, 5620, 5620.1, 7305, 7305.1

Policy Adopted: July 9, 2018

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 1100.4 - Community Relations - Notice of Non-Discrimination

Meeting Date: July 9, 2018

Department: Department of Communications

Title and Brief Description: Rule 1100.4 - Community Relations - Notice of Non-Discrimination

Action Desired: Approval

Background: Following District guidelines to review Policies and underlying Rules every seven years. Changes to ensure consistency in District Rules and underlying procedural components. This Rule has been reviewed by the District's legal counsel.

Options/Alternatives Considered: N/A

Recommendations: Approve

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Rebecca Kleeman

Superintendent's Signature: _____



Community Relations

Notice of Non-Discrimination

1100.4

Annual public notification of the Notice of Non-Discrimination shall be made through placement in student ~~and employee~~-handbooks, board policies, newsletters, bulletins, job applications, course offering handbooks, postings, websites, and in other communications required for Title IX, Title VI, and Section 504.

The Notice of Non-Discrimination shall read as follows:

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

Related Policies and Rules: [4001](#), [4001.1](#), [4001.2](#), [4100](#), [4163.3](#), [5010](#), [5010.1](#), [5010.2](#), [5020](#), [5020.1](#), [6002](#), [6640](#)

Rule Approved: June 7, 2004
 Revised: November 6, 2006, September 20, 2010, [July 9, 2018](#)
 Reaffirmed: January 19, 2015

Millard Public Schools
 Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 4001.1 – Human Resources: Non-Discrimination and Harassment

Meeting Date: July 9, 2018

Department: Human Resources

Title and Brief Description: Rule 4001.1 – Human Resources: Non-Discrimination and Harassment

Action Desired: Approval

Background: Following District guidelines to review Policies and underlying Rules every seven years. Changes to ensure consistency in District rules, update to rule title, and underlying procedural components. This Rule has been reviewed by the District’s legal counsel.

Options/Alternatives Considered: N/A

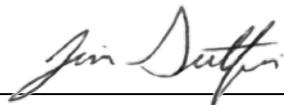
Recommendations: Approve

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:  _____

Human Resources

Non-Discrimination and Sexual Harassment

4001.1

- I. Unlawful Discrimination and Unlawful Harassment Prohibited. The District is committed to offering employment opportunities to its employees in an environment that is free from unlawful discrimination and unlawful harassment (including sexual harassment) and will not tolerate unlawful discrimination or unlawful harassment (including sexual harassment). All employees are responsible for creating and maintaining an environment free of such unlawful discrimination and unlawful harassment (including sexual harassment). The District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, age, or on any other basis prohibited by federal, state, or local laws (hereinafter “protected status”).
- A. Unlawful discrimination is defined as unfavorable or disparate treatment of a person or class of persons when that person’s protected status is a factor in such unfavorable or disparate treatment.
- B. Disparate or unfavorable treatment of similarly situated employees is not necessarily unlawful discrimination. Treating a person unfavorably in comparison to other similarly situated employees may be unlawful when that person’s protected status is a factor in the disparate or unfavorable treatment.
- † II. Sexual Harassment Prohibited. Sexual harassment is considered a form of sex discrimination. Sexual harassment by District personnel of other District personnel, or of students, patrons, or vendors is strictly prohibited and shall be grounds for discipline. Sexual harassment shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:
- A. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits or a *quid pro quo* relationship is created.
- B. Submission to or rejection of the conduct or communication is used as the basis for decisions affecting employment or assignment of staff.
- C. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with an employee’s ability to perform his/her job or creates an intimidating offensive or hostile environment.
- ‡ III. Retaliation Prohibited. Retaliation is also strictly prohibited and shall be grounds for discipline. There shall be no retaliation by the District or its personnel against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of unlawful discrimination or unlawful harassment (including sexual harassment). The initiation of a complaint in good faith about behavior that may violate the District’s policies shall not result in any adverse action.
- ‡ IV. Personnel Complaints and Grievances. ~~Complaints and grievances by school~~ District personnel regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 4001.2.
- ‡ V. Students Sexually Harassed or Discriminated Against by Personnel, District Personnel. Students or parents of students complaining of ~~or having grievances regarding~~ unlawful discrimination or unlawful harassment (including sexual harassment) by ~~personnel~~ District personnel or other students shall report such conduct to the building principal and shall follow the grievance complaint procedures of District Rule 5010.2.

~~VI.~~ Definitions.

- A. “Unlawful Harassment” is defined as unwelcomed repetitive conduct affecting the work environment with the effect of unreasonably interfering with the ability of an employee to perform his or her job and creates an intimidating, offensive or hostile work environment, which is based in whole or in part on the employee’s protected status.
- B. “Complainant” shall mean a person employed by the District or an individual performing contracted services under the control and supervision of the District, and who reports to the District under this Rule that he/she has been ~~sexually harassed~~ unlawfully discriminated against or unlawfully harassed (including sexual harassment).
- ~~B.~~ “C. “Adverse action” includes, but is not limited to, any form of physical or verbal intimidation or threat, unjustified job loss close in time to the complainant’s reaction to unlawful discrimination or unlawful harassment (including sexual harassment), unjustified increase in work ~~responsibilities~~ responsibility without compensation or training close in time to the complainant’s reaction to unlawful discrimination or unlawful harassment (including sexual harassment), and any other unjustifiable work-related treatment that is adverse to the complainant and is a result of his or her reaction to unlawful discrimination or unlawful harassment (including sexual harassment).
- ~~C.~~ “D. “Hostile environment” includes, but is not limited to, a pattern of unwelcome sexual advances, requests for sexual favors, and unwelcome verbal or physical conduct of a sexual nature which interferes with the terms, conditions, or privileges of the complainant’s educational work or performance. Examples include unwanted touching, body contact, pinching, patting, name-calling, repeated propositions, written messages, notes, cartoons, graffiti, intimidation, and any other act or communication which is based on sex and interferes with the complainant’s educational work or performance.
- ~~D.~~ “E. “Quid pro quo” is a relationship that includes, but is not limited to, a superior of the complainant making submission or rejection to requests for sexual favors explicitly or impliedly, a term or condition or privilege of employment. Examples include making submission or rejection the basis for employment decisions affecting the individual’s career, salary, job security, advancement, and day-to-day treatment while performing job responsibilities.
- ~~E.~~ “F. “Retaliation” shall include, but is not limited to, adverse action against a complainant for his or her reaction to ~~sexual~~ unlawful discrimination or unlawful harassment (including sexual harassment), or against any person who, in good faith, reports, or otherwise participates in an investigation or inquiry taken by the person responsible for the unlawful discrimination or unlawful harassment (including sexual harassment), or by any other party so long as the adverse action is the result of the complainant’s reaction to unlawful discrimination or unlawful harassment (including sexual harassment).
- ~~F.~~ “G. “Title IX Coordinator” shall mean the District’s ~~Assistant~~ Associate Superintendent of Human Resources.

Legal Reference: Nebraska Fair Employment Practice Act (Neb. Rev. Stat. §48 1101 et seq.)
Neb. Rev. Stat. §79-544; 79-896; 79-820; 79-801; 79-802; 48-901 to 48-912
Age Discrimination in Employment Act
Title VII Civil Rights Act
Rehabilitation Act 1973 and Rehabilitation Act Amendments
Title IX of the Education Amendments of 1972
The Americans with Disabilities Act of 1990
Equal Employment Opportunity Act
Nebraska Equal Opportunity in Education Act (Neb. Rev. Stat. §79-2,114 to 79-2,124)
~~20 U.S.C. § 1681 et seq.~~

~~29 C.F.R. § 1604.11(a)~~

Related Policies and Rules: [1100.4, 4001, 4001.2, 4100, 4163.3, 5010, 5010.1, 5010.2, 5020, 5020.1, 6002](#)

Rule Approved: August 16, 1982

Revised: September 20, 1993; November 20, 1995; March 17, 1997

June 2, 2003; September 20, 2010; July 2, 2012, [July 9, 2018](#)

Millard Public Schools
Omaha, NE

(Renumbered from 4327.1 on September 20, 2010)

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 4001.2 – Human Resources: Non-Discrimination and Harassment Complaint Procedure

Meeting Date: July 9, 2018

Department: Human Resources

Title and Brief Description: Rule 4001.1 – Human Resources: Non- Discrimination and Harassment Complaint Procedure

Action Desired: Approval

Background: Following District guidelines to review Policies and underlying Rules every seven years. Changes to ensure consistency in District rules, update to rule title, and underlying procedural components. This Rule has been reviewed by the District’s legal counsel.

Options/Alternatives Considered: N/A

Recommendations: Approve

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:  _____

Human Resources

Non-Discrimination and Sexual Harassment Complaint and Grievance Procedures

4001.2

I. Complaint and Reporting Procedures

- A. All employees are responsible for helping the District to prevent unlawful discrimination and unlawful harassment (including sexual harassment). Employees who believe that they, or other employees, have been subjected to or have witnessed any conduct by a District employee or student which constitutes unlawful discrimination or ~~sexual~~unlawful harassment (including sexual harassment) should follow the following complaint and reporting procedures.

1. Employees are encouraged to directly ~~inform~~advise the offending person that such conduct is offensive and must stop. If such an effort is unsuccessful or too uncomfortable, or the employee desires not to directly ~~so~~ communicate with the offending person, then the employee should report the matter to their immediate supervisor. ~~When the offending party is the employee's immediate supervisor, the employee should report the matter~~ who shall immediately report the complaint to the ~~Assistant~~Associate Superintendent of Human Resources.~~2-~~

~~When an employee reports discrimination or sexual harassment~~ The supervisor shall assist the complainant in the preparation of a formal written complaint and shall forward the written complaint to their immediate supervisor, the supervisor shall: Associate Superintendent of Human Resources within ten (10) working days of the occurrence of the event. The written complaint must be signed by the complainant and contain a complete statement of the facts constituting the offense.

2. If the alleged offending person is a ~~District~~student, the staff member ~~or other adult, receiving the complaint shall~~ immediately report the matter to ~~the District's Assistant~~Associate Superintendent of Human Resources a building assistant principal or principal.
3. When the Associate Superintendent of Human Resources receives such a written complaint of unlawful discrimination or unlawful harassment (including sexual harassment), he or she (or his/her designee) shall:
 - a. If the alleged offending person is a District employee, begin formal investigation of the complaint as set forth in Level 1 of the formal ~~grievance~~complaint procedures set forth in this Rule.
 - b. If the alleged offending person is an adult, but not a District employee, begin formal investigation of the complaint and implement appropriate corrective actions as may be available.
 - ~~3-c.~~ If the alleged offending person is a student, immediately report the matter to a building assistant principal or principal. When an assistant principal or principal receives such a report of student discrimination or sexual harassment, ~~they~~he or she shall immediately investigate the matter in accordance with the District's student discipline procedures and, if it is concluded that a violation of the District's Standards for Student Conduct has occurred, impose discipline sanctions pursuant to the Standards for Student Conduct and undertake other appropriate actions, if any, to redress any such conduct and prevent its future recurrence.~~4-~~

II. Investigation Procedures

Level 1. When the ~~Assistant~~Associate Superintendent of Human Resources receives ~~such a written report~~complaint of unlawful discrimination or ~~sexual~~unlawful harassment (including sexual harassment), by a District staff member, he or she shall ~~designate either a District staff member, immediately or building administrator to investigate the matter in accordance with the District's personnel procedures and implement appropriate disciplinary action against the staff member.~~ ~~b. — If the alleged offending person is an adult, but not a District staff member, immediately.~~ The administrator designated to investigate the matter in cooperation with other involved District administrators and implement appropriate corrective actions shall not be the alleged offending person.

A. The designated administrator shall investigate the matter and respond to the complainant in writing via a written report within ten (10) working days of the filing of the written complaint. Such written report shall summarize the facts, the determinations made, and, to the extent permissible, any corrective actions to be implemented.

~~— B. — Unless prohibited by law or District policies or rules, the Assistant Superintendent or designee will discuss the investigation and resolution of the complaint or report with the employee making the complaint, within ten (10) days of the alleged discrimination or sexual harassment being reported.~~

~~— C. — If the employee is not satisfied with the resolution of their complaint, they may use the grievance procedures set forth in Section II of this Rule.~~

~~II. — Grievance Procedures. Any employee who is not satisfied with the resolution of their complaint of discrimination or sexual harassment may initiate the following grievance procedures which are intended to assist employees in the fair and prompt resolution of their complaints and concerns regarding discrimination and sexual harassment.~~

~~— A. — Level 1. An employee shall within ten (10) days after the informal meeting provided for in I.B. above, make an appointment with and meet and discuss the matter with their immediate supervisor. Except when the offending person is the immediate supervisor in which case the employee shall, within 10 days of the meeting, make an appointment with the Assistant Superintendent of Human Resources and proceed to Level 2. Every effort will be made to resolve the grievance informally at this level. The supervisor shall give the employee an oral response within seven (7) days of such meeting. Due to the importance of resolving the grievance at this level, the meeting with the supervisor is important and essential, and the failure of the employee to attend such a meeting will constitute an abandonment of the grievance.~~

Level 2. If the employee is not satisfied with the resolution of their ~~grievance~~complaint at Level 1, ~~they~~he/she may formalize their ~~grievance~~complaint by filing a formal written ~~grievance~~appeal with the ~~Assistant~~Associate Superintendent of Human Resources within ~~seven (7)~~five (5) working days after the ~~supervisor's oral~~investigator's written response~~report~~ at Level 1.

1A. The Level 2 written ~~grievance~~appeal must be signed, contain a complete statement of the ~~facts constituting the grievance, and state the relief sought~~facts constituting the complaint, and the reasons such the Level 1 resolution of their complaint is not acceptable.

~~2. — The Assistant Superintendent of Human Resources will notify the supervisor that he or she has received such a formal written grievance and will forward the formal written grievance to the supervisor. The supervisor shall, within seven (7) days of receipt of the formal grievance, create a written response and forward the written response to the employee and to the Assistant Superintendent of Human Resources.~~

3B. Upon receipt of the formal written ~~grievance~~appeal and the ~~supervisor's~~supervisor's ~~investigator's~~ written ~~response~~report, the ~~Assistant~~Associate Superintendent of Human

Resources shall investigate the ~~grievance~~complaint appeal. As part of the investigation, the ~~Assistant~~Associate Superintendent of Human Resources shall ~~may~~ meet with the ~~employee, if the employee so requests,~~complainant and shall ~~also~~ undertake any such investigation ~~deemed as the Associate Superintendent of Human Resources deems~~ appropriate. The ~~Assistant~~Associate Superintendent of Human Resources may, in his or her discretion, designate another District administrator, other than ~~any previously involved supervisor, assistant principal or principal~~the administrator who investigated the complaint at Level 1, to conduct the investigation and grievance appeal resolution when appropriate.

~~a. — An investigation will be commenced immediately, but no later than ten (10) days after the Assistant Superintendent of Human Resources' receipt of the formal written grievance and the supervisor's written response.~~

~~b.C.~~ The ~~Assistant~~Associate Superintendent of Human Resources ~~will~~or his/her designee shall complete a written report and provide the employee with a copy of such written report within ~~thirty (30)~~ten (10) working days of receiving the formal Level 2 written ~~grievance and the supervisor's written response~~appeal. Such written report shall summarize the facts, the determinations made, and, to the extent permissible, any corrective actions to be implemented.

~~C.~~ Level 3. If the employee is not satisfied with the resolution of their ~~grievance~~complaint at Level 2, they may appeal to the ~~District's~~District's Superintendent by filing a formal written appeal with the Superintendent within seven (7) working days after receipt of the written report ~~by the Assistant Superintendent of Human Resources.~~at Level 2.

~~1.A.~~ The written appeal must be signed, contain a complete statement of the facts constituting the ~~grievance~~complaint and appeal, and ~~state the relief sought~~reasons the Level 2 resolution is not acceptable.

~~2.B.~~ Upon receipt of the formal written appeal, the Superintendent shall ~~may, if he/she deems it necessary,~~ investigate the ~~grievance~~appeal. As part of ~~the~~any such investigation, the Superintendent shall ~~meet with the employee, if the employee so requests, and shall also~~may undertake any such investigation deemed appropriate. The Superintendent may, in his or her discretion, designate another District administrator, other than any previously involved administrator(s), to conduct the investigation and appeal resolution when appropriate.

~~a. — The investigation will be commenced immediately, but no later than ten (10) days after the Superintendent's receipt of the formal written appeal.~~

~~b.C.~~ The Superintendent ~~will issue~~or designee shall complete a ~~final~~written decision report and provide the employee with a copy of such ~~final~~written decision report within ~~thirty (30)~~ten (10) working days of receiving the formal Level 3 written appeal. ~~Such written appeal.~~The Superintendent's report shall summarize the facts, the determinations made, and, to the extent permissible, any corrective actions to be implemented. The Superintendent's decision and any action taken shall be final.

III. General Provisions.

A. Nothing in this Rule shall be construed as limiting the ability of employees who have a complaint ~~or grievance~~ regarding unlawful discrimination or ~~sexual~~unlawful harassment (including sexual harassment) from discussing the matter informally with their supervisor or any appropriate District administrators or staff members, or as limiting the involvement of the administration in informally addressing and resolving any such complaints ~~or grievances.~~ Employees are encouraged, but not required, to discuss a contemplated ~~grievance~~complaint informally with their supervisor or other District administrators or staff members prior to filing a ~~grievance~~complaint.

- B. The time limits in these procedures are for the purpose of insuring prompt action. If an employee does not pursue the next step of a procedure within the time period specified, it shall constitute an abandonment of the complaint ~~or grievance~~. If an investigating administrator does not respond within the time period specified, the employee may proceed to the next level of the complaint procedure. Nothing in this Rule shall prohibit the Associate Superintendent of Human Resources and the employee from jointly agreeing in writing to extend time lines set forth in this Rule.
- ~~C. If the person designated to receive and act upon a grievance or appeal is the subject of the grievance, the next highest step in the grievance process shall be used.~~
- C. At any level of the complaint procedure, the investigating administrator may require meetings with the employee and/or the alleged offending person to seek resolution or to further the investigation. Failure by the complainant to participate in any such meeting shall constitute an abandonment of the complaint. Failure of the alleged offending party to participate in any such meetings shall subject such offending party to discipline, as appropriate.
- D. No retaliation of any kind will be permitted against any employee who makes a good faith complaint ~~or grievance~~ pursuant to this Rule, or against any person who in good faith participates in or cooperates with an investigation of alleged unlawful discrimination or unlawful harassment (including sexual harassment).
- E. Information regarding an individually identifiable student or employee will only be shared with an employee filing a complaint ~~or grievance~~, or with other persons, if allowed by law and in accordance with District policies and rules.
- F. To the extent permitted by law and in accordance with District policies and rules, the identity of employees filing complaints ~~or grievances~~ pursuant to this Rule and any documents generated or received pertaining thereto, will be kept confidential. Information may be disclosed if necessary to further an investigation, ~~grievance,~~ or appeal, or if necessary to carry out ~~student or employee~~ appropriate discipline. The District may disclose information to District personnel, law enforcement authorities, and others when necessary to enforce this Rule or when required or allowed by law.
- G. The proper law enforcement agency will be contacted ~~immediately~~ promptly when there is a reasonable suspicion that a violation of a state or federal criminal law may have been committed.
- H. Working days shall mean: (i) days when school is in session for students during the school year; and (ii) all weekdays when school is in recess for summer vacation, excluding any national holidays.

Related Policies and Rules: 1100.4, 4001, 4001.1, 4100, 4163.3, 5010, 5010.1, 5010.2, 5020, 5020.1, 6002

Legal Reference: Nebraska Fair Employment Practice Act (Neb. Rev. Stat. §48-1101 et seq.)
Neb. Rev. Stat. §79-544; 79-896; 79-820; 79-801; 79-802; 48-901 to 48-912
Age Discrimination in Employment Act
Title VII Civil Rights Act
Rehabilitation Act 1973 and Rehabilitation Act Amendments
Title IX of the Education Amendments of 1972
The Americans with Disabilities Act of 1990
Equal Employment Opportunity Act
Nebraska Equal Opportunity in Education Act (Neb. Rev. Stat. §79-2.114 to 79-2.124)

Rule Approved: September 20, 2010
Revised: July 9, 2018

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: First Reading of Policy 4100 – Human Resources – Recruitment, Selection, and Non-Discrimination

Meeting Date: July 9, 2018

Department: Human Resources

Title and Brief Description: Board Policy: Human Resources 4100, Recruitment, Selection, and Non-Discrimination

Action Desired: Approval

Background: Following District guidelines to review Policies every seven years. Changes to ensure consistency in District policies and rules and update to policy title and terminology. This Policy has been reviewed by the District’s legal counsel.

Options/Alternatives Considered: N/A

Recommendations: Because Policy 4100 was recently reviewed in January of 2018 and the modifications are consistent with updates to other District non-discrimination policy revisions, recommendation is to omit Second Reading and Approve policy revisions.

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature: _____



Human Resources

Recruitment, Selection, and Non-Discrimination

4100

The District will employ the best qualified applicant for each position. The District does not unlawfully discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, ~~or~~ age, or on any other basis prohibited by federal, state, or local laws in admission or access to, or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the ~~non~~-discrimination and harassment policies: The Associate Superintendent of Schools Human Resources, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints ~~and grievances~~ by school personnel or job applicants regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 4001.2.

The District may make pre-employment inquiries into the ability of an applicant to perform job related functions. The District will make reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability unless to do so would impose an undue hardship. Medical examinations will be required by the District if required by law or applicable regulation or if the inquiry comports with all applicable laws. Applicants will be notified that any job offer is contingent upon a post-offer search for criminal records of the candidate and, if found, a review of such records.

The District will not make inquiry either orally or through the use of any pre-employment questionnaire or application for the purpose of unlawfully discriminating in the hiring or promotion of any applicant on the basis of, race, color, religion, national origin, gender, marital status, disability, ~~or~~ age, or on any other basis prohibited by federal, state, or local laws.

There will be no discrimination by school officials against any employee because of membership or activity in an employee organization.

Where required by law or deemed essential by the District, District employees will be duly licensed and/or certified, or will hold a lawful permit.

The District will not enter into an employment contract with a certificated employee who is already under contract with another school district within Nebraska covering a part or all of the same time of performance as the contract with such other district.

A District Board member will not be an employee of the District.

Related Policies and Rules: 4001, 4001.1, 4001.2, 4100.1, 4100.2, 4100.3, 4163.3, 5010, 5010.1, 5010.2, 5020, 5020.1, 6002,

Legal Reference: Nebraska Fair Employment Practice Act (Neb. Rev. Stat. §48-1101 et seq.)
Neb. Rev. Stat. §79-544; 79-896; 79-820; 79-801; 79-802; 48-901 to 48-912
Age Discrimination in Employment Act
Title VII Civil Rights Act
Rehabilitation Act 1973 and Rehabilitation Act Amendments
Title IX of the Education Amendments of 1972
The Americans with Disabilities Act of 1990
Equal Employment Opportunity Act
Nebraska Equal Opportunity in Education Act (Neb. Rev. Stat. §79-2,114 to 79-2,124)

Policy Adopted: February 25 1980

Millard Public Schools

Revised: March 16, 1992; December 21, 1998; June 21, 2004;

Omaha, NE

October 16, 2006; September 20, 2010, July 9, 2018

Reaffirmed: January 8, 2018

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm of Rule 4100.1 – Human Resources – Recruitment and Selection: Certificated Staff

Meeting Date: July 9, 2018

Department: Human Resources

Title and Brief Description: Rule 4100.1 – Human Resources – Recruitment and Selection: Certificated Staff

Action Desired: Reaffirm

Background: Following District guidelines to review Policies every seven years. Based on review, no changes required for Rule. This Rule has been reviewed by the District’s legal counsel.

Options/Alternatives Considered: N/A

Recommendations: Reaffirm

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature: _____



Human Resources

Recruitment and Selection - Certificated Staff

4100.1

Recruitment

Applications will be accepted from candidates who have graduated, or who are preparing to graduate, from accredited colleges and universities. The Human Resources Office will be responsible for disseminating information about the District and for obtaining and processing all application inquiries. Applicants inquiring about positions in the District will be directed to the Human Resources Website.

Whenever necessary, representatives of the administrative staff will visit accredited colleges and universities to recruit outstanding prospective candidates. The Human Resources Office may advertise vacant positions on the Millard Public School's web page, through local newspapers, social media sites, college and university placement offices, and/or professional organizations.

Selection

The Human Resources Office reviews and screens applications. When applicants' files are complete, screening and position interviews will be arranged as deemed necessary. Following position interviews, applicants will be notified of the status of their application.

Election of all certificated employees shall be by the action of the Board of Education upon the recommendation of the Superintendent. No applicant shall be employed to teach unless he or she holds or will hold, at the beginning of the term of the contract, a valid Nebraska Certificate or permit issued by the Commissioner of Education legalizing him or her to teach the grade or subjects to which elected. The contract for employment will be in writing.

Whenever practical, teachers will not be assigned to teach or coach their own children.

Such nomination and election of employees shall be subject to the provisions of the laws of the State of Nebraska.

Legal Reference: Neb. Rev. Stat. §§79-817 through 79-820

Rule Approved: August 21, 1979; April 6, 1992

Revised: September 7, 1993; December 21, 1998; October 16, 2006; January 21, 2013

Reaffirmed: January 8, 2018; [July 9, 2018](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm of Rule 4100.2 – Human Resources – Recruitment and Selection: Non-Certificated Staff

Meeting Date: July 9, 2018

Department Human Resources

Title and Brief Description: Rule 4100.2 – Human Resources – Recruitment and Selection: Non-Certificated Staff

Action Desired: Reaffirm

Background: Following District guidelines to review Policies every seven years. Based on review, no changes required for Rule. This Rule has been reviewed by the District’s legal counsel.

Options/Alternatives Considered: N/A

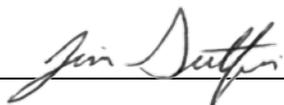
Recommendations: Reaffirm

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:  _____

Human Resources

Recruitment and Selection - Non-Certificated Staff

4100.2

Recruitment

Persons wishing employment with the District may apply on the District's Human Resources web page.

Selection

The Human Resources Office reviews and screens applications and interviews are arranged as deemed necessary. Following position interviews, applicants will be notified of the status of their application.

Educational paraprofessionals (known in statute as teacher aides) may be employed for non-teaching duties if and when the District is satisfied that the paraprofessional has been specifically prepared for such duties, including the handling of emergency situations which might arise during the course of his or her work.

Legal Reference: Neb. Rev. Stat. §79-802(3)

Rule Approved: August 21, 1978

Revised: April 6, 1992; December 21, 1998; October 16, 2006; January, 21 2013

Reaffirmed: January 8, 2018; [July 9, 2018](#)

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm of Rule 4100.3 – Employment Contracts

Meeting Date: July 9, 2018

Department Human Resources

Title and Brief Description: Rule 4100.3 – Human Resources – Employment Contracts

Action Desired: Reaffirm

Background: Following District guidelines to review Policies every seven years. Based on review, no changes required for Rule. This Rule has been reviewed by the District’s legal counsel.

Options/Alternatives Considered: N/A

Recommendations: Reaffirm

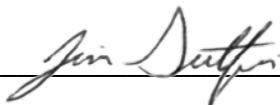
Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature: _____



Human Resources

Employment Contracts

4100.3

Every contract to which the District is a party shall contain a provision stating that the District will not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions, or privileges of employment, because of his or her race, color, religion, national origin, gender, marital status, disability, or age.

Employment contracts for certificated personnel will also contain: 1) a provision whereby the employed person affirms that he or she holds or will hold, at the beginning of the contract term, a valid certificate properly registered with the Human Resources Office; 2) a provision that he or she is not under contract with another school district in this state during any portion of the time contemplated by the contract; and 3) a provision that there shall be no penalty for release from the contract.

Legal Reference: Neb. Rev. Stat. §§79-817; 79-818; 79-819; 79-820; 48-1122

Rule Approved: April 6, 1992

Revised: December 21, 1998; October 16, 2006; January 21, 2013:

Reaffirmed: January 8, 2018; [July 9, 2018](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Board Rule 4153.1 - Human Resources – Professional Boundaries and Staff Relationships with Students

Meeting Date: July 9, 2018

Department: Human Resources

Title and Brief Description: Approve new Board Rule 4153.1 – Human Resources – Professional Boundaries and Staff Relationships with Students

Action Desired: Approval

Background: This is a new Rule that contains many of the elements we train staff on concerning appropriate boundaries and relationships with students.

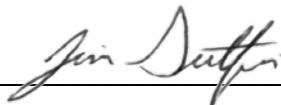
Options/Alternatives Considered: Not approve or revise

Recommendations: Approval

Timeline: August 13th implementation to allow for training

Responsible Persons: Kevin Chick
Associate Superintendent for Human Resources

Superintendent's Signature: _____



Human Resources

Professional Boundaries and Staff Relationships with Students

4153.1

All employees are expected to comply with the Professional Code of Conduct, and to observe and maintain professional boundaries between themselves and students. A violation of such professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

All electronic communication with students will only occur through the District e-mail system or District approved communication systems.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries and staff relationships with students that employees are expected to maintain with a student includes, but is not limited to:

- Text-messaging students, unless the student is a child or family friend of the employee.
- Any communication with students in an inappropriate, immoral or unethical manner.
- Engaging in private social-networking communication with a student on a social networking site, unless the student is a child of the employee or family friend. Material that employees post on social networks that is publicly available to those in the school community should reflect the professional image applicable to the employee's position and not impair the employees capacity to maintain the respect of students and parents or impair the employees ability to serve as a role model for students.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advances – verbal, written, or physical – towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual or inappropriate jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom), except as appropriate in relation to the child's needs.
- Being overly "touchy" with a specific student.
- Addressing students or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent/guardian and school administrator unless another adult is in the vehicle and except in circumstances that are appropriate, such as driving a babysitter home or driving the friend or teammate of the employee's child

home. If there is any question as to whether it is appropriate or not, the employee should notify the employee's direct supervisor for direction.

- Taking a student on an outing without obtaining prior express permission of the student's parent and school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator
- Going to the student's home when the student's parent or a proper chaperone is not present
- Giving gifts of a personal nature to a specific student

Reporting Violations

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a teacher or other staff member may be engaging in conduct that violates this Rule.

Staff members are required to promptly notify the principal (or other administrator) or the Associate Superintendent of Human Resources, if they become aware of a situation that may constitute a violation of this Rule.

If a student contacts a staff member and they do not use the District e-mail system or designated communication system, the staff member must notify their immediate supervisor of the communication within 24 hours, unless circumstances warrant and immediate contact. The staff member is also responsible to ensure student is aware of and utilizes District approved communication systems.

Related Policies and Rules: 4153, 4155.1, 5620, 5620.1, 7305, 7305.1

Rule Adopted: July 9, 2018

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 4163.3 – Human Resources – Remedial Action – Investigation/Procedure

Meeting Date: July 9, 2018

Department: Human Resources

Title and Brief Description: Rule 4163.3 – Human Resources – Remedial Action – Investigation/Procedure

Action Desired: Approval

Background: Following District guidelines to review Policies and underlying Rules every seven years. Changes to ensure consistency in District rules and underlying procedural components. This Rule has been reviewed by the District’s legal counsel.

Options/Alternatives Considered: N/A

Recommendations: Approve

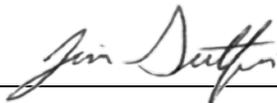
Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature: _____



Human Resources

Remedial Action – Investigation/Procedure

4163.3

- I. All District personnel shall conduct themselves in such a manner so as to promote the educational responsibilities and purposes of the District in respecting the rights of students, District personnel, parents, third party businesses, service providers, or contractors and any other persons related to the District in any other capacity.
- II. When conduct of District personnel fails to meet District standards, violates students' rights or adversely reflects upon the District in the community, the conduct shall be reported to the Superintendent or designee.
- III. When a complaint, charge or allegation of inappropriate conduct by District personnel is received by any District personnel, from any source, the procedure shall be as follows:
 - A. The Superintendent shall be notified of the complaint, charge, or allegation of inappropriate conduct together with the information available.
 - B. The Superintendent or designee immediately shall initiate and conduct such investigation of the complaint, charge, allegations or related matters deemed reasonable.
 - C. Such investigation may be conducted by District officials or by designated third parties and will be conducted so as not to interfere with any concurrent or related investigation by any law enforcement or administrative agency. The proper law enforcement agency will be contacted immediately when there is a reasonable suspicion that a violation of a state or federal criminal law may have been committed and, if requested by the law enforcement authorities, the conduct of any further investigation by the District shall be suspended until the law enforcement authorities conclude their own investigation.
 - D. During the pendency of any investigation performed by the District, the Superintendent or designee may temporarily suspend, transfer, remove, or reassign the person in question when the Superintendent determines it to be in the best interests of the District, including but not limited to the safety of the students, personnel and other people associated with or related to the District, would best be served by the temporary suspension, transfer, removal or reassignment of the personnel in question.
 - E. Any such temporary suspension, transfer, removal, or reassignment may or may not result in the loss of any compensation or benefits or in the change of any job classification. Such temporary suspension, transfer, or reassignment shall not exceed thirty (30) days unless extended by mutual agreement of the District and personnel.
 - F. Unless prohibited by specific direction of law enforcement authorities involved, any personnel who is the subject of any investigation shall be notified and advised of the complaint, charge or allegation reported to the District, and will be afforded the opportunity to respond to all charges or allegations of unprofessional or inappropriate conduct. Such initial notification shall be given within a reasonable period of time, but is not necessarily required to be given before the commencement of any investigation.
 - G. Upon completion of such investigation, the Superintendent or his or her designee will take appropriate action.
- IV. Complaints ~~and grievances~~ by school personnel or job applicants regarding unlawful discrimination or ~~sexual~~ unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 4001.2. Complaints ~~and grievances~~ by students or parents regarding unlawful discrimination or ~~sexual~~ unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 5010.2.

Related Policies and Rules: 4001, 4001.1, 4001.2, [4140](#), 4140.1, 4140.2, 4155, 4155.1, 4165, 4165.1, 4165.2, 4172, 4172.1, 4173, 4173.1, 4510, [5010](#), [50101.1](#), [5010.2](#), 5020, 5020.1, 5020.2, [6002](#)

Rule Approved: June 5, 2000

Date Revised: December 3, 2007; September 20, 2010, October 20, 2014, [July 9, 2018](#)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm of Policy 4325 – Human Resources – Grievances

Meeting Date: July 9, 2018

Department Human Resources

Title and Brief Description: Policy 4325 – Human Resources – Grievances

Action Desired: Reaffirm

Background: Following District guidelines to review Policies every seven years. Based on review, no changes required for Policy. This Policy has been reviewed by the District’s legal counsel.

Options/Alternatives Considered: N/A

Recommendations: Reaffirm

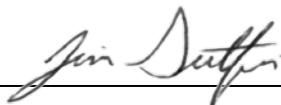
Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature: _____



Human Resources

Grievances

4325

The Superintendent or his/her designee shall establish grievance procedures for employees. Grievance procedures in a collective bargaining agreement shall take precedence over policy and rule.

Related Policies and Rules: [4325.1](#)

Policy Adopted: October 7, 1974

Reaffirmed: November 17, 1997; December 21, 2009; [July 9, 2018](#)

Revised: March 18, 2002; September 20, 2010

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 4325.1 – Human Resources – Grievance Procedure

Meeting Date: July 9, 2018

Department: Human Resources

Title and Brief Description: Rule 4325.1 – Human Resources – Grievance Procedure

Action Desired: Approval

Background: Following District guidelines to review Policies and underlying Rules every seven years. Changes to ensure consistency in District rules and underlying procedural components. This Rule has been reviewed by the District’s legal counsel.

Options/Alternatives Considered: N/A

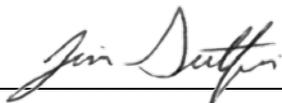
Recommendations: Approve

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:  _____

Human Resources

Grievance Procedure

4325.1

- I. Any employee who has a grievance not otherwise covered by a grievance procedure included within a collective bargaining agreement or other specific grievance procedure shall use the procedure set forth in this Rule. The District shall consider the grievance abandoned and moot if the grievant fails to comply with the requirements and time limitations set forth in this Rule.
- II. The purpose of a grievance procedure is to resolve, as quickly as possible, problems which may arise concerning conditions of employment of District personnel. Nothing in this procedure will be construed as limiting the right of any employee having a grievance to discuss the matter informally with the employee's ~~principal administrator~~ or immediate supervisor. Employees are encouraged to discuss a contemplated grievance informally with his or her ~~principal administrator~~ or immediate supervisor prior to filing a grievance.
- III. At any stage of the grievance procedure, a grievant may select another person or an employee organization to assist the grievant with the grievance and to appear with and as a representative of the grievant at any step in the grievance procedure. No reprisals of any kind shall be taken against any employee who utilizes the District's grievance procedure or any other personnel participating in the grievance procedure.
- IV. This grievance procedure shall not apply to a certificated employee's suspension without pay, or a proposed non-renewal, cancellation, termination, reduction in force, or amendment of a certificated employee's contract all of which shall be administered in accordance with Nebraska Law and shall be specifically exempt from this grievance procedure.
- V. Information relating to an individually identifiable student or employee will only be disclosed to the person or persons filing the complaint or grievance, his or her designated representative or to other designated persons, provided such disclosure is allowed by law and in accordance with District policies and rules.
- ~~V~~.VI. The time limits in these procedures are for the purpose of insuring prompt action. If an employee does not pursue the next step of a procedure within the time period specified, it shall constitute an abandonment of the grievance. If an investigating administrator does not respond within the time period specified, the employee may proceed to the next level of the grievance procedure. Nothing in this Rule shall prohibit the Associate Superintendent of Human Resources and the employee from jointly agreeing in writing to extend time lines set forth in this Rule.

~~VI~~.VII. Procedure

- A. Step 1: An employee shall, within ten (10) working days after the occurrence of the event or condition which is the subject of the grievance or the last of a series of events and conditions which constitute the grievance, make an appointment with and meet and discuss the matter with his/her immediate supervisor. In the event that the immediate supervisor is the ~~object~~-subject of the grievance, the employee shall, within the same ten (10) working day time limitation, proceed to Step 2 of the procedure. Every effort will be made to resolve the grievance informally at this level. The immediate supervisor shall give the employee an oral response within ~~seven (7)~~ten (10) working days of such meeting. Due to the importance of resolving the grievance at this level, the meeting with the supervisor is important and essential, and the failure of the employee to attend such a meeting will constitute an abandonment of the grievance.
- B. Step 2: If the employee is not satisfied with the resolution of the grievance at Step 1, he or she may formalize the grievance by filing a formal written grievance with the ~~Assistant-Associate~~ Superintendent of Human Resources within ~~seven (7)~~five (5) working days after the supervisor's oral response at Step 1.
 1. The written grievance must be signed, contain a complete statement of the facts constituting the grievance, and state the relief sought and why the response at Step 1 was not acceptable.
 2. The ~~Assistant-Associate~~ Superintendent of Human Resources will notify the supervisor that he or she has received such a formal written grievance and will forward the formal

written grievance to the supervisor. The supervisor shall, within ~~seven (7)~~ five (5) working days of receipt of the formal grievance, create a written response and forward the written response to the employee and to the ~~Assistant-Associate~~ Superintendent of Human Resources.

~~a.3.~~ Upon receipt of the formal written grievance and the supervisor's written response, the ~~Assistant-Associate~~ Superintendent of Human Resources shall investigate the grievance. As part of the investigation, the ~~Assistant-Associate~~ Superintendent of Human Resources ~~shall may~~ meet with the employee, ~~if the employee so requests~~, and ~~shall also~~ undertake such investigation as the Associate Superintendent of Human Resources deems appropriate. The ~~Assistant-Associate~~ Superintendent of Human Resources may, in his or her discretion, designate another District administrator, other than any previously involved supervisor, ~~assistant principal~~ or ~~principal~~ administrator, to conduct the investigation and grievance resolution when appropriate.

~~b. —An investigation will be commenced immediately, but no later than ten (10) days after the Assistant Superintendent of Human Resource's receipt of the formal written grievance and the supervisor's written response.~~

~~e.4.~~ The ~~Assistant-Associate~~ Superintendent of Human Resources or his/her designee will shall complete a written report and provide the employee with a copy of ~~the such~~ written report within ~~thirty (30)~~ ten (10) working days of receiving the formal written grievance and the supervisor's written response. Such written report shall summarize the facts, the determinations made, and, to the extent permissible, any corrective actions to be implemented.

C. Step 3: If the employee is not satisfied with the resolution of the grievance at Step 2, he/she may appeal to the District's Superintendent by filing a formal written appeal with the Superintendent within ~~seven (7)~~ five (5) working days after receipt of the written report by the ~~Assistant-Associate~~ Superintendent of Human Resources.

1. The written appeal must be signed, contain a complete statement of the facts constituting the grievance and appeal, ~~and~~ state the relief sought, and the reason the previous resolution was not acceptable.

2. Upon receipt of the formal written appeal, the Superintendent may, if he/she deems it necessary, investigate shall review the grievance appeal. As part of any such investigation, The Superintendent may, in his or her sole discretion, designate another District administrator, other than any previously involved administrators, to conduct the investigation and grievance appeal resolution when appropriate ~~meet with the grievant and/or the employee and may also undertake any other appropriate actions he or she deems necessary as part of the review.~~

~~a.3.~~ The Superintendent or designee shall will issue complete a ~~final~~ written decision and provide the grievant employee with a copy of such ~~final~~ written decision within ~~thirty (30)~~ ten (10) working days of receiving the formal Step 3 written appeal. Such decision shall summarize the facts, the determinations made, and, to the extent permissible, any corrective actions to be implemented. The Superintendent's decision and any action taken shall be final.

D. Definitions:

~~1. —"Days" shall mean days school is in session for students during the school year and calendar days when school is in recess for summer vacation.~~

~~2.1.~~ "Grievance" shall mean a claim based upon an event or condition which concerns the terms and conditions of employment. Employee complaints ~~and grievances~~ regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 4001.2.

~~3.2.~~ "Grievant" shall mean the employee or employees claiming a grievance.

3. "Interested party" shall mean any employee or group of employees who may be directly and materially affected by the decision of the grievance.
4. "Working days" shall mean: (i) days when school is in session for students during the school year; and (ii) all weekdays when school is in recess for summer vacation, excluding any national holidays.

Related Policies and Rules: [4325](#); [4001](#); [4001.1](#); [4001.2](#)

Rule Approved: October 7, 1974

Revised: May 20, 1985; November 17, 1986; August 16, 1993; March 18, 2002

(4325.2 included in this Rule: March 18, 2002); December 21, 2009; September 20, 2010;

July 2, 2012; [July 9, 2018](#)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Policy 5010.1

Meeting Date: July 9, 2018

Department: Student Services

Title and Brief Description: Sexual Harassment. Sexual harassment by District students of other District students or of District personnel, on District property or any other place where governing law permits the District to discipline students for such misconduct, is strictly prohibited. Any student who retaliates against any person who testifies at, or assists or participates in, an investigation, proceeding, or hearing relating to a sexual harassment complaint shall be subject to discipline. Sexual harassment occurs when an adverse action is taken, or a hostile environment is created, or a quid pro quo relationship is created.

Action Desired: Approval

Background: Seven year review and update.

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: Immediate

Responsible Persons: Bill Jelkin, Director of Student Services
Kevin Chick, Associate Superintendent for Human Resources

Superintendent's Signature: _____



~~Pupil~~ Student Services

Non-Discrimination and ~~Sexual~~ Harassment

5010.1

I. Unlawful Discrimination and Unlawful Harassment Prohibited. The District is committed to offering a learning environment to its students that is free from unlawful discrimination and unlawful harassment (including sexual harassment) and will not tolerate unlawful discrimination or unlawful harassment (including sexual harassment). All students are responsible for creating and maintaining an environment free of such unlawful discrimination and unlawful harassment (including sexual harassment). The District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, age, or on any other basis prohibited by federal, state, or local laws (hereinafter “protected status”).

A. Unlawful discrimination is defined as unfavorable or disparate treatment of a person or class of persons when that person’s protected status is a factor in such unfavorable or disparate treatment.

B. Disparate or unfavorable treatment of similarly situated students is not necessarily unlawful discrimination. Treating a person unfavorably in comparison to other similarly situated students may be unlawful when that person’s protected status is a factor in the disparate or unfavorable treatment.

~~H.~~II. Harassment by Students. Sexual harassment is considered a form of sex discrimination. Sexual harassment by District students of other District students or of District personnel, on District property or any other place where governing law permits the District to discipline students for such misconduct, is strictly prohibited. Any student who retaliates against any person who testifies at, or assists or participates in, an investigation, proceeding, or hearing relating to a sexual harassment complaint shall be subject to discipline. Sexual harassment occurs when an adverse action is taken, or a hostile environment is created, or a *quid pro quo* relationship is created.

III. Complaints and Grievances. Complaints ~~and grievances~~ by students or parents regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 5010.2.

~~H.~~IV. Retaliation Prohibited. Retaliation is also strictly prohibited and shall be grounds for discipline. There shall be no retaliation by the District or its personnel against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of unlawful discrimination or unlawful harassment (including sexual harassment). The initiation of a complaint in good faith about behavior that may violate the District’s policy shall not result in any adverse action.

~~H.~~V. Definitions.

A. “Adverse action” is defined as a response by a harassing party which is directed at the complainant as a direct result of the complainant’s failure to succumb to the sexual harassment. Adverse actions may include, but are not limited to, any form of physical or verbal intimidation or threat, job loss, increase in work responsibilities without adequate compensation or training, and lateral transfers without a reduction in pay or benefits if the complainant is transferred to an undesirable location in the office, or any change in or interference with the complainant’s education and is a result of his or her reaction to unlawful discrimination or unlawful harassment (including sexual harassment).

B. “Hostile environment” is defined as an educational environment which is permeated with a consistent pattern of sexually discriminatory intimidation, ridicule, and insult that is sufficiently severe enough to alter the conditions of the complainant’s employment or education and create an abusive environment. Examples of actions creating a hostile environment include, but are not limited to, unwanted touching, body contact, pinching, patting, name-calling, repeated propositions, written messages, notes, cartoons, and graffiti.

C. “*Quid pro quo*” relationship includes, but is not limited to, a superior of the complainant making submission or rejection to requests for sexual favors explicitly or impliedly, a term or condition or privilege of education.

- D. "Retaliation" shall include, but is not limited to, adverse actions against a complainant for his or her reaction to ~~sexual~~ unlawful discrimination or unlawful harassment (including sexual harassment), taken by the person responsible for the unlawful discrimination or unlawful harassment (including sexual harassment), or by any other party so long as the adverse action is the result of the complainant's reaction to unlawful discrimination or unlawful harassment (including sexual harassment).
- E. "Sexual harassment" shall mean an unwelcome verbal or nonverbal conduct of a sexual nature which is directed at or to a specific student or students or conduct that has the purpose or effect of unreasonably interfering with a student's work or performance, or which creates an intimidating, hostile, or offensive educational environment. Examples include, but are not limited to, unwanted touching, pinching, patting, verbal comments of a sexual nature, sexual name-calling, pressure to engage in sexual activity, repeated propositions, written messages, notes, cartoons, graffiti, and unwanted body contact.
- F. "Title IX Coordinator" shall mean the District's ~~Executive Director~~ Associate Superintendent of Human Resources.
- G. "Unlawful Harassment" is defined as unwelcomed repetitive conduct affecting the learning environment with the effect of unreasonably interfering with the ability of a student to perform in the school related program or activity and creates an intimidating, offensive or hostile learning environment, which is based in whole or in part on the student's protected status.

Legal Reference: 20 U.S.C. § 1681 *et seq.*

Related Policies and Rules: 1100.4, 4001, 4001.1, 4100, 4163.3, 5010, 5010.1, 5010.2, 5020, 5020.1, 6002

Rule Approved: November 20, 1995

Revised: March 17, 1997; October 2, 2000; September 20, 2010; July 9, 2018

(Renumbered from 5420.1 on September 20, 2010)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 5010.2

Meeting Date: July 9, 2018

Department: Student Services

Title and Brief Description: Discrimination and Sexual Harassment Complaint and Grievance Procedures. All students and parents are responsible for helping the District to prevent discrimination and sexual harassment. Students and parents who believe that they, or their children, have been subjected to or have witnessed any conduct which constitutes discrimination or sexual harassment should follow complaint and reporting procedures.

Action Desired: Approval

Background: Seven year review and update.

Options/Alternatives Considered: N/A

Recommendations: Approval

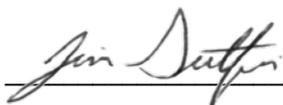
Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: Immediate

Responsible Persons: Bill Jelkin, Director of Student Services
Kevin Chick, Associate Superintendent for Human Resources

Superintendent's Signature: _____



~~Pupil~~ Student Services

Non-Discrimination and Sexual Harassment Complaint and Grievance Procedures

5010.2

I. Complaint and Reporting Procedures.

- A. All students and parents are responsible for helping the District to prevent unlawful discrimination and unlawful harassment (including sexual harassment). Students and parents who believe that they, or their children, have been subjected to or have witnessed any conduct by a District employee or student which constitutes unlawful discrimination or ~~sexual~~-unlawful harassment (including sexual harassment) should follow the following complaint and reporting procedures.
1. Students and parents are encouraged to directly ~~inform~~-advise the offending person that such conduct is offensive and must stop. If such an effort is unsuccessful or too uncomfortable or the student or parent desires not to directly ~~so~~-communicate with the offending person, then the student or parent should report the matter to a teacher, counselor, assistant principal or principal, or any other available District personnel.
 2. When a student or parent reports unlawful discrimination or ~~sexual~~-unlawful harassment (including sexual harassment) to a teacher or counselor, the teacher or counselor shall:
 - a. If the alleged offending person is a District staff member or other adult, immediately report the matter to the building principal.
 - b. If the alleged offending person is a student, depending on the seriousness of the alleged conduct, the teacher or counselor shall either:
 - (i) Immediately report the matter to an assistant principal or the building principal, or
 - (ii) Immediately investigate the matter in accordance with the District's student discipline procedures and, if it is concluded that a violation of the District's Standards for Student Conduct has occurred, impose discipline sanctions pursuant to the Standards for Student Conduct and undertake other appropriate actions to redress any such conduct and prevent its future recurrence.
 3. When an assistant principal or building principal receives such a report of unlawful discrimination or ~~sexual~~-unlawful harassment (including sexual harassment), they shall:
 - a. If the alleged offending person is a District staff member or other adult, immediately report the matter to the District's ~~Executive Director~~Associate Superintendent of Human Resources.
 - b. If the alleged offending person is a student, the assistant principal or building principal shall immediately investigate the matter in accordance with the District's student discipline procedures and, if it is concluded that a violation of the District's Standards for Student Conduct has occurred, impose discipline sanctions pursuant to the Standards for Student Conduct and undertake other appropriate actions to redress any such conduct and prevent its future recurrence.
 4. When the ~~Executive Director~~Associate Superintendent of Human Resources receives such a written report of unlawful discrimination or ~~sexual~~-unlawful harassment (including sexual harassment) by a District staff member, he or she shall follow the procedures outlined in~~Board~~ Rule 4001.2.

- ~~a. If the alleged offending person is a District staff member, immediately investigate the matter in accordance with the District's personnel procedures and implement appropriate disciplinary action against the staff member.~~
 - ~~b. If the alleged offending person is an adult, but not a District staff member, immediately investigate the matter in cooperation with other involved District administrators and implement appropriate corrective actions.~~
5. When any other District personnel receive such a report of unlawful discrimination or ~~sexual~~ unlawful harassment (including sexual harassment), they shall immediately report the matter to an assistant principal or the building principal.
- B. Unless prohibited by law or District policies or rules, the investigation and resolution of the complaint or report will be discussed with the student or parent making the complaint, within ten (10) working days of the alleged discrimination or sexual harassment being reported.
- C. If the student or parent is not satisfied with the resolution of their complaint, they may use the grievance procedures set forth in Section II of this Rule.
- II. Grievance Formal Complaint Procedures. Any student or parent who is not satisfied with the resolution of their complaint of unlawful discrimination or ~~sexual~~ unlawful harassment (including sexual harassment) may initiate the following grievance formal complaint procedures which are intended to assist students and parents in the fair and prompt resolution of their complaints and concerns regarding discrimination and sexual harassment.
- A. Level 1. A student or parent shall within ten (10) working days after the occurrence of the event which is the subject of the grievance formal complaint, make an appointment with and meet and discuss the matter with the building principal. Every effort will be made to resolve the ~~grievance informally~~ formal complaint at this level. The building principal shall give the student or parent an oral response within seven (7) working days of such meeting. Due to the importance of resolving the grievance formal complaint at the building level, the meeting with the building principal is important and essential, and the failure of the student or parent to attend such a meeting will constitute an abandonment of the grievance formal complaint.
- B. Level 2. If the student or parent is not satisfied with the resolution of their grievance formal complaint at Level 1, they may ~~appeal formalize their grievance~~ by filing a formal written grievance appeal with the building principal within seven (7) working days after the building principal's oral response at Level 1.
1. The written grievance appeal must be signed, contain a complete statement of the facts constituting the grievance appeal, ~~and state the relief sought, and the reasons why the building principal's response is was not acceptable.~~
 2. The building principal will notify their supervisor and the ~~Executive Director~~ Associate Superintendent of Human Resources that they have received such a formal written grievance appeal. The building principal shall, within seven (7) working days of receipt of the formal grievance appeal, create a written response and forward the written response to the student or parent, and also forward the formal written grievance appeal and their written response to the Associate Superintendent ~~Executive Director~~ of Human Resources.
 3. Upon receipt of the formal written grievance appeal and the building principal's written response, the Associate Superintendent ~~Executive Director~~ of Human Resources shall investigate the grievance appeal and attempt to resolve it. As part of the investigation, the Associate Superintendent ~~Executive Director~~ of Human Resources ~~shall~~ may meet with the student or parent, if the student or parent so requests, and ~~shall also~~ undertake any such investigation as the Associate Superintendent of Human Resources ~~deems~~ deemed appropriate. The Associate Superintendent ~~Executive Director~~ of Human Resources may, in his or her discretion, designate another District administrator, other than

any previously involved supervisor, assistant principal or principal, to conduct the investigation and grievance appeal resolution when appropriate.

~~a. An investigation will be commenced immediately, but no later than ten (10) days after the Executive Director of Human Resources receipt of the formal written grievance and the building principal's written response.~~

~~ba.~~ The Associate Superintendent ~~Executive Director~~ of Human Resources or his/her designee shall ~~will~~ complete a written report within ~~thirty (30)~~ten (10) working days of receiving the formal written grievance appeal and the building principal's written response. Such written report shall summarize the facts, the determinations made, and to the extent permissible, any corrective actions to be implemented. The Associate Superintendent ~~Executive Director~~ of Human Resources shall provide the student or parent with a copy of such written report within two (2) working days of its completion.

C. Level 3. If the student or parent is not satisfied with the resolution of their grievance appeal at Level 2, they may appeal to the District's Superintendent by filing a formal written appeal with the Superintendent within seven (7) working days after receipt of the written report ~~by the Executive Director of Human Resources~~ at Level 2.

1. The written appeal must be signed, contain a complete statement of the facts constituting the grievance complaint and appeal, and ~~state the relief sought~~ reasons the Level 2 resolution is not acceptable.

2. Upon receipt of the formal written appeal, the Superintendent ~~shall may, if he/she deems it necessary,~~ investigate the grievance appeal and attempt to resolve it. As part of ~~the any such~~ investigation, the Superintendent ~~shall meet with the student or parent, if the student or parent so requests, and shall also may~~ undertake any such investigation deemed appropriate. The Superintendent may, in his or her discretion, designate another District administrator, other than any previously involved administrator(s), to conduct the investigation and appeal resolution when appropriate.

~~a. The investigation will be commenced immediately, but no later than ten (10) days after the Superintendent's receipt of the formal written appeal.~~

~~b. 3.~~ The Superintendent or designee shall complete ~~will issue a final~~ written decision report within ~~thirty (30)~~ten (10) working days of receiving the formal Level 3 written appeal. Such written report shall summarize the facts, the determinations made, and to the extent permissible, any corrective actions to be implemented. The Superintendent's decision and any action taken shall be final. The Superintendent shall provide the student or parent with a copy of such final written decision within two (2) days of its completion.

III. General Provisions.

A. Nothing in this Rule shall be construed as limiting the ability of students or parents who have a complaint ~~or grievance~~ regarding unlawful discrimination or ~~sexual unlawful~~ harassment (including sexual harassment) from discussing the matter informally with the building principal or any appropriate District administrators or staff members, or as limiting the involvement of the administration in informally addressing and resolving any such complaints ~~or grievances~~. Students and parents are encouraged to discuss a contemplated grievance complaint informally with the building principal or other District administrators or staff members prior to filing a grievance complaint.

B. The time limits in these procedures are for the purpose of insuring prompt action. If a student or parent does not pursue the next step of a procedure within the time period specified, it shall constitute an abandonment of the complaint ~~or grievance~~. If an investigating administrator does not respond within the time period specified, the employee may proceed to the next level of the grievance procedure.

Nothing in this Rule shall prohibit the parties from jointly agreeing in writing to extend time lines set forth in this Rule.

- C. No retaliation of any kind will be permitted against any student or parent who makes a good faith complaint ~~or grievance~~ pursuant to this Rule, or against any person who in good faith participates in or cooperates with an investigation of alleged unlawful discrimination or unlawful harassment (including sexual harassment).
- D. Information regarding an individually identifiable student or employee will only be shared with a student or parent filing a complaint ~~or grievance~~, or with other persons, if allowed by law and in accordance with District policies and rules.
- E. To the extent permitted by law and in accordance with District policies and rules, the identity of students and parents filing complaints ~~or grievances~~ pursuant to this Rule and any documents generated or received pertaining thereto, will be kept confidential. Information may be disclosed if necessary to further an investigation, grievance complaint, or appeal, or if necessary to carry out ~~student or employee~~ appropriate discipline. The District may disclose information to District personnel, law enforcement authorities, and others when necessary to enforce this Rule or when required or allowed by law.
- F. The proper law enforcement agency will be contacted ~~immediately~~ promptly when there is a reasonable suspicion that a violation of a state or federal criminal law may have been committed.

G. Working days shall mean: (i) days when school is in session for students during the school year; and (ii) all weekdays when school is in recess for summer vacation, excluding any national holidays.

Related Policies and Rules: 1100.4, 4001, 4001.1, 4100, 4163.3, 5010, 5010.1, 5020, 5020.1, 6002, 6640

Rule Approved: September 20, 2010

Revised: July 9, 2018

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 5020.1

Meeting Date: July 9, 2018

Department: Student Services

Title and Brief Description: No student shall on the basis of sex be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity in a manner which violates federal or state law, or District policies or rules.

Action Desired: Approval

Background: Review and update.

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: Immediate

Responsible Persons: Bill Jelkin, Director of Student Services
Kevin Chick, Associate Superintendent for Human Resources

Superintendent's Signature: _____

Jim Duffin

Student Services

Equal Educational Opportunity

5020.1

- I. General Statement. No student shall on the basis of sex be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity in a manner which violates federal, ~~or state,~~ or local law, or District policies or rules.
- II. Appointment of Title IX Coordinator. The Associate Superintendent of Human Resources, or his or her designee, shall serve as the District's Title IX Coordinator. The Title IX Coordinator shall be responsible for investigating any complaints under Title IX and the Nebraska Equal Opportunity in Education Act, and for coordinating the ~~grievance~~ procedures for students complaining of a violation of this Rule.
- III. ~~Complaints and Grievances.~~ ~~Complaints and grievances~~ by students or parents regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 5010.2.

Legal Reference: 20 U.S.C. § 1681
 34 C.F.R. § 106.1 *et seq.*
 Nebraska Equal Opportunity in Education Act.

Related Policies and Rules: 1100.4, 4001, 4001.2, 4100, 4163.3, 5010, 5010.1, 5010.2, 5020, 6002, 6640

Rule Approved: November 20, 1995

Revised: August 7, 2000; April 21, 2008; September 20, 2010;
February 19, 2018, July 9, 2018

Millard Public Schools
 Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: First Reading: Policy 6660- Curriculum, Instruction, and Assessment- Problem Solving Process

MEETING DATE: July 9, 2018

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: First Reading: Policy 6660- Curriculum, Instruction, and Assessment- Problem Solving Process

ACTION DESIRED: X First Reading

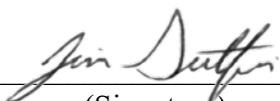
BACKGROUND: This Policy is being revised in conjunction with the revisions to the Problem Solving Process revisions.

RECOMMENDATIONS: First Reading: Policy 6660- Curriculum, Instruction, and Assessment- Problem Solving Process

TIMELINE: Implementation upon approval

RESPONSIBLE PERSON(S): Dr. Heather Phipps, Dr. Terry Houlton

SUPERINTENDENT'S APPROVAL:



(Signature)

Curriculum, Instruction, and Assessment

Problem Solving Process

6660

All District schools, PK-12, shall use a consistent and collaborative problem solving and intervention model called Multi-Tiered Systems of Support (MTSS) ~~Response to Instruction and Intervention (RtI+I)~~. This process is designed to assist teachers in developing problem solving and intervention strategies, and when necessary, recommend other appropriate District resources so as to ensure the success in school of students.

The District will develop written procedures for implementation of the MTSS ~~RtI+I~~ model and for the training of staff participating in the problem solving and intervention process. Under the direction of the Superintendent, the administration shall establish and maintain procedures consistent with applicable federal and state statutes and regulations to govern implementation of the problem solving and intervention process.

Legal Reference: Title 92, Nebraska Administrative Code, Chapter 51-006.01

Policy Approved: April 16, 2001

Revised: December 4, 2006, May 21, 2012, August 20, 2018

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Mathematics Assessment ELO Cut Scores for 10th Grade

Meeting Date: July 9, 2018

Department: Assessment, Research, and Evaluation

Title and Brief Description:

High school math teachers participated in professional development regarding assessment revision and assessment item writing. The intention was to refresh the tests so that it better reflected the Millard Educational Program curriculum and Nebraska State Standards. When a test under goes changes, a new cut score is needed. In order to be as efficient as possible, many of the items from the previous test (2013) were included in the new test.

Action Desired: Approval Discussion Information Only

Background: ACS Ventures conducted the equating analysis to equate the 2013 HS Mathematics ELO cut score to the new forms of the 2018 version. Explanations of these methods are contained in the attached report: Millard Mathematics ELO Equating Report.

	<u>Cut Score</u>
Forms A & B	28
Forms C & D	27

Options/Alternatives Considered:

N.A.

Recommendations: Adopt the cut score for the four forms as stated above.

Strategic Plan Reference:

To meet the mission of the district.

Implications of Adoption/Rejection:

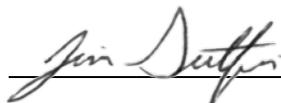
Adoption of the cut scores allows us to offer another opportunity to demonstrate proficiency and meet graduation requirements.

Timeline: Begin to use results immediately for reporting.

Responsible Persons:

Dr. Darin Kelberlau and Dr. Pat Crum

Superintendent's Signature:





Millard Mathematics ELO Equating Report

May 2, 2018

Submitted by:

Susan Davis-Becker, Ph.D.

410-845-7540

sdavisbecker@acsventures.com

The purpose of this report is to document the process and results of the equating undertaken for the Millard High School Mathematics Essential Learner Outcomes (ELO) cut score. In 2013, a standard setting was conducted for the Millard HS Mathematics ELO assessment (cut score was set on one form and equated to the other forms). In 2016-2017, Millard created new content (items) for the HS Mathematics ELO in an attempt to refresh the content of the exam for the 2018 administration. This new content, along with some of the previous 2013 content, was pilot tested in 2017 with Millard students. Following the administration and analysis of the pilot items, four forms of the Millard HS ELO were created for the 2018 administration combining items from the original 2013 assessment and new items pilot tested in the 2017 administration. Rasch concurrent calibration (true score) equating was used to determine the cut score on the 2018 forms that conveyed the same level of expectation for performance as was expected on the 2013 forms. The results presented in this report include all analysis results along with recommended cut scores for the 2018 test forms.

Data

This equating study was conducted by ACS Ventures, LLC (ACS) using datasets provided by Millard Public Schools. Specifically, this included:

- All scored data from four forms of the 2013 HS Mathematics ELO (1710 Students) including cut scores for each form
- All scored data from four forms of the 2017 HS Mathematics ELO Pilot test (1572 Students)
- Item mapping indicating overlap between the 2013 operational and 2017 pilot forms
- 2018 form lists indicating overlap between the new forms and the 2013 and 2017 forms

Because of the sample size and nature of the data, it was determined that Rasch concurrent calibration (true score) equating was the most appropriate approach for this equating project (e.g., Jones, Smith, & Talley, 2006). Rasch analysis, like Item Response Theory (IRT) allows for calibration of item difficulty (i.e., item measures) and estimation of examinee ability (i.e., person measures) on the same scale (theta scale). These estimates are independent of the test form and examinee sample and therefore allow for the establishment of a baseline scale for the calibration of future items and examinees using this assessment.

Process

The equating analysis was conducted in three steps.

Step 1. A concurrent calibration was run on the full dataset including the 2013 data and the 2017 data to establish a Rasch scale using these eight test forms and to estimate Rasch measures for each item. A Rasch measure is an estimate of the item's difficulty, which is inversely related to the p-value. Rasch measures typically range from -4.0 (very easy item) to +4.0 (very difficult item).

Step 2. The results of the Step 1 analysis were used to create Test Characteristic Curves (TCCs) for each of the 2013 test forms to determine the theta value (location on the Rasch scale) associated with the 2013 cut scores.

Step 3. The 2018 test forms were assembled using 2013 items and 2017 pilot items. Since the 2013 and 2017 items were now calibrated onto the same scale (Step 1), the TCCs for the 2018 test forms were created and the theta value associated with the 2013 cut scores (Step 2) was then mapped to each of the 2018 forms to determine the associated raw score.

The results of each step are detailed in the next section.

Results

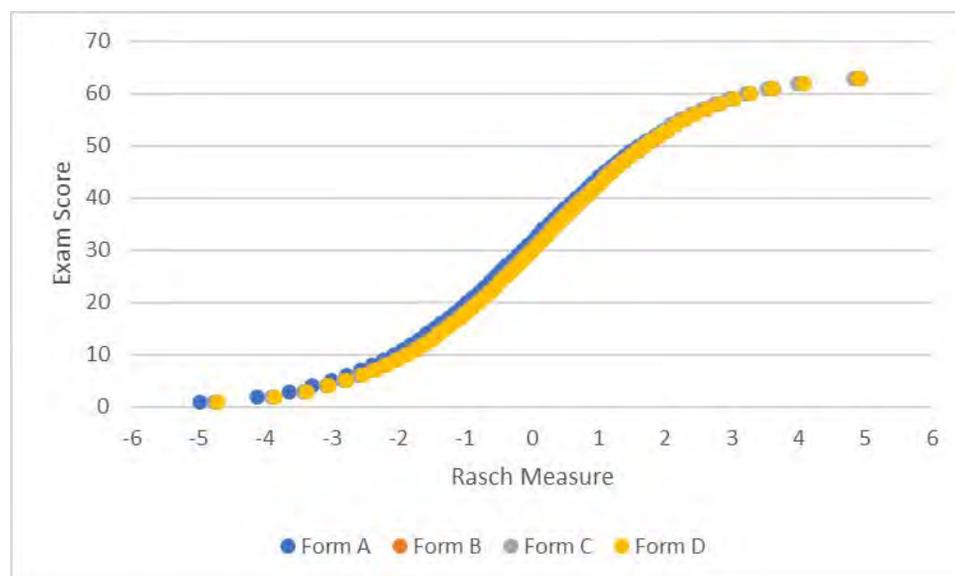
Step 1. The Rasch item difficulty measures were estimated for each item on each form of the 2013 administration of the HS Mathematics ELO and the 2017 pilot test to map performance on the items (2013 and 2017) and forms (2013 only) on the Rasch scale. Included in Table 1 are the average p-values of all items administered on each form from 2013. All four forms were very similar in terms of average p-values. There was some differentiation in difficulty based on Rasch measures (Form A was slightly easier).

Table 1. Results of Rasch Calibration of 2013 forms

Form	Examinees	Items	Average p-value	Average Measure
A	430	64	0.64	0.01
B	425	64	0.63	0.14
C	427	64	0.62	0.11
D	428	64	0.61	0.15

Step 2. The TCCs of each of the 2013 forms were estimated from the results of step 1. The TCC represents the relationship between examinee ability and test score. Examinee ability is estimated on the Rasch scale (with positive values indicating a higher level of ability). The TCCs for all four of the 2013 test forms are shown in Figure 1 (and detailed in Appendix A [“2013 TCCs” tab]). As noted from Figure 1, the forms had slightly different TCCs indicating a difference in the difficulty of Form A (this parallels the finding from Step 1).

Figure 1. TCCs for 2013 HS ELO Test Forms

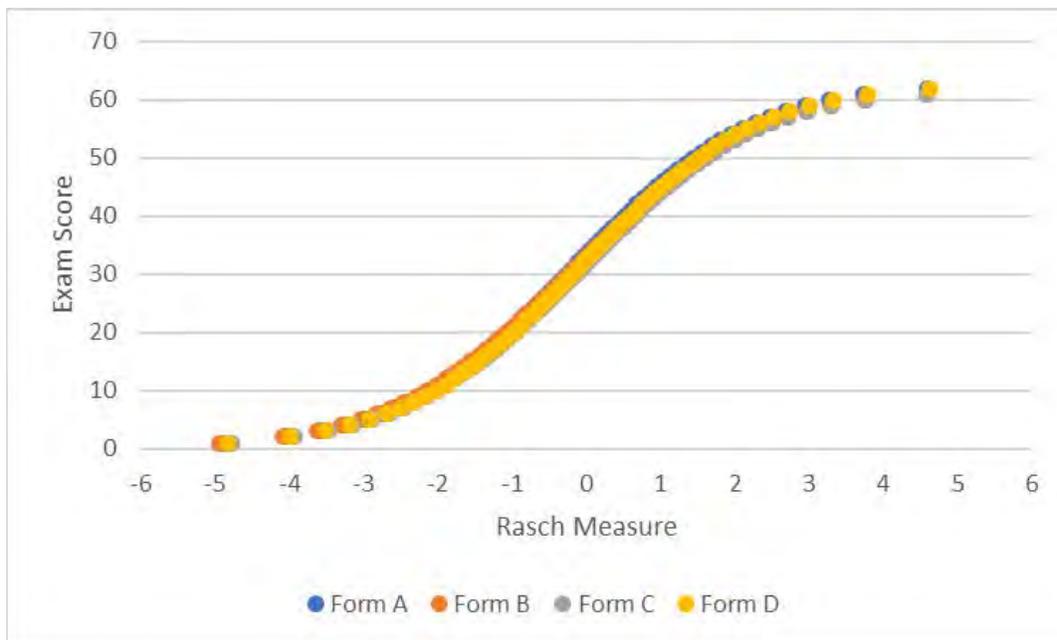


These TCCs were used to determine the ability level (on the Rasch scale) associated with the cut score for each form. Specifically, the TCC represents the intersection between raw form scores and the theta values (see highlighted cells in Appendix A – ‘2013 TCCs’ tab). The results of this analysis (theta value associated with each cut score) are included in Table 2.

Table 2. Theta Value Associated with each Raw Cut Score

Form	Raw Cut Score	Rasch Measure Cut Score
A	25	-0.54
B	26	-0.32
C	26	-0.33
D	24	-0.46
AVERAGE		-0.39

Step 3. The full set of Rasch item difficulty measures were combined for all items selected for the 2018 Millard HS ELO assessment. Using these parameters, the TCCs for each of the 2018 test forms were estimated (see Figure 2 and detailed in Appendix A [“2018 TCCs” tab]). As is evident in Figure 2, the TCCs for all four forms are similar (only small differences observed) indicating a fairly consistent level of difficulty among the forms.

Figure 2. TCCs for 2018 HS ELO Test Forms

Using these TCCs, the equated cut score for each form was determined by locating the estimated form score associated with the established theta cut score value of -0.39 (theta value associated with average passing standard set on the 2013 test forms). These values are listed in Table 3. The equated values vary by only 1 score point.

Table 3. 2018 Test Form Scores Associated with the 2013 Baseline Cut Score

Form	Average p-value	Average Measure	Equated Cut Score	Rounded Cut Score
A	0.663	-0.141	28.20	28
B	0.644	-0.162	28.10	28
C	0.638	-0.066	26.72	27
D	0.634	-0.070	27.15	27

The differences noted in Table 3 in the recommended cut scores represent the slight differences in the level of challenge presented by each test form at the particular level of ability identified by the cut score.

Recommendations

The purpose of this report was to document the process used to equate the 2013 Millard HS Mathematics ELO cut score to the new forms of this assessment developed for the 2018 administration. The results presented in this report should be reviewed by Millard assessment staff and the final cut scores identified for the 2018 administration. The value of implementing Rasch true score equating is that multiple sets of data could be calibrated to the baseline scale on which the original cut score is set. The recommended cut scores presented in this report reflect how the 2013 expectation, in terms of knowledge, skills, and abilities, is operationalized on the 2018 forms. The strength in this process is based on the consistency in the groups of students, the instruction, and the test items that were carried over from each assessment.

References

P. Jones, R.W. Smith, & D. Talley (2006) Developing Test Forms for Small-Scale Achievement Testing Systems. In S. Downing & T. Haladyna (Eds.) Handbook of Test Development, Mahwah, N.J.: Erlbaum.

Appendix A: Test Characteristic Curves for the 2013 and 2018 Test Forms

The file below includes the values used to create the test characteristic curves (TCCs) for the 2013 Forms and 2018 Forms (see Figures 1 and 2). The highlighted values indicate the original cut scores (2013 Forms) and equated cut scores (2018 Forms).



2013 and 2018 TCCs

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Middle School Electives Field Study

MEETING DATE: July 9, 2018

DEPARTMENT: Educational Services

TITLE AND

BRIEF DESCRIPTION: Middle School Electives Field Study

ACTION DESIRED: Approval

BACKGROUND: As a result of the approval of the Middle Level Schedule Proposal, a committee was convened to research, review, and propose additional middle school elective offerings. The following new elective offerings were proposed: **Creative Writing, HAL Challenge, Law and Public Service, and STEM**. Existing Millard Frameworks were revised and approved by the Board of Education. The next step in the curriculum process is to select and develop instructional materials for the courses. Millard teachers will use a combination of purchased, open education resources (OER), and teacher created materials to develop the materials for these courses, and the materials will be field studied in the 2018-2019 school year.

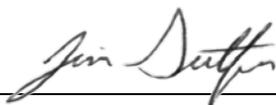
The field study of these materials would help to ensure that the materials recommended for implementation effectively meet the needs defined by Millard Frameworks and State Standards and Indicators.

RECOMMENDATIONS: Approval of Middle School Electives Field Study

TIMELINE: Implementation August 2018

RESPONSIBLE PERSON(S): Dr. Heather Phipps, Dr. Tony Weers, Dr. Melanie Olson, Jan Dahlgard, Monica Hutfles, Dr. Amy Himes

SUPERINTENDENT APPROVAL: _____



Middle School Electives Field Study 2018-2019

According to Rule 6510.1, Assessed Curriculum- Innovation/Pilot Programs and Field Studies, this Middle School Electives Field Study Proposal is presented to be conducted during the 2018-2019 school year. This Field Study is a structured study of materials developed by the District's professional educators 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:

As a result of the approval of the Middle Level Schedule proposal, a committee was convened to research, review, and propose additional middle school elective offerings. The following new elective offerings were proposed: **Creative Writing, HAL Challenge, Law and Public Service, and STEM**. Existing Millard Frameworks were revised and approved by the Board of Education. The next step in the curriculum process is to select and develop instructional materials for the courses. Millard teachers will use a combination of purchased, open education resources (OER), and teacher created materials to develop the materials for these courses, and the materials will be field studied in the 2018-2019 school year.

The field study of these materials would help to ensure that the materials recommended for implementation effectively meet the needs defined by Millard Frameworks, and State Standards and Indicators.

Compatibility with District Strategic Plan:

The field study will support Strategy 2: "We will develop and implement plans to differentiate and expand our instructional delivery system to meet each student's needs in a changing world." The field study will ensure that the instructional materials support identified standards, indicators, and assessments.

Compatibility with the District Curriculum Cycle:

Phase I of the MEP Curriculum Cycle was completed upon Board approval of the revised Frameworks in June 2018. Curriculum Development, Phase II of the MEP Curriculum Cycle, includes the field study of instructional materials.

Existing research/data:

In 1997 the District participated in its first PDK Curriculum Management Audit. The results from that audit, and the subsequent Audit in 2007, have provided guidance for the District in terms on consistency

across buildings of our written, taught, and assessed curriculum. Recommendation number one of the Audit stated that it is the responsibility of the District to provide policies that include provisions for a written curriculum with goals and objectives at all grade levels for all courses. Recommendation number six stated that the District shall create and develop policies regarding curriculum alignment and consistency that include expectations for internal consistency as well as develop a scope and sequence for all curriculum guides. Middle school Curriculum Frameworks, Course Guides, and Instructional Materials continue to be the responsibility of the District.

Clientele to be involved:

Each middle school will offer new courses to 6th, 7th, and 8th graders in order to field test with students at each grade level. Based on course registration and teacher availability, sections will be established for the 2018-2019 school year.

Desired outcomes to be achieved:

- Identify instructional materials that meet the Millard Public Schools selection criteria
- Articulate and align course selections
- Plan for adoption/implementation for 2019-20
- Identify and design appropriate staff development programs

Strategies to be employed:

- Support staff through the MEP process as they plan, integrate, and assess the new materials
- Evaluate instructional materials by gathering feedback from students and staff involved in the field study
- Revise materials prior to community review and Board of Education approval

Resources needed:

- District professional staff will design and select the instructional materials using teacher resources and Open Education Resources (OER).
- Substitutes and paid off contract time will be used for field study course writing.
- Substitutes will be used for field study course writers to review feedback and revise materials.

Evaluation Strategies:

- Test materials for effective support of standards and indicators
- Test materials for support of best instructional practices
- Test materials for teacher utilization and support
- Test materials digital learning components

AGENDA SUMMARY SHEET

Agenda Item: Approval of MOU for Omaha Library

Meeting Date: July 9, 2018

Department: Board of Education

Title & Brief Description: MOU between City of Omaha and Millard Public Schools

Action Desired: Approval

Background:

Options/Alternatives Considered:

Recommendations: Approval

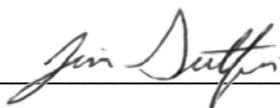
Strategic Plan Reference:

Implications of Adoption/Rejection:

Timeline:

Responsible Persons: Board of Education

Superintendents Signature: _____



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is made and entered into this ___ day of June 2018, by and among the City of Omaha, Nebraska, a municipal corporation (hereinafter referred to as “the City”) and Millard Public Schools, (hereinafter referred to as “MPS”).

WHEREAS, MPS is the owner of approximately 40 acres located at or near 204th and F Streets in Douglas County Nebraska; and,

WHEREAS, the City is desirous of building a new, approximately 40,000 square foot, Public Library on said property; and,

WHEREAS, MPS it is willing to donate or lease approximately 4.1 acres at the site described above for the purpose of the City of Omaha to construct a new Public Library and which would include classroom space for use by MPS and possibly Metropolitan Community College, along with expanded parking; and,

WHEREAS, the parties desire to enter into this non-binding Memorandum of Understanding for the purpose of developing definitive agreements, as set forth below.

NOW, THEREFORE, the parties hereto desire to express their mutual intentions and understandings with respect to the proposed development as follows:

1. MPS proposes to donate or lease to the City of Omaha approximately 4.1 acres of property located at approximately 204th and F Streets in Douglas County Nebraska.
2. The City of Omaha would construct an approximately 40,000 square foot, Public Library on said property which would include classroom space for use by MPS and possibly Metropolitan Community College, along with expanded parking.
3. Construction of the Project will comply with all relevant provisions of the Omaha Municipal Code.

4. This Memorandum of Understanding is intended to form a basis for further discussions and negotiations and does not in any manner whatsoever represent the contractual obligation of either party, nor any agreement or commitment to enter into any contract or agreement in the future; provided, however, this Memorandum of Understanding does require the parties hereto to endeavor in good faith to negotiate written agreements that reflect the foregoing terms. Once definitive agreements have been reached by all parties, the City will introduce the agreements for approval to the Omaha City Council, as soon thereafter as practicable.

IN WITNESS WHEREOF the undersigned parties hereby enter into this non-binding Memorandum of Understanding by signing and dating below.

CITY OF OMAHA

Jean Stothert, Mayor

Date

MILLARD PUBLIC SCHOOLS,

Dr. Jim Sutfin
Superintendent, Millard Public Schools

Date

AGENDA SUMMARY SHEET

Agenda Item: Approval of Superintendent Goals 2018-2019

Meeting Date: July 9, 2018

Department: Office of the Superintendent

Title & Brief Description: Approval of Superintendent Goals 2018-2019

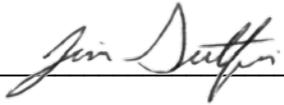
Action Desired: Approval

Background: Each year the Board approves the goals set for the Superintendent

Options/Alternatives Considered: Accept, Reject, or Amend.

Recommendations: Approval

Responsible Persons: Dr. James Sutfin

Superintendents Signature:  _____

2018-19 Superintendent Goals

Goal 1. Finances

The superintendent will evaluate long term facility needs for the District, including planning for funding necessary related to recommended facility maintenance and construction.

- The superintendent will provide budgetary and political options for our school district for board input related to the financial implications of local, state and national legislation that impact our school district.
- The superintendent will continue to evaluate program expense efficiencies and effectiveness thru the program review process.

Goal 2: Digital Learning

- The superintendent will ensure appropriate implementation and roll-out of the district's digital learning strategy for 6th and 7th grade as well as 5th grade iPads.
- The superintendent will implement professional development for digital learning designed to focus on engaging and innovative practices.
- The superintendent will use student, parent, and staff data to evaluate the effectiveness of the digital learning strategy and to provide recommendations for improvement. communications to ensure the highest possible engagement of our stakeholders.

Goal 3: Language Arts Implementation

- The superintendent will ensure appropriate implementation and roll-out of the District's new language arts standards and instructional materials.
- Implementation will include tier one instruction for all students as well as a review and revision of extension and reteaching activities.
- The superintendent will design, implement, and communicate staff development to support the roll-out of the new language arts standards and instructional materials.

AGENDA SUMMARY SHEET

Agenda Item: Approval of Superintendent Contract

Meeting Date: July 9, 2018

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.

Options And Alternatives: 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.

Responsible Person: Dr. James Sutfin

Superintendent's Approval: 

CONTRACT OF EMPLOYMENT

This contract made and entered into on this 9th day of July, 2018, 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”).

W I T N E S S E T H

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. TERM

The Superintendent shall be employed for a term beginning July 1, 2018, and terminating June 30, 2021; provided however:

1. On or before March 15, 2019, and on March 15th of each year during the term, and if the contract has been extended to terminate after June 30, 2021, on March 15th 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, 2019, and on or before April 15th of each year during the term, and if the contract has been extended, on April 15th 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.
- G. The Superintendent agrees to devote his full-time skill, labor and attention to the performance of the duties of the Superintendent provided, however, the Superintendent may, with prior notice to the members of the Board, undertake speaking engagements, writing, lecturing and other professional duties for which the only remuneration is reimbursement of expenses and ex gratia honorarium payment provided that such other work shall not interfere with the obligations set forth in this contract.

III. SALARY

The salary to be paid to the Superintendent for the period of July 1, 2018 to June 30, 2019, shall be \$237,285.66, 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, 2018 to June 30, 2021.

IV. BENEFITS

As additional compensation, the Superintendent shall receive:

1. All benefits and stipends made available and provided to the other administrative personnel (excluding District provided health and dental insurance); provided, however, that the term life insurance coverage for the Superintendent will be in a face value equal to the amount of the annual salary. The District shall provide for payment of the premium of a variable universal life policy (UL Policy) issued by Minnesota Life. The Superintendent shall receive any difference between the health and dental premium amount offered to other administrative personnel and the premium amount of the UL Policy through direct deposit into a qualified 457 account for the Superintendent.

2. An automobile for his use, together with all costs and expenses related thereto.
3. A tax sheltered annuity, the payment or premium which shall be equal to 11% of the salary set forth in Article III and is to be a pre-tax benefit and directly deposited into a qualified 403b or 457 account.
4. Payment of professional dues for NCSA and AASA.
5. Thirty (30) 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 24th, December 25th, December 31st, 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.
6. 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 \$24,000.00. 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 \$12,000.00 shall be paid on or before December 31st of the contract year and the second installment shall be paid before June 30th of the contract year.

V. LIABILITY

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: _____

Board President

ATTEST:

Secretary

AGENDA SUMMARY SHEET

Agenda Item: Approval of 2018-19 Compensation Program for Non-Union Employees

Meeting Date: July 9, 2018

Department: Human Resources

Title & Brief Description: 2018-19 Compensation Program for Non-Union Employees. This includes Administrators, Food Service Employees, Professional Technical Hourly Employees and Professional Technical Salaried Employees.

Action Desired: Approval

Background: All currently settled union contracts included a 3.00% total package increase for the 2018-19 school year.

We are recommending that non-union employees receive total package increases as follows:

Administrators – 3.00% total package increase.

Food Service Employees – 3.00% total package increase.

Professional Technical Hourly Employees – 3.00% total package increase.

Professional Technical Salaried Employees – 3.00% total package increase.

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 non-union employees be approved with each group receiving a total package increase as follows:

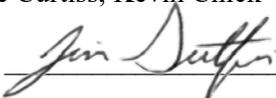
Administrators – 3.00% total package increase.

Food Service Employees – 3.00% total package increase.

Professional Technical Hourly Employees – 3.00% total package increase.

Professional Technical Salaried Employees – 3.00% total package increase.

Responsible Person: Jake Curtiss, Kevin Chick

Superintendent's Approval:  _____

AGENDA SUMMARY SHEET

Meeting Date: July 9, 2018

Department: Human Resources

Action Desired: Approval

Background: Personnel items: (1) Recommendation to Hire; (2) Resignation Agenda;
(3) Contract Addendum

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick
Associate Superintendent of Human Resources

Superintendent's Signature: _____

July 9, 2018

TEACHER RECOMMENDED FOR HIRE**Recommend: The following teachers be hired for the 2018-2019 school year:**

1. Lindsey J. Metz – MA+3 – Minnesota State University. Language Arts teacher at Millard South High School for the 2018-2019 school year. Previous Experience: Fargo, North Dakota (2015-2018); Sioux Falls, South Dakota (2014-2015); San Tan Valley, Arizona (2013-2014); Edgerton, MN (2011-2013)
2. Amanda M. Rife – MA – University of Nebraska, Lincoln. Spanish teacher at Millard North Middle School for the 2018-2019 school year. Previous Experience: Guthrie, OK (2016-2018); Lincoln Public Schools (2002-2013)
3. Jennifer M. Griebel – BA – University of Nebraska, Lincoln. Grade 4 teacher at Cather Elementary School for the 2018-2019 school year.
4. Olivia M. Harrison – BA – University of Nebraska, Omaha. Grade 1 teacher at Disney Elementary School for the 2018-2019 school year. Previous Experience: Westside Community Schools (2017-2018)
5. Jessica S. Lee – BA – University of Mexico. Grade 3 teacher at Ezra Elementary for the 2018-2019 school year. Previous Experience: Puyallup, WA (2017-2018); Gilbert, AZ (2014-2017); Roswell, MN (2012-2014); Cottonwood, AZ (2010-2012)
6. Tina D. Clark – MA – Concordia College. Grade 4 teacher at Cody Elementary School for the 2018-2019 school year. Previous Experience: Bellevue Public Schools (2016-2018); West Point, NE (2011-2016); Bowie, MD (2007-2010); Gainesville, FL (2006-2007); Omaha Public Schools (2005-2006)
7. Catherine E. Doering – BA – University of Nebraska, Lincoln. Grade 2 teacher at Neihardt Elementary for the 2018-2019 school year. Previous Experience: Omaha Public Schools (2012-2018)
8. Laura M. Fraser – MA+30 – University of New Hampshire. Grade 5 teacher at Sandoz Elementary School for the 2018-2019 school year. Previous Experience: New Mexico Public Schools (2012-2018); Santiago, Chile (2010)
9. Lynn M. Bozzano – MA+12 – University of Phoenix. Special Education teacher at Millard South High School for the 2018-2019 school year. Previous Experience: Las Vegas, NV (2011-2018)
10. Terri L. Hollendieck – BA – University of Nebraska, Omaha. Grade 4 teacher at Ackerman Elementary School for the 2018-2019 school year.
11. Nora E. Mulcahey – BA – University of Nebraska, Lincoln. Math teacher at Millard South High School for the 2018-2019 school year. Previous Experience: LaGrange, IL (2017-2018)
12. Christina M. Modrell – MA – Boise State College. Math teacher at Millard West High School for the 2018-2019 school year. Previous Experience: Boys Town High School (2015-2018); Clever R-V Schools (2014-2015); Yutan Public Schools (2006-2014)
13. Adelene R. Oliver – BA – University of Sioux Falls, SD. Grade 4 teacher at Wheeler Elementary School for the 2018-2019 school year.
14. Krista J. Zipp – BA – St. Cloud University. Grade 4 teacher at Black Elk Elementary School for the 2018-2019 school year. Previous Experience: St. Cloud, MN (2014-2018)

15. Kendra L. Heyne – BA+12 – University of Nebraska, Omaha. Kindergarten teacher at Upchurch Elementary School for the 2018-2019 school year. Previous Experience: Plattsmouth, NE (2003-2005)
16. Katie C. Carmichael – MA – University of Nebraska, Omaha. Part Time (.5) Read Teacher at Neihardt Elementary School for the 2018-2019 school year. Previous Experience: Millard Public Schools (2000-2007)
17. Jeffrey S. Uher – BA – University of Nebraska, Lincoln. Family Consumer Science teacher at Millard South High School for the 2018-2019 school year.
18. Amy M. Hougland – BA – Kansas State. Grade 1 teacher (Short-Term to Regular Contract) at Wheeler Elementary for the 2018-2019 school year. Previous Experience: Millard Public Schools (2007-2010); Omaha Public Schools (2005-2007)
19. Carissa M. Gillette – MA – Doane College. Resource teacher at Ezra Elementary School for the 2018-2019 school year. Previous Experience: Council Bluffs, IA (2006-2018)
20. Stephanie L. Jurgens – MA+31 – Wayne State. Physical Education teacher at Kiewit Middle School for the 2018-2019 school year. Previous Experience: Westside School District (2012-2018); Millard Public Schools (2006-2012)

July 9, 2018**RESIGNATIONS****Recommend: The following resignation be accepted:**

1. Kelsey Kummer – Family Consumer Science teacher at Millard South High School. Resigning effective immediately to take a position with the Nebraska Department of Education.
2. Trevor Wiltse – Math teacher at Millard West High School. Resigning effective immediately because of family relocation.
3. Cheri Anderson – Special Education Resource teacher at Ezra Elementary School. Resigning effective immediately to take a teaching position with Bennington Public Schools.

July 9, 2018

AMENDMENT TO CONTINUING CONTRACTS

Recommend: Amendment to the following contract:

1. Kimberly A. Harpole – Spanish teacher at Millard South High School. Amend contract from (1.0) FTE to (.5) FTE for the 2018-2019 school year.

AGENDA SUMMARY SHEET

AGENDA ITEM: Problem Solving Process

MEETING DATE: July 9, 2018

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Problem Solving Process

ACTION DESIRED: Information Only

BACKGROUND: Policy 6660- Curriculum and Instruction- Problem Solving Process outlines the responsibility of the District to implement a consistent, collaborative problem solving and intervention model. Each year both a Leadership and a District Committee work to review and improve the model. We have aligned our processes for academic and behavioral support for students.

In 2018-2019 we will begin using the term MTSS (Multi-tiered Systems of Support) instead of RtI+I. RTI is typically a model used for verifying students for special education services. MTSS goes far beyond that and includes many layers of support for students. This also mirrors what is happening at the national, state and local level and more accurately describes the systems in place for both academics and behavior.

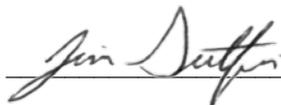
The overall goal is to transition Millard from an academic RTI+I model to an Integrated MTSS framework. This means we will continue to develop a system that blends data, resources, training, and practices in a three tiered model that will improve both academic and behavioral outcomes for our students.

We will bring the model to the Board as a report anytime the model undergoes substantial revisions.

RESPONSIBLE PERSONS:

Dr. Heather Phipps, Dr. Terry Houlton, Dr. Tony Weers,
Mr. Andy DeFreece, Mr. Bill Jelkin

SUPERINTENDENT'S APPROVAL:

 _____

Millard Public Schools

Multi-Tiered Systems of Support

MTSS Model

July 9, 2018

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INTRODUCTION

National Perspective

On December 3, 2004, Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEA 2004). The language that Congress uses in IDEA 2004 and No Child Left Behind (NCLB 2001) stresses the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services. Provisions of IDEA 2004 allow school districts to use scientific, research-based interventions as an alternative method for identifying students with specific learning disabilities (SLD). This process is generally referred to as Response to Intervention (RTI).

The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as:

“...an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data.”

RtI is an integrated approach to service delivery that encompasses general, intervention and special education through a multi-tiered service delivery model. It utilizes a problem solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RtI is the practice of: (a) providing high-quality instruction/intervention matched to all students' needs and (b) using learning rate over time and level of performance to (c) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005). RtI practices are proactive, incorporating both prevention and intervention and is effective at all levels from early childhood through high school.

RtI is intended to reduce the incidence of “instructional casualties” by ensuring that students are provided high quality instruction with fidelity. By using RtI, districts can provide interventions to students as soon as a need arises. This is very different, for example, from the methods associated with the aptitude-achievement discrepancy models traditionally utilized for SLD identification which have been criticized as a “wait to fail” approach.

What is the Purpose of Response to Intervention?

Response to Intervention is a practice of providing high-quality, scientifically validated instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. RtI is a dynamic Problem Solving Process in which data are integral in making decisions about what skills struggling students lack, and whether intervention instruction provided to date has been effective. There are four fundamental beliefs:

- Preventive action is better than the wait-to-fail approach.
- Early intervention is more effective than later remediation.
- Universal screening helps prevent students from falling through the cracks.
- Tiers of instruction are available to meet the needs of all students.

There are Eight Core Principles of Response to Intervention

1. We can effectively teach all children.
2. Intervene early.
3. Use a multi-tier model of service delivery.
4. Use a problem solving model to make decisions within a multi-tier model.
5. Use scientific, research-based validated intervention and instruction to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions. A data-based decision regarding student response to intervention is central to RtI practices.
8. Use assessment for screening, diagnostics, and progress monitoring.

*National Association of State Directors of Special Education, Response to Intervention: Policy Considerations and Implementation, 2006.

Multi-Tiered Systems of Support (MTSS)

Educational practices related to RtI have continued to evolve. Currently evidence-based practices indicate an integrated systematic approach related to impacting student growth both in academics and behavior. There have also been increase linkages between RtI implementation and school improvement efforts. As RtI has become a national movement multiple models have developed informed by local practices. This growth has provided for additional research, insight, and development opportunities into best practices of core components. These developments have expanded the concept of RtI but fit well with the original purpose of *reducing the incidence of “instructional casualties” by ensuring that students are provided high quality instruction*. Because of this increased in scope, RtI has been retitled Multi-Tiered Systems of Support (MTSS).

**Editors S.R. Jimerson, M.K. Burns, A.M. VanDerHeyden, (2016). Handbook of Response to Intervention: The Science and Practices of Multi-Tiered Systems of Support.

Nebraska Response to Intervention (RtI) Framework

The Nebraska RtI Consortium Executive Committee developed suggested essential elements to assist Nebraska school districts as they design and implement Response to Intervention models. The current essential elements below were taken from the NDE website at www.education.ne.gov/RTI/rtiframework.html on April 24, 2012.

When implemented with fidelity, the Essential Elements of RtI provide a framework for prevention, early intervention, school improvement and valid data for eligibility decisions. The Essential Elements for RtI are based on principles identified in research for an effective RtI system and provide the overarching framework to guide the implementation of RtI.

The Nebraska Department of Education is currently in the process of developing new technical assistance related to MTSS. The essential elements identified in this document include: Shared Leadership for MTSS, Communication, Collaboration, and Partnerships, Evidence-Based Instruction, Intervention, and Assessment Practices, Building Capacity/Infrastructure for

Implementation, Layered Continuum of Supports, and Data-Based Problem-Solving and Decision Making. Each of these essential elements is aligned to an AQuESTT tenet. Also within this technical assistance the term RtI will be used specifically related to a process of using MTSS practices to identified students with disabilities in the area of specific learning disability. The technical assistance document is projected to be released Fall of 2018.

Millard Public Schools Multi-Tiered Systems of Support Model

The Millard Public Schools Multi-Tiered Systems of Support Model is based on an instructional staff that is knowledgeable, including skilled teachers who use a systematic and explicit approach to instruction related both to academics and behavior. Our previous model used the term Response to Instruction and Intervention (RtI+I) because of the emphasis we place on our classroom teachers instruction along with collaborating with others regarding interventions. This emphasis continues but because of the addition of behavior and for better alignment with the research literature it was felt using MTSS is appropriate at this time.

The MTSS Model emphasizes the importance of the building principal as the instructional leader, the use of data to guide instruction, use of a problem-solving process, appropriate intervention and practice, parent involvement, and other research-based practices. The model provides Millard educators with a process for delivering quality, research-based instruction in academics and behavior using the District's Approved Curricula. The model provides a foundation for reducing the prevalence of struggling learners by creating a seamless PK-12 instructional system aligned with federal and state requirements.

The MTSS Model is a systematic, data-driven approach to instruction that utilizes all resources within a school and the district in a collaborative manner to create a single, well-integrated system of instruction and interventions informed by student data. The model focuses on the individual student and provides a vehicle to strengthen performance for struggling students before educational or behavioral problems increase in intensity and special education seems the only viable option. Leadership is critical to the implementation of MTSS. To be effective, MTSS must harness and coordinate the full resources of the school, district, and community. Administrators and their leadership teams, in collaboration with all staff members, have central roles in the planning, implementation, and successful day to day use of the MTSS approach. Analyzing how students respond to instruction and implementing the model, promotes collaboration and shared responsibility for the learning of all students across all personnel and programs located in any given school. Throughout the process decisions are based on a child's response to scientific, research-based instruction and intervention.

The Millard Public Schools MTSS is a 3-Tier Model that provides a process for delivering comprehensive, quality instruction to all students, from preschool through high school. The model is designed to provide research-based instruction and targeted intervention that leads to successful behavior and academic achievement. The model consists of three tiers of instruction: Tier I, Tier II, and Tier III.

Tier I: District Approved Classroom Instruction

Tier I focuses on providing effective classroom instruction for all students. All students receive high quality scientific, research-based instruction from general education teachers in the district approved curriculum. The district approved curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. While Tier I instruction occurs in the general education setting, it is not necessarily grade level instruction. Instruction at Tier I includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier I instruction must be both differentiated and culturally responsive to serve 100% of the student body, which research indicates 80-85% of the student body will be successful within Tier I. At this phase, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use evidence-based instructional strategies with fidelity.

Tier II: Supplemental Targeted Instruction

Tier II provides supplemental targeted instruction in addition to Tier I and addresses the specific needs of students academically and/or behaviorally who do not make adequate progress in Tier I. Tier II interventions should be targeted, scientifically-based, and aligned with district approved classroom instruction. Approximately 10-15 percent of students will require Tier II instruction. The duration of this instruction varies based on student assessment and progress monitoring data, and is provided by a trained teacher/specialist or other trained personnel under the teacher's/specialist's supervision.

Tier III: Intensive Targeted Intervention

Tier III is designed to provide intensive, targeted intervention to the most at-risk learners, those who have not responded adequately to Tier II instruction. This small percentage (3-5%) of students requires instruction or behavior support that is more explicit, more intensive, and specifically designed to meet their individual needs. This intervention is extended over a longer period of time, and its form varies based on student assessment and progress monitoring data. Tier III intervention replaces Tier II instruction and is provided by a trained teacher/specialist or other trained personnel under the teacher's/specialist's supervision.

Student Movement through the Tiers

Student movement through the 3 Tiers is a fluid process based on student assessment data and collaborative team decisions.

Referral to Multidisciplinary or Section 504 Team

Following Intensive Targeted Instruction that has not resulted in the student's satisfactory rate of achievement of grade level skills and concepts or behavioral growth, the student may be referred to a Multidisciplinary or Section 504 Team for consideration and possible evaluation to determine eligibility for services as a student with a disability. Documentation of conformity with and implementation of the MTSS process is a required component of the referral. When highly unusual circumstances exist and comprehensive implementation of the MTSS process presents an inappropriate and possibly damaging delay in determining a student's eligibility for services as a student with a disability, referral to the building Multidisciplinary or Section 504 Team may be made.

Millard Public Schools Policies and Rules

The District MTSS Model will be regulated by the district 6000 Curriculum, Instruction, and Assessment Policies and Rules as it relates to the written, taught and assessed curriculum; staff development; and the Millard Instructional Model.

Millard Public Schools District Strategic Plan (2009)

Strategy 4: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

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

Action Plan 8 Steps:

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

Millard Public Schools District Strategic Plan (2013)

Strategy 2: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Examine demographic trends and develop strategies to address the unique needs of each student.

Related Action Plan 5 Steps:

2. Implement strategic academic and social interventions based on data analysis.
3. Develop and implement a system to allocate resources that includes measures of student performance and demographic data.
4. Provide on-going staff development on strategies that positively impact student achievement in all demographic subgroups.

Strategy 3: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: Each school will establish a student behavior skills education program utilizing the site planning and/or school improvement process.

Related Action Plan 3 Steps:

1. Define and communicate the district-wide character traits
2. Each school program shall be research-based and in compliance with the three-tiered Millard Public Schools RtI+I Model.
3. Each school will incorporate a bullying prevention curriculum component
4. Each school program shall identify a data process to evaluate behavior trends and individual needs
5. Each program shall include an ongoing staff development plan
6. Each school will implement an ongoing communication plan to our educational stakeholders
7. Actively engage parents and community in support of the school's selected program
8. Each school will evaluate its program annually

Millard Public Schools District Strategic Plan (2018)

Strategy 3: In cooperation with family and community, we will address the behavioral and mental health needs of our students by implementing systematic practices that promote good character, positive social behavior, and responsible citizenship.

SPECIFIC RESULT: Expand on the systematic practices for mental health and behavioral supports.

1. Create and communicate a shared definition for behavior, mental health, and social and emotional learning (SEL) with all stakeholders.
2. Investigate the use of evidence-based assessments and universal data collection systems for social and emotional learning and behavior in all schools.
3. Build a proactive culture by integrating social and emotional learning curriculum within the Millard Education Program.
4. Expand, refine and communicate a multi-tiered system supporting academic, behavior, and social and emotional well-being.
5. Provide ongoing staff development for all salaried and hourly staff members in Tier I/II/III practices that support social and emotional development and positive learning environments.
6. Define and communicate student and family support processes within the MPS community.
7. Evaluate current staffing allocations and programs to support high-need schools.
8. Evaluate the effectiveness of this plan on an annual basis.

MPS MTSS Model

Tier I 100% of Students

- District approved curriculum delivered with fidelity
- Taught by the general education classroom teacher
- Explicit, consistent, sequential, comprehensive instruction and use of behavioral practices
- Research-based content and strategies
- Monitor progress of all students
- Differentiated instruction and classroom-based intervention
- PLC data collection and evaluation of student progress
- Universal Benchmark Screening 3 times yearly (K-8)
- Benchmark Screening 3 times yearly (targeted students 9-12)

Tier II 10-15% of Students

- Supplemental academic & behavioral intervention delivered with fidelity by specially trained staff and/or paraprofessional
- Research-based content and strategies
- Small group instruction in addition to classroom instruction
- Use of progress monitoring
- Individual student problem solving begins after 4-6 consecutive data points below the line

Intervention 1

- After 20 intervention sessions, if student growth is not progressing towards the goal direct back to the Building Data Review Team for additional problem-solving and direction.

Intervention 2

- After 20 intervention sessions, if student growth is not progressing towards the goal direct back to the Building Data Review Team for additional problem-solving and direction.

Tier III 3-5% of Students

- Intensive academic and behavioral intervention delivered with fidelity by specially trained staff and/or paraprofessional
- Research-based content and strategies
- Significant increase in intensity, frequency, and duration of intervention (ex: 1:1; 30-60 minutes daily, etc.)
- Intervention or behavior support in addition to classroom instruction
- Use of progress monitoring
- Problem Solving Team evaluates and problem solves after 20 (behavior) 30 (academic) intervention sessions.

District Approved Curriculum Model

Components of the Millard District Approved Curriculum Model include curriculum, assessment, instructional delivery, high quality instructional materials, intervention, learning environment, and family.

Millard Public Schools Curriculum Frameworks

- **Standards** - District content standards derived from Nebraska State Standards and Indicators or from content-specific professional organizations and district-established content standards. These content standards describe the knowledge, skills, and processes that are taught, learned, and assessed.
- **Indicators** - Specific skills and strategies a student will learn and apply within a content area.
- **Curriculum** - A course of study deemed critical and usually made mandatory for all students of a school or school system. District approved curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. District approved curricula must be scientific and research-based.
- **Assessment** - Benchmark screening, diagnostic assessment, progress monitoring, and outcome assessment.
- **Instructional Delivery** - Highly trained professional staff, adequate time, flexible grouping, explicit and systematic instruction, and use of data to inform instruction.
- **High Quality Instructional Materials** - Scientifically research-based materials that support the multiple needs of individual learners, and supports whole group and small group instruction.
- **Intervention** - Additional support, extended learning, supplemental services, and differentiated instruction.
- **Environment** - High expectations, engaging practice, home support and practice, technology, organized, and student accessible.
- **Family** - Regular communication with family, student practice, partnership with school.

Assessment

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. An effective instructional program should include the following types of assessment:

- **Universal Benchmark Screening Assessments** are measures of a student's current achievement proficiency based on grade-level performance standards. These assessments should be administered at least three times a year (fall, winter, spring). It is important to ensure these district approved assessments are easy to administer and interpret. These are efficient measures of critical skills known to be strong indicators that predict student performance (e.g. K-1 Math Screener, Northwest Evaluation Association [NWEA] Measures of Academic Progress [MAP]).
- **Diagnostic Assessments** define a student's strengths and weaknesses with critical skills. Diagnostic assessments are individually administered to at-risk students and help teachers plan instruction by providing in-depth information regarding students' skills and instructional needs (e.g., Fountas & Pinnell Benchmark Assessment System, Quick Phonics Screener, GRADE, GMADE, Functional Behavior Assessment [FBA]).
- **Progress Monitoring Assessments** are used to determine whether students are making adequate progress with critical skills and current instruction and intervention. These assessments should be administered as part of the instructional routine: weekly, bi-weekly, or monthly, depending on student need. The more intense the intervention, the more frequently progress monitoring should occur. Assessment data should be collected, evaluated, and used on an ongoing basis to plan instruction and inform needed interventions (e.g., Common Formative Assessments, District assessments, SWIS).
- **Program Assessments** are used to determine whether students are responding to instruction within the intervention (e.g., CAMS, CARS, running record, mastery tests, fluency checks).
- **Outcome Assessments** provide an evaluation of the effectiveness of instruction and indicate student year-end achievement when compared to grade-level performance standards. These summative assessments are administered to all students and are often used for school, district, or state reporting purposes (e.g., NWEA-MAP, ACT, ELO, NSCAS).

Effective Instructional Practices

The Millard Instructional Model includes the standards of Practices that Promote Successful Student Learning. The five domains of the Millard Instructional Model include planning, instruction, assessment, learning environment, and professional responsibilities. Within these domains are three main components of effective instruction that include instructionally effective teachers, explicit and systematic lessons, and differentiated instruction.

Instructionally Effective Teachers

Instructionally effective teachers have a significant impact on students' achievement. They select and administer assessments that identify the diverse instructional needs of all students, with an understanding that the use of ongoing assessments measuring student achievement is the single most important determinant of the effectiveness of implemented practices.

Through experience and training, instructionally effective teachers possess the skills to employ instructional techniques that have the greatest impact on learning. They effectively:

- Provide explicit and systematic lessons.
- Determine instructional timelines and targets.
- Select and use a variety of research-based materials, including the district approved program and appropriately leveled texts.
- Form flexible groups to meet the needs of individual students.
- Administer progress monitoring assessments to instruct and regroup students according to student knowledge and skill acquisition.
- Create an environment in which children have access to a variety of high-quality opportunities and materials.
- Create multiple opportunities for students to engage in learning opportunities.
- Provide multiple opportunities for students to appropriately practice and apply skills in a variety of contexts.
- Proactively engage students with social and emotional learning opportunities
- Manage student activity and behavior.
- Utilize instructional resources effectively.
- Engage parental support.

Explicit and Systematic Instruction

Explicit instruction is essential to student achievement. Research supports the assertion that skills and strategies must be explicitly and systematically taught. They must be modeled and practiced in multiple settings with a variety of materials. A gradual release of teacher support must follow until the student achieves the desired level of proficiency and automaticity. Explicit instruction does not leave anything to chance, and it does not make assumptions about skills and knowledge that children acquire on their own.

Explicit instruction recognizes that learning is a cyclical process. Progress monitoring may indicate that the student has not mastered the new skill or strategy. If this occurs, skills and strategies are re-taught within the appropriate phase of explicit instruction.

Differentiated Instruction

Differentiated instruction and supports should be provided for all students as part of Tier I instruction both academically and behaviorally. The classroom teacher should provide flexible instructional grouping of students based on their ongoing identified need to produce a positive trajectory to achieve grade level indicators.

All students should receive the same content. The classroom teacher should adjust the degree of complexity of the content to meet the needs of students performing well beyond expectations, on level, or far below expected level of achievement. Classroom teachers should be clear about what they are teaching and why. Teachers should have clear objectives for instruction, deliver targeted instruction utilizing the district indicators and approved curriculum, provide focused activities, and adjust the instructional complexity through differentiation. Teachers must have classroom procedures firmly in place to facilitate differentiation. They should provide ongoing monitoring of student success to determine changing differentiated instructional needs.

In Tier II and Tier III, differentiation is provided through addressing specific, targeted needs. This instruction occurs in smaller groups with increased intensity. Progress monitoring occurs more frequently and provides the information needed to make instructional decisions.

Roles and Responsibilities

District Support	
Academic	Behavior
<ul style="list-style-type: none"> • Provide staff development on MTSS Academic Model and Problem Solving Process at Tier I, II, and III. • Provide staff development and support on implementation of District approved curriculum with fidelity for teachers. • Provide staff development and support for administrators in evaluating the implementation of Tier I District approved curriculum as meeting fidelity. • Provide staff development and support of implementation of intervention programs with fidelity for teachers. • Provide evaluation and feedback on the implementation of intervention programs as meeting fidelity (Tier II and Tier III General Education and Special Education). • Identification of Tier I, II, and III intervention program and strategies. 	<ul style="list-style-type: none"> • Provide staff development on MTSS Behavior Model and Problem Solving Process at Tier I, II, and III. • Provide opportunities and guidance for schools to use data sources (i.e. Tiered Fidelity Inventory (TFI), Self-Assessment Survey (SAS), SWIS, IC) to develop behavior action plans. • Provide staff development and support for administrators in evaluating the implementation of Tier I District approved social and emotional learning curriculum and school-wide behavior practices. • Provide staff development and support of implementation of behavior intervention supports and strategies with fidelity for teachers and other staff. • Provide staff development and support for the implementation with fidelity of a behavior coach (i.e. counselors, school psychologists, social workers) model. • Provide staff development and support at Tier III for the use with fidelity of a Functional Behavior Assessment (FBA) and Positive-Behavior Intervention Plan (P-BIP).

District Interventionists	
Academic <i>District Interventionists</i>	
<ul style="list-style-type: none"> • Coach and consult on the Problem Solving Process. • Participate in the Problem Solving Process as student is moved from Tier II to Tier III. • Participate in staff development related to the Problem Solving Process and intervention supports. 	

Counselors, School Psychologists, & District Social Workers	
Academic	Behavior
<ul style="list-style-type: none"> • Participate as requested and consult as needed in the Problem Solving Process. • Participate in the Problem Solving Process as student moves to MDT and possible verification. • Participate in staff development related to the Problem Solving Process. • Assist with the monitoring of students on an academic plan. • Assist as needed with gathering parent input and home communication. 	<ul style="list-style-type: none"> • Assist in the planning and support of the Tier I school-wide behavior skills program including the bullying prevention component. • Assist in the planning and support of Tier II interventions aligned with the Tier I school-wide behavior skills program • Lead, provide input or behavior data for a Functional Behavior Assessment (FBA) for a student moving from Tier II-2 to Tier III. • Lead or support the development of the Positive-Behavior Intervention Plan (P-BIP). • Bring in additional problem solving supports such as other psychologist, District social workers, District special education team members, (program facilitators, coordinators, etc.) to assist with the development of the Positive-Behavior Intervention Plan (P-BIP) as needed. • Ensure implementation of the Positive-Behavior Intervention Plan (P-BIP) with fidelity according to the specifications identified by the development team. • Support staff in implementing Positive-Behavior Intervention Plan (P-BIP). • Ensure progress monitoring data is collected related to the Positive-Behavior Intervention Plan (P-BIP). • Participate in the summarizing and review of data weekly on the behavior rubric. • Assist as needed with gathering parent input and home communication. • Participate in staff development related to a Functional Behavior Assessment (FBA), Positive-Behavior Intervention Plan (P-BIP) and data collection and analysis process.

Building Administrators	
Academic	Behavior
<ul style="list-style-type: none"> • Identify membership of the building Problem Solving and/or Data Review Teams including roles/responsibilities of consistent and fluid members. • Provide space and staff support for the administration of benchmark assessments. • Strategically schedule identified students with effective instructors at prime learning times during the school day. • Lead the building Data Review Team and meet with teachers to review and problem solve student needs reflected in the data. • Ensure progress monitoring data is reviewed by a building team at least every six to eight weeks of intervention instruction. • Participate in staff development related to the Problem Solving Process. • Ensure the district approved curriculum is being implemented with fidelity. • Assist staff to develop skills to implement programs with fidelity. • Provide a continuum of intervention support. • Participate in the Problem Solving Process for students moving between Tiers or Special Education verification. • Ensure home communication is provided and parent input is gathered. • Assist with providing home intervention components to be carried out by the parent and provide training/modeling when appropriate. 	<ul style="list-style-type: none"> • Support the implementation of the Tier I school-wide behavior skills program including the bullying prevention component. • Communicate the need to building's counselor, school psychologist or social worker that a student is moving from Tier II-1 to Tier II-2 and a Functional Behavior Assessment (FBA) is needed. • Identify membership of the Positive-Behavior Intervention Plan (P-BIP) team including roles/responsibilities. • Assist with logistics (e.g., meeting time, meeting place, etc) related to the Positive-Behavior Intervention Plan (P-BIP) team. • Participate in the review of the information from the Functional Behavior Assessment and the development of the Positive-Behavior Intervention Plan (P-BIP). • Ensure implementation of the Positive-Behavior Intervention Plan (P-BIP) with fidelity according to the specifications identified by the development team. • Support staff in implementing Positive-Behavior Intervention Plan (P-BIP). • Ensure progress monitoring data is collected. • Ensure that data is summarized on the behavior rubric. • Review data on the behavior rubric at least every two weeks. • Ensure home communication is provided and parent input is gathered. • Participate in staff development related to a Functional Behavior Assessment (FBA), Positive-Behavior Intervention Plan (P-BIP) and data collection and analysis process.

Teachers	
Academic	Behavior
<ul style="list-style-type: none"> • Support the administration of district benchmark assessments. • Provide data from formative and summative classroom assessments that support the Problem Solving Process. • Assist with the Problem Solving Process documentation (Appendix). 	<ul style="list-style-type: none"> • Provide instruction related to the school-wide behavior management program including classroom rules and routines. • Provide behavior data from the classroom that supports the problem solving process. • Provide input and behavior data related to the Functional Behavior Assessment (FBA).

<ul style="list-style-type: none"> • Review progress monitoring data at least every six to eight weeks of intervention instruction. • Participate in staff development related to the Problem Solving Process. • Implement district approved curriculum and interventions with fidelity. • Provide for individual and/or small group Tier I interventions through differentiation as appropriate. • Administer diagnostic assessments as appropriate and based on MTSS Guidelines. • Consult with administrator, building Data Review Team, PLC Team and intervention staff in the Problem Solving Process to provide appropriate Tier I Interventions. • Collaborate to assure instructional practices on skills are specific to individual student needs who are participating in Tier II and III instruction and special education instruction. • Assist with providing home communication and gathering parent input as noted within the model. • Assist with designing and providing home intervention components for parent and student use. 	<ul style="list-style-type: none"> • Participate in the review of the information from the Functional Behavior Assessment and the development of the Positive-Behavior Intervention Plan (P-BIP). • Implement the Positive-Behavior Intervention Plan (P-BIP) with fidelity according to the specifications identified by the development team. • Collect progress monitoring data. • Participate in the summarizing and review of data weekly on the behavior rubric. • Assist as needed with gathering parent input and home communication. • Participate in staff development related to a Functional Behavior Assessment (FBA), Positive-Behavior Intervention Plan (P-BIP) and data collection and analysis process.
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Building Intervention Staff & Building Special Education Staff	
Academic	Behavior
<ul style="list-style-type: none"> • Support the administration of district benchmark assessments. • Collaborate with classroom teachers regarding Tier I intervention and differentiation practices. • Assist classroom teachers with the Problem Solving Process documentation (Appendix). • Review progress monitoring data at least every six to eight weeks of intervention instruction. • Participate in staff development related to the Problem Solving Process. • Implement district approved curriculum and interventions with fidelity. • Administer diagnostic assessments as appropriate and based on MTSS Guidelines. • Collaborate to assure instructional practices on skills are specific to individual student needs who are participating in Tier II and III instruction and special education instruction. • Collaborate with administrator, building Data Review Team and other specialists to provide a continuum of intervention support. 	<ul style="list-style-type: none"> • Collaborate with classroom teachers regarding Tier I and Tier II-1 instruction, interventions and differentiation practices. • Provide behavior data that supports the problem solving process and the development of the Individual Education Plan (IEP). • Provide input and behavior data related to the Functional Behavior Assessment (FBA). • Participate in the review of the information from the Functional Behavior Assessment (FBA) and the development of the Positive-Behavior Intervention Plan (P-BIP). • Update IEP as needed. • Implement the Positive-Behavior Intervention Plan (P-BIP) with fidelity according to the specifications identified by the development team. • Assist in the collection of progress monitoring data Participate in the summarizing and review of data weekly on the behavior rubric. • Assist as needed with gathering parent input and home communication.

<ul style="list-style-type: none"> • Assist with providing home communication and gathering parent input as noted within the model. • Assist with designing, coordinating, and providing home intervention components, including training/modeling, to be carried out by a parent when appropriate. 	<ul style="list-style-type: none"> • Participate in staff development related to a Functional Behavior Assessment (FBA), Positive-Behavior Intervention Plan (P-BIP) and data collection and analysis process.
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Students	
Academic	Behavior
<ul style="list-style-type: none"> • Be engaged and participate in class and intervention instruction. • Take ownership of personal learning. • Demonstrate progress towards Millard Essential Learner Outcomes related to Academic Skills and Applications and College and Career Readiness Skills (MPS t-chart). • Participate in the Problem Solving Process when appropriate. 	<ul style="list-style-type: none"> • Engage and participate in class and intervention instruction. • Take ownership of personal behaviors. • Demonstrate progress towards Millard Essential Learner Outcomes related to College and Career Readiness Skills (MPS t-chart). • Participate in the Functional Behavior Assessment (FBA) and problem solving process when appropriate.

Parents	
Academic	Behavior
<ul style="list-style-type: none"> • Participate in the Problem Solving Process by providing their perspective and support regarding their child's progress including but not limited to participation in decision making meetings, phone communication, letter communication, etc. • Carry out home intervention components as designed. 	<ul style="list-style-type: none"> • Participate in the Functional Behavior Assessment (FBA) and Positive-Behavior Intervention Plan (P-BIP) planning as needed by providing perspective and support regarding their child's progress including, but not limited to, participation in decision making meetings, phone communication, letter communication, etc. • Carry out home intervention components as designed.

Parent Participation in MTSS Process

Involving parents at all phases is a key aspect of a successful MTSS program. Parents can provide a critical perspective and their support can increase the likelihood that interventions will be effective. For this reason, schools must make a concerted effort to inform (communication) and involve (input) parents as early as possible, beginning with instruction in the district approved curriculum.

Parent Communication

Purpose: To share information with parents at key points in the MTSS process.

Communication: **Sharing information with parents directly through a phone call or in a meeting is always the most preferred mode of communication.** This communication should be documented, for example, in the MPS Student Contact Log in Infinite Campus. Letters or emails may also be used at the discretion of staff.

- Newsletters describing the MTSS process are sent to parents.
- The *MTSS Parent's Guide to Success for All Students* brochure, form letters, and intervention information sheets are provided to parents as outlined within the Parent Communication Table (appendix).
- Written consent is not required before administering universal benchmark screenings and program assessments within a multi-tiered MTSS system when these tools are used to determine instructional need.
- Parents are notified that their child has been recommended for intervention.
- Parents are provided with appropriate resources (and training if necessary) to support intervention components within the home.
- Procedures have been established for parent permission, notification, and rights to due process when required.
- Progress reports are provided to parents on a regular basis.

Parent Input

Purpose: To gather input from parents at key points in the MTSS process.

Input: **Gathering input from parents directly through a phone call or in a meeting is always the most preferred method.** Information provided by parents should be documented, for example, in the MPS Student Contact Log in Infinite Campus.

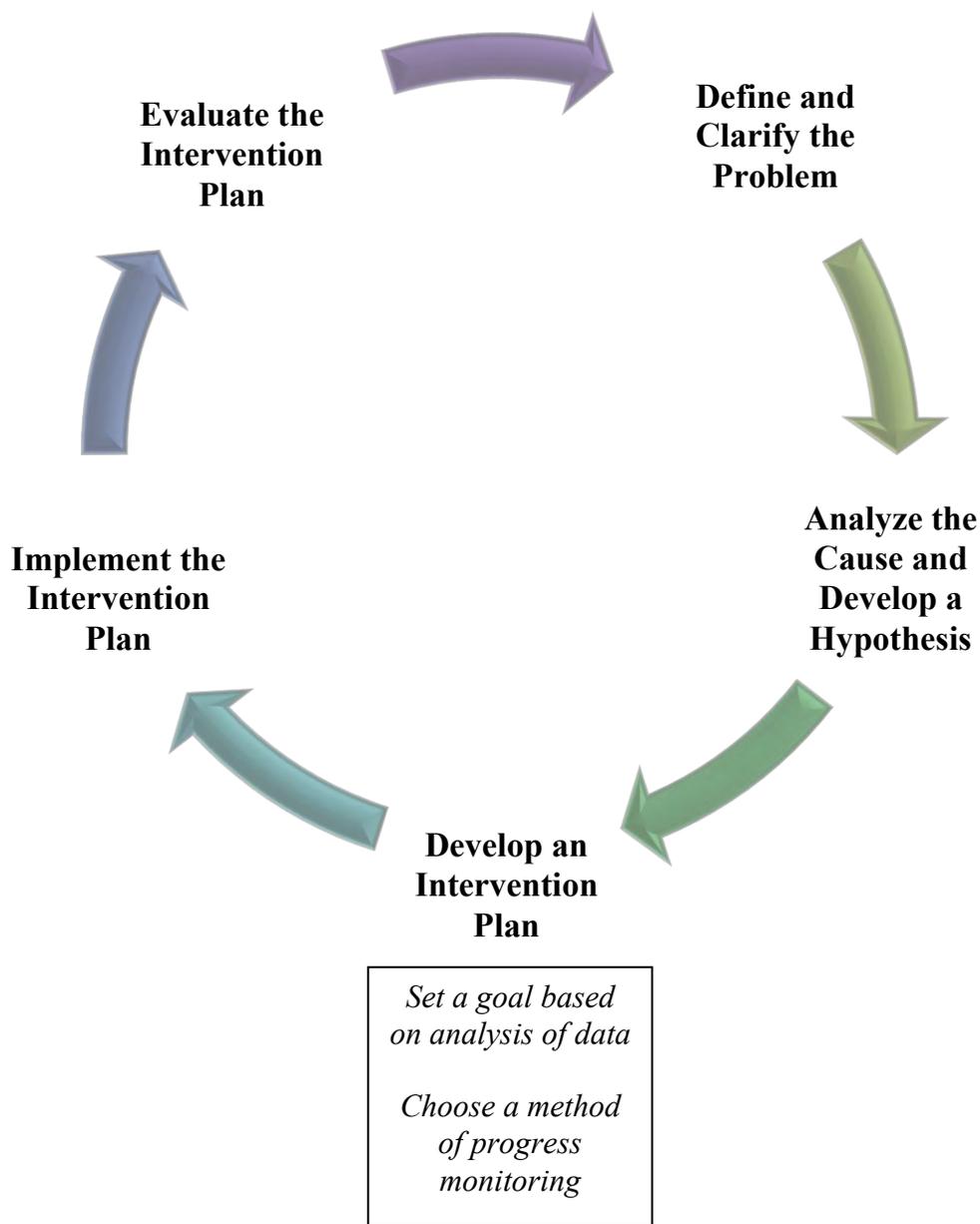
- Parents are important members of the Problem Solving team for their child.
- Parents are included in decision making discussions regarding their child's progress as outlined in the MTSS Tiered Problem Solving Process Flowchart and Parent Input Sheet (appendix).
- Parent schedules are taken into account in planning meetings.
- Home intervention components to be carried out by the parent are designed when appropriate and training/modeling is provided.

As intensity of intervention increases, parent communication and input increases. When a student fails to respond to interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures. Interventions continue throughout the problem solving process.

Problem Solving Process

Problem solving is a data-based decision making process that is used to identify needed interventions for students in Tiers I, II, and III. Decisions are made by teams that are composed of individuals who are qualified to make the important educational decisions to help students succeed in school.

To facilitate the Problem Solving Process at any of the Tiers, the information collected during assessment must inform instructional decision-making. In making decisions, teams should use this approach:



Problem Solving Process Descriptions

Define and Clarify the Problem:

When a concern is raised, the first step is to review the concern and attempt to identify and clarify the problem. The team should first review existing student data to determine specific problems. The team should try to narrow the problem (based on available data) to identify the deficit skill areas (e.g., phonemic awareness, problem solving skills, math calculations, vocabulary, peer interactions, behavior, etc.). This may also include gathering further assessment data.

Analyze the Cause and Develop a Hypothesis:

Once the problem is defined, the team needs to develop a hypothesis as to why the problem is occurring and continuing. This involves analyzing those variables that can be altered through instruction in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The team should focus on explanations of the problem that can be addressed through instruction. In addition to the cause of the problem, the team needs to consider the student's rate of learning. In doing this, the team reviews the student's progress in the identified areas. The team should also compare the student's progress to peers over time.

Develop an Intervention Plan:

Once the problem has been analyzed, the team identifies researched-based interventions that will meet the student's needs. The intervention plan must be consistent with appropriate Tier guidelines for research-based interventions, resources and strategies. The plan also includes an implementation timeframe for duration and frequency, identification of who will provide the intervention, a goal for progress (with graphic representation of baseline, goal line) and plan for evaluation (progress monitoring).

Two methods of delivering Tier II and Tier III interventions include: Standard Protocol and Individual Problem Solving Protocol. Standard Protocol is defined as targeted group intervention programs based on scientifically valid instructional practices used to address frequent student referral concerns (district identified intervention programs). Individual Problem Solving Protocol is individualized research-based interventions selected to match the profile of a particular student's strengths and weaknesses (not a published program but based on scientifically valid instructional practices).

Implement the Intervention Plan:

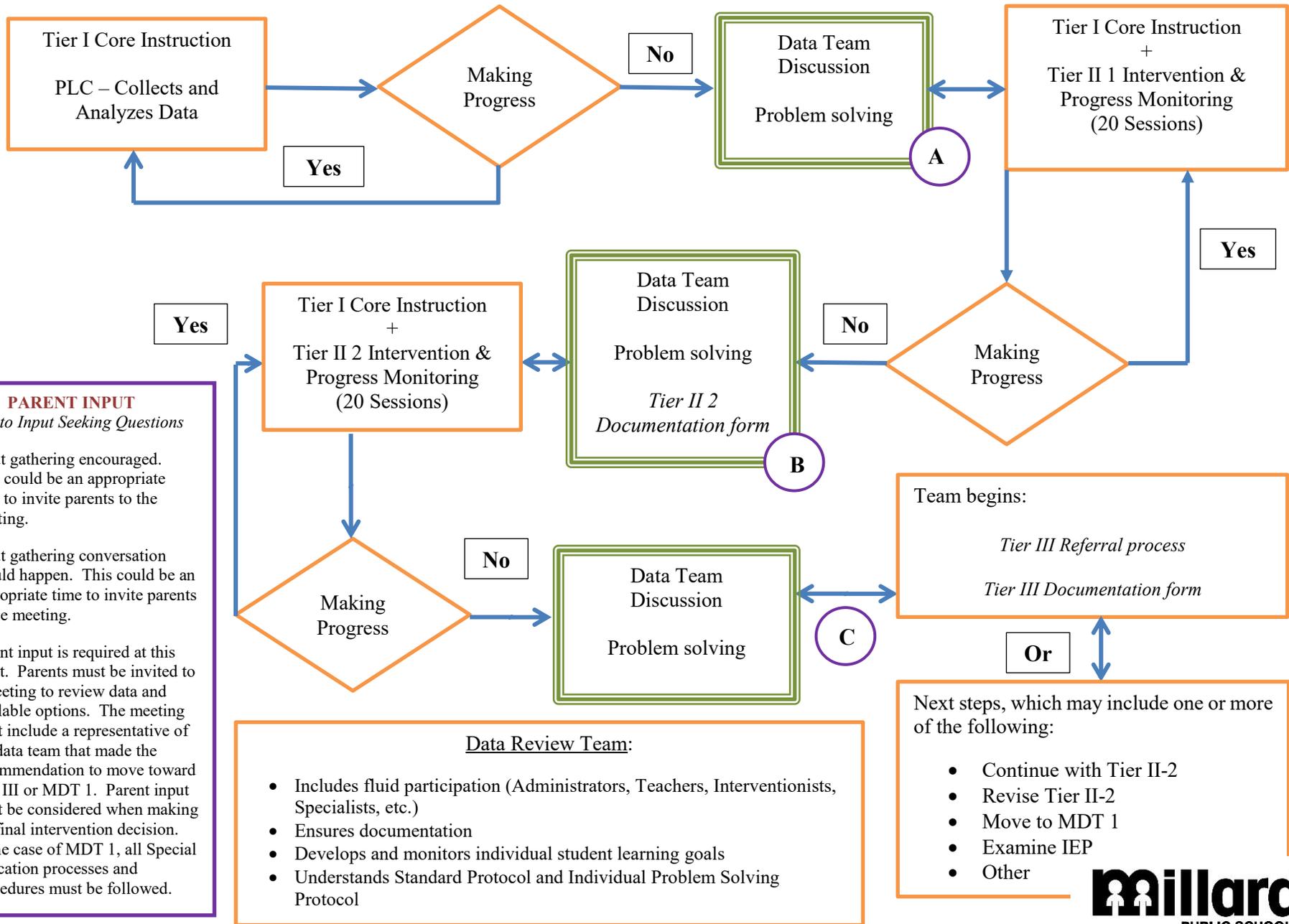
Interventions must be implemented with fidelity. To ensure fidelity, appropriately trained staff must deliver the interventions according to the prescribed process and prescribed time frame. Schools should document their delivery of the interventions (see Intervention Fidelity forms).

Evaluate the Intervention Plan:

In order to determine if the intervention is working for a student, the team must collect data through progress monitoring. The frequency of progress monitoring depends on the Tier. A student's current performance and progress is compared to his/her projected goal line. Tier guidelines are used to make appropriate modifications or revisions in the intervention or to recommend movement up or down through the Tiers.

MTSS Problem Solving Process Chart

Problem Solving Process Define and Clarify the Problem Analyze the Cause and Develop a Hypothesis Develop an Intervention Plan Implement the Intervention Plan Evaluate the Intervention Plan	Data Review Team Members - Building Administrator and identified staff Function - Ongoing analysis and dissemination of data	Problem Solving Process		
		PLC Teams:	<ul style="list-style-type: none"> • Review benchmark, formative assessment data • Assist teacher in identifying strategies & materials to meet the student's needs 	PLC Team Members Student Support Team Specialists Administrator C&I MEPs
		Tier I Intervention	<ul style="list-style-type: none"> • Deliver by General Education teacher • Use district approved curriculum with fidelity • Monitor student progress 	Grade Level or Content Student Support Team Area Team Members Specialists Administrator C&I MEPs Counselor/Social Worker
		Tier II Intervention	<ul style="list-style-type: none"> • Deliver by Specialist or trained staff member • Progress monitor • Periodically review student data • Employ fidelity of intervention program 	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists C&I MEPs Counselor/Social Worker
		Tier II-1 Tier II-2	<ul style="list-style-type: none"> • Begin Tier II-2 Documentation form • Begin/continue MTSS Individual Student Folder collection • Pending individual student need, begin Tier III Referral process 	Problem Solving Team
		Tier III Intervention	<ul style="list-style-type: none"> • Begin Tier III Documentation form • Deliver by Specialist or trained staff member • Progress monitor • Ongoing review of student data • Employ fidelity of intervention program • Continue MTSS Individual Student Folder collection, assessment data and other evidence 	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists C&I MEPs Counselor/Social Worker
		<ul style="list-style-type: none"> • Review data • Additional time in Tier II or III Intervention • Decision to send to MDT 	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists C&I MEPs Counselor/Social Worker	



PARENT INPUT
Refer to Input Seeking Questions

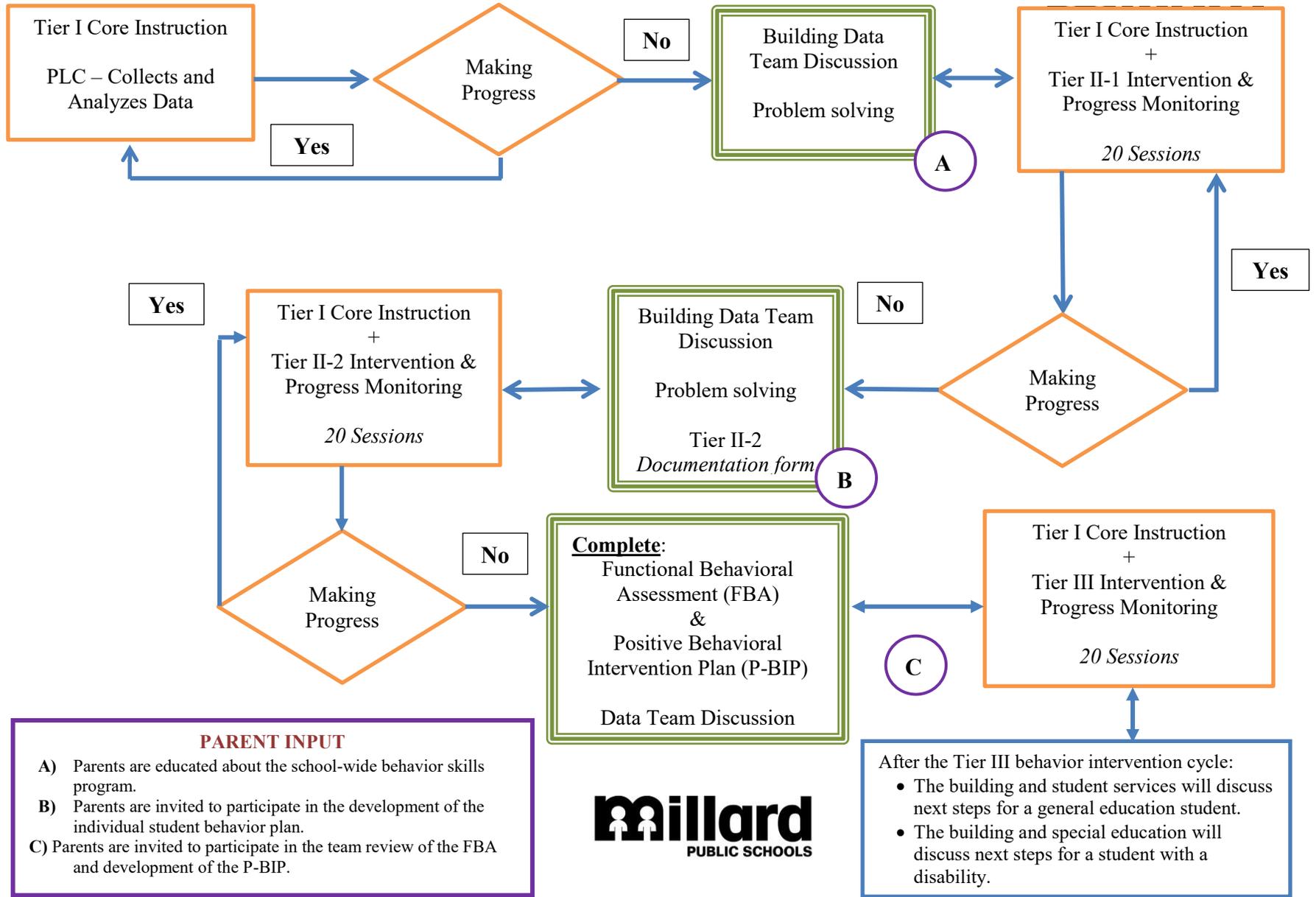
A) Input gathering encouraged. This could be an appropriate time to invite parents to the meeting.

B) Input gathering conversation should happen. This could be an appropriate time to invite parents to the meeting.

C) Parent input is required at this point. Parents must be invited to a meeting to review data and available options. The meeting must include a representative of the data team that made the recommendation to move toward Tier III or MDT 1. Parent input must be considered when making the final intervention decision. In the case of MDT 1, all Special Education processes and procedures must be followed.

- Data Review Team:**
- Includes fluid participation (Administrators, Teachers, Interventionists, Specialists, etc.)
 - Ensures documentation
 - Develops and monitors individual student learning goals
 - Understands Standard Protocol and Individual Problem Solving Protocol

MTSS Behavior Tiered Problem Solving Process Flowchart



AGENDA SUMMARY SHEET

Agenda Item: Leadership and Learning Department 2017-2018 Annual Report

Meeting Date: July 9, 2018

Department: Leadership & Learning

Title and Brief Description: Annual Report

Action Desired: ___ Approval ___ Discussion X Information

Background: The Leadership & Learning Department is an innovative team promoting Millard's culture of engagement and learning. We maximize staff potential to positively impact student achievement. Our department focuses on six major areas to increase personal, building and district growth. These six areas will be included in our annual report.

- Induction
- Instructional Coaching
- Leadership Development
- Salaried Staff & Administrator Evaluation
- Salaried & Hourly Staff Development
- Strategic & Site Planning

The Annual Leadership & Learning report shares only a snapshot of the offerings coordinated by the District. It does not reflect all of the various professional development coordinated by buildings or other District departments.

Strategic Plan

Reference: Strategy (implemented 1990) – We will develop and implement plans to ensure the highest quality staff.

Implications of

Adoption/Rejection: N/A

Timeline: N/A

Responsible

Persons: Dr. Todd Tripple, Director of Staff Development & Instructional Improvement
Dr. Kim Saum-Mills, Executive Director of Leadership & Strategic Planning

Superintendent's Signature: _____

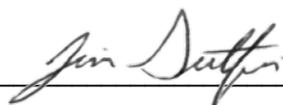


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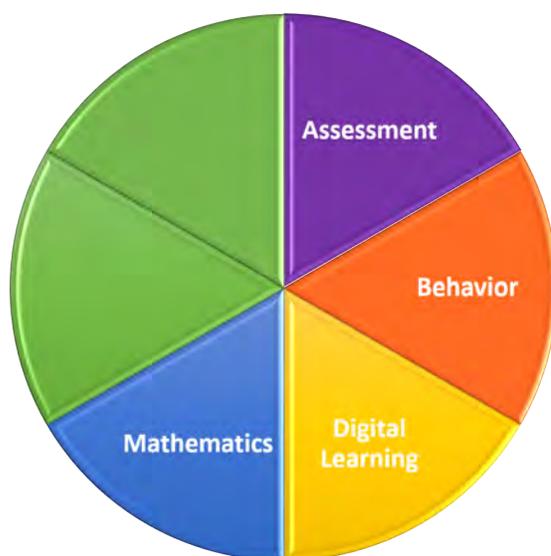
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INTRODUCTION

The Leadership & Learning Department is an innovative team promoting Millard's culture of engagement and learning. We maximize staff potential to positively impact student achievement. Our department focuses on six major areas to increase personal, building and district growth. These six areas will be included in our annual report.

- Induction
- Instructional Coaching
- Leadership Development
- Salaried Staff & Administrator Evaluation
- Salaried & Hourly Staff Development
- Strategic & Site Planning

In 2016-17 our District narrowed our focus of topics to achieve a better result. Under the direction of our Superintendent, we used a term called “pie” to help us focus on four major District initiatives with buildings being able to add an additional 2 initiatives from their building site plans. (See pie graph below.) The four District initiatives were Assessment/MAP, Behavior, Digital Learning, and Mathematics. In 2017-2018, we continued our “Pie Focus” on the same four areas.



2017-2018 Pie Focus

All professional development was under the lens of either a pie piece or we “satisfied” training that was not “pie-related”. We also tied all of our professional goal setting for leadership development and evaluation to the pie. (See mapping picture below.)

Through feedback obtained from teachers and administrators in 2016-17, the initial implementation of the “pie” was seen as a successful focus for our District. We continued the same focus in 2017-2018.

The Annual Leadership & Learning report shares only a snapshot of the offerings coordinated by the District. It does not reflect all the various professional development coordinated by buildings or other District departments.



INDUCTION

Administrator Induction

In addition to the comprehensive leadership staff development Millard provides all administrators and other leaders, we also provide a 2-year New Administrator Induction program to help new administrators acclimate to their new role. Our goal is to provide strategic direction and a successful network of support to help new administrators succeed. Specifically our new administrators learn about their new job expectations, building relationships, and how to access resources by actively participating in professional development activities aligned to their mutual commitments and job accountabilities. This extra support helps to prepare them for their new positions in MPS.

During year one of administrator induction, there is a focus on successful acclimation to their new role. Building relationships is a major theme. Administrators are assigned a mentor and utilize several of Millard's evaluation and professional development tools. Administrators meet for three days during the summer prior to their first year in MPS and periodically during the school year to provide new information and monitor and adjust learning. Each of these sessions help them successfully acclimate to their role.

During year two of administrator induction, there is a focus on refining and thriving. Becoming an instructional leader is a major theme. Administrators meet quarterly for breakfast meetings. This cohort of 2nd year administrators develop great bonds and honest, helpful conversations about staff evaluation and people management provide focus for many of the meetings.

Listed below is a scope and sequence of what we offer in this two year induction program.

Year 1 - Focus Survive & Thrive with Relationships

- Read The First 90 Days - Create Transition Plan
- Superintendent Expectations & Vision
- Self-assessment - Leadership Framework
- Overview of Various District Responsibilities
- Analysis of MPS & Building Specific Data
- Fierce Leadership Application
- Gallup Strengths Assessment & Coaching
- MPS Strategic Plan & BOE Policy
- Administrator Evaluation Process
- Teacher Evaluation Process
 - Millard Instructional Model
 - 4 Part Objective / Ratings / SMART Goals
 - Practice walk-throughs & observations with individual and small group debriefing
 - Practice writing deficiency & recommendation comments
 - Intensive Assistance & Discipline
- Mentors are in communication independently with New Administrators

Year 2 - Instructional Leadership & People Management

- Self-assessment - Leadership Framework
- Review Teacher Evaluation Process & Millard Instructional Model
 - Ratings
 - Effective Feedback & Reflective Questioning
 - Practice walk-throughs & observations with individual and small group debriefing
 - Practice writing deficiency & recommendation comments
 - Intensive Assistance & Discipline
- People Management - Having Difficult Conversations with Scenarios

New Administrator Resources

- [The First 90 Days](#)
- MPS Leadership Framework
- Millard Instructional Model
- MPS Board of Education Policy
- MPS Strategic Plan & Statistical Profiles
- Superintendent & District Leaders
- Google Drive
- Fierce Leadership Workshop
- Gallup Strengths Assessment & Coaching

Staff Induction (Salaried)

MPS New Staff Induction Program

All certificated staff members hired since fall 2002 participate in the 3-year MPS New Staff Induction Program. The MPS New Staff Induction Program is the result of collaborative efforts to be proactive in recruiting and retaining the highest quality certificated staff. The program is developed, designed, and delivered by the New Staff Induction Program staff in three Induction Phases to support all certificated new hires in their first three years of employment as they prepare for and enjoy a long, successful career in the Millard Public Schools.

- Year 1: Mentoring Relationships (118 staff participated)
- Year 2: Peer Coaching Partnerships (202 staff participated)
- Year 3: Extended Professional Experiences (89 staff participated)

Program Data

MPS New Staff Induction engages in programmatic data review on an annual basis. In conjunction with Human Resources Personnel retention data, Leadership and Learning facilitators triangulate sources gathered through professional development surveys, an annual [MPS Induction Survey](#) (including [Peer Coaching Veteran Staff Survey](#)), and qualitative measures to consistently improve program efforts.

Data collected from the past ten years indicates 30-50% of each Induction cohort is comprised of teachers brand-new to the profession, supporting the differentiated learning opportunities provided in Year 1 Orientation experiences and mentoring relationships. MPS Induction aligns with research findings indicating mentoring, comprehensive induction programs, and competitive salaries are critical supports for teacher retention ([National Center for Education Statistics](#)).

Mentoring Relationships

New certificated staff benefit from individualized support through the professional guidance of a trained Building Mentor during their first year. In addition to the building mentor, District “singletons” receive support from a Curriculum Contact who shares job-alike responsibilities. Staff members who transfer buildings or grade levels are supported through a Building Buddy.

MOEC/MPS Mentor Training

Millard Public Schools has participated in the Metropolitan Omaha Educational Consortium Mentor Training Project since 1991. The purpose of this program is to train metro area master teachers to serve as mentors to new teachers in their respective school districts. Over 540 MPS active veteran staff members are trained mentors. In July 2017, 42 MPS master teachers participated in the 2017-2018 MOEC Mentor Training and became trained district mentors. MOEC has restructured and will not offer Mentor Training in 2018; therefore, Induction Program facilitators will provide training in-district reflecting our efforts to support and retain

high-quality staff. In July 2018, an additional 30 certificated staff members will become trained district mentors through MPS Mentor Training.

Peer Coaching Partnerships:

Peer Coaching is a unique opportunity for certificated staff in their 2nd year of employment to work with another certificated staff member in their building as a Peer Coaching Team. The focus is on exploring the Millard Instructional Model and includes peer collaboration, observation, self-assessment, and reflection. The Peer Coaching experience includes four skill development meetings, Coaching Team conversations, and classroom observations throughout the year. Peer Coaching is offered in 2 formats: Facilitated Content Sessions at ESU#3, and Online Content Exploration via Google Classroom. After attending Peer Coaching Session 1 in August, Coaching Teams chose their pathway for Peer Coaching.

Extended Professional Experiences:

Staff in their 3rd year of employment participate in a facilitated three-session professional growth experience. The focus of these sessions is developing a long and successful MPS career through Professional Wellness, Professional Awareness, and Culturally Responsive Teaching. Topics include professional well-being; financial fitness; a message from the Superintendent; the MPS strategic and site planning processes; moving from appraisal phase to continuous growth phase in the staff evaluation process; and development of long range career goals.

Veteran District Staff Involvement:

Veteran District staff may receive training and serve as a Building Mentor or District Curriculum Contact to a new staff member, participate in Peer Coaching as a Coaching Partner to a 2nd year staff member, and/or seek opportunities to support 3rd year staff in their building with activities related to Extended Professional Experiences. Previously trained mentors are offered optional experiences to ensure high-quality mentoring at all levels.

First Year Staff Required Staff Development:

Millard Instructional Model Workshop - MIM

This course is designed to introduce new certificated staff members to the Millard Instructional Model and Professional Learning Communities as they function in Millard Public Schools. Participants examine all 5 domains of the model with an emphasis on the Learning Environment during Fall Orientation and subsequent differentiated, domain-specific experiences in Winter and Spring Orientation. These experiences provide foundational knowledge as it relates to staff evaluation.

All About Boundaries

This training consists of required modules including 1) Sexual Harassment and Title IX; 2) Reporting Sexual Harassment and Discrimination; 3) Bullying and Harassment; 4) Establishing and Maintaining Appropriate Boundaries.

Interactive Whiteboard (IWB) Training and iPad Training (if applicable)

New staff completed a self-assessment to determine placement in IWB 101 or 102. This placement recognized past experience using IWB software and hardware while providing a consistent message about District expectations related to instructional use of IWBs. New elementary teachers are trained on how to integrate available iPads into curriculum lessons. This is done as part of Year One New Staff Induction. All elementary

classrooms have a set of 5 iPads for classroom use. Additionally, each building is equipped with an iPad cart(s).

Staff Induction (Hourly)

An online orientation module is used to help all hourly staff become acquainted with the various resources provided to new employees and job expectations. Click here to review the [Hourly Orientation Website](#).

INSTRUCTIONAL COACHING

The MPS Instructional Coaching Project was launched in the Fall of 2012 to provide instructional support to teachers. The purpose of instructional coaching (iCoach) is to maximize a teacher's instructional potential thus impacting student learning. The MPS Instructional Coaching Project provides a research-based process to assist teachers in becoming reflective practitioners who adjust and refine instruction based on feedback from students, others and self. These instructional decisions will be embedded in best practice pedagogy.

The Instructional Coaching Process involves the following steps:

- Relationship Building
- Videotape Processing
- Goal Setting
- Implementing
- Model Teaching
- Videotape Processing
- Instructional Refining

The implementation model for instructional coaching involves three Phases:

- Phase I: Creating a Building Culture for Instructional Coaching (A district level leader instructional coach is coaching in a building.)
- Phase II: Creating Building Capacity for Instructional Coaching (A building instructional coach is working side-by-side with a district level leader instructional coach.)
- Phase III: Creating a Building System for Instructional Coaching (Building instructional coach independently coaching a teacher in the building.)

The District has designed a pathway for teachers to become building instructional coaches. In order to be considered for this building leadership role, a teacher must have administrator approval, participated as a coachee for a semester, completed the District-designed building instructional coach training and participate in quarterly instructional coach meetings.

Currently, 34 schools have participated in the Instructional Coaching Project. As we close out the 2017-2018 school year, MPS has 148 trained instructional coaches. Instructional Coaches provide a valuable support and feedback to foster growth in instructional practice. Below are a few comments from teachers who participated in instructional coaching during 2017-18 and what they felt was the most beneficial aspect of coaching.

"I gained feedback on my instruction, with an emphasis on what went well and what I could've done differently to differentiate my lesson more adequately."

“The support of a peer as I reflected on my video evidence was crucial to this process. It’s not an easy process to watch yourself, and then think about areas of growth. However, if I want to grow as an educator I have to learn to think critically about my current practices, and make adjustments.”

“I think the best thing I got from this is the ability to have an open and honest conversation with my peer. There is no right, wrong, in the conversation. It is more about helping me become a better teacher in terms of instructional practices.”

iCoach Huddle was created in 2016 to provide an avenue for building instructional coaches to receive professional development directly related to the Instructional Coaching Process and to their unique role. The iCoach Huddle was held quarterly. Meeting topics included: Relationship Building, Leveraging Technology in the iCoach Process, and Breaking Down Teacher Assumptions.

LEADERSHIP DEVELOPMENT

In MPS, we believe “Excellence is worth the investment” and “Our greatest resource is people”. We provide comprehensive leadership development to maximize staff potential and increase student achievement. Leadership has been defined in MPS as “the art and science of inspiring others toward a common mission and a shared vision through collaborative relationships characterized by integrity, humility, resiliency, and commitment to empowering others to reach their highest potential.”

[Millard's Leadership Framework](#) is used to align our leadership professional development and to help leaders develop specific leadership skills. The title “leader” in MPS may include all staff positions, not just administrators.

We have several activities offered to develop our leaders including but not limited to:

- Administrator and District Level Leader Book Study
 - During the 2017-2018 school year, Leadership & Learning hosted a book study on *Better Conversations* by Jim Knight. The focus of this book study was to develop and grow in the art of communication. Administrators and District Level Leaders volunteered to participate in four sessions over the course of the year.
- Principal Supervisor Cohort
 - Our priorities for principal supervision has been aligned to our [Leadership Framework](#) and supervisors have focused the last 3 years on improving their coaching skills. We have provided professional growth opportunities for our supervisors over the past several years including Cross & Joftus Consultant, Steve Gerring and Gallup Strengths Coach, JerLene Mosley. During the summer, several of our principal supervisors have attended the 3L Conference funded by the Sherwood Foundation that has a focus on principal supervision.
- Targeted Leadership Professional Development
 - Various staff development opportunities are offered to teacher leaders and administrator leaders on a rotating annual process.
 - General Administration Staff Development occurs monthly. Over the course of the year, our General Administration Staff Development was aligned to the four “pie” areas: 1) Assessment; 2) Behavior; 3) Digital Learning and 4) Mathematics. During the February General Administration Staff Development session, principals had the opportunity to present their building’s NWEA MAP data to their peers.

- MPS Gallup Strengths Coaches offered a number of conversations to participants in Leadership Academy, new and veteran administrators, secondary department chairs and other staff interested in participating this 1:1 experience.
- A [Gallup Resource Site](#) is populated for MPS Gallup Strength Coaches to utilize materials and resources developed by Leadership & Learning.
- Leadership Academy
 - The purpose of the MPS Leadership Academy is to develop leadership capacity in staff throughout the District. Staff includes leaders who aspire to become principals, District teacher leaders, or grow as a building teacher leader. Participants of the MPS Leadership Academy will:
 - Use the MPS Leadership Framework to develop specific leadership skills that improve staff performance and increase student achievement.
 - Relate theory to operational Millard practices.
 - Reflect on personal strengths and leadership styles.
 - Engage in practicum and shadowing experiences throughout the District.
 - Build lateral capacity of leadership throughout the District.
 - Have the opportunity to have 50% tuition paid - 3 hours of graduate credit (UNO)
 - Be invited to participate in summer workshops entitled *Fierce Leadership*, and *Effective Speaking and Effective Listening*.
 - The graduates from the 2017-18 MPS Leadership Academy were issued certificates during their final class on March 29, 2018. The 2018-2019 Leadership Academy kick off was April 26, 2018. Here is a link to review more information about Leadership Academy: <http://leadershipandlearning.mpsomaha.org/leadership>
- Elementary Principal Institute
 - The purpose of Elementary Principal Institute is to provide professional development for aspiring elementary principals through a structured, supportive, experiential process. Participants will possess the knowledge, skills, and dispositions to successfully move into the role of elementary principal in Millard Public Schools. The Nebraska Performance Framework for Principals established by the Nebraska Department of Education is used as the guiding document, along with the MPS Leadership Framework, for the monthly meetings that are led by elementary principals who serve as the leaders of the Principal Institute. The scope and sequence for this Institute includes: Leading Through Learning and Leading Through Application. After year two, aspiring principals are invited to participate in annual professional growth experiences that include a mentoring relationship between a participant and an elementary principal, focusing upon the participant's personal and professional needs.
 - Elementary principals who led this leadership development in 2017-18 included Dr. Dawn Marten, Carrie Novotny-Buss, Dr. Heidi Penke, Ryan Saunders & Dr. Brad Sullivan.

SALARIED STAFF & ADMINISTRATOR EVALUATION

Administrator Evaluation

The purpose of Millard Public Schools evaluation is threefold: 1) accountability; 2) professional growth; and 3) school improvement. The Administrator Evaluation System is comprised of three components: Mutual Commitments, Key Performance Action Plans and Leadership Dimensions. Probationary certificated administrators are evaluated at least once each semester and non-certificated administrators & permanent certificated administrators are evaluated at least once every school year. Formative evaluation includes

verbal or written feedback provided to administrators during the school year that include data recorded during or after the visitation. Mid-year checks are used to discuss the status of the administrator's progress on his/her Mutual Commitments and/or Key Performance Action Plans. Summative Evaluation includes a written evaluation and final conference. Click [here](#) to review the 2017-2018 Evaluation Handbook.

We have 13 principal supervisors and 35 principals. Each supervisor is assigned to 1-5 principals. Each principal supervisor has other job responsibilities. To review the defined roles and responsibilities of our principal supervisors click on this [LINK](#).

Salaried Staff Evaluation

The Leadership and Learning Department provides leadership for both the Millard Instructional Model and the staff evaluation process. 2017-2018 was the third year of full implementation of our revised staff evaluation process and our revised Millard Instructional Model. No revisions have been made to the process for 2017-2018.

In March 2018, all leaders participated in professional development focused on staff evaluation. Evaluators reviewed effective coaching concepts, practices to provide direct and meaningful feedback, and also practiced writing recommendations and deficiency comments.

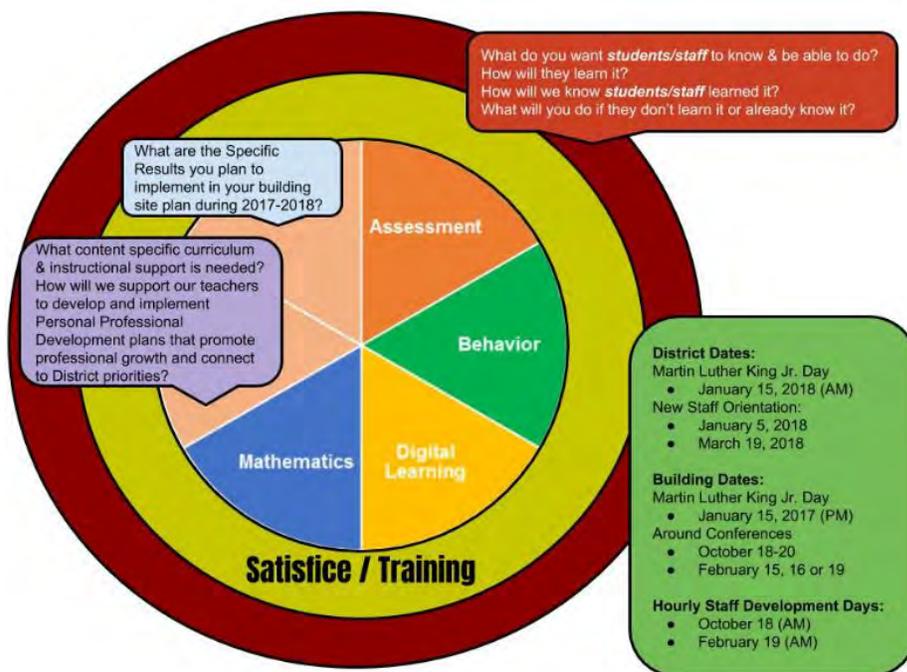
SALARIED AND HOURLY STAFF DEVELOPMENT

Salaried

District Focus Areas

During the 2017-2018 school year four topics were identified as District focus areas. Those topics were Behavior, Digital Learning, MAP & ACT Assessments and Mathematics. District staff development sessions fell under the umbrella of these topics in collaboration with curriculum specific needs. During 2017-18, 288 unique staff development courses were offered in both a face-to-face and online format for salaried and hourly staff. For a complete list of course offerings please see [Appendix A](#). Buildings also

incorporated goals from their School Site Plans to round out their staff development plans for the year.



Professional Development Focus & District Staff Development Days

2017-2018 Elementary Staff Development Focus:

Professional development about Tier I instruction in mathematics (content standards, mathematical processes, curriculum, best practices) and formative assessment, timely re-teaching and extensions by making connections with the role of PLCs

Exploring digital resources as part of Math Expressions 2018

2017-2018 Secondary Staff Development Goal:

Apply MPS High Leverage Instructional Practices to integrate College & Career Readiness Standards and Digital Learning to impact instructional change, academic achievement, and student engagement within all secondary classrooms.

2017-2018 Required Trainings for All Staff:

- De-escalation Training
- Suicide Awareness & Prevention: Question, Persuade, Refer (QPR)
- Tech Ethics

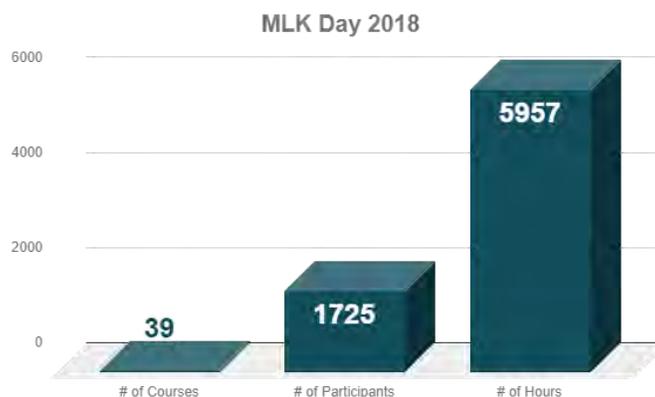
FALL WORKSHOP

Numerous staff and administrators planned and facilitated content specific staff development for August 7th to 11th, 2017. In addition to content specific staff development sessions, most salaried staff participated in a session focused on incorporating Digital Learning in the classroom referred to as #TIME (Technology Infused Meaningful Experiences.) Specific information about all Fall Workshop days can be found at the [2017 Fall Workshop Website](#).



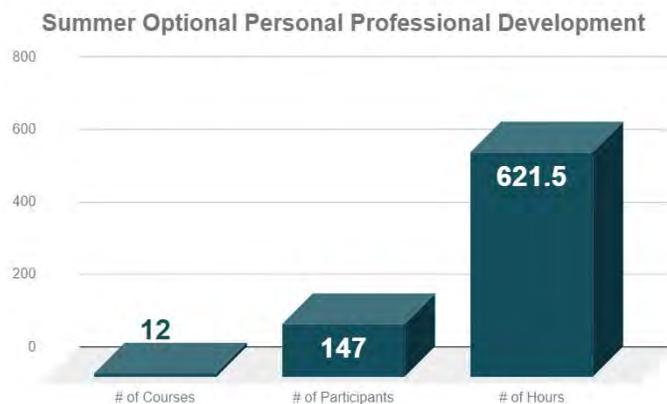
DR. MARTIN LUTHER KING, JR. STAFF DEVELOPMENT DAY

District Staff Development sessions were held the morning of January 15, 2018. District session information was communicated to staff via a comprehensive website of session offerings. Courses were designed for specific content area topics. The majority of elementary staff participated in a session on Social and Emotional Learning combined with Mathematics or Special Education topics. Secondary staff participated in differentiated sessions that incorporated curriculum alignment with content specific topics. Specific information about this staff development day can be found at the [MPS 2018 MLK Day Site](#).



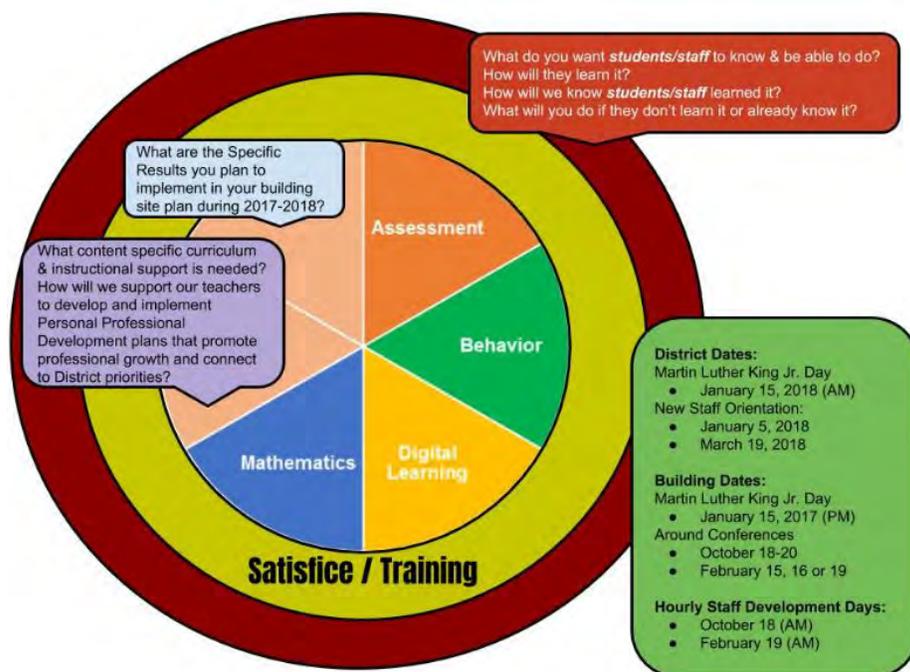
2017-2018 SUMMER OPTIONAL PROFESSIONAL DEVELOPMENT

Salaried staff are provided differentiated, optional professional learning opportunities throughout the year. As staff pursue personal professional development goals, Leadership and Learning aligns offerings with these goals, the Strategic Plan, district focus areas, and building site plans. During the summer of 2018, twelve sessions focused on Engaging Instruction, Active Participation, Assessment, Behavior, and Social and Emotional Learning. [Summer Personal Professional Development Offerings](#).



BUILDING LEARNING PLANS

Once again, building leadership teams utilized a district provided template to communicate year-long plans for staff development, Rtl+I funds, and active action plans for the building Site Plan. This template provided an overview of the required staff development for the year. This overview included annual compliance requirements as well as details related to the District Focus areas. The utilization of Google applications allowed teams to link appropriate resources in one location and make the plans viewable to other administrators. A blank template is viewable [here](#).



DIGITAL LEARNING

Digital Learning is becoming a norm within Millard Public Schools. All 9-12 students received an HP 360 computer in January 2017 with 8th grade students receiving computers in August of 2017. Continued support was provided to teachers and students on how to use and leverage the computers via the [One-to-One site](#), onsite support was provided by the technology department and information was shared through Building Staff Development Facilitators. Sixth and seventh grades students have seen an increase in available technology because of the one-to-one rollout in grades 8-12. Technical support was afforded to all MPS employees via on-site support, Tech Open Forums and professional learning opportunities designed specifically for hourly and salaried staff. We continue to grow the available online resources via [Tech Resources](#) found off of [Staff Links](#).

During 2017-2018 in partnership with the Technology Division, administrators and district level leaders engaged in a professional learning opportunity known as Instructional Rounds. These Instructional Rounds allowed administrators and district level leaders to visit classrooms and see digital learning techniques in action. This structure serves as a learning opportunity for participants with time to debrief classroom visits afterward.

Hourly Staff Development

Millard Public Schools provides extensive training and professional growth experiences to hourly staff members. Hourly Staff training days were held on [October 18, 2017](#), and [February 19, 2018](#), in addition to several after-school sessions to fulfill job-specific and required trainings. Course offerings were informed by partnerships with Educational Services as well as various stakeholders to support our district mission and strategic plan goals.

STRATEGIC PLANNING

A successful Strategic Planning process occurred during the 2017-2018 school year that involved 32 stakeholders (21 staff members & 11 non-staff members) participating in Session 1 & 2 and 139 stakeholders who signed up for Action Teams (110 staff members & 29 non-staff members).

We had outstanding Action Team Leaders who facilitated 3 action teams.

Strategy 1: Megan Geerts and Kim Rice

We will engage the Millard Educational Community to maximize resources in order to address our financial challenges and better achieve our mission and objectives.

Strategy 2: Jodi Grosse, Melanie Olson and Kathi Smith

We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.

Strategy 3: Dr. Janet Cook and Michelle Klug

In cooperation with family and community, we will address the behavioral and mental health needs of our students by implementing systematic practices that promote good character, positive social behavior, and responsible citizenship.

This [LINK](#) will lead you to our newly developed Strategic Planning website that will help communicate our plan, history and process with all stakeholders. In May 2018, every administrator and district leader participated in professional development that included an analysis of our new strategic plan and implementation intention. Each principal supervisor will present the new Strategic Plan to buildings in the fall of 2018.

SITE PLANNING

The Millard Public School district uses Site Planning as the mechanism for school improvement. Site Planning is conducted in four phases, with all 35 schools in MPS spread across each phase of Site Planning implementation.

Phase One: Site Plan Rewrite	Phase Two: Implementation (1-2 years)	Phase Three: Site Plan Update	Phase Four: Implementation (1-2 years)
Ezra	Ackerman*	Abbott	Black Elk
Harvey Oaks	Aldrich	Bryan	Cather
Reeder	Cottonwood*	Hitchcock	Cody**
Wheeler	Morton	Holling Heights	Disney
Kiewit Middle	Neihardt	Norris	Montclair**
Millard North High	Reagan*	Beadle Middle	Andersen Middle**
High Ability Learner Program	Rockwell*	Central Middle	Horizon High
	Rohwer*		Millard West High
	Sandoz		
	Upchurch		
	Willowdale		
	North Middle*		
	Russell Middle*		
	Millard South High		

*Denotes second year in Phase Two

**Indicates second year in Phase Four

In the 2017-2018 school year, six Millard schools and one District Program went through Phase One of the Site Planning process.

Phase One Site Planning 2017-2018			
School	Data Retreat	Site Plan Rewrite	Second Session
Ezra	11/16/2017	10/12/2017	4/26/2018
Harvey Oaks	11/16/2017	1/18/2018	4/19/2018
Reeder	11/9/2017	12/7/2017	4/12/2018
Wheeler	11/16/2017	1/25/2018	5/3/2018
Kiewit Middle	11/9/2017	1/11/2018	5/2/2018
Millard North High	11/2/2017	11/30/2017	4/24/2018
High Ability Learner Program	9/26/2017	10/12/2017	3/29/2018

Phase One, consisting of a full Site Plan Rewrite, begins with a data evaluation process at a Data Retreat. A team of 6-12 teachers and administrators evaluate academic progress over the past 5 years in the areas of Reading, Writing, Math, Science, and Social Studies. This team evaluates trends over time, including subgroups. A Data Book is generated with these findings and is used to educate the entire school staff regarding the current reality of the school.

Phase One continues with a Site Plan Rewrite Day. During this experience the Site Plan team, comprised of 16-20 people, including school administrators, teachers, support staff members, parents, and students (at the high school level), are sequestered for a day to analyze academic and behavioral data. At the end of the Site Plan Rewrite day, the school mission, objectives and strategies are developed in draft form.

Action Teams are then composed for the purpose of describing how to operationalize the strategies set forth by the Site Planning Team. Action Teams consist of a composite group of the school's community: administrators, teachers, parents, community leaders, and occasionally students. Action Teams also evaluate recommendations from the AdvancEd School Improvement process and Nebraska Framework (Rule 10) visits and incorporate these recommendations into Specific Results and Action Steps for implementation.

After 3-4 months of action research, the Site Planning team reconvenes for a half day Second Session to approve of the Action Plans. The Action Plans are regularly reviewed and progress is noted. The process is cyclical, with a full rewrite occurring every 4-5 years and formal update sessions occurring mid-cycle.

The six schools and one District Program in Phase One of Site Planning during 2017-2018 created rigorous Action Plans that will allow schools to implement instructional, engagement, and behavioral strategies until the 2022-2023 school year. The following are the Strategies and Specific Results created in Phase One of Site Planning this school year:

School	Strategies & Specific Results
Ezra	<p>Strategy One: We will capitalize on innovative instructional practices to promote a growth mindset within our staff and students.</p> <ul style="list-style-type: none"> ● Utilize collaboration, scheduling, co-teaching, observation, and communication to meet the specific needs of all students. ● Use community resources on and off campus. ● Develop a community of students and staff who exhibit and model growth mindset. ● Support innovation through STEAM and flexible learning environments. <p>Strategy Two: We will utilize mathematics data to inform our instructional decisions in order to develop adaptive processes to meet the needs of all students.</p> <ul style="list-style-type: none"> ● Combine and organize digital and physical resources to maximize student learning. ● Orchestrate students, staff and volunteers to increase student achievement at school and home through opportunities for learning and extension resources. ● Analyze mathematical data to make instructional decisions about students' needs. <p>Strategy Three: We will provide effective social and emotional learning opportunities to ensure all students have the opportunity to demonstrate positive character and responsible citizenship.</p> <ul style="list-style-type: none"> ● Involve all staff members in meeting students' individual emotional needs. ● Build on the strong foundation of Positive Behavioral Interventions & Supports (PBiS) at Ezra. ● Decrease problem behaviors by implementing common language for consistent expectations and consequences. ● Evaluate and prioritize resources for social and emotional lessons and class meetings.
Harvey Oaks	<p>Strategy One: We will implement effective English Language Arts instructional practices to increase student achievement and growth in all academic areas.</p> <ul style="list-style-type: none"> ● Implement best instructional practices to create a balance between standards and skills. ● Utilize district and state assessment data to promote student growth and learning. <p>Strategy Two: We will increase our students' well-being by supporting their social, emotional, and behavioral needs.</p> <ul style="list-style-type: none"> ● Create and implement a staff development plan to expand staff knowledge regarding student behavior. ● Expand on systematic practices for mental health and behavioral supports to enhance our school climate. ● Increase family and community involvement. <p>Strategy Three: We will maintain our family atmosphere by enhancing our Harvey Oaks culture, legacies and traditions as our community changes and grows.</p> <ul style="list-style-type: none"> ● Create and maximize opportunities to engage students, staff, families, and the Harvey Oaks community to support our positive school culture, legacies, and traditions.

Reeder	<p>Strategy One: We will increase student growth and achievement through consistent, rigorous delivery of the curriculum with engaging and innovative practices while meeting the developmental needs of each student.</p> <ul style="list-style-type: none"> ● Increase student achievement through rigorous instruction guided by Professional Learning Communities (PLC's), vertical teaming and data analysis. ● Enhance College and Career Readiness skills through a variety of learning opportunities (Critical Thinking & Problem Solving, Creativity & Innovation, Collaboration & Teamwork, Citizenship & Personal Responsibility). <p>Strategy Two: In cooperation with family and community, we will address the social emotional needs of our students by implementing systematic practices that promote good character, positive social behavior, and responsible citizenship.</p> <ul style="list-style-type: none"> ● Staff, students, and stakeholders will gain the social and emotional knowledge and skills needed to minimize disruptive behaviors and maximize instructional time and student learning. ● Implement school-wide, systematic morning meetings to proactively create a safe, welcoming, student-centered environment. <p>Strategy Three: We will develop a “We Can - We Will” school culture by creating an environment which fosters respect and collaboration between staff, students and families.</p> <ul style="list-style-type: none"> ● Create and establish an authentic atmosphere of effective and respectful communication within our school’s community. ● Develop effective ways for staff members to learn from each other. ● Create opportunities for staff, students, families, and stakeholders to be engaged in the Reeder Community.
Wheeler	<p>Strategy One: We will develop systematic practices to ensure that the social and emotional needs of students are met so that each student is ready to learn.</p> <ul style="list-style-type: none"> ● Implement time daily for intentional self-regulation so students are ready to learn. ● Introduce and reinforce common expectations for safety, responsibility, and respect in all students. ● Implement school-wide routines for opening and closing meetings. ● Implement explicit teaching of common expectations, self-regulation strategies, and common terminology. ● Maximize our understanding of social and emotional needs of students through staff development. <p>Strategy Two: We will develop and implement plans that support all students’ growth towards mastery of rigorous academic standards.</p> <ul style="list-style-type: none"> ● Students will make growth towards mastering rigorous standards. ● Provide differentiated instruction to meet individual needs and support all students’ growth towards mastery of rigorous academic standards. <p>Strategy Three: We will infuse innovative opportunities and practices into daily learning experiences to prepare each student to be future ready.</p> <ul style="list-style-type: none"> ● Provide learning opportunities for Wheeler staff and community involving innovation. ● Design and conduct future ready experiences.

	<ul style="list-style-type: none"> ● Infuse and provide opportunities for all students to participate in purposeful play and reflective practices.
Kiewit Middle	<p>Strategy One: We will develop and implement plans to educate students, staff, and families on 1:1 devices, social media, and digital citizenship in order to support the academic engagement and emotional well-being of our KMS students.</p> <ul style="list-style-type: none"> ● Provide ongoing learning opportunities for staff and students related to technology, digital citizenship, and social media usage. ● Maximize parental involvement and support of digital tools to promote academic engagement and emotional well-being of KMS students at school and home. <p>Strategy Two: We will increase student engagement and achievement by implementing consistent academic and behavior systems.</p> <ul style="list-style-type: none"> ● Develop and implement opportunities for students to build relationships to create a positive school culture. ● Incorporate effective teaching strategies and instructional methods to increase student engagement and success. ● Create school-wide expectations for grading, homework and late/missing student work. ● Effectively communicate our school-wide positive behavior system and actively engage staff, students, parents, and community stakeholders. ● Analyze, refine, and evaluate our PBiS process using staff and student data. <p>Strategy Three: In cooperation with families and community, we will develop and implement plans that attract and engage our community more frequently and effectively to maximize collaborative partnerships.</p> <ul style="list-style-type: none"> ● Maximize communication with all Kiewit stakeholders.
Millard North High	<p>Strategy One: In cooperation with family and community, we will address the behavioral and mental health needs of our students by implementing systematic practices that promote good character, positive social behavior, and responsible citizenship.</p> <ul style="list-style-type: none"> ● Collaborate with staff, students, and our MNHS community to promote good character, positive social behavior, and responsible citizenship. ● Expand the systematic supports for mental health and behavior at MNHS. <p>Strategy Two: We will expand our instructional opportunities to meet each student's needs in a changing world.</p> <ul style="list-style-type: none"> ● Maximize student engagement by creating an environment of cooperation and collaboration among staff. ● Intentionally support all students at MNHS to achieve college and career readiness. <p>Strategy Three: We will engage the Millard Educational Community to maximize partnerships and resources to better achieve our mission and objectives.</p> <ul style="list-style-type: none"> ● Engage the MNHS Educational Community to support the mission and objectives of our school.

<p>High Ability Learner Program</p>	<p>Strategy One: We will ensure our staff is provided with the knowledge and expertise to effectively advocate for and implement HAL programming.</p> <ul style="list-style-type: none"> ● Develop and implement ongoing staff development for staff who work with High Ability Learners focusing on identifying and supporting HAL students. ● Develop and implement intentional staff development specifically for district HAL facilitators. <p>Strategy Two: We will provide consistent, rigorous, differentiated curriculum and systematic programming experiences for high ability learners.</p> <ul style="list-style-type: none"> ● Develop and implement an innovative HAL Program Plan by applying research-based best practices. ● Develop programming to address the social and emotional needs of HAL students K-12. ● Effectively communicate the HAL program plan to staff, students, and parents. <p>Strategy Three: We will engage the Millard Educational Community to maximize resources to support the High Ability Learner Program.</p> <ul style="list-style-type: none"> ● Expand educational experiences for HAL students through community partnerships. ● Increase our HAL program communication with all stakeholders. ● Leverage community resources to enrich the HAL Program.
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While the Site Planning process gives each school autonomy to write strategies and specific results to address their critical issues, there are common themes that emerged at each of the 6 schools going through Phase One in 2017-2018. All schools created either a Strategy or Action Plan to address mental health, behavioral needs, or Social and Emotional Learning. Additional Site Planning themes include engaging the Millard Educational Community, instructional best practices, and alignment to district focus areas (assessment, behavior, digital learning, and mathematics).

Phase Three of Site Planning is known as the Site Plan Update. During this phase, schools continue to implement additional Action Plans within their School Site Plan and the District Focus Areas. In addition, schools are given the opportunity to update their plan should any new critical issues need to be addressed. The Site Plan Update is held during a regularly scheduled School Improvement Team meeting and is facilitated by a Leadership & Learning Facilitator.

At the Site Plan Update, members of the School Improvement Team (administrators, teachers, staff members, parents, and students) celebrate the strides the school has taken to implement their school site plan and brainstorm about new critical issues the school may be facing. During the 2017-2018 school year seven Millard schools went through Phase Three. Many schools identified new critical issues. However, most schools selected to address these issues at an operational level using their School Improvement Team (making no changes to their Site Plan).

Bryan Elementary made a slight modification to their Site Plan by adding an additional action step to Plan 1-1 to connect family involvement with community outreach. In addition, Holling Heights modified their Plan 2-1 to create a behavioral leadership team to create a positive school-wide system for reinforcing positive behaviors.

School & Update Information	New Critical Issues and/or Action Plans for Schools in Phase 3
Abbott 11/20/2017	<p>Critical Issues Discussed:</p> <ul style="list-style-type: none"> ● Large class sizes, digital learning (too much info, not enough training), Abbott schedule (only elementary with this schedule), volunteering at Abbott to support larger class sizes <p>Action Taken:</p> <ul style="list-style-type: none"> ● The team will address the volunteering topic through the existing school site plan
Bryan 11/13/2017	<p>Critical Issues Discussed:</p> <ul style="list-style-type: none"> ● Injuries on playground ● Equipment is aging ● Community connections, PAYBAC partners, more connections than bringing in money, community outreach ● Continued support of teachers with training now that we are not spending money on outside consultant <p>Action Taken:</p> <ul style="list-style-type: none"> ● Most of the issues are being handled through District initiatives in progress (Behavior) ● The team decided to add an action step to plan 1-1 to connect the family involvement with community outreach. The principal will bring the recommended revision to the next meeting.
Hitchcock 11/21/2017	<p>Critical Issues Discussed:</p> <ul style="list-style-type: none"> ● Strategies 1 and 2 are completed and operational at this time to the extent it can be with current staffing available. ● Strategy 3: Action Step 2 is underway. It will be revised as we are moving to a BIST/PBIS hybrid plan, focusing on positive reinforcement as much as possible. We are currently receiving training from staff at the district level on behavior interventions as we develop this plan. ● Strategy 3: Action Step 3 is underway. We abandon steps 2-5 and will add other ideas to reach the specific result. <p>Action Taken:</p> <ul style="list-style-type: none"> ● No additional critical issues were determined at this time.
Holling Heights 12/11/2017	<p>Critical Issues Discussed:</p> <ul style="list-style-type: none"> ● Positive reinforcement planning team ● Resilience and stamina ● Family connections with needs forms (is this available in all languages for our ELL families?) ● Grit, perseverance & resiliency - this may fit into morning meetings structure (summer planning for 2018-2019), building common language for staff <p>Action Taken:</p> <ul style="list-style-type: none"> ● There was a modification to Action Plan 2-1. Action Step #3 now reads: <p>Create a behavior leadership team to synthesize behavioral elements from multiple behavior programs.</p>

	<ul style="list-style-type: none"> ● Use this team to create a positive school-wide system for reinforcing positive behaviors
Norris 3/13/2018	<p>Critical Issues Discussed:</p> <ul style="list-style-type: none"> ● Need for additional time for iCoaches to be implemented successfully ● Volunteering (a small number of parents carry this load) ● Vertical Alignment for Math ● Genius Hour ● Expanding clubs & adding recognition ● Social Emotional Learning / Habits of Mind ● Escalating behavior ● Math & ELA (huge focus for both) ● School safety ● Question from a parent: What is the impact of the new field trip policy? <p>Action Taken:</p> <ul style="list-style-type: none"> ● All critical issues will be handled on an operational level (no changes to school site plan)
Beadle 10/5/2017	<p>Critical Issues Discussed:</p> <ul style="list-style-type: none"> ● Math instruction/interventions ● 1:1 technology. Staff and students adequately prepared to use technology ● Differentiation at all levels ● MAP Assessments. How to use data Share with parents ● Grading practices ● How to strengthen HAL ● Outside connections to reflect a global society ● Financial challenges to the district/schools. ● Culture (PBiS) for new kids to Beadle <p>Action Taken:</p> <ul style="list-style-type: none"> ● Handle the critical issues on an operational level ● Principal will share update of HAL Program Plan during spring SIT meeting <ul style="list-style-type: none"> ○ Possibly consider a modification to the Site Plan in relation to HAL program plan (consideration for visual spatial students)
Central 11/29/2017	<p>Critical Issues Discussed:</p> <ul style="list-style-type: none"> ● Refugee students and level of trauma ● Staff retention ● High expectations yield higher output (CMS expectations and system of accountability) ● Grading for learning (possible action team) ● Including families at the middle level <p>Action Taken:</p> <ul style="list-style-type: none"> ● Lots of discussion about grading for learning (will be discussed at instructional time - operational level) ● The CMS SIT will address these issues at an operational level

Phases Two, Three, and Four of Site Planning allow each school to implement their strategies and action plans according to an Implementation Schedule determined by the building administration and the School Improvement Team. While schools have multiple Action Plans within their School Site Plan, typically buildings intentionally activate only 2-5 Action Plans per year.

Our department's searchable [Site Planning Website](#) has allowed schools to review all MPS Site Plans, for principals to clearly communicate their Site Plans to their staff, and for Site Plans to be easily audited. School Site Plans were audited in 2017-2018 to determine the Action Plans that schools were activating.

**Site Planning Themes
2017-2018**

*Schools have multiple Action Plans within their School Site Plans. These themes reflect **only** those Action Plans & Specific Results which are being **activated** during the 2017-2018 school year.*

Topic	Secondary Themes	Elementary Themes
40 Developmental Assets	<ul style="list-style-type: none"> Central 	
Academic Achievement	<ul style="list-style-type: none"> North Middle Russell Middle 	
Assessment Practices	<ul style="list-style-type: none"> Central 	
ACT	<ul style="list-style-type: none"> Millard South 	
Behavior		<ul style="list-style-type: none"> Cody Cottonwood Disney Norris Reagan Rockwell Rohwer Sandoz
BIST	<ul style="list-style-type: none"> Central 	<ul style="list-style-type: none"> Abbott Ackerman Aldrich Black Elk Bryan Montclair Morton
Clubs		<ul style="list-style-type: none"> Hitchcock Morton Norris

College & Career Readiness	<ul style="list-style-type: none"> • Keith Lutz Horizon • Beadle • Central 	<ul style="list-style-type: none"> • Ackerman • Cody • Reagan
Communication	<ul style="list-style-type: none"> • Beadle 	<ul style="list-style-type: none"> • Holling Heights
Community Service		<ul style="list-style-type: none"> • Hitchcock
CORE Academy		<ul style="list-style-type: none"> • Cather
Differentiation	<ul style="list-style-type: none"> • Beadle 	
Digital Learning	<ul style="list-style-type: none"> • Millard West • Russell Middle 	<ul style="list-style-type: none"> • Abbott • Black Elk • Rohwer
Engagement Strategies (Staff, Students, Families)	<ul style="list-style-type: none"> • Keith Lutz Horizon • Andersen • Central 	<ul style="list-style-type: none"> • Black Elk • Cody • Disney • Hitchcock • Holling Heights • Montclair • Morton • Neihardt • Norris • Reagan • Rockwell
Enrichment Opportunities (Students)		<ul style="list-style-type: none"> • Montclair
Formative Assessments	<ul style="list-style-type: none"> • Millard West 	
Genius Hour		<ul style="list-style-type: none"> • Aldrich
Goal Setting		<ul style="list-style-type: none"> • Abbott
Growth Mindset	<ul style="list-style-type: none"> • Russell Middle 	<ul style="list-style-type: none"> • Upchurch
HAL		<ul style="list-style-type: none"> • Hitchcock
Health and Wellness	<ul style="list-style-type: none"> • Russell Middle 	<ul style="list-style-type: none"> • Montclair
Hope	<ul style="list-style-type: none"> • North Middle 	<ul style="list-style-type: none"> • Neihardt • Willowdale
IB	<ul style="list-style-type: none"> • North Middle 	<ul style="list-style-type: none"> • Black Elk

Instructional Practices		<ul style="list-style-type: none"> • Neihardt • Rockwell
Kagan Cooperative Learning	<ul style="list-style-type: none"> • Central 	
Life Skills		<ul style="list-style-type: none"> • Neihardt
Makerspace		<ul style="list-style-type: none"> • Aldrich
Master Scheduling	<ul style="list-style-type: none"> • Millard South 	<ul style="list-style-type: none"> • Sandoz • Willowdale
Mathematics		<ul style="list-style-type: none"> • Black Elk • Bryan • Cather • Cottonwood • Montclair • Norris • Upchurch
Mentoring	<ul style="list-style-type: none"> • Millard South 	
PBiS	<ul style="list-style-type: none"> • Millard South • Millard West • Beadle • North Middle • Russell Middle 	<ul style="list-style-type: none"> • Upchurch
Post-Secondary Focus	<ul style="list-style-type: none"> • Millard South 	
Social Emotional Learning		<ul style="list-style-type: none"> • Ackerman • Sandoz
Staff Development Practices	<ul style="list-style-type: none"> • Russell Middle 	<ul style="list-style-type: none"> • Rockwell • Willowdale
Writing		<ul style="list-style-type: none"> • Black Elk • Bryan • Cather • Disney • Montclair
Schools Re-writing their Site Plan in 2017-2018	<ul style="list-style-type: none"> • Kiewit Middle School • Millard North High School 	<ul style="list-style-type: none"> • Ezra • Harvey Oaks • Reeder • Wheeler

AGENDA SUMMARY SHEET

AGENDA ITEM: Educational Services Annual Report

MEETING DATE: July 9, 2018

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Educational Services Division End-of-Year Report, 2017-2018

ACTION DESIRED: X Information Only

BACKGROUND: The end of the year report summarizes the work of Educational Services in the following areas: Alternative Education, Career & Technical Education, Community & School Volunteers, Curriculum Cycle, Diploma Paths, Early Childhood, English Language Learner Program, Grants Reports, High Ability Learners, 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: Andy DeFreece, Terry Houlton, Heather Phipps, Tony Weers, Barb Waller, and Kara Hutton

SUPERINTENDENT'S APPROVAL: _____



EDUCATIONAL SERVICES DIVISION

END OF YEAR REPORT

JULY 9, 2018



Submitted by:

**Dr. Heather Phipps
Associate Superintendent for
Educational Services**

Educational Services End of Year Report 2017-2018

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 each student demonstrates the character, knowledge, and skills necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that engages and challenges all students.

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
- Career and Technical Education
- Community and School Volunteers
- Curriculum Cycle
- Diploma Paths
- Early Childhood
- English Language Learner Program
- Grants Report
- High Ability Learner Program
- 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. Anthony Weers, Director of Secondary Education

Dr. Terry Houlton, Director of Special Education

Ms. Terri Connell, Coordinator of Grants, Community Service and Mentoring

Dr. Kara Hutton, Coordinator of Special Programs

Ms. Barb Waller, Coordinator of Career and Technical Education

Ms. Jan Dahlgaard, C & I MEP Facilitator, High Ability Learner Program

Respectfully submitted,

Heather Phipps, Ed.D.

Associate Superintendent for Educational Services

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Alternative Education Program 2017-2018

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:

Keith Lutz Horizon High School (KLHHS)

The primary purpose of KLHHS is credit recovery and high school graduation. All students at KLHHS are at significant risk of either dropping out or not completing their high school graduation requirements. Also, KLHHS 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. KLHHS currently provides that support.

Students at Keith Lutz Horizon High School experience courses within a four-by-four block so that each semester they have the opportunity to focus on four courses. Throughout the school year students enrolled in and/or graduated at the end of each of the four semesters.

2017-2018 YEAR	SEM 1	SEM 2	SEM 3	SEM 4	Total
9th grade	0	0	1	5	6
10th grade	5	5	10	14	34
11th grade	33	36	46	53	168
12th grade	97	93	79	66	335
Enrollment	135	134	136	138	543
Graduates/Semester	6	21	17	19	63

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 in August of 2009 at the Millard Learning Center and has continued to mainly utilize Odysseyware with students at Keith Lutz Horizon High School.

Note that in the 2016-2017 school year, Art History, Personal Finance, College Algebra, United States History, and Psychology were added in addition to three English courses, nine mathematics courses, three science courses, and four social studies courses already available through Odysseyware.

During the past six years, there have been unique circumstances where utilization has also occurred within the other high schools as well as to meet the needs of Homebound students.

Approval for the use of Odysseyware licenses and monitoring of the program procedures and utilization is through the Office of Secondary Education.

Odysseyware courses were also offered to 2017 Summer School students as an opportunity that would otherwise not have been provided to them due to low course enrollment. There were two English courses, five math courses, and seven social studies courses available through Odysseyware.

Odysseyware Summer 2017	
Students Enrolled	46
Number of Courses Enrolled	50
Number of Courses Completed	43 (86%)

Forty-six students enrolled in Odysseyware during Summer School. Four students took two Odysseyware courses as a part of this program. Out of the fifty courses offered, seven courses were not completed in Summer School, with an 86% completion rate.

Odysseyware 2017-2018						
	NMS	KLHHS	NHS	SHS	WHS	Total
Students Enrolled	2	94	6	13	7	122
Number of Courses Enrolled	4	226	8	17	13	268
Number of Courses Completed	4	225	2	8	8	247

In the 2017-2018 school year, Odysseyware was offered as an exception for two middle school students due to acceleration in mathematics courses. One Homebound student also began an Odysseyware course in January of 2017 and completed the course this school year, as well as a second course. Note that 247 courses were completed this school year out of the 268 courses offered for a completion rate of 92%. Due to special circumstances, four students who did not complete a course this spring will continue working through this summer to each complete a course.

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 2017-2018, 198 students were enrolled in the Ombudsman program. These included:

Long Term Suspension Students:	112
Expelled Students:	54
Special Education Placement:	3
Special Circumstances Students:	23
Restart Students:	6

Credits Earned by Students Who Attended Ombudsman	
Students Enrolled	198
Courses Enrolled	1,111

Courses Passed	688 – 62%
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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 21st 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 Enrollment 2017-2018				
	NHS	SHS	WHS	Total
Number of Restart Students Enrolled	3	2	1	6
Number of Graduates during 2017-2018	1	1	1	3

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 2017-2018, there were 3 English, 6 mathematics, 6 science, and 6 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.

Of the 48 students who enrolled in the Millard Public Schools and Ombudsman Night School Program during first semester of the 2017-2018 school year, 39 students finished the course with 85% of them passing and earning credit. During second semester, 49 students began Night School with 43 students finishing their course while 63% of them earned credit. Without having the Night School option, 60 students (43 twelfth grade and 17 eleventh grade) would not have earned credit for these courses.

Night School Credit Recovery					
	HHS	NHS	SHS	WHS	Total
Semester 1 Beginning Students	3	33	9	3	48
Semester 1 Ending Students	1	29	7	2	39
Students Earning Credit	1	24	6	2	33
Percentage of Students Earning Credit	100	83	86	100	85
Semester 2 Beginning Students	4	30	7	9	49
Semester 2 Ending Students	4	25	6	8	43
Students Earning Credit	2	17	4	4	27
Percentage of Students Earning Credit	50	68	67	50	63

Career & Technical Education Report 2017-2018

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); Health Occupation Students of America (HOSA) and Educators Rising 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 2017-2018 academic year include:

Millard Educational Program (MEP) Curriculum Support

During the 2017-2018 school year Industrial Technology began Phase I work (Research and Alignment) of the MEP Cycle. Family & Consumer Science High School was in Phase II of the MEP Cycle. Counseling and Family & Consumer Science Middle Level were in Phase III (Implementation). Business and Information Technology and the Technology Mini-magnet were in Phase IV of the MEP Cycle.

Personal Learning Plans (PLP)

The Naviance web-based college and career planning tool continued to be used to support the Millard PLP. The 6-12 grade subscription to Naviance enhanced transitions from 8th to 9th grade and from 12th to post graduation, as 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. Students created SMART goals in each of their classes where teachers and students were able to collaborate regarding progress. Ninth through twelfth grade students completed a culminating SMART goal reflection within Naviance at the end of the school year.

Counselors conducted a lesson to create and document a four year course plan for each student in the Class of 2019 using the Academic Planner feature of Infinite Campus. Counselors worked with students and advisors to review and revise the Academic Plan in Infinite Campus and make course selections for the 2018-2019 school year. The initial 9th grade lesson and follow-up to review and revise the four year plan will occur annually and will be used to make course selections to prepare for graduation and post-secondary plans.

Carl Perkins Funding

During the 2018 fiscal year Millard received \$139,687 in Perkins funds. Grant funds were used to purchase a Fabrication Table, Assembly Table and Screw Gun, robotics equipment, a pneumatic weld tester, and variable speed bandsaws for Industrial Technology; and CAD Embroidery Machines for each high school Family & Consumer Sciences department and training equipment for networking for Computer Science classrooms. 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 and to develop career field post-secondary course alignment. Due to Federal budget cuts, the District may receive slightly lower grant funding support for Fiscal Year 2019. The program evaluation and documentation required by Perkins IV legislation has been completed.

Millard Career Academies

Students remain actively engaged in the Business and Logistics Management; Education; Business and Entrepreneurship, and Health Sciences Academies. 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 School Foundation provided scholarships for Year 2 students who earned a B in their dual enrollment courses the previous semester. The 2017-2018 school year, is the last year the MPS Foundation will provide scholarships for academy students.

Year I													
Business & Logistics Management; Education; Business & Entrepreneurship; and Health Sciences Academies													
2017-2018	Building	Sem.	Enroll.	Assigned High School				Using District Provided Transportation			Number of students enrolled for dual credit		College Credit Possible in Year 1
				HHS	NHS	SHS	WHS	NHS	SHS	WHS	MCC	UNO	
Business & Logistics Management Academy	HHS	1	19		2	6	11	2	3	2	19	NA	36.5
		2	18		2	5	11				18	NA	
Education Academy	WHS	1	26		4	4	18	4	1	0	26	26	30
		2	26		4	4	18				26	26	
Business & Entrepreneurship Academy	SHS	1	23		6	7	10	2	0	0	23	NA	35
		2	22		6	6	10				22	NA	
Health Sciences Academy	HHS	1	60		11	13	36	6	3	26	60	NA	34
		2	60		11	13	36				60	NA	

Year II													
Business & Logistics Management; Education; Business & Entrepreneurship; and Health Sciences Academies													
2017-2018	Building	Sem	Enroll	Assigned High School				Using District Provided Transportation			Number of students enrolled for dual credit		College Credit Possible in Year 2
				HHS	NHS	SHS	WHS	NHS	SHS	WHS	MCC	UNO	
Business & Logistics Management Academy	HHS	1	19		8	5	6			2	19	NA	26.5
		2	17		7	4	6				17	NA	
Education Academy	WHS	1	18		2	4	12		1		18	18	15
		2	17		2	3	12				17	2217	
Business & Entrepreneurship Academy	SHS	1	19		4	6	9				19	19	19
		2	12		0	5	7				12	12	
Health Sciences Academy	HHS	1	57		10	15	32	1		4	57	NA	23 + 3 via AP Exam
		2	54		9	14	31				54	NA	

Enrollment for All Millard Career Academies for 2018-2019							
Academy	Academy Location	Year	Enrollment	Assigned High School			
				HHS	NH S	SHS	WHS
Business & Logistics Management	Horizon	1	9		1	4	4
		2	18		2	5	11
Education	WHS	1	24		4	3	17
		2	25		4	5	16
Business & Entrepreneurship	SHS	1	23		4	5	14
		2	20		4	6	10
Health Sciences	Horizon	1	60		13	7	40
		2	60		11	13	36
Total Participation 2018-2019 Year 1 and Year 2			239		43	48	148

The following tables document enrollment, optional tuition cost, and course sequence for all Millard Career Academies for 2017-2018.

Millard Career Academy Tuition Cost and Savings for 2017-2018							
	Reduced Rate Tuition (Per Course)	Full-time Student Tuition (Per Credit)	Number of Enrollments	Credits	Total Reduced Rate Tuition	Total Full-Time Student Tuition	Tuition Savings
Metropolitan Community College	\$44.00 Millard teacher \$36.50 MCC teacher	\$61.00	1524	6464	\$ 115,828.70	\$ 394,304.00	\$278,475.30
University of Nebraska Omaha	\$250.00	\$216.25	100	300	\$ 25,000.00	\$ 64,875.00	\$ 39,875.00
Total			1624	6764	\$140,828.70	\$459,179.00	\$ 318,350.30

Business & Logistics Management Academy Optional Dual Enrollment Tuition Costs

Year 1, Semester 1						
Course Number	Course Name	Millard Credits	MCC Dual Enrollment Tuition*		UNO Dual Enrollment Tuition**	Transfer Notes
			Credits	Tuition	Per course	
0007	English 11	10				
ATD10	Introduction to Business	5	4.5	\$ 44.00		MCC BSAD 1000 & transfers to UNO BSAD 1500
ATD01	Introduction to Transportation, Distribution & Logistics	5	4.5	\$ 44.00		MCC INCT 1100
Tuition due to post-secondary institution in August				\$ 176.00		
Year 1, Semester 2						
ATD05	Industrial Safety & Health	5	4.5	\$ 44.00		MCC INCT 1000
ATD15	Introduction to Distribution	5	4.5	\$ 44.00		MCC INCT 1500
ATD20	Principles of Marketing	5	4.5	\$ 44.00		MCC BSAD 1010 & transfers to UNO MKT 3310
ATD25	Principles of Management	5	4.5	\$ 44.00		MCC BSAD 2100 & transfers to UNO MGMT 3490
Tuition due to post-secondary institution in January				\$ 176.00		
Year 2, Semester 1						
ATD30	Mechanical Print Reading	5	4	\$ 44.00		MCC INCT 1050
ATD60	College Composition and Research	5	4.5	\$ 44.00		MCC ENGL 1020 & transfers to UNO ENGL 1160
ATD35	Business Logistics	5	4.5	\$ 44.00		MCC BSAD 2400 & transfers to UNO SCMT 2000
ATD55	Distribution and Logistics Management Internship	5				
Tuition due to post-secondary institution in August				\$ 132.00		
Year 2, Semester 2						
ATD40	Purchasing and Material Management	5	4.5	\$ 44.00		MCC BSAD 2410 & transfers to UNO as BSAD elective credit
ATD65	Radio Frequency Identification	5	4.5	\$ 44.00		MCC ELEC 1300
ATD50	Production and Operations Management	5	4.5	\$ 44.00		MCC BSAD 2420 & transfers to UNO as BSAD elective credit
ATD55	Distribution and Logistics Management Internship	5				
Tuition due to post-secondary institution in January				\$ 132.00		

* Based on Metropolitan Community College reduced rate tuition of \$44.00 per course or \$34.50 fee per credit for courses taught jointly by MCC and Millard staff for 2017-2018. This rate is subject to change by MCC.

Education Academy Optional Dual Enrollment Tuition Costs

Year 1, Semester 1

Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
				Per course	Per course	
0007	English 11	10	4.5/4.5	\$ 88.00		MCC ENGL 1010 & ENGL 2510 & transfers to UNO English Composition I & American Literature
0527	Child Development	5	4.5	\$ 44.00		MCC ECEN 1150 & transfers to UNO Introduction to Early Childhood Education
AED02	Preschool Child Development	5	1.5	\$ 44.00		MCC ECID 1120
Tuition due to post-secondary institution in August				\$ 176.00		

Year 1, Semester 2

AED35	Professional Speaking	5	4.5	\$ 44.00		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 to post-secondary institution in January				\$ 44.00	\$ 500.00	

Year 2, Semester 1

AED20	Behavior Modification & Principles of Learning	5	4.5	\$ 44.00		MCC PSYCH2140 & transfer to UNO as Education Elective
AED05	College Composition and Research	5	4.5	\$ 44.00		MCC ENGL 1020 & transfers to UNO English Composition II
0453	AP [®] Psychology	5	3		\$ 250.00	Directly enrolled at UNO
AED30	Best Practices in Education	5				
Tuition due to post-secondary institution in August				\$ 88.00	\$ 250.00	

Year 2, Semester 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 to post-secondary institution in January					\$ 250.00	

* Based on Metropolitan Community College reduced rate tuition of \$44.00 per course or \$34.50 fee per credit for courses taught jointly by MCC and Millard staff for 2017-2018. This rate is subject to change by MCC.

** Based on University of Nebraska at Omaha reduced rate tuition of \$250.00 per course for 2017-2018. This rate is subject to change by University of Nebraska at Omaha.

Business & Entrepreneurship Academy Optional Dual Enrollment Tuition Costs

Year 1, Semester 1						
Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
				Per Course	Per Course	
AEN01	College Accounting I-A	5	4	\$ 138.00		MCC 1100 -- Completion of College Accounting I-A, I-B & II transfers to UNO Principles of Accounting I & II
0007	English 11	5	4.5/4.5	\$ 88.00		MCC ENGL 1010 & ENGL 2510 & transfers to UNO English Composition I & American Literature
AEN20	Introduction to Entrepreneurship	5	4.5	\$ 44.00		MCC ENTR 1050 & transfer to UNO Introduction to Entrepreneurship
AEN10	Introduction to Business	5	4.5	\$ 44.00		MCC BSAD 1000
Tuition due to post-secondary institution in August				\$ 314.00		
Year 1, Semester 2						
AEN01	College Accounting I-B	5	4	\$ 138.00		MCC 1110 -- Completion of College Accounting I-A, I-B & II transfers to UNO Principles of Accounting I & II
0007	English 11	5				(continued from semester 1)
AEN05	Wealth Building and Personal Finance	5	4.5	\$ 44.00		MCC FINA 1000 & transfers to UNO Personal Finance
AED25	Legal Issues for the Entrepreneur	5	4.5	\$ 155.25		MCC ENTR 2060 & transfers to UNO as Business Elective
Tuition due to post-secondary institution in January				\$ 337.25		
Year 2, Semester 1						
AEN15	College Accounting II	5	4	\$ 138.00		MCC 1120 -- Completion of College Accounting I-A, I-B & II transfers to UNO Principles of Accounting I & II
AEN55	Principles of Management	5	4.5	\$ 44.00		MCC BSAD 2100 & transfers to UNO MGMT 3490
0541	AP [®] Microeconomics	5	3		\$ 250.00	Directly enrolled at UNO (ECON 2220)
AEN45	Entrepreneurship Internship	5				
Tuition due to post-secondary institution in August				\$ 182.00	\$ 250.00	
Year 2, Semester 2						
0540	AP [®] Macroeconomics	5	3		\$ 250.00	Directly enrolled at UNO (ECON 2200)
AEN40	Marketing for the Entrepreneur	5	4.5	\$ 44.00		MCC ENTR 2050 & transfer to UNO Business elective
AEN30	Entrepreneurship Feasibility Study	5	4.5	\$ 44.00		MCC ENTR 2040 & transfers to UNO Business elective
AEN45	Entrepreneurship Internship	10				
Tuition due to post-secondary institution in January				\$ 44.00	\$ 250.00	

*Based on Metropolitan Community College reduced rate tuition of \$44.00 per course or \$34.50 fee per credit for courses taught jointly by MCC and Millard staff for 2017-2018. This rate is subject to change by MCC.

**Based on University of Nebraska at Omaha reduced rate tuition of \$250.00 per course for 2017-2018. This rate is subject to change by University of Nebraska at Omaha.

Health Sciences Academy Optional Dual Enrollment Costs

Year 1, Semester 1

Course Number	Course Name	Millard Credits	MCC Dual Enrollment Tuition*		UNO Dual Enrollment Tuition**	Transfer Notes
			Credits	Tuition	Per Course	
AHS01	Human Anatomy & Physiology for Health Sciences	10	5	\$ 44.00		MCC BIOS 1310 & transfers to UNO BIOL 1730
AHS05	Medical Terminology I	5	4.5	\$ 44.00		MCC HIMS 1120
AHS15	Health Sciences Orientation Seminar • Cardiopulmonary Resuscitation & Heart Saver First Aid/AED • Foundations of Health Careers	5	6.5	\$ 132.00		MCC HLTH 1000 CPR & HLTH 1010 Heart Saver/First Aid/AED & HLTH 1015 Foundations of Health Careers
Tuition due to post-secondary institution in August				\$ 220.00		

Year 1, Semester 2

AHS20	Introduction to Medical Law & Ethics	5	4.5	\$ 44.00		MCC HIMS 1150
AHS10	Medical Terminology II	5	4.5	\$ 44.00		MCC HIMS 1130
AHS25	Nutrition in the Life Cycle	5	4.5	\$ 44.00		MCC SCI 1112
AHS30	Disease Processes	5	4.5	\$ 44.00		MCC HIMS 1210
Tuition due to post-secondary institution in January				\$ 176.00		

Year 2, Semester 1

AHS35	Long Term Care/Certified Nursing Assistant	10	6.5	\$ 44.00		MCC HLTH 1200
	Additional fees for above course			\$ 59.50		Class fees
0432/ 0453	Psychology/AP [®] Psychology	5/5				Credit earned by meeting AP [®] testing criteria
AHS50	Health Sciences Internship	5				
Tuition due to post-secondary institution in August				\$ 103.50		

Year 2, Semester 2

AHS45	Emergency Medical Technician - Basic	10	12	\$ 414.00		MCC HLTH 1100
	<u>Additional fees for above course</u> Background Check \$45.00 National Registry Exam \$70.00 Omaha Fire Department \$25.00 Ride-along Scheduling Fee \$15.00 Student Liability \$14.50			Total \$ 169.50		Class fees
AHS40	Genetics	5	4.5	\$ 44.00		MCC HIMS 2010
AHS50	Health Sciences Internship	5				
Tuition due to post-secondary institution in January				\$ 627.50		

* Based on Metropolitan Community College reduced rate tuition of \$44.00 per course or \$34.50 fee per credit for courses taught jointly by MCC and Millard staff for 2017-2018. 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.

Metropolitan Community College Technical Academy Offerings and Enrollment

	2015-2016					2016-2017					2017-2018					2018-2019				
	H	N	S	W	T	H	N	S	W	T	H	N	S	W	T	H	N	S	W	T
835 Theater Tech					0				1	1		1		1	2		2		1	3
836 HVAC					0					0					0					0
837 Auto Body				2	2			0		0				2	2		1		4	5
838 Auto Tech				1	1			1	1	2				2	2				6	6
841 Horticulture					0					0					0					0
842 Criminal Justice				1	3	4				1	1		1	3	4		5		3	8
843 Electrical Technology				1	0	1		1		1					0				1	1
844 Legal Assistant					0					0					0					0
845 Diesel				1	1				1	1					0		2		1	3
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			1	1	2					0		1			1		2	1	2	5
853 Welding Technology Year 2					0					0					0		2		1	3
854 Film Making (Digital Cinema)					0					0			1	2	3				3	3
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			1		1
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			1		1					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
868 Fire Science Technology 1																				1
	0	1	4	6	11	0	1	2	4	7	0	3	1	10	14	0	14	2	22	38

*shaded area represents the year each

University of Nebraska Medical Center Health Science Alliance

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 2017-2018 school year including five students from Millard West, three from North, and one from Millard South. Nine students will participate during the 2018-2019 school year including five from West, one from North, and three from South.

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

The Air Force Junior Reserve Officer Training Corp (AFJROTC) unit at Millard South was approved by the Department of Defense in the fall of 2015 and had previously been approved for implementation by the Millard Public Schools Board of Education in preparation for acceptance to the program. The 2016-2017 school year was the first year of the AFJROTC. The AFJROTC unit opened with two officer instructors.

Current eighth grade students and their parents were notified of the AFJROTC opportunity at the same time they were invited to apply for Early College. Parents and students attended an informational meeting hosted by Millard South.

AFJROTC Enrollment for 2017-2018

Home High School	9th grade	10th grade	11th grade	12th grade	Total
MNHS	9	4	1	0	14
MSHS	59	25	19	19	122
MWHS	5	5	5	2	17
Out of District	8	5	6	3	22
Total	81	39	31	24	175

AFJROTC Enrollment Record

	9th Grade	10th Grade	11th Grade	12th Grade	Total
2018-2019	71	62	30	21	184
2017-2018	86	38	32	25	181
2016-2017	35	33	25	17	110

Avenue Scholars

Millard South High School again participated in the Avenue Scholars Program provided by the Avenue Scholars Foundation. Avenue Scholars provided a Career Coach 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 Career Coach.

Juniors met with the Career Coach for one block on alternating days and earned five credits per semester. In 2017-2018 nineteen juniors participated in the program.

Seniors met with the Career Coach 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 an MCC campus in the afternoon. Students met with the Career Coach 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. Fourteen seniors participated the entire year. This was the sixth year that second semester Avenue Scholar seniors earned dual credit at Metropolitan Community College. In 2018-2019 thirty juniors and twenty-four seniors will participate in Avenue Scholars.

Early College

The 2015-2016 school year was the first year of the Early College High School at Millard South. Students who enter the program in 9th 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 for 2017-2018 was \$32.00 per course.

Millard South teachers who meet the criteria for adjunct faculty established by Metropolitan Community College provide 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. Early College teachers modified instructional practices to incorporate digital learning strategies and collaborated with representatives of Metropolitan Community College to align Millard curriculum.

The District received a grant from the Peter Kiewit Foundation to support Early College. The grant is available through May 2019. The grant will support scholarships for teachers to complete graduate courses to qualify to teach dual enrollment courses and for dual enrollment tuition for students who qualify for financial aid. During 2017-2018 scholarships totaling \$17,108.33 were provided to nine Millard South teachers to complete a total of thirty-three graduate credits.

Early College Financial Support					
	Millard Public Schools	MPS Foundation	Metropolitan Community College	Peter Kiewit Foundation	Total Cost 2017-2018
Scholarships for Students					
Scholarship to reduce tuition from \$44 to \$32 (\$12.00 per course)			\$ 26,376.00		\$ 26,376.00
Tuition Scholarships 1/2 reduced rate tuition		\$ 27,781.38			\$ 27,781.38
Tuition Scholarships reduced rate tuition, poverty students				\$ 7,233.00	\$ 7,233.00
Scholarships for teachers				\$17,108.33	\$ 17,108.33
Printing/Mailing	\$ 1,015.23				\$ 1,015.23
Total Financial Support	\$ 1,015.23	\$ 27,781.38	\$ 26,376.00	\$24,341.33	
Total Expenses					\$ 79,513.94

Four hundred fifty-three students participated in the Early College Program in 2017-2018, with 259 females and 194 males enrolled. Four hundred forty-nine students completed the school year. Seventy-four of the 453 students (16%) qualified for Free or Reduced Lunch Status. Reported ethnicity is noted in the second chart.

Meal Status	2017-2018
Free	49 (11%)
Reduced	25 (5%)
Not Eligible	379 (84%)
Total	453

Ethnicity	2017-2018
American Indian or Alaskan Native	2 (0%)
Asian	11 (2%)
Black/African American	8 (2%)
Hispanic/Latino	28 (6%)
Multiracial	19 (4%)
White	385 (85%)
Total	453

The following table identifies the grade distribution for Early College students. Ninety-one percent of the grades were three or better on the Millard grading scale. Grades are reported to Metropolitan Community College using the 10-point college scale. The second table identifies number of college credits and grade distribution earned by the 449 student who completed the school year. Ninety-seven percent of these students earned a C or better on the college scale while completing 9886.5 credits.

Millard Grade Distribution for Early College 2017-2018							
Millard Transcript	1	2	3	4	5	WF	Total # Grades
Number of Grades	992	662	356	166	21	1	2198
Percent of Grades	45%	30%	16%	7%	1%	0.05%	

MCC Grade Distribution for Early College 2017-2018						
College Transcript	1	2	3	4	5	Total # Grades
Number of Grades	1232	649	267	37	12	2197
Percent of Grades	56%	29.5%	12%	2%	.5%	
Number of Credits	5544	2921	1202	166.5	54	9887

Enrollment for 2015-2016-First Year					
	9th Grade	10th Grade	11th Grade	12th Grade	Total
Enrollment	141	45	14	1	201
Within District Transfer	21	4	1	0	26
Open Enrollment	2	0	0	0	2
MSHS Assigned School	103	41	13	1	173

Enrollment for 2016-2017					
	9th Grade	10th Grade	11th Grade	12th Grade	Total
Enrollment	141	126	43	14	324
Within District Transfer	35	21	4	1	61
Open Enrollment	3	2	0	0	5
MSHS Assigned School	103	103	39	13	258

Enrollment for 2017-2018					
	9th Grade	10th Grade	11th Grade	12th Grade	Total
Enrollment	164	131	118	40	453
Within District Transfer	24	31	22	10	87
Open Enrollment	14	10	12	6	42
MSHS Assigned School	126	90	84	24	324

Projected Enrollment for 2018-2019					
	9th Grade	10th Grade	11th Grade	12th Grade	Total
Enrollment	177	153	129	111	570
Within District Transfer	7				
Open Enrollment	4				
MSHS Assigned School	166				

Community and School Volunteers 2017-18

Community Service/Service Learning for Students

Middle school and high school students participated in service learning opportunities within all required social studies classes. Middle school students participated in service learning experiences and completed assignments as part of their Ancient Civilizations 6, World Geography 7, and American History 8 courses. They also completed a culminating project in American History 8 connecting their experiences to the class and explaining the meaning of civic engagement and responsibility.

High school students were required to complete 10 hours of service learning anytime from the summer prior to entering ninth grade through first semester of their senior year. Evidence of completion of their service learning hours and the service learning activity along with their personal reflections were recorded in their Personal Learning Plans. Students also completed assignments in every required social studies course helping students to make current connections to their courses. The 10 hour requirement must be completed prior to students taking *United States Government and Economics* or *Advanced Placement® United States Government and Economics* in eleventh or twelfth grade. When taking one of those two courses, students were then 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 was no explicit requirement for elementary students, they participated in service learning projects within their classroom or school-wide service learning projects.

There are four schools in MPS that provide an International Baccalaureate (IB) Program. Community Service is a large component of this program and each school promotes community service.

A Service Learning Twitter Account is active to keep students, parents, and organizations updated with the latest news on Millard Service Learning: TerriConnell@MPSServLearning.

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. A tiered level of screening volunteers was introduced and implemented this school year. This year, 20 Classroom Volunteer applications were submitted and background checks were performed. All applications were approved. The Nebraska Department of Health and Human Services implemented a new system to check the Abuse registry. This has provided a challenge to complete background checks with One Source.

During the 2017-18 school year, volunteers in MPS provide services in a number of positions: as classroom volunteers, in the Watchdog program, as mentors in the TeamMates Mentoring Program of Millard, as office volunteers, as field trip chaperones, as field day and special events helpers, and as after school clubs assistants.

The majority of volunteers were parents and grandparents who performed unpaid work in the elementary and middle school buildings their children and grandchildren attended, during the

school day. This year, at least 1,949 individuals provided over 25,000 hours in the elementary and middle schools, or an average of about 13 hours per person. Using the starting wage of \$13.70 per hour, including benefits, for a new general education paraprofessional, the volunteers contributed the monetary equivalent of over \$342,500 to the District.

Volunteers at the high school level primarily provided assistance for extracurricular activities that their children were most interested in and participated in, such as athletics, band, theater, and after-prom parties. For the most part, they determined and organized their own volunteer activities and did not report to school administrators or classroom instructors the amount of time they spent 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 performed 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 \$13.70 per hour for a new general education paraprofessional, the volunteers contributed the estimated equivalent of \$51,375.

The Millard TeamMates Mentoring Program, which is in 35 Millard Schools, had 363 mentors that volunteered 9,500 hours during the 2017-18 school year. These volunteers contributed the monetary equivalent of \$130,150 to the District.

The Millard Watchdog Program is presently in 23 Millard Elementary Schools. There are more than 1,700 Watchdogs that volunteered over 12,000 hours. Using the starting wage of \$13.70 per hour, including benefits, for a new general education paraprofessional, the volunteers contributed the monetary equivalent of \$164,400 to the District.

Curriculum and Instruction Report 2017-2018

- **Seven Year Curriculum/Program Cycle: PK-12**
- **Curriculum Model – Rule 6120.1**
- **Content Area Information**

**Millard Education Program
Seven Year Curriculum/Program Cycle: PK-12**

<i>Content Area & Framework</i>	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Cycle Based on Nebraska State Standards Curriculum Cycle									
<i>Language Arts PK-12 2009</i>	Phase I Framework New NeSA	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase I*	Phase II	Phase II	Phase III
<i>Mathematics PK-12 2015</i>	Phase III	Phase III New NeSA	Phase IV	Phase IV	Phase IV	Phase IV*	Phase I	Phase II	Phase II
<i>Science PK-12 2011</i>	Phase IV	Phase I	Phase II	Phase II New NeSA	Phase III	Phase III	Phase IV	Phase IV	Phase I
Cultural & World Studies									
<i>Social Studies PK-12 2013</i>	Phase IV	Phase IV	Phase IV*	Phase I	Phase II	Phase II	Phase III	Phase III	Phase IV
<i>World Language K-12 (including IB) 2014</i>	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II	Phase III	Phase III	Phase IV
Fine Arts Studies (Drama discussion 21-22)									
<i>Art PK-12 2009</i>	Phase IV	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II	Phase III
<i>Music – Instrumental 4-12 2011</i>	Phase IV	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II	Phase III
<i>Music – Vocal PK-12 2011</i>	Phase IV	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II	Phase III
Business and Information Technology & Industrial Technology Studies									
<i>Business 9-12 2014</i>	Phase IV	Phase IV	Phase IV*	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II
<i>Information Technology PK-12 2014</i>	Phase IV	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II	Phase III
<i>Industrial Technology 6-12 2010</i>	Phase IV	Phase I	Phase I (two-year Phase I)	Phase II	Phase II	Phase III	Phase III*	Phase IV	Phase IV
Wellness Studies									
<i>Counseling PK-12 2016</i>	Phase II	Phase III	Phase III	Phase IV	Phase IV	Phase I	Phase II	Phase II	Phase III
<i>Health PK-12 2016</i>	Phase II	Phase II	Phase III	Phase IV	Phase IV	Phase I*	Phase II	Phase II	Phase III
<i>Physical Education PK-12 2016</i>	Phase II	Phase III	Phase III	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II
<i>Family Consumer Science 6-12 2016</i>	Phase II	Phase II/III	Phase III	Phase IV	Phase IV	Phase I*	Phase II	Phase II	Phase III
MPS Academies & Early College									
<i>Academies & Early College 9-12 2009</i>	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV
<i>Middle School Electives</i>									
Program Planning									
<i>Core Knowledge</i>				X				X	

<i>Early Childhood</i>	X				X				
<i>ELL</i>			X				X		
<i>HAL</i>		X				X			
<i>Montessori</i>	X				X				
<i>RtI+I Model (Intervention)</i>		X							
<i>YAP</i>	X								

**Potential phase adjustment based on NDE Standards Revisions Timeline*

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.

HAL Curriculum - Specific Content Areas follow with Curriculum Phase updates.

Alternate Curriculum - Specific Content Areas follow Curriculum Phase updates.

Intervention Curriculum - Specific Content Areas follow with Curriculum Phase updates.

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 2017-2018

- 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

Language Arts

K-5

Phase II

- Implemented Phase II: Curriculum Development
- Conducted the K-5 Language Arts Field Study and continued exploration for remainder of the year
- Prepared the Language Arts Field Study Proposal for Board approval
- Prepared the Language Arts Curriculum Recommendation (Wonders by McGraw-Hill) for Board approval
- Collaborated with building and District administrators and teachers to communicate district language arts curriculum expectations
- 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 Writing Workshop training for the 6 traits of writing, teaching strategies, and program materials for new teachers
- Provided Fall Orientation and Winter Orientation staff development sessions on K-5 Language Arts expectations and Getting to Know Your Students as Readers.
- Utilized Google Drive to provide curricular monitoring support through posted documents and courses
- Provided Language Arts resources to assist in drawing connections between MAP and the curriculum
- Collaborated with the Department of Assessment, Research, and Evaluation to facilitate the scoring of the 3rd grade and 5th grade Analytical Writing Assessment with Millard raters
- Collaborated with District and building administrators to create the vision for writing assessment in our district.

K-5

Literacy Intervention

- Supported Phase II ELA Implementation: Curriculum Alignment
- Supported the PK-12 Language Arts Curriculum Planning Committee
- Collaborated to complete the Language Arts Recommendation for Board approval
- Collaborated to complete the Language Arts Field Study Proposal for Board approval
- Prepared for investigation of WonderWorks for Fall 2018
- RtI+I transition work to MTSS
- 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
- Provided Fall Orientation and Winter Orientation staff development sessions on Teaching Children to Read and Getting to Know Your Students as Readers.
- Provided professional development on the program Leveled Literacy Intervention (LLI)
- 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

6-12**Phase II**

- Completed the curriculum development responsibilities for Phase II Language Arts which consisted of facilitating a field study in first semester, community review nights, and course guide writing in second semester
- Provided 6 traits training and disciplinary literacy workshops for teachers new to Millard
- Facilitated discussions with administrators and Department Heads in regards to NSCAS and the future of AWA
- 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 NSCAS, AWA, and ACT assessments
- Collaborated with the Department of Assessment, Research, and Evaluation to implement the MAP Growth Assessment and Edmentum's Exact Path for Reading as well as a few classrooms using MAP Language Usage
- Implemented MAP Goal Setting and MAP Starting the Year with Data sessions
- Coordinated course guide writing to include cornerstone novels for district-wide shared reading experiences in grades 6-11, grade level focus modes of writing, the Secondary Conventions Continuum, and a research skills vertical alignment

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*, *CARS & STARS*, *Read Naturally*, *Phonics for Reading*, *Voyager Passport Journeys*, *Zoom In*, *Language for Learning and Language for Thinking*, and *Corrective Reading*
- Monitored implementation of Phonics Boost as an intervention program to support decoding 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 to plan intervention support 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
- 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.
- Provided training and worked with buildings on implementation of the MAP by NWEA assessments.
- Identified and developed progress monitoring within literacy intervention programs.

Mathematics

K-5

Phase III

Completed the curriculum development responsibilities for Phase III Mathematics

- 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 in connection with new curriculum, course guides, and pacing maps
- Provided MLK Staff Development for K-5 staff on effective practices in mathematics in support of curriculum implementation
- Provided professional learning opportunities to New Staff during fall and spring sessions over effective practices in mathematics teaching and learning
- Co-facilitated professional development over the online content provider Exact Path to BSDF
- Coordinated and facilitated materials training over Math Expressions to all K-5 staff during Summer 2017 and at Fall Workshop
- Developed a curriculum implementation and staff development and year-long Project Plan for Common Formative Assessments for Summer 2018 and first semester of 2018-19 school year
- Facilitated hourly staff professional development about Math Expressions and effective practices in mathematics teaching and learning
- Facilitated substitute teacher professional development about Math Expressions and effective practices in mathematics teaching and learning
- Revised elementary mathematics course guides aligned to new standards and supported the use and understanding of the K-5 mathematics course guides and how the guide assists teachers in preparing students for NSCAS. Provide guidance on the impact of curriculum pacing in regards to NSCAS.
- Supported buildings and teachers through instructional coaching and providing model lessons in mathematics - emphasizing effective instructional practices and curriculum implementation
- Led building teams through the process of unpacking mathematics standards through collaboration and reflection
- Led professional development to elementary principals at Curriculum Meetings
- Facilitated Instructional Rounds for elementary administrators 2 times throughout the year
- Recruited 4 K-5 teachers from Millard to take part in the UNL/ESU#3 Primarily Math cohort beginning Summer 2018
- Collaborated with UNO in developing a graduate course in elementary mathematics for Millard teachers. Recruited and accepted 12 K-5 teachers for the course
- Attended state and national mathematics leadership conferences to learn from and connect with current and relevant research to benefit the staff and students in Millard
- Co-presented at a national education conference, sharing the work around mathematics instructional leadership in Millard over the past 2 years
- Collaborated with District HAL Facilitator and Secondary Mathematics MEP Facilitator on developing 5th to 6th grade transition lessons
- Collaborated with District HAL Facilitator on developing Habits of Mind resources designed to support K-5 teachers with extension during mathematics lessons
- Co-developed professional learning with District HAL Facilitator around extension in elementary mathematics and Habits of Mind
- Developed plan for course guide and pacing revisions in elementary math during Summer 2018

K-5**Mathematics Intervention**

- Co-facilitated Math Intervention meetings with the Special Education Program Facilitator throughout the year
- Attended a year-long professional development series with the Special Education Program Facilitator and Director of Elementary Education around developing RTI programs in elementary mathematics
- Supported the distribution of current math intervention materials to buildings per request
- Collaborated with the Special Education Program Facilitator and group of educators in developing an Intervention Toolkit for elementary mathematics
- Co-facilitated the pilot of an Intervention Toolkit at 2 different times throughout the year, including 11 elementary buildings
- Co-developed revisions in elementary math intervention to assist with the RTI-I to MTSS framework
- Co-developed a plan to provide professional development to buildings around math intervention during the 2018-19 school year
- Visited with leaders from surrounding Districts to see other models for delivering math intervention at the elementary level
- Provided Tier III support through the individual problem with the Special Education Program Facilitator to building teams per request

6-12**Phase III**

- Completed the curriculum development responsibilities for Phase III Mathematics
- Fully implemented revisions to mathematics curriculum and instructional resources in all 20 mathematics courses
- Worked with MCC, Directors, high school administrators, and high school teachers to fully implement the Developmental Mathematics Course at all three high schools
- Worked with MCC, Directors, high school administrators, and high school teachers to fully implement a Dual Enrollment Calculus III and Differential Equations course at MWHS and MSHS
- Edited and created high priority ancillary materials for MPS Digital Textbooks
- Conducted professional development for mathematics teachers at secondary buildings across the District including Fall Workshop, MLK Day, and New Staff Orientation
- Facilitated professional development, curriculum and instruction updates, mathematics best instructional practices review, and a study of Reflective Teaching using the book *Creating a Culture of Reflective Practice* for MPS Administration teams
- Collaborated with DARE department to revise District Course Assessments for Algebra I, Geometry, Algebra II, and Precalculus in a digital format (SchoolCity)
- Provided training for the administration of District Course Assessments in SchoolCity in all 10 secondary buildings
- Conducted an item analysis of the District Course Assessments from the Algebra I, Geometry, and Algebra II at the end of each semester to inform our instruction and impact the revision of MPS Digital Textbooks
- Co-Developed and facilitated a session on mathematics best practices for Hourly Staff with Matt Scott, Elementary Mathematics C&I Facilitator
- Facilitated District Best Practices collaboration meetings to allow for building to building and level to level collaboration on key transition courses i.e. Fifth grade to Sixth grade transition, Algebra I, and Geometry
- Assisted Professional Learning Communities in their analysis of MAP RIT scores to impact instruction and increase student learning

- Ensured my own professional development by attending the M4 conference, the Association for Supervision and Curriculum Development conference and pre-conference, and the Nebraska Educational Technology Association spring conference
- Developed, maintained, and facilitated practitioner teams to support effective teaching and learning: individual teachers, middle school PLC teams, high school department teams, high school data teams, and secondary building Department Heads
- Continued singleton PLC work for AP Calculus AB/BC/II & Advanced Topics/III & Differential Equations and Developmental Math
- Visited and observed mathematics instruction and learning in numerous classrooms throughout the District
- Facilitated Middle School Data meetings in February and March at all six middle schools designed to gather feedback about middle school high stakes assessment scores and how we can impact NSCAS scores in the future
- Coordinated with the District Technology Department for hardware/software purchases
- Conducted middle level mathematics placement testing for all fifth grade students including administration of the Orleans-Hanna Algebra Prognosis Test
- Collaborated with Assessment Administrators and the DARE department during middle and high school assessment meetings
- Collaborated with DARE department to revise the High School Mathematics Essential Learner Outcomes Assessment to a digital format (SchoolCity)
- Revised the curriculum materials to support the High School Mathematics Essential Learner Outcomes Assessment
- Collaborated with DARE department to plan for the Demonstration of Proficiency Assessments to be revised starting in the Fall of 2018
- Collaborated with other metro area administrators and mathematics specialists on the MOEC mathematics committee to form a plan for the improvement of mathematics teaching and learning
- Collaborated with Middle School Special Education specialist to create a professional development opportunity about utilizing MAP data to strengthen co-teaching in the mathematics classrooms

6-12

Mathematics Intervention

- Discussed mathematics interventions and Best Instructional Practices with the Directors, Interventionists, and Curriculum & Instruction Assistant Principals responsible for mathematics during monthly meetings
- Supported secondary buildings with implementation of intervention resources including *Do the Math, Now!*, *CAMS and STAMS*, and *EdReady*
- Provided professional development and instructional coaching in RTI+I Tier I instruction and math interventions
- Continued to research mathematics progress monitoring tools and utilized MAP Skills as a progress monitoring tool
- Drafted documents and procedures for new MPS Mathematics Intervention as part of the Multi-Tiered Systems of Support District overhaul
- Communicated all Middle School Tier II-1, Tier II-2, and Tier III mathematics intervention revised goals and best practices in an attempt to standardize procedures across all middle schools
- Led middle school intervention specialists to write intervention curriculum to help students succeed in the mathematics course they are enrolled as well as fill any instructional gaps in conceptual understanding of mathematics content
- Led high school intervention specialists to revise Tier II-1, Tier II-2, and Tier III mathematics intervention goals and best practices in an attempt to standardize procedures
- Attended Curriculum & Instruction, Registrar, and Special Education meetings to secure support for the proposed high school intervention plan

- Discussed mathematics 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 NWEA: MAP and EdReady to inform instruction
- Assisted buildings with transition of mathematics intervention information: elementary to middle school and middle school to high school
- Organized and facilitated training for EdReady 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
- Participated in individual student IEP meetings when appropriate
- Participated in the District Response to Intervention and Instruction/Multi-Tiered Systems of Support meetings

Science

K-5

Phase I

- Delivered district professional learning for successful and safe implementation of solar eclipse lessons
- Implemented district safety guidelines and learning experiences for The Great American Eclipse that took place on August 21, 2017
- Led Phase I research and framework development for Science standards revisions
- Outlined vision and plan for professional learning to ensure successful implementation of new Science standards
- Developed and presented content to Curriculum Planning Committee members to build capacity for instructional shifts taking place with newly adopted state Science standards
- Continued to support Project Based Learning unit of study for 4th Grade Earth Science
- Facilitated development of Project Based Learning/Service Learning unit of study for 2nd Grade Economics
- Developed community partnerships to support Project Based Learning and Service Learning
- Served on the Nebraska Department of Education State Science Assessment Vision Committee
- Served on Nebraska K-12 Science Education Summit Committee
- Presented Science professional development at state conferences and summits
- Served as advisor to Nebraska TEAMS Summer Professional Development
- Supported development of Phase 3 Elementary Technology Profiles
- Supported building administrators and teachers in the use of FOSS, *Engineering is Elementary*, and Scott Foresman curriculum materials
- Continued to refine and monitor the electronic ordering process and distribution system for elementary science replacements and supplies to increase efficiency and reduce costs
- Monitored and analyzed NeSA-S data

6-12

Phase I

- Completed the curriculum development responsibilities for Phase I Science
- Provided leadership for the Fall Workshop staff development with Science teachers focusing on Three-Dimensional Teaching and Learning.
- Communicated the revision of the Millard Science Safety Procedures Manual
- Provided an online Science safety course for all new Science teachers utilizing Google Classroom

- Conducted annual Science chemical inventories in each secondary building and updated the Safety Data Sheets binders to reflect new requirements
- Monitored the College Board website for revisions related to AP Science courses
- Continued to monitor and analyze data from the NeSA-S and ACT
- Supported training for new AP teachers
- Conducted a Department Head meeting with Middle School and High School Science Department Heads
- Provided support to singleton PLC groups of AP Biology, AP Chemistry, and AP Environmental Science
- Facilitated multiple meetings of a Curriculum Planning Committee (CPC) in accordance with MEP curriculum cycle phase I procedures.
- Created a data book as part of Phase I CPC work.
- Conducted a community input night to gather information about science education in Millard.
- Participated in NDE sponsored Science training.
- Facilitated staff development for MLK Day centered around the updated Nebraska state science standards and three-dimensional teaching.
- Developed a new MPS Science Framework which was approved by the Board of Education in February of 2018.

Social Studies

K-5

Phase IV

- Monitored and supported Social Studies curriculum and instruction
- Received grant funding from the Nebraska Arts Council that provided funding for all 4th grade students to experience a field trip to the state capitol
- Supported teachers use of Giant Nebraska Map and History Trunks
- Provided instructional support to teachers and administrators throughout the year
- Monitored discussions in the legislature about civics and potential updates to standards

6-12

Phase IV

- Completed curriculum development responsibilities for Phase IV Social Studies
- Provided staff development training on critical thinking skills and gathering evidence during Fall Workshop as well as unconference sessions for teachers to collaborate and support one another in learning more about: critical thinking skills, assessments, controversial issues, fake news, literacy strategies, digital resources, and classroom management. Spent time on MLK Day reviewing the ACT and identifying meaningful ways to incorporate literacy within social studies courses. Updated courses guides and district assessments as needed
- Provided additional time for World Geography and World History teachers to further revise course guides and district assessments
- Provided instructional support by visiting classrooms throughout the school year and meeting with Department Heads throughout the school year
- Provided buildings with ongoing Service Learning support on Millard Public Schools Service Learning webpage
- 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
- Planned staff development opportunities exploring changes in Language Arts curriculum for Fall Workshop 2018, while making connections within Secondary Social Studies

Art

K-12**Phase IV**

- Completed the curriculum development responsibilities for Phase IV Art
- Provided staff development focused on vertical articulation, College and Career Readiness and digital learning during Fall Workshop and MLK Day; assisted teacher presenters to tailor the presentation to align with the Art curriculum
- Examined and discussed the *PK-12 Art Safety Manual and Procedures Manual* during New Staff Orientation with all new K-12 art teachers
- Ensured implementation of the *PK-12 Art Safety Procedures Manual*
- Shared the kiln procedures regarding storage in kiln rooms and the required open perimeter around the kiln
- Continued to monitor and assist 6-8 art teachers as they participated in a Singleton PLC group
- Met with high school art department heads to focus on needs and best instructional practices within high school art classrooms
- Met with each secondary art department to determine needs and address questions or concerns
- 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 artwork 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**Phase IV**

- Completed the curriculum development responsibilities for Phase IV Business
- Coordinated with Werner Enterprises a Fall Workshop session on Workplace Practices and Technology Connections
- Attended the Nebraska Department of Education Business, Marketing, and Management (BMIT) Fall Workshop
- Facilitated a writing session to update Internship participation and evaluation forms to align with Nebraska Department of Education's *Workplace Experiences*
- Facilitated writing sessions to update course guides and required course assessments for Information Technology Applications and Merchandise Marketing
- Coordinated with MLK Day facilitators to develop session to examine a business career pathway trends reports and to review course guide instructional practices
- Coordinated the donation and presentation made by Centris Federal Credit Union to provide calculators for Personal Finance
- Utilized Twitter to showcase MPS business students and staff
- Summarized curriculum activities at the Perkins Advisory Council Meeting
- Met with high school department heads to plan and implement Phase IV activities and provided District updates
- Monitored the College Board website for updates in Advanced Placement® Economics courses
- Coordinated with Metropolitan Community College to develop Fall Workshop session

K-12 Information Technology

Phase IV

- Collaborated with a committee of teacher librarians to review and adjust the K-5 Computational Thinking and Coding lessons
- Monitored the K-5 Keyboarding curriculum
- Completed the curriculum development responsibilities for Phase IV Information Technology
- Coordinated with Werner Enterprises a Fall Workshop session on Workplace Practices and Technology Connections
- Coordinated with 9-12 Computer Science staff to examine the AP Computer Science A exam results to adjust instructional practices to achieve student growth in programming
- Coordinated a virtual meeting between Technology and 9-12 Computer Science staff regarding the changes to the Virtual Machines (VM) and computer science image
- Collaborated with Instructional Technology MEP to research robot replacement for 6-8 computers
- Participated in 6-8 Edison robots staff development training
- Coordinated with Technology Division to determine 2018-2019 computer science base image
- Continued support for 6-12 Computer Science Singleton PLCs
- Coordinated with Technology Division to review video recording options for the AP Computer Science Principles exam
- Summarized curriculum activities at the Perkins Advisory Council Meeting
- Monitored the College Board website for updates in Advanced Placement® Computer Science A and Advanced Placement® Computer Science Principles
- Utilized Twitter to showcase MPS Information Technology students and staff

Counseling - College & Career Readiness

K-12 Counseling

Phase III

- Completed the curriculum development responsibilities of Phase III for Counseling
- Dispersed new counseling curriculum materials to every building
- Provided professional development at Fall Workshop on the MPS Counseling Curriculum
- Planned and coordinated staff development sessions on RtI+I, College and Career Readiness, trauma, bullying, behavior, social and emotional learning and intentional small group counseling
- Facilitated the development of small group counseling resources
- Continued to support RtI+I: Behavior, specifically examining the role of counselors in providing tiered support for classroom teachers as building behavior coaches
- Supported the implementation of the revised MPS Suicide procedures, and the suicide screener at the secondary level
- Met with each high school PLC each semester to determine needs, and address questions and concerns
- 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
- Continued to support the implementation of the Personal Learning Plan using Naviance/Family Connection at the middle level and at the high schools
- 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
- Supported the implementation of lessons for 10th grade students to examine PreACT results and discussed future career opportunities
- Supported the implementation of the Exploring Survey at the high school level

K-12 College & Career Readiness

- Supported the implementation of District College and Career Readiness rubrics
- Facilitated 6-12 discussions on additional assessment and accountability measures
- Coordinated the development of College and Career Readiness indicators on the middle level report card as part of continued implementation

Family & Consumer Sciences

6-12**Phase II/III**

- Completed the curriculum development responsibilities for 9-12 Phase II and 6-8 Phase III Family and Consumer Sciences (FCS)
- Coordinated Fall Workshop session for collaborative groups to leverage digital instructional resources
- Arranged department heads attendance at the Nebraska Department of Education FCS Fall Workshop
- Arranged 9-12 Creative Design teachers a fashion design staff development session using Adobe Illustrator and Photoshop
- Coordinated a MLK Day session for 6-8 FCS to create additional Integrated Learning Lab instructional stations for 2018-2019
- Coordinated a MLK Day session for collaborative groups to continue their course development
- Reconvened the PK-12 Wellness Studies Curriculum Planning Committee to confirmed the 6-12 Family and Consumer Sciences Framework draft, Part B-II and 9-12 Instructional Materials
- Co-facilitated two Community Review input sessions of the 9-12 FCS instructional materials
- Coordinated with Food Service Director to develop opportunities that support ServSafe Food Managers training and/or exam preparation
- Coordinated with Food Service Director to create Advanced Culinary Skills student opportunities
- Updated the 6-12 Family and Consumer Sciences Safety and Procedures Manual and reminded department heads and/or building designee of Sharps Disposal Procedures
- Provided support to the FCS Singleton Professional Learning Community (PLC)
- Conducted quarterly FCS Department Head meetings
- Summarized curriculum activities at the Perkins Advisory Council Meeting
- Utilized Twitter to showcase MPS FCS students and staff
- Attended the Nebraska Career Education Conference FCS sessions

Health

PK-12**Phase I/II**

- Completed the curriculum development responsibilities of Phase II for PK-12 Health
- Co-Facilitated a half-day session for K-12 FCS/Health teachers to review and confirm the K-12 Health instructional resources
- Hosted two Community Review input sessions for review of proposed Health curriculum materials
- Reconvened the PK-12 Health Curriculum Planning Committee members to share community review feedback and conduct final review of proposed course guides

K-5**Phase II**

- Completed the curriculum development responsibilities for Phase II for PK-12 Health
- Provided orientation to Human Growth & Development lessons for new 5th grade teachers

- Developed district professional development for Social & Emotional Learning to be delivered at Fall Workshop 2018
- Created online elementary professional development for Health instruction

6-12

Phase II

- Completed the curriculum development responsibilities for Phase II for PK-12 Health
- Coordinated Fall Workshop session for collaborative groups to leverage digital instructional resources
- Facilitated and provided Controversial Issues training for all 6-12 Health teachers
- Coordinated with Leadership and Learning CPR/AED recertification sessions for 9-12 Everyday Living staff
- Coordinated MLK Day session for collaborative groups to continue their course development
- Provided support to the 6-8 Health Singleton Professional Learning Community (PLC)
- Met one-on-one with new 6-12 Health teachers
- Hosted a substitute teacher Controversial Issues Training
- Utilized Twitter to showcase MPS Health students and staff

Industrial Technology

6-12 Industrial Technology

Phase I

- Completed the curriculum development responsibilities for Phase I Industrial Technology
- Adhered to the *6-12 Industrial Technology Safety and Procedures Manual*
- Supported teachers in completing *Project Lead the Way* (PLTW®) trainings
- Supported teacher and student tours of post-secondary institutions and related local manufacturing companies
- Summarized instructional activities for the Perkins Advisory Council
- Worked in conjunction with Perkins funds coordinator in purchasing of new equipment
- Worked with MPS Technology division on maintaining and updating technology hardware and software as needed
- Supported professional development at Fall Workshop and MLK Day regarding skills improvement and collaboration
- Participated in *Dream It, Do It!*, 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
- Facilitated multiple meetings of a Curriculum Planning Committee (CPC) in accordance with MEP curriculum cycle phase I procedures.
- Created a data book as part of Phase I CPC work.

Instructional Technology & Digital Learning

K-12 Instructional Technology & Digital Learning

Through collaboration between Elementary Curriculum & Instruction MEP Facilitators and Instructional Technology MEP Facilitators:

- Provided differentiated instruction to help educators increase their understanding of digital learning pedagogy: MPS Technology Profiles, Bloom's Digital Taxonomy, Designing Technology Rich Lessons, the SAMR Model

- Developed content and facilitated professional development for digital tools that can be used in the K-5 classroom including, but not limited to, News-o-Matic, iMovie, iMovie Trailer, Keynote, Explain Everything, Book Creator, Puppet Pals, and QR Codes
- Developed content and trained teachers on K-5 research projects that integrated technology profiles, digital learning tools, and grade level standards
- Facilitated training and professional development to encourage digital learning utilizing iPads for all elementary classrooms.

Through Building Staff Development Facilitators and MLK Day Secondary Education Sessions, we facilitated the following sessions that:

- Explored creating a sense of community and supportive environment through a digital learning lens
- Discovered engaging instructional strategies and differentiation techniques through a digital learning lens
- Examined digital learning pedagogy: MPS Technology Profiles, the SAMR (Substitution, Augmentation, Modification, Redefinition) Model, TPACK (Technological Pedagogical Content Knowledge) Model, digital versus digitized, research on note-taking
- Utilized captivating digital content: Piktochart, Canva, Free Use Images, Creative Commons
- Continued rethinking instruction in a changing digital ecosystem: Padlet, GAFE, Teacher Tube, Kaizena, Easel.ly
- Reviewed COPPA Guidelines, MPS Approval Process, MPS Approval Database
- Collaborated with the Instructional Technology MEP Facilitators to provide technology and continued professional development support for the use of all curricular related technology within 6-12 classrooms across the District including but not limited to: FitnessGram, KidPix, GarageBand, Audacity, ExamView, Adobe Suite, and Odysseyware
- Collaborated with Instructional Technology MEP Facilitators to support the use of District secondary intervention diagnostic and intervention tools including AIMSweb, G-MADE, G-RADE, Voyager, Q-Reads, Scholastic Math and Reading, Rosetta Stone, and ELL ReadingSmart
- Collaborated with Instructional Technology MEP Facilitators to provide instructional support for Infinite Campus, Montessori Records Xpress (MRX), Naviance, and Safari Montage
- Collaborated with the Technology Department and Office of Leadership and Learning related to implementation of digital learning through one-to-one devices beginning at the high school level
- Developed content and facilitated professional development for digital tools that can be used in the 6-12 classroom including, but not limited to: ck-12, Desmos, Formative, Quizziz, cLIC
- Supported and provided staff development for teachers, district level leaders and administrators related to digital learning pedagogy and emerging research to assist in shifting student and teacher roles in such contexts
- Facilitated a book discussion among elementary and secondary District Level Leaders focused on digital learning while utilizing Inspiring Creativity and Innovation in K-12 by Doug Reeves
- Facilitated a book discussion among the Secondary Ed Support Team focused on digital learning while utilizing Digital Leadership: Changing Paradigms for Changing Times by Eric Sheninger
- Assembled practitioners to investigate the continued use of technology in Millard Public School secondary classrooms including secondary Digital Learning Innovators, Digital Integrator, and Early College teachers

Music

K-12 Music

Phase 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
- Continued to build capacity within the staff for iPad App utilization of Best Instructional Practices
- Reviewed and updated course guides and for PK-12 music, Band, Orchestra, Vocal Music, and ensured vertical aligned throughout (course guides)
- 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 2018-2019
- Reviewed MPS Technology Profiles throughout all grade levels to prepare for digital learning throughout the music curriculum.

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, K-5 Vocal, 6-8 Vocal and 9-12 Vocal
- Provided support in planning Fall Workshop and MLK Day which included, pacing, pedagogy and digital learning
- Worked with regional and national presenters to continue staff development for the Vocal music teachers
- Reviewed Orff Schulwerk Honors Ensemble (OSHE) and Minnesinger practices and procedures and updated the calendar for next year

4-12 Instrumental Music

Phase IV

- Provided support to the Singleton PLCs, which continued for elementary Band, 5-8 Band, 4-8 Orchestra and 9-12 Orchestra
- Assisted with the staff development for band and orchestra, which focused on pedagogy, pacing, a Destiny refresher, and digital learning
- 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
- Collaborated to create an online enrollment process for elementary IM
- Reviewed and refined the implementation of 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
- Collaborated to translate family IM enrollment communication into 11 languages
- Reviewed prioritization of instrument distribution to students
- Reviewed and revised the Instrumental Display Nights, which occur each fall
- Lead and facilitated the work of the Instrumental Leadership Team
- Revised Method Book ordering

Physical Education

PK-12**Phase III**

- Completed the curriculum development responsibilities of Phase III for Physical Education
- Provided in Fall Workshop an introduction to the new course guides, district assessments, and resources for curriculum implementation. Review of the new course guides and district assessment occurred then on MLK Day
- Communicated the K-12 Physical Education Safety Procedures Manual to all Physical Education staff and building administrators
- Assisted with staff training for the district traveling sets of new elementary pedometers, while working to connect them to the MPS Technology Profiles.
- Assisted with staff training for the district traveling sets of heart rate monitors in Cross Training.
- Updated maps and locations of equipment purchased through the Physical Education curriculum adoption process for our District Secondary PE Fitness Center Safety Audit Checks
- Provided District approved digital music for all K-12 Physical Education teachers who received iPods through curriculum adoption
- Continued implementation of the K-5 PE District Assessments in Infinite Campus for Kindergarten, 1st Grade, and 2nd Grade
- Provided instructional support by meeting with elementary and middle school teachers as well as high school department heads throughout the school year
- Worked with K-5 staff as they met monthly for their PE Professional Learning Community and Collaboration meetings
- Continued to support teacher utilization of the web-based version of FitnessGram assessments for each 4-12 student enrolled in designated PE classes; online account information and/or copies were shared with parents/guardians as required
- Planned staff development opportunities for K-8 P.E. teachers focusing on archery certification/refresher courses in Fall Workshop 2018, as well as an opportunity for K-12 P.E. teachers to explore a local area fitness center and develop an instructional goal supporting student FitnessGram assessments

World Language

6-12**Phase IV**

- Completed the curriculum development responsibilities for Phase IV of the MEP Curriculum Cycle.
- Reviewed and updated the World Language placement process
- Provided leadership for Fall Workshop and MLK day professional development sessions related to utilizing the target language, integrated performance assessments, and student engagement
- Supported training for new AP teachers
- Reviewed and revised course guides and assessments for Spanish A, Spanish B, Spanish C, MS Spanish I-A, MS Spanish II-A, MS Spanish II-B to reflect changes in building schedules
- Coordinated a meeting to discussion changes to World Language for 18/19 school year.
- Conducted a meeting with High School Department Heads and Middle School World Language representatives
- Provided support as needed to singleton Professional Learning Community groups of High School French, High School German, AP Spanish, Middle School German, and Middle School French

Exact Path

K-8

Exact Path by Edmentum

- Exact Path by Edmentum leverages the adaptive assessments utilized in MAP to create targeted learning paths which support a personalized approach to instruction within reading, language arts, and mathematics.
- 12,200 K-8 students received tailored electronic curriculum playlists based on key state standards and instructional skills
- Educational Services partnered with Technology and Assessment, Research and Evaluation to create personalized learning paths across all Millard elementary and middle school buildings
- Feedback from staff was sought at various stages during the implementation process. This helped us ensure a smooth implementation, answer questions and to seek feedback about satisfaction with the product
- Collaborated with Edmentum representatives throughout the year to monitor the implementation and provide feedback about the integration services, curriculum coverage, and service quality
- Every K-8 student (16,200 total) will have access to personalized education pathways in Exact Path during the 2018-2019 school year. This is an increase of 4,000 students over 2017-2018 at the same cost
- A huge THANK YOU to the Millard Public Schools Foundation for supporting the grant which makes Exact Path possible for our students!

High School Diploma Paths 2017-2018

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 2018 Graduates, 141 students (non-duplicated) met the requirements of a diploma path. These 141 students completed a total of 156 Diploma Paths with 23 earning both a Liberal Arts path and one or more Specialty paths. Millard North and Millard West High Schools showed gains in total number of Diploma Paths and have the most Diploma Paths successfully completed during the 2017-2018 school year.

	Liberal Arts Commended 3.0 Overall			Liberal Arts Distinguished 3.5 Overall			Specialty Commended 3.0 in Area 2.0 Overall			Specialty Distinguished 3.5 in Area 2.5 Overall		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
MNHS	7	2	1	31	15	37	28	11	21	13	4	16
MSHS	4	11	2	8	8	3	11	28	10	20	21	13
MWHS	4	2	8	5	7	8	8	6	7	18	18	30
Total	15	15	11	44	30	48	47	45	38	51	43	59

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
MNHS	8	4	3	20	6	16	1	0	1	0	0	8	1	1	0	11	4	10
MSHS	11	22	11	4	6	6	0	1	0	8	8	3	6	3	0	2	4	3
MWHS	4	6	9	4	1	1	0	2	1	2	5	15	11	6	5	5	3	2
Total	23	32	23	28	13	23	1	3	2	10	13	26	18	10	5	18	11	15

Early Childhood 2017-2018

Preschool Programs

There are 10 elementary buildings throughout the district that have a preschool program. Early Childhood Special Education preschools are provided for 3 year olds in half day programs at Cody, Sandoz, Hitchcock, Cottonwood, Rockwell and Wheeler. In addition, our 4 year old full and half day programs are fully blended, serving children with disabilities, Title I, ELL, and Parent Pay. Morning and afternoon sessions are offered at Cody, Cottonwood, Hitchcock, Neihardt, Rockwell, Sandoz, and Wheeler. Full day programs are offered at Bryan, Cody, Holling Heights, Norris, Rockwell, and Sandoz. All of our programs include home visits twice a year, family involvement and parent education activities throughout the year. 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.

MPS Early Childhood programs are in compliance with Nebraska Department of Education Rule 11. Teachers and paraprofessionals participated in monthly professional development focused on program quality assessments, effective practices in providing learning environments and resources for blended classrooms, mathematics, science, early literacy, and language. Preschool principals met regularly throughout the year for continued professional development focused on early childhood.

MPS Early Childhood programs are also in compliance with Results Matters. All children new to preschool participate in a developmental screening. Child outcomes are measured three times a year with Teaching Strategies GOLD. Our classroom environments are rated annually utilizing the Classroom Assessment Scoring System (CLASS). CLASS assessment focuses on the type and quality of teacher/child interactions. Our Classroom Assessment Scoring System (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 4 year old students.

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 115 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.

Preschool/Program	SpEd	Parent Pay	Title	Total
Bryan	13	0	18	31
Cody	31	11	27	69
Cottonwood	32	14	7	53
Hitchcock	20	10	14	44
Holling Heights	4	0	11	15

Montclair Montessori		86		86
Neihardt	14	21	16	51
Norris	15	3	14	32
Norris Montessori		29		29
Rockwell	13	11	21	45
Sandoz	22	4	29	55
Wheeler	30	12	10	52
Home-based (birth-3)	168			168
Itinerant	87			87
Sixpence (birth-3)			15	
Superintendent's Early Childhood Plan (birth-3)			30	
TOTAL	449	201	212	862

The Learning Community's Superintendents' Early Childhood Plan, in collaboration with the Buffett Early Childhood Institute is taking place at two Millard schools (Cody and Sandoz). These schools are participating in the Full Implementation plan for birth through the elementary years. Each building has a family facilitator and home visitor on site. This plan applies 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 Kindergarten through the elementary years. 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 has included professional development, staffing for home visitors and family specialists, and ongoing instructional coaching, assessment and evaluation through the Buffett Early Childhood Institute.

Sixpence

This program represents Nebraska's commitment to meeting the needs of children birth to three in the most critical years of development. Through this program we have a home visitor serving families from the following schools: Bryan, Norris, Holling Heights and Rockwell. The home visitor forms a partnership with families to address the physical, social, emotional and cognitive development of the child as well as the family's needs. Families participate in the book bag exchange program, parent/child

interaction groups, a collaborative individualized learning plan, a collaborative family partnership agreement and have access to Drop in and Play.

Story Time incorporates a story time and book checkout at many of our elementary sites for families or caregivers. Books appropriate for young children were purchased and housed at each of the sites for families to checkout. Story time was provided at many elementary schools this year with each building setting up the frequency of meeting times.

Early Childhood Family Center

The Early Childhood Family Center is located at 12820 'N' Street (Central Middle School Annex, Door 23). Programs housed within the Early Childhood Family Center are the Family Resource Center, Drop In And Play and Sixpence. The staff salaries are funded by Below Age 5 Early Childhood Special Education Flex Funds.

Family Resource Center

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 child care 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. The membership fee is \$15.00 for six months/\$30.00 for one year. Scholarships are available for those families who qualify for free or reduced lunch. Families can check out toys, puzzles, children's books and parent education resources at each visit for two weeks. The membership fee supports the center for replacement materials and day to day operations.

Drop In And Play

Drop In And Play (DIAP) is 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 three times a week and is staffed by two early childhood teachers. Teachers are available to encourage parent/child play and address questions about child development.

Partner with Providers

Partners With Providers is the child care component of Parents as Teacher Program. Teachers are certified as Parents as Teacher instructors that provide literacy and language information to child care providers to help prepare the children to be ready for a successful school experience. The child care homes are visited at least once monthly. The teacher models literacy/language skills for the provider while working with the children in the home. Educational toys, books, and other materials are rotated in and out at each visit.

Advisory Groups and Community Partnerships have been established with several organizations. 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. Many of these organizations have representatives that sit on the Early Childhood Advisory Committee which meets 4 times a year. In addition to the Early Childhood Advisory Committee, we also have the Planning Region 21 Team that consists of members who assist in collaborative planning and development of a family centered, interagency community-based system for all children, with emphasis on those with disabilities, birth to age five. 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.

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 2017-2018 school year. Two parent sessions and one community provider session were provided in September for potential incoming kindergarten students. Information was also mailed to all families and community providers that included suggested activities to help children transition to kindergarten.

***Parent Information Nights:**

Families with children that are eligible for kindergarten in 2019-2020 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 a September meeting. Participants were provided with strategies to support the young children in their daycare/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 February through early August. Children tested had birth dates that ranged 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 the results with parents.

English Language Learner Program Millard Public Schools

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 June 13, 2018, and are based on each student's last enrollment of the 2017-2018 school year.

ELL K-12 Program Sites

Cather Elementary School
 Disney Elementary School
 Holling Heights Elementary School
 Montclair Elementary School
 Sandoz Elementary School
 Willowdale Elementary School
 Millard Central Middle School
 Millard South High School

Preschool

Children who are eligible for preschool may be identified as English learners based on parent report on the Home Language Survey. Millard offers a blended preschool program at 12 sites.

Number of Limited English Proficient (LEP) students enrolled in Preschool	113
Number of Limited English Proficient (LEP) students enrolled in K-12 (ELL Eligible – Not Participating and Participating)	411
Number of LEP students who participated in the K-12 ELL Program (ELL Eligible and Participating)	346
Number of former LEP students who have met program requirements and are being monitored for academic success (Redesignated English Fluent Less Than 2 Years)*	281
Number of former LEP students who have been Redesignated English Fluent More Than 2 Years, and for whom some support may be provided, though it is minimal	626
Number of students whose parents waived ELL services (ELL Eligible – Not Participating)	65
Number of students tested who did not qualify for services (DNQ)	78

*Beginning in 2017-18, ESSA requires monitoring redesignated English fluent students for 4 years, beginning with those students redesignated in the 2017-18 school year.

ELL Preschool Enrollment

Attendance Location	LEP Eligible	Attendance Location	LEP Eligible
Bryan Elementary	7	Montclair Elementary	19
Cody Elementary	21	Neihardt Elementary	4
Cottonwood Elementary	0	Norris Elementary	15
Disney Elementary	0	Rockwell Elementary	10
Hitchcock Elementary	3	Sandoz Elementary	21
Holling Heights Elementary	7	Wheeler Elementary	6
Grand Total			113

ELL K-12 Enrollment

Attendance Location	ELL Eligible - Not Participating	ELL Eligible and Participating		Redesignated English less than 2 years	Redesignated English more than 2 years	Grand Total
	LEPW	LEPA	LEPC	REF	REF2	
Abbott Elementary	1			2	2	5
Ackerman Elementary	5			6	6	17
Aldrich Elementary	7			17	16	40
Andersen MS	1			2	19	22
Beadle MS	1			1	11	13
Black Elk Elementary	4			11	6	21
Bryan Elementary	4			4	5	13
Cather Elementary	2	21		44	34	101
Cody Elementary	7			2	5	14
Cottonwood Elementary	4			1		5
Disney Elementary		39		12	6	57
Ezra Millard Elementary	2			2		4
Harvey Oaks Elementary				1	1	2
Hitchcock Elementary	3			5	2	10
Holling Heights Elementary	2	55		17	11	85
Kiewit MS	1			3	20	24
Millard Central MS		40		18	75	133
Millard Horizon HS					9	9
Millard North HS	1		1	1	55	58
Millard North MS	1			4	69	74
Millard South HS	1	56	1	11	90	159
Millard West HS				3	45	48
Montclair Elementary		47		23	21	91
Morton Elementary	1				1	2
Neihardt Elementary	2			5	4	11
Norris Elementary	4			3	9	16
Ombudsman Program					1	1
Other Provider	1				3	4
Reagan Elementary				3	5	8
Reeder Elementary	4			2	2	8
Rockwell Elementary	3			2	3	8
Rohwer Elementary				3	7	10
Russell MS				5	46	51
Sandoz Elementary	1	60		33	14	108
Upchurch Elementary	1			9	4	14
Wheeler Elementary	1			7	7	15
Willowdale Elementary		26		19	12	57
Grand Total	65	344	2	281	626	1318

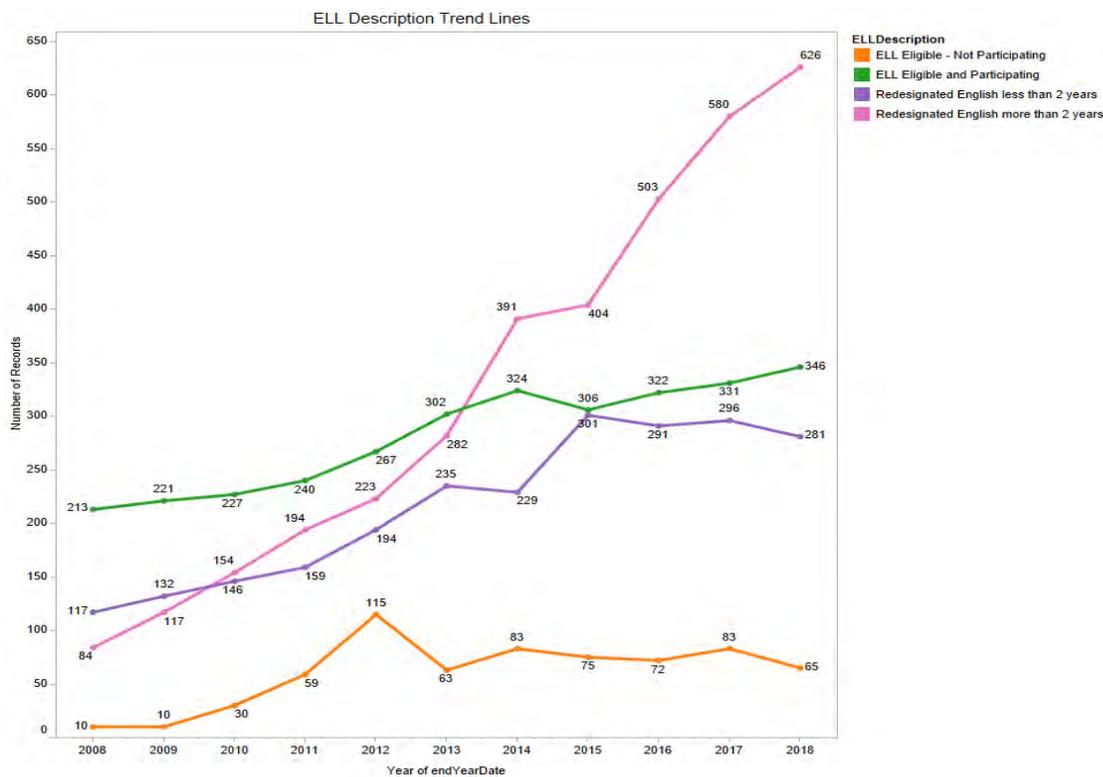
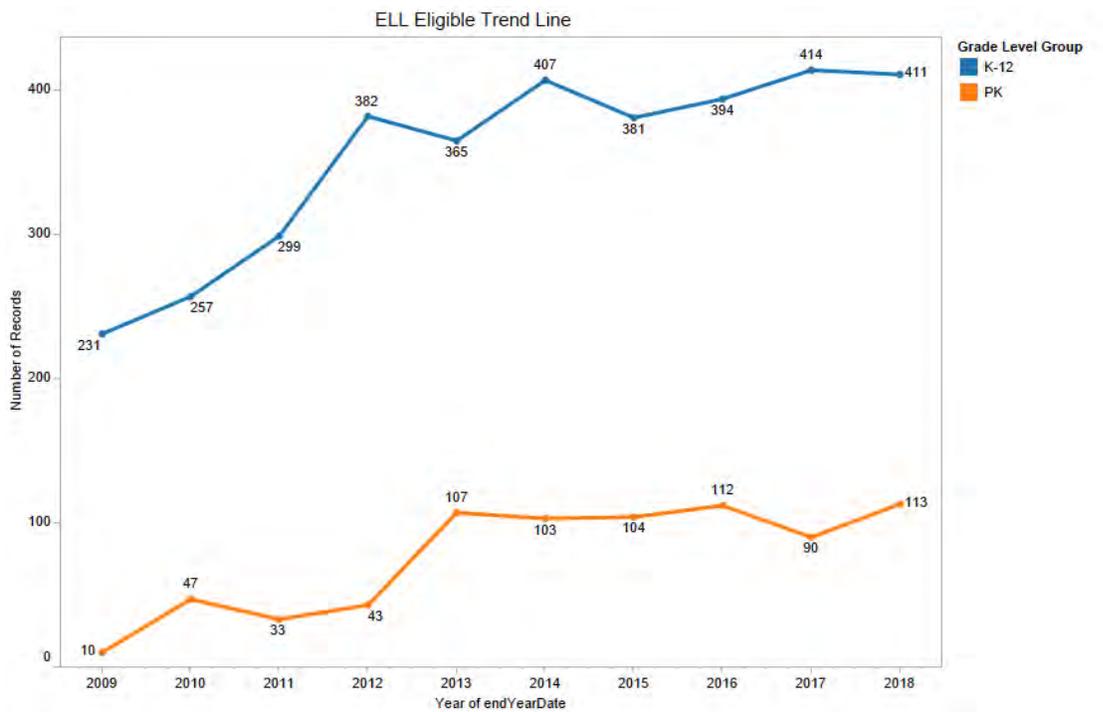
LEPW = Limited English Proficient Waived

LEPA = Limited English Proficient Active

LEPC = Limited English Proficient Consultative

REF = Redesignated English Fluent

Enrollment of ELL Eligible students in the K-12 program decreased by 3 during the 2017-2018 school year. The number of preschool students shows an increase of 23 in 2018. However, 2017 numbers failed to include Montessori ELL preschool students. The number of students who are eligible for ELL services, but whose parents have chosen to waive services (Eligible, Not Participating), decreased by 18 students from 2016-17 to 2017-18.



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.”

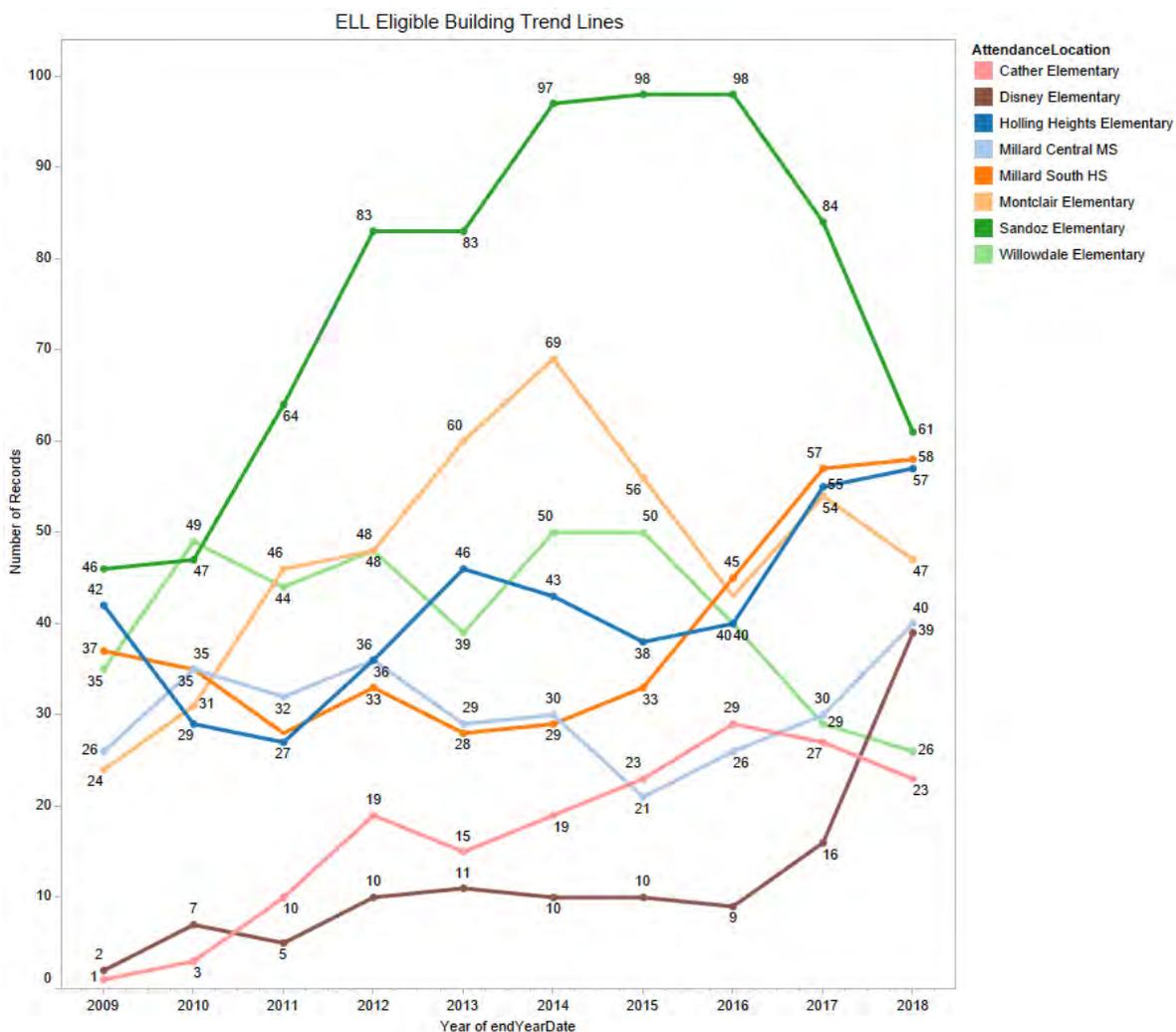
Special Education

13.14% of K-12 ELL Eligible students are also verified with a disability and receive services through the Special Education Program. This is a decrease from 16.86% in 2016-17. District-wide, 11.69% of students are verified for services.

High Ability Learners

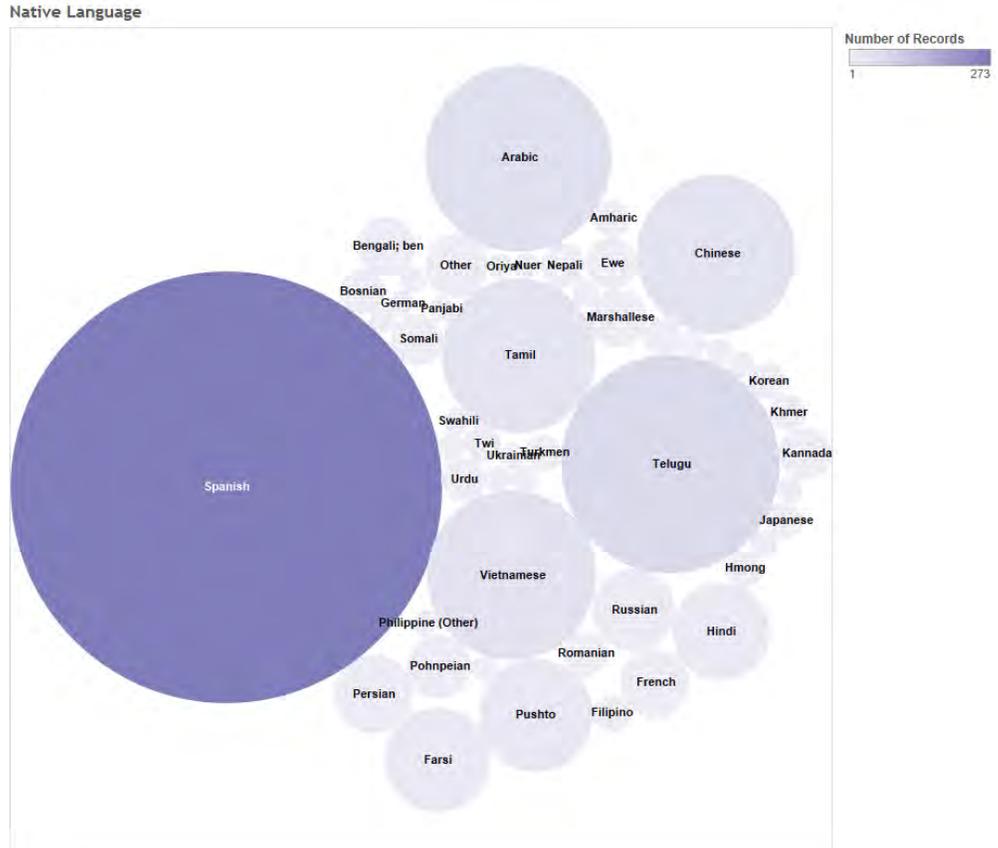
1.0% of K-12 ELL Eligible students are also identified as High Ability Learners (HAL). District-wide, 33.55% of students are identified as High Ability Learners. Concerted efforts have been made over recent years to redesign identification procedures to be inclusive of students who may be limited in language, thus opening up the opportunity to demonstrate gifts and talents that may otherwise go unnoticed. The ELL team has designed professional development to help ELL teachers as well as classroom teachers in the identification of English Learners who may also be gifted.

For most ELL Program sites, enrollment has gone up and down in no predictable pattern. This year, the middle school program demonstrated an increase in enrollment with Central Middle School growing from 27 students in 2016-17 to 40 students in 2017-18. At the elementary level, Sandoz had a decrease in enrollment. However, this is due to Disney Elementary becoming an ELL site, hosting Disney and Hitchcock ELL students.



Native Language

52 languages other than English are spoken among the ELL student population. The three most highly spoken languages are Spanish, Telugu and Arabic. Spanish is the majority native language with 41% of students speaking Spanish as their first language. This is a decrease from 43% in 2016-17. The percentage of students speaking Telugu has increased from 8.4% in 2016-17 to 10.5% in 2017-18. Arabic is spoken by 7.6% of ELL students. In addition, 6.3% speak Vietnamese, and 5.5% speak Chinese.



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	Egypt	*	
		Germany	*	
		Syrian Arab Republic	*	
	Egypt	United States	12	
		Egypt	*	
		United States	*	
		Israel	United States	*
		Jordan	Syrian Arab Republic	*
		Saudi Arabia	Saudi Arabia	*
		Sudan	United States	*
Syrian Arab Republic	Syrian Arab Republic	23		
Bengali; ben	None Specified	United States	*	
		United States	*	
	Bangladesh	Bangladesh	*	
	India	India	*	
		United States	*	
Bosnian	None Specified	United States	*	
	Bosnia and Herzegovina	United States	*	
Chinese	None Specified	China	*	
		United States	13	
	China	China	*	
		United States	11	
English	None Specified	United States	*	
		United States	*	
Ewe	None Specified	United States	*	

Farsi	None Specified	Afghanistan	*
		United States	*
	Afghanistan	Afghanistan	10
		United States	*
Filipino	Philippines	Philippines	*
French	None Specified	United States	*
	Burkina Faso	Burkina Faso	*
	South Africa	Central African Republic	*
	Togo	Togo	*
		United States	*
Ganda	Uganda	Uganda	*
German	None Specified	Germany	*
Haitian Creole	Haiti	Haiti	*
Hindi	None Specified	India	*
		United States	*
	India	India	*
		United States	*
Hmong	None Specified	United States	*
	Lao People's Democratic Republic	United States	*
Indonesian	Indonesia	Indonesia	*
Japanese	Japan	Japan	*
Kamba	Kenya	Kenya	*
Kannada	India	India	*
		United States	*
Khmer	Cambodia	Cambodia	*
Korean	None Specified	United States	*
	Korea, Republic of	Korea, Republic of	*
Lao	Lao People's Democratic Republic	Lao People's Democratic Republic	*
Malayalam	India	United States	*
Mandingo	Guinea	Guinea	*
Marathi	None Specified	United States	*
	India	United States	*
Marshallese	None Specified	United States	*
	Marshall Islands	Marshall Islands	*
		United States	*
	Micronesia, Federated States of	Micronesia, Federated States of	*
Mayan languages	None Specified	United States	*
Nepali	None Specified	United States	*
	Nepal	Nepal	*
Nuer	Sudan	United States	*
Oriya	None Specified	United States	*
Other languages	None Specified	United States	*
	Micronesia, Federated States of	Micronesia, Federated States of	*
Panjabi	India	United States	*
Persian	None Specified	Afghanistan	*
		United States	*
	Afghanistan	Afghanistan	*
Philippine (Other)	Philippines	Philippines	*
Pohnpeian	None Specified	Micronesia, Federated States of	*
		United States	*
	Micronesia, Federated States of	Micronesia, Federated States of	*
		United States	*
Portuguese	None Specified	Ireland	*
Pusho	None Specified	Afghanistan	*
		United States	*
	Afghanistan	Afghanistan	11
		United States	*
Romanian	Romania	Romania	*
Russian	None Specified	Russian Federation	*
		United States	*
	Russian Federation	Russian Federation	*
		United States	*
	Tajikistan	Russian Federation	*
	Ukraine	United States	*

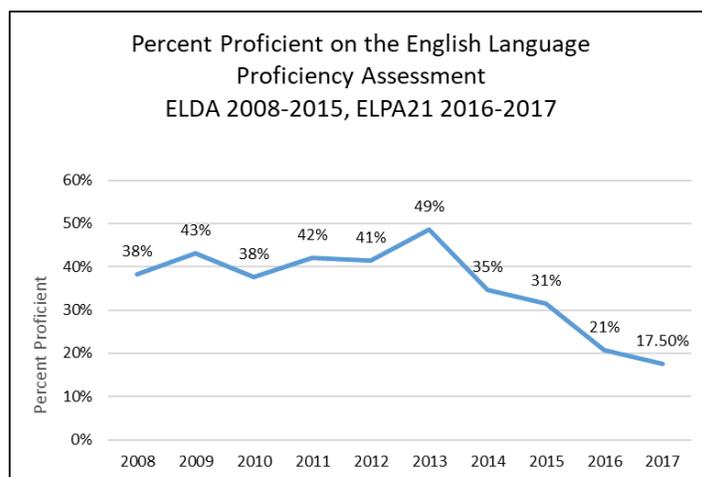
Somali	Somalia	Somalia	*
Spanish	None Specified	Bolivia	*
		Colombia	*
		Dominican Republic	*
		Mexico	*
		United States	144
	Colombia	Colombia	*
		United States	*
	Dominican Republic	Dominican Republic	*
		United States	*
	El Salvador	El Salvador	*
		United States	*
	Guatemala	Guatemala	*
		United States	*
	Honduras	Honduras	*
		United States	*
	Mexico	Mexico	18
		United States	52
	Nicaragua	United States	*
	Peru	Peru	*
	Puerto Rico	Puerto Rico	17
		United States	*
Swahili	Tanzania, United Republic of	United States	*
Tagalog	Japan	Japan	*
Tamil	None Specified	India	*
		United States	*
		India	12
		Malaysia	*
		United States	*
Telugu	None Specified	India	*
		United States	26
		India	21
		United States	17
Turkmen	None Specified	United States	*
		Afghanistan	United States
Twi	None Specified	United States	*
Ukrainian	Ukraine	Ukraine	*
Urdu	None Specified	India	*
		United States	*
Vietnamese	None Specified	United States	13
		Vietnam	*
		United States	*
	Vietnam	Vietnam	18
Wolof	Gambia	United States	*
Yoruba	None Specified	United States	*

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 Proficiency Assessment for the 21st Century (ELPA21) was the test administered to all ELL students beginning in the 2015-16 school year. The ELPA21 is a battery of on-line tests used to measure progress in the acquisition of English language proficiency skills among non-native English speaking students in grades K-12. ELPA21 measures a student's English language proficiency overall, as well as in reading, writing, speaking, and listening. The ELPA21 results for 2016-17 were received in May of 2017 and the results were in place for the 2017-18 school year. The ELL students in 2017-18 took the ELPA21 in February and early March and those results will be implemented in 2018-19.

The number of students earning a proficient score on the ELPA21 2017 was 72 or 17.5% of all eligible English Language Learners. In 2016, 88 (21%) students earned a proficient score on the ELPA21.



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 AWA assessments taken during the 2017-18 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 four-year monitoring period as required by ESSA.

Table 1

Test Code	Date Tested	Mastered	Not Mastered
AWA03	11/27/2017	75.41%	24.59%
	11/27/2017	46.00	15.00
AWA05	11/27/2017	71.15%	28.85%
	11/27/2017	37.00	15.00
AWA06	1/16/2018	61.29%	38.71%
	1/16/2018	19.00	12.00
AWA07	1/16/2018	50.00%	50.00%
	1/16/2018	5.00	5.00
AWA10	1/24/2018	46.67%	53.33%
	1/24/2018	7.00	8.00
Math10	5/23/2018	100.00%	
	5/23/2018	1.00	

Table 2, below, shows the performance of ELL students on the 2016-2017 NeSA Math, ELA and Science assessments. This data set also includes students who have been redesignated English fluent and are in the four-year monitoring period as required by ESSA.

Table 2
Nebraska Accountability Assessments 2016-2017

Test Code	Not Proficient	Proficient	Below	Meets	Exceeds
NeSA-ELA03			54.00%	36.00%	10.00%
			54.00	36.00	10.00
NeSA-ELA04			66.10%	28.81%	5.08%
			39.00	17.00	3.00
NeSA-ELA05			65.91%	22.73%	11.36%
			29.00	10.00	5.00
NeSA-ELA06			85.71%	14.29%	
			24.00	4.00	
NeSA-ELA07			94.44%		5.56%
			17.00		1.00
NeSA-ELA08			100.00%		
			9.00		
NeSA-M03	34.86%	65.14%			
	38.00	71.00			
NeSA-M04	35.38%	64.62%			
	23.00	42.00			
NeSA-M05	35.85%	64.15%			
	19.00	34.00			
NeSA-M06	75.76%	24.24%			
	25.00	8.00			
NeSA-M07	57.14%	42.86%			
	12.00	9.00			
NeSA-M08	78.57%	21.43%			
	11.00	3.00			
NeSA-S05	69.81%	30.19%			
	37.00	16.00			
NeSA-S08	85.71%	14.29%			
	12.00	2.00			

Keeping in mind the challenge of demonstrating content knowledge when one is not yet proficient in English, the data shows 9 (100%) ELL students not yet scoring proficient on the 8th grade NeSA-ELA assessment, twelve (86%) ELL students not yet scoring proficient on the 8th grade NeSA-Science assessment, and eleven (79%) ELL students not yet scoring proficient on the 8th grade NeSA-Math assessment. Areas of strength are demonstrated on the 3rd grade, 4th grade, and 5th grade NeSA-Math assessments, on which the percentage proficient was 65%, 65% and 64%, respectively.

2016-17 was the first year for the NeSA-ELA, which combines all aspects of language arts, including vocabulary, reading comprehension, and writing. Combining the writing assessment with reading has had a visible impact on the results of English language learners.

Table 3- MAP Mathematics -Fall 2017 Compared to Spring 2018
LEP & Redes Eng Fluent

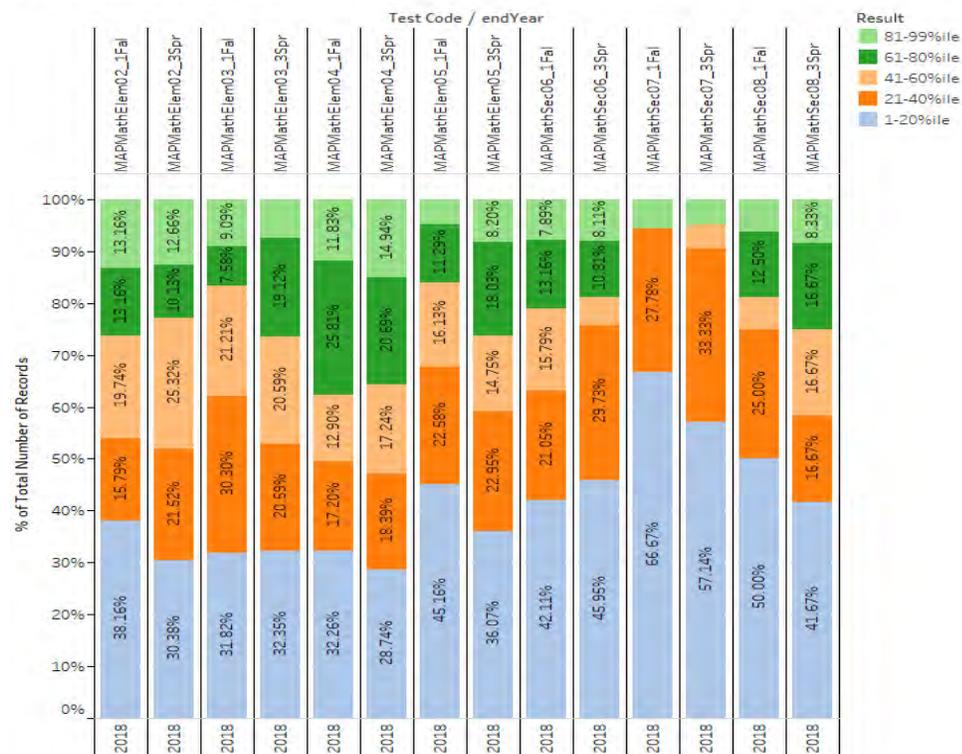
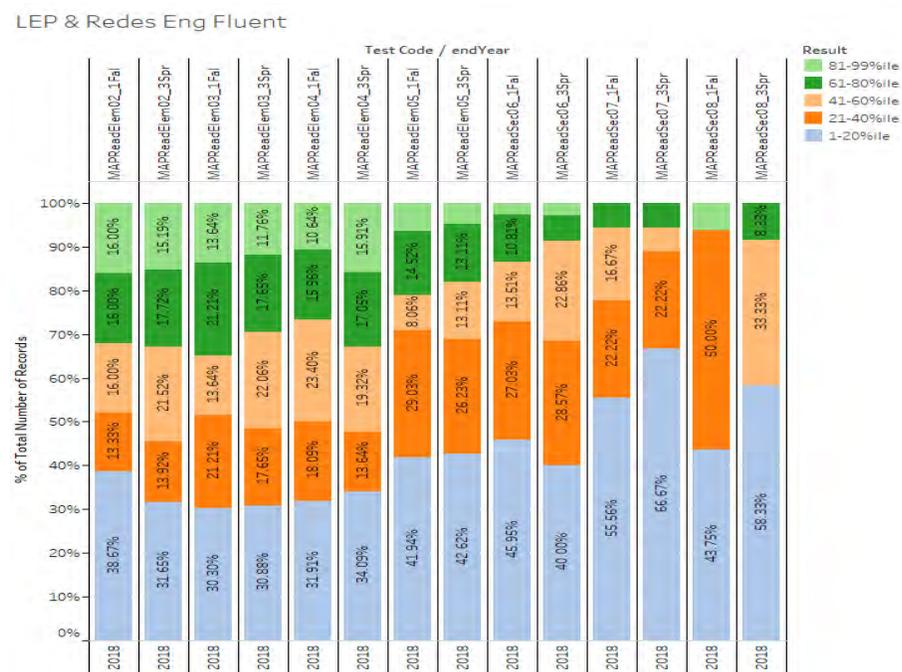


Table 4- MAP Reading-Fall 2017 Compared to Spring 2018
LEP & Redes Eng Fluent



Data from the MAP mathematics and reading assessments indicate that in general, more ELL students in the lower grades score in the 41st percentile or above than those ELL students in the upper grades. In mathematics, all grade levels increased the percentage of students in the 40th percentile or above from fall to spring except for 6th grade. In reading, all grade levels increased the percentage of students scoring in the 40th percentile or above from fall to spring except for 7th grade.

Table 5-2018 ACT results compared to 2017

LEP & Redesignated Eng Fluent < 2 Years

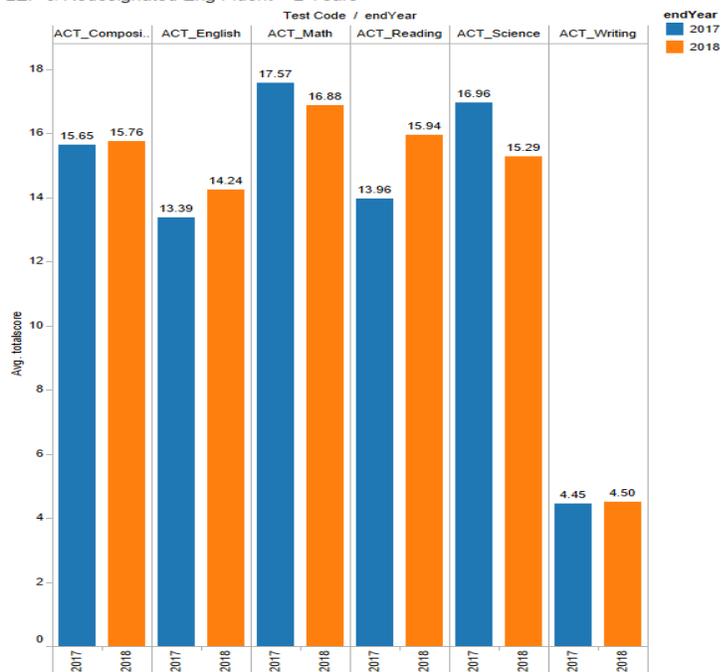


Table 6-2018 ACT results for non-ELL

Non ELL

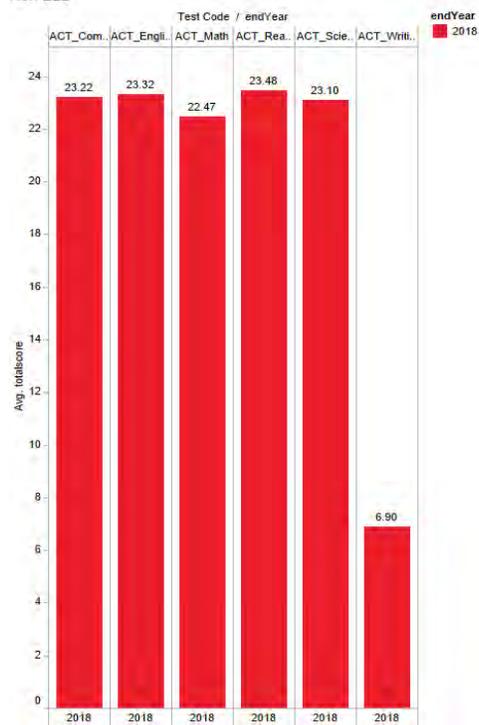
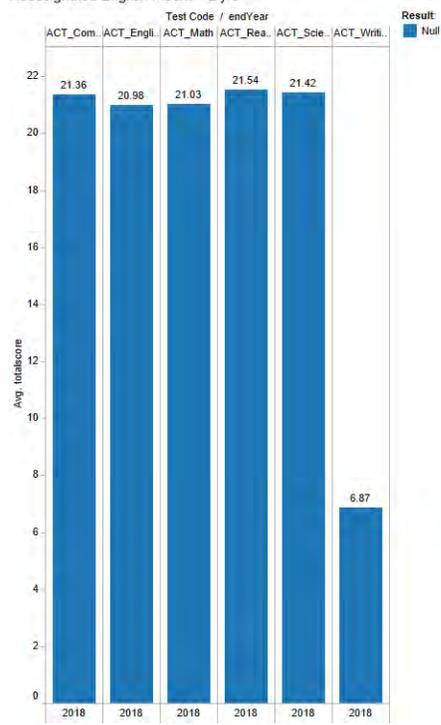


Table 7-2018 ACT results for ELL students

Redesignated English Fluent > 2 yrs



Tables 5, 6, and 7 examine ACT data for 2017-18. ELL eligible students and those redesignated English fluent for less than two years have higher average scores in Math and Science as compared to English and reading. The average scores for Math and Science fell slightly from 2017 to 2018, while Reading, English, Writing and the Composite average scores all showed an increase. ELL students who have been redesignated fluent for more than two years have comparable average ACT scores to those students who are not ELL.

Accomplishments Related to Curriculum and Instruction Support for ELL Students

- Collect and analyze data pertaining to student achievement, using Tableau for data visualization.
- Implemented the ELPA21 screening assessment provided at no cost by NDE. All incoming preschool students attending a Millard preschool, for whom the family indicated a language other than English, were screened for ELL using this online tool. In addition, throughout the spring all new potential ELL students were assessed using the ELPA21 screener.
- Reached full implementation of the new English Language Proficiency Standards and created a checklist to document evidence of progress.
- Continued inclusion of the four essential components of the ELL lesson plan: language function and frame, instructional vocabulary routine, participation structures, review and assessment.
- Participated in professional development activities including structured activities during ELL Collaborative meetings, district professional development days, off-site workshops, and webinars.
- Worked collaboratively with the Speech Language Pathology department and special education teachers to implement the *ELL considerations in the RtI + I Problem-Solving Process* as well as the *MDT Review Checklist*.
 - Provided training to teachers, administrators, and specialists
 - Met consistently with the school psychologists and building RtI + I teams to ensure the process was being followed
- Continued to monitor and promote growth among ELL students who do not actively participate in or have exited the ELL Program.
- Sponsored evening enrichment opportunities for ELL students and their families funded by the Title III LEP and Title III Immigrant grants.
- Promoted summer school opportunities among the ELL population, noting record enrollment at the secondary level with 51 ELL eligible students participating. Thirty-six of the 51 students are beginners and participated in the ELL summer course. In addition, 85 former secondary ELL students also took a summer course.
- At the elementary level, 46 ELL eligible students participated in summer school. Thirty-six of these students are beginners and took the ELL summer course. One hundred twelve former elementary ELL students also participated in summer school. Thirty-four of the 46 ELL students also attended the Elementary Learning Center summer program in July.
- Implemented an additional ELL site at Disney Elementary. ELL eligible students from the Disney and Hitchcock attendance areas feed into this site and there were 38 participating ELL students in 2017-18.

- Continued to establish procedures and opportunities to specifically meet the needs of refugee students and families.
 - Partnered with Metro Community College to provide adult ELL classes, which included early learning opportunities for their children, in order to promote family literacy
 - Attended Omaha Refugee Task Force meetings, Legal Sub-Committee meetings, and Education Sub-Committee meetings
 - Consulted with the relocation agencies, Lutheran Family Services and Refugee Empowerment Center, multiple times

- Participated in Service Learning Projects in collaboration with the University of Nebraska at Omaha and several non-profit groups in the metro area.

- Collaborated with colleagues throughout the metro area and state.
 - Metro Area Teachers of ELLs – Advisory Meetings and Teaching Circles
 - NDE Developing Professional Developer Meetings
 - NDE Rule 15 revision
 - NDE HAL Rule 3 revision
 - Math and ELP Standard Alignment
 - ELL Modules for NDE – Welcoming and Identifying ELLs

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 2017-18 school year, there were 13.5 FTE ELL teachers employed by the District, all of whom hold ESL endorsements. This includes one District ELL Support Specialist.

Professional development for ELL teachers and administrators is listed below. Presentations on a variety of language development topics were made available to principals through the District ELL Support Specialists 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	Date	Demographics	
New Teacher Training	August 4	ELL Teachers	1
	August 7	ELL Teachers	2
	January 5	ELL Teachers	1
	March 19	ELL Teachers	1
ELL Fall Workshop	August 8	ELL Teachers	13.5
		ELL Bilingual Liaisons	2
		Administrators	1
		District Level Leaders	1
		District MEP for Technology	1
ELL Collaborative Meetings- Elementary ELL Collaborative Meetings	-9/6, 11/1, 12/6, 3/7, 4/4	ELL Teachers	13.5
		Administrators	1
		District Level Leaders	1

Secondary ELL Collaborative Meetings	-9/10, 11/20, 3/11, 4/9	District MEP for Technology	1
Combined K-12 Collaborative Meetings	-5/2		
Exploring MAP Data (Shelly Schmitz and Darin Kelberlau) K-5	August 10	ELL Teachers	19.5
		Administrators	1
		District Level Leaders	1
Rosetta Stone materials	August 10	ELL Teachers	4
		District Level Leaders	1
		District MEP for Technology	1
ELPA21 Screener Training	September 15	ELPA21 Testers	2
		District Level Leaders	1
		District MEP for Technology	1
MidTESOL, KC	Sept. 29-30	ELL Teachers	7
		Administrators	1
		District Level Leaders	1
Professional Development for Disney Staff-Translating and Interpreters, Supporting ELs in the classroom	October 10	Classroom Teachers	24
		ELL Teachers	1
		Administrators	2
		District Level Leaders	2
Classroom Instruction that Works – Book Study at Disney	October	Classroom Teachers	1
		ELL Teachers	1
		District Level Leaders	1
K-12 ELL Professional Development (6 hrs)-MAP, NDE, Curriculum, Technology	October 10	ELL Teachers	12.5
		Administrators	1
		District Level Leaders	1
		District MEP for Technology	1
ELL Program Evaluation Committee	December 11	Classroom Teachers	2
		ELL Teachers	9
		Administrators	2
		District Level Leaders	1
		Bilingual Liaison	2
Professional Development for Disney Staff-ELP standards, ELPA21 assessment, NSCAS and ELLs, Exact Path and Imagine Learning	January 9	Classroom Teachers	23
		ELL Teacher	1
		Administrators	2
		District Level Leaders	2
ELL Program Evaluation Committee	January 29	Classroom Teachers	2
		ELL Teachers	9
		Administrators	3
		District Level Leaders	1
K-12 ELL Professional Development (6 hrs)-ELPA 21 Assessment, Presentation by Imagine Learning, Family Engagement	January 30	Bilingual Liaison	2
		Administrators	1
		District Level Leaders	2
		District Level Leaders	1
ELPA21 Assessment training for testers	January 31	ELL Testers	2
Overview of ELL at Aldrich	April 10	Classroom Teachers	23
		ELL Teachers	1

		Administrators	2
		District Level Leaders	2
		Bilingual Liaison	1
MATELLS End-of-Year Activity and Celebration-visits to the Latino Center, Lutheran Family Services, Refugee Empowerment Center, and Intercultural Senior Center	May 3	ELL Teachers	6
		Bilingual Liaisons	1
		District Level Leaders	1
Presentation on Refugees and Immigrants at Russell MS	April 24	Classroom Teachers	12
		Students	300
		Administrators	3

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	10/03/2017	19	191
Children's Night at the Omaha Public Library	11/09/2017	2	9
Children's Day at the Omaha Public Library	04/26/2018	9	228
Adult ESL Course with Early and Extended Learning Childcare for Refugee Families and Children*	August 2017 to present	6	Average of 15 Adults and 13 children each session

* Beginning March 6, 2017, Metro Community College provided the adult ESL teacher while Early and Extended Learning for their children was paid for with ELL Immigrant Education funds.

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, representatives of classroom teachers, principals from an elementary and secondary 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 and set program goals.

The Program Planning and Evaluation Committee met on December 11, 2017 and January 29, 2018. Committee members included:

Kara Hutton	Coordinator Special Programs	MPS
Pam Erixon	ELL District Support Specialist	MPS
Megan Septak	Assistant Principal	Central Middle School
Alicia Kotlarz	Principal	Montclair Elementary
Rebecca Reger	ELL Teacher	Cather/Montclair
Kim Brown	ELL Teacher	Holling Heights Elementary
Shannon Cooley-Lovett	ELL Teacher	Disney Elementary
Doreen Nelson	ELL Teacher	Central Middle School
Kara Bacon	ELL Teacher	Millard South HS
Tonya Dykstra	2nd Grade Teacher	Sandoz Elementary
Jessica Denton	Speech Lang. Pathologist	Willowdale Elementary
Luz Valdivia	Parent	Millard South HS
Bastian Derichs	Bilingual Liaison	MPS

The committee analyzed student program data and procedures, as well as teacher and parent survey feedback. This includes:

- Identification of ELL students
- Implementation of the ELL Program, including instructional approaches
- Assessment, including accommodations for ELL students on district and state assessments
- Program exit requirements
- Results of the English Language Proficiency Assessment (ELPA21), state content (NeSA) assessments, and other relevant assessments and data
- The process for monitoring students who have been redesignated English fluent for less than two years, including a comparison of academic performance to non-ELL students
- Program strengths and weaknesses

Prior to the meeting, committee members were provided ELL program and assessment data and asked to review the data in light of the four questions below. Committee members were asked to provide their findings on a Google Form, prior to the first meeting.

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: Looking at MAP data, what is the level of achievement for ELL students as compared to those redesignated fluent for more than 2 years and non-ELL students?

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 students redesignated as English proficient for more than two years are scoring comparably to non-ELL students in Reading and Mathematics. When looking at MAP data, it was found that reading scores for ELL eligible students have increased. On the state assessments, more ELL students, 3rd grade through 8th grade, met the NeSA Math standards than the English Language Arts (ELA) standards. In addition, the 2016-17

NeSA Mathematics results show that a higher percentage of ELL elementary students meet or exceed the standards than those ELL students in middle school. This is contrary to results from previous years and may be attributed to the new NeSA ELA assessment which includes writing. Finally, the committee found that the Millard ELL program is strong due to the emphasis on the four domains (reading, writing, speaking, and listening), highly qualified staff, the clear and well-defined enrollment process, and supportive parents who feel the program is successful.

Looking at opportunities for improvement, it was noted that ELL students struggle in the areas of math, and writing. MAP assessment data reflects that ELL students underperform in mathematics. Although the MAP reading scores of ELL eligible students have increased, growth has not been as expected. In addition, MAP reading scores are lower for ELL students in the upper grades.

Supporting Data

- 73% of 4th grade ELL students redesignated English fluent for two or more years scored in the 61st percentile or above on MAP mathematics, while 63% of non-ELL 4th grade students scored in the 61st percentile or above.
- On the 4th grade MAP reading, 80% of ELL students redesignated English fluent for more than two years scored in the 61st percentile or above while 68% of non-ELL students scored in the 61st percentile or above.
- In 2016-17, 63% of 5th grade ELL students score proficient on the NeSA Math standards while only 34% score proficient on NeSA ELA standards (Table 2).
- 42% of 7th grade ELL students score proficient on NeSA Mathematics while only 6% of ELL 7th grade students score proficient on NeSA ELA (Table 2).
- Although stronger on the NeSA math assessments, MAP data shows that only 22% of current ELL 4th grade students scored at the 61st percentile or above in mathematics, while 63% of non-ELL students scored at the 61st percentile or above.
- On MAP reading, ELL students in 3rd, 4th and 5th grade demonstrated growth in the percentage of students in the 41st percentile or above with percentages of 54%, 50%, and 52% respectively (Table 4).
- Average ACT scores for ELL students and those redesignated English fluent for less than 2 years were higher in Math and Science with 2017 average scores of 17.57 and 16.96 respectively (Table 5).
- ELL students have the lowest average ACT scores in English and writing with average scores of 13.39 and 4.45 respectively (Table 5).

Program Goal

The program goal for 2017-18 was:

On average, ELL students at a Level 3 and above (ELL Eligible and Redesignated English Fluent Less than 4 Years*) will demonstrate growth in mathematics based on their MAP results from Fall, 2017 to Spring, 2018.

*Beginning in 2017-18, ESSA now requires ELL students redesignated as English fluent to be monitored for 4 years.

Table 8 shows the MAP growth in mathematics from fall 2017 to spring 2018 for ELL students, levels 3, 4, 5, and those ELL students redesignated English fluent for less than 2 years. All grade levels made growth from fall to spring in the percentage of students scoring at or above the 41st percentile, except for 6th grade. For the majority of ELL students, this program goal was met.

Table 8

Percent above the 41 st percentile		
Grade	Fall 2017	Spring 2018
2	65.31	68.75
3	44.44	51.85
4	59.15	68.25
5	48.71	54.06
6	51.85	32.00
7	11.11	22.22
8	27.90	57.15

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.

In 2015-16 curriculum guides were developed that serve to connect standards and curriculum materials to daily lesson plans. The curriculum guide for each grade cluster drives the objective and skills addressed in the lesson plan. Every ELL lesson plan includes four essential components:

- Language function and frame
- Targeted vocabulary instruction
- Participation structure
- Review and assessment (checking for understanding)

Teachers continue to utilize formative assessments (checks for understanding) and in 2016-17 teachers developed a checklist to provide evidence of each student's progress toward mastering the standards at his/her English proficiency level.

Due to the influx of refugee and newcomer students, the ELL team directed attention to this specific population. Some print and digital curriculum that is typically used at the elementary level was shared with middle school in order to support students who lacked any formal education and/or had no exposure to English. Professional development was also provided so that teachers know how to use these tools.

After analyzing student data, survey feedback from teachers and parents, current curriculum and instructional practices, the team developed two new goals or strategies:

- 1. Research and implement strategies focusing on the needs of newcomers or Students with Limited or Interrupted Formal Education (SLIFE).**
- 2. Develop and provide more opportunities for professional development for classroom teachers provided by ELL staff in collaboration with other specialists.**

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 develop the aforementioned strategies. The work of aligning the curriculum to state standards and improving instructional practices and outcomes for all English learners will continue in the 2018-19 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 2018-19 to evaluate our progress and set new goals or strategies.

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 the 2017-18 certification for State Aid, the total Limited English Proficiency Allowance was \$1,105,000. For Fiscal Year 2017-18, LEP expenditures are estimated to total \$1,130,000.

Millard Public Schools Grants Report 2017-2018

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 2017-2018, including carry-over funds from last year.

NE ASD network (Circle of Friends)	6,000
Clarke Community Initiative	150,000
District Targeted Improvement Plan Support (DTIPS) - PeAK Project Grant	180,135
EducationQuest College Access Grant	20,000
GenYOUth Foundation, Fuel Up to Play 60 Grant (multiple schools, anti-obesity program)	14,000
High Ability Learner/Rule 3 (gifted student program)	150,000
Learning Community, Elementary Learning Center Program (summer school)	126,896
Learning Community, Superintendent's Early Childhood Plan (Buffett Institute)	292,803
Kiewit Early College Program	45,000
Kiewit Developmental Math Program	64,000
Metro Region ASD mini grant (autism)	7,050
Midwest Dairy Council	2,500
MPS Foundation AP/IB Exams	365,000
MPS Foundation Early College (tuition paid directly to MCC)	50,000
MPS Foundation Edmentum	195,000
MPS Foundation, Elementary Principals Institute (carryover only)	5,000
MPS Foundation, Media Centers	35,000
MPS Foundation, Preschool and Montessori Preschool	545,000
MPS Foundation, Site Plan Grants (including study centers)	600,000
MPS Foundation, Teammates (carryover only)	12,630
MPS Foundation, Technology	150,000
Nebraska Arts Council (artist-in-schools, transportation arts event)	8,000
Nebraska Experience School Bus Grant Program	22,500
Nebraska Department of Education, Positive Behavior Intervention Support	15,000
Nebraska Vocational Rehabilitation Project SEARCH (Cabela's)	25,000
Pacific Life Foundation (various schools; technology, teacher training or textbooks)	12,000
Perkins (vocational education)	135,000
Project Wee Care (take home books for summer school)	2,500
Region 21 Interagency Planning Teams (SPED)	24,625
Sherwood Foundation "Growing an ACT Culture" program	113,350
Sixpence Grant	75,025
Target Corporation (classroom arts projects, field trips)	3,500
TeamMates of Millard (Building Coordinator Stipends)	25,000
Team Nutrition breakfast and wellness mini grants	9,500

Textbook Loan/Rule 4	49,446
Title I, Accountability Funds (Multiple buildings)	68,266
Title I, Part A (Improving Academic Achievement of Disadvantaged)	1,839,862
Title II, Part A (Teacher Quality)	250,000
Title III (Limited English Proficiency)	57,828
Title III (Immigrant Education)	11,852
UNMC HOSA Grant	40,000
United Way Book Trust	28,000
Voya Financial Unsung Heroes Award Program	2,000
Walmart Foundation (classroom projects)	2,000
Unforeseen Grant Awards	500,000
Total Grants Awards	6,336,268

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 \$2,500. Sources include but are not limited to: Walmart/Sam's Club, Lauritzen Gardens, Special Olympics, Joslyn Art Museum, Cornhusker Motor Club Foundation, Papio-Missouri NRD, Cox Communications, and Lowes. Centris Federal Credit Union donated \$3077 for TX Instrument calculators.

High Ability Learner Program 2017-2018

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 2017-18 school year, 7,661 students were identified High Ability Learners. 894 of those are current elementary students; 2951 are in middle school, including above-level math students; and 3816 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, grammar, 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, along with MAP Growth Assessment results.

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 2017-18, MPS applied for and received \$156,043 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 \$42,101 with individual schools receiving \$3.27 per pupil in total enrollment and \$6.75 for each identified HAL student.
- In addition, \$8,000 was allocated for K-5 HAL choral and instrumental music.
- Middle schools received a total of \$26,974 with individual building amounts ranging from \$4,097-\$4,997. These funds were used to partially fund the six Middle School High Ability Learner Facilitator positions.
- High schools received a total of \$31,624 with individual building amounts ranging from \$9,775-\$11,455. Horizon High School received \$547.

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 three 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, Marris Magnet Center Math Contest, Science Olympiad, Destination Imagination, and the National Geography Bee.

Other activities included independent study projects, Breakout Boxes, the Plum Creek Literacy Festival, and field trips to Do Space, Hot Shops, Henry Doorly Zoo, and the Apple Store. HAL Facilitators also have access to the Fermi Math League and to district technologies for checkout including Spheros, Cubelets, Osmo, drones, nanotechnology kits, and Google Expedition kits.

Guest presenters included an artist, an architect, guest speakers from the Nebraska Humanities Council, 4-H presentations, a photographer from Rockbrook Camera, the Omaha Children's Museum, the Omaha Public Library's Millard Branch, and UNL Extensions.

Workshops included Kitchen Science, embryology, crayfish and squid dissections, robotics, physics, polymers, entomology, geology, engineering, prosthetics, electricity, and gardening/growing a salad.

Some building purchases included Osmo materials, Hands-on Equation sets, domino art murals, novels for HAL reading, Breakout Boxes, ALEKS subscriptions, Tenzi dice, Rubik's Cube Math Education materials, visual-spatial games, MakerSpace materials, and a 3D printer.

In Fall 2018, elementary classrooms implemented the combination of Math Expressions Inquiry Task Cards and Habits of Mind journaling, aligned with Mathematical Habits of Mind in order to support high-ability math students in Grades K-5.

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 district HAL budget, the schools' budgets, and by a Nebraska Humanities Council grant. Most of the middle school program was accomplished through one- and two-day seminars on a variety of topics. They included seminars in 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, Biodiversity and Conservation at the Henry Doorly Zoo and the Wildlife Safari Park, Mock Trial at the Hruska Courthouse, Advanced Theater at the Rose, Physics with World of Wheels at the Century Link center, and others. With assistance from ESU3, the facilitators host several Millard-only events such as CyberSurgery distance learning activity, Extreme Math days, Quiz Bowls, and Battle of the Books competitions.

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 two 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 IB English and Advanced Placement (AP) classes, AP proctor fees, AP test review sessions, National Exams in the world languages, the National Math Exam, and the Hugh O'Brien Leadership program. AP testing facilities and student transportation were also funded. Students also participated in Wayne State College Science Bowl, American Math Competition, UNL World Language Fair, the State Econ Challenge, and 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.

Multicultural Education Report 2017-2018

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 (sections 004.01F and 004.01F1-F5) requires 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.

In addition, Multicultural Education continues to be one of several filters or screening variables within each of the 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.

Finally, examples of multicultural education activities and learning opportunities at the various levels and in different content areas are provided. All examples have been provided by building multicultural reports.

In 2017-2018 each school was asked to complete an audit of the multicultural activities completed during the year. The responses were submitted to Educational Services as a summary and as a way to document compliance to Rule 10. Examples included guest speakers, literature and music related to other cultures. Many grade levels completed research related to other cultures and/or held diversity/culture fairs. Students took field trips and participated in service learning projects related to cultural diversity.



Category: Curriculum, Instruction, and Assessment

Policy: Multicultural Education

6610

The instructional program of the Millard Public Schools shall incorporate multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans with special emphasis on human relations and sensitivity toward all races.

Related Rule: 6610.1

Legal Reference: Neb. Rev. Stat. §§ 79-719 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10 Section 004.01F5

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008; February 2, 2015

Millard Public Schools
Omaha, NE



Category: Curriculum, Instruction, and Assessment

Policy: Multicultural Education

Rule: Multicultural Education

6610.1

The Multicultural Education Program shall comply with the requirements of Nebraska law and the accreditation rules of the Nebraska Department of Education.

I. Statement of Philosophy

A. Multicultural Education is essential in meeting the mission of the Millard Public Schools. Students will be provided with opportunities:

1. to gain knowledge and appreciation of their own unique racial and ethnic heritage
2. to gain knowledge, understanding and respect for the racial and ethnic diversity of our country, our world and its peoples.

II. Program Parameter

A. The Multicultural Education Program shall be incorporated into the Millard Education Program, all curriculum frameworks and course guides, and include a process for selecting appropriate instructional materials, providing staff development, and periodic assessment of the program.

An annual report shall be provided to the Board of Education.

Related Policies and Rule: [6100](#), [6120](#), [6610](#), [6120.1](#)

Legal Reference: Neb. Rev. Stat. § 79-703, 79-719 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10, Section 004.01F5

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008; February 2, 2015

Millard Public Schools
Omaha, NE

Multi-Cultural Representation in Scott Foresman Science

Grade Level	Examples of Multicultural Ties
All Grade Levels	<p>Teacher Support for working with different cultures:</p> <ul style="list-style-type: none"> • TEs -Professional Development section that addresses how to support diversity in Science Education • “Every Student Learns” support book addresses working with ELL students. <p>All print materials: student and parent, including songs are in Spanish</p> <p>Student DVDs:</p> <ul style="list-style-type: none"> • Discovery School (content knowledge), Activity (inquiry) <p>People represented – African American, Asian, East Indian, Hispanic; <u>Regions of the world</u> - All 7 continents</p>
Kindergarten	<p>Careers/Scientists: <u>African American, Asian, Hispanic:</u> Astronauts, Medical Professionals, Inventor - Stoplight</p>
First Grade	<p>Careers/Scientists: <u>African American, Asian, East Indian, Hispanic:</u> Marine biologist, Physician, Meteorologist, NASA Rocket engineer, Electrical Engineer, Astronaut, Computer engineer</p>
Second Grade	<p>Careers/Scientists: <u>African American, Hispanic:</u> Marine biologist, Aerospace engineer, Meteorologist, Professional Athlete, Creator of Lunar Rover</p>
Third Grade	<p>Careers/Scientists: <u>African American, East Indian:</u> Firefighter, Computer Engineer, Park Ranger</p>
Fourth Grade	<p>Careers/Scientists: <u>African American, Hispanic:</u> Analytical Chemist, NASA Research Scientist, Astronaut, Inventor – Pacemaker</p>
Fifth Grade	<p>Careers/Scientists: <u>African American, Asian, Hispanic:</u> Inventor – bloodmobile, Research Scientist, Research Physicist, Jet engineer, Space Shuttle Specialist</p>

Multi-Cultural Representation in Pearson Scott Foresman Reading Street Language Arts Series

Grade Level	Examples of Multicultural Ties
All Grade Levels	<p>Teacher Support for working with different cultures:</p> <ul style="list-style-type: none"> • TEs -Professional Development section that addresses how to support diversity in Science Education • “Every Student Learns” support book addresses working with ELL students. <p>All print materials: student and parent, including songs are in Spanish</p> <p>Student DVDs:</p> <ul style="list-style-type: none"> • Discovery School (content knowledge), Activity (inquiry) <p>People represented – African American, Asian, East Indian, Hispanic; <u>Regions of the world - All 7 continents</u></p>
Kindergarten	<p>Children and Families in Big Books and Flip Chart: African-American, Asian, East Indian, Hispanic</p>
First Grade	<p>Children and Families in Big Book: African American, Asian, East Indian, Hispanic</p> <p>Leveled Readers: Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>
Second Grade	<p>Children and Families in Text: Asian, African, East Indian, Hispanic</p> <p>Leveled Readers: Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>
Third Grade	<p>Children and Families: African American, Asian, East Indian, Hispanic, Native American</p> <p>Leveled Readers: Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar Regions</p>
Fourth Grade	<p>Children and Families: African American, East Indian, Asian, Hispanic, Native American</p> <p>Leveled Readers: Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar Regions</p>
Fifth Grade	<p>Children and Families: African American, East Indian, Asian, Hispanic</p> <p>Leveled Readers: Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>

Response to Instruction & Intervention (RtI+I) 2017-2018

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 the Every Student Succeeds Act (ESSA) 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

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) were 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.

In 2017-2018, the RtI+I Leadership Committee focused on revising components in the RtI+I Model/Appendix. Those updates are being presented to the Board of Education in July 2018. The RtI+I District Committee met quarterly. The academic work around RtI+I this year focused on implementation of NWEA MAP and the instructional responses to that data.

In 2017-2018, Dr. Tim Lewis and his team supported our District counselors, psychologists, and social workers in order to grow them to become behavior supports to address the needs of students demonstrating behavior issues in schools. Dr. Lewis also worked with all building in Millard to examine their current structures and to provide support anywhere gaps are found. He also provided consultation for seven buildings as they implement the Model.

Special Education 2017-2018

Introduction

During the 2017-18 school year Millard Public Schools provided special education and related services to 3,130 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, 2017. The tables below provide more information about the students with disabilities served by Millard Public Schools during 2017-18.

Official MPS Enrollment	Total Enrollment	Number Disabled	Percent Disabled
PK-21	23,992	3,130	13.04%
K-21	23,310	2,808	12.04%
Category			
		Number	Percent
Female		1,077	34.4%
Male		2,053	65.6%
American Indian/Alaskan Native		11	0.4%
Asian		76	2.4%
Black (Not Hispanic)		137	4.3%
Hispanic		331	10.5%
Native Hawaiian/Pacific Islander		7	0.2%
White (Not Hispanic)		2,417	77.2%
Two or More Races		151	4.8%
Total count of students with disabilities, Birth - 21 on 10-1-17		3,130	

Disability	Number	Percent
Autism	219	7.0 %
Deaf Blindness	1	0.03 %
Developmental Delay	241	7.7 %
Emotional Disturbance	229	7.3 %
Hearing Impairment	46	1.5 %
Intellectual Disability	193	6.2 %

Multiple Impairments	33	1.1 %
Orthopedic Impairment	28	0.9 %
Other Health Impairment	422	13.5 %
Specific Learning Disability	762	24.3 %
Speech Language Impairment	932	29.8 %
Traumatic Brain Injury	1	0.03 %
Visual Impairment	23	0.7 %
Total count of students with disabilities, Birth - 21 on 10-1-17	3,130	

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 (co-teaching)
 - 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 10 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

During the 2017-18 school year, 346 children birth to age 3, and 212 children ages 3-5, were referred due to concerns about the child's development. Each child was either screened or evaluated by MPS early childhood teachers and related service providers to determine their eligibility for Early Childhood Special Education services. The evaluation includes a multidisciplinary team to assess a child's development in the areas of communication, gross and fine motor skills, cognitive, behavioral and social-emotional development, hearing and vision.

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. Early Childhood Special Education is provided for 3-year-olds in half day preschool programs at Cody, Sandoz, Hitchcock, Cottonwood, Rockwell and Wheeler. In addition, our 4-year-old full and half day programs are fully blended, serving children with disabilities, Title I eligible, and Parent Pay. Morning and afternoon sessions are offered at Neihardt, Wheeler, Cody, Hitchcock, and Sandoz. Full day programs are offered at Rockwell, Cody, Bryan, Norris, Holling Heights and Sandoz. Preschoolers attend 5 days a week and preschool teachers have a home visit with each family twice a year (August and February). The preschool program offers family engagement opportunities through field trips, parent education activities, and family nights at our community partners (i.e., Omaha Public Library, Omaha Children’s Museum). The District provides transportation for preschool children with verified disabilities; typically developing peers are transported to the program by their parents.
3. 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.
4. 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.

Forty-five students with disabilities in grades six through twelve who were suspended or expelled from school during the 2017-18 school year received services with their nondisabled peers at the Ombudsman Program. This is a decrease of three (48) students from the 2016-17 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 2017-18 school year students in the K-12 Alternate Curriculum Program were served at six elementary buildings, four middle school sites and each of the comprehensive high schools. During the 2017-18 school year, IEP Teams recommended two elementary, three middle school students and four high school students for placement in ACP cluster site programs; two middle school students exited a cluster site program and were able to return to a general education classroom with resource support. One student attending a contracted alternate curriculum placement will transition back to MPS for the 2018-19 school year.

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 focus on introducing a piece of technology three times a month to enhance student instruction.

Services for Students with Autism

During 2017-18 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 ASD Network Mini-Grant and the MPS Special Education Department. Eighteen trainings on six different topics were offered in district between August 2017 and May 2018. Training topics provided in district included Comprehensive Autism Planning for eight school teams, Adapted Books, Joint Action Routines and Peer Mediated Social Skills, Unlocking a Student's Reading Potential, and Introduction to Intensive Teaching of Verbal Behavior. These training opportunities were offered to both certificated and classified staff. Also Verbal Behavior professional development was offered during classified staff development days.

A multi-year training proposal for Verbal Behavior was completed this fall. We have trained all ACP teachers, SLPs who support ACP and ACP paraprofessionals, as well as select resource teachers, SLPs and below-age-five staff. This year we trained 14 ACP teachers, 11 Speech-Language Pathologists, 3 Young Adult Teachers, 1 Preschool Teacher, 1 School Psychologist, 1 Resource Teacher and 40 paraprofessionals. To support this training, there were four program planning days provided to assist staff in setting up a program. Each staff member also received at least three onsite visits to provide them with feedback about running a Verbal Behavior

program. We will continue to support staff in the coming years as well as provide training for Birth to Five Teachers and SLPs, select Resource Teachers and paraprofessionals.

Our ACP Teachers are excited about the progress their students have made in Verbal Behavior. Here are a few comments teachers sent as feedback at the end of the school year:

“It helped to establish a vocabulary base, understanding of directions, and school related type of instructions that these students needed. They made great progress and then were able to move into higher level programs of instruction. But, it was that base of Verbal Behavior that helped these students be able to move forward. Verbal Behavior also gave me a starting point and helped to learn their strengths of understanding language.” - Elementary ACP Teacher

“My student has improved in his communication skills. He is starting to use full sentences when he asks a question, responds to questions, or says something to a peer or adult. He is using meaningful and useful language. After starting Verbal Behavior, he is able to label and identify things within the academic curriculum and general objects. He has increased his ability to answer comprehension questions during reading. This program has greatly improved his ability to communicate with adults, peers, and answer academic questions.” -Structured Behavior Skills Teacher

“Student 1- Tacts (labels) 30 words, Student 2-Tacts (labels) 44 words at this time. Student 1's mom did not know he could speak until I showed her a stack of cards that he can name. I sent home sheets with pictures and words so they can work on it at home and so she knows which words he is able to tact (label). Mom cried, it was very heartwarming. This program has been great for these two young men. Thank you for giving it to us!” -Middle School ACP Teachers

The 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 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 15 students with ASD and five 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 five high school resource teachers and two Program Facilitators. Beginning and end of year parent meetings provided opportunities for networking and updates on the grant activities.

For the third year, the iSEE group worked with the Young Adult Program to host an Oktoberfest for all preschool, 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 Parents have seen growth in their students responding to greetings, verbally expressing how s/he is feeling, and joining in activities with peers. Students feel they have improved in joining activities with peers, interacting with peers during unstructured activities, gaining conversational

skills and responding more to greetings. Parents and students would like us to continue working on conversational skills. Some celebrations this year are students asking someone to a dance for the first time, attending a dance for the first time, going out with friends without parents present, gaining a job, new friendships and passing their driver's license.

Staff observed students using these social skills on a variety of community outings, which included: bowling, an escape room, trampoline park, a board game cafe, the Autism Puzzle Walk and more. We celebrate that our students are taking risks and participating in school and community activities.

One of our peers wrote that the iSEE Program “has truly opened my eyes to the wide variety of symptoms and abilities within the Autism spectrum. I have also learned how to help individuals with Autism, raise awareness in school, and more importantly, made countless friends within the group. I learned to love the group and its mission.”

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 2017-18, Millard Public Schools has 26 schools receiving funding through Autism Action Partnership for Circle of Friends. That number includes 16 elementary buildings, 6 middle school buildings, 3 high school buildings and our Young Adult Program. All programs ran during the 2017-18 school year were successful in creating meaningful social opportunities for students with ASD and their peers.

Services for Students requiring Behavioral Supports

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 Elementary Special Education Coordinator and intermediate structured behavior skills teacher 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 Cottonwood 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 2017-18 school year, IEP Teams recommended 11 elementary and five middle school students for placement in a behavior skills cluster site program; nine elementary and two middle school students exited the program and were able to return to a general education classroom with resource support.

The three comprehensive high schools provided additional behavioral support for students with disabilities whose IEP teams recommended it. This program served 58 students across the three high schools.

The Coordinators and Program Facilitators 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 2017-18 school year five 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 2017-18 school year, the District Audiologist conducted 469 diagnostic hearing evaluations including 103 diagnostic evaluations for the Metro Regional Program. Hearing screenings are also an integral part of the job responsibilities of the District Audiologist.

Homebound Services

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 35 compared to 37 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 2017-18 school year, three 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 a comprehensive range of skills in the following service delivery domains: collaboration, counseling; prevention and wellness; screening; assessment; treatment; modalities, technology, and instrumentation; and population and systems. SLPs work across domains to address difficulties that comprise communication, including disorders that contribute to problems with communication. These disorders may include:

- Expressive/receptive language impairments (phonology, morphology, syntax, semantics, pragmatics, prelinguistic/paralinguistic communication, and literacy)
- Cognitive disorders (attention, memory, problem solving, executive functioning)
- Speech Production (articulation, motor planning and execution, phonological, speech delays)
- Fluency (stuttering, cluttering)
- 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 or 1:1, small group in a separate location or instruction within a general education classroom, team-teaching with the general education teacher, and/or consultation with the general education teacher. Speech-language pathologists select intervention approaches based on the highest quality of scientific evidence available in order to:

- Help individuals with speech sound disorders, such as, articulation and phonological disorders to learn the appropriate placement and production of phonemes.
- Assist individuals with voice disorders to develop proper control of the vocal and respiratory systems for correct voice production. This may include: phonation quality, pitch, loudness, and alaryngeal voice
- Assist individuals who stutter or clutter to increase their fluency
- Help children with receptive and/ or expressive language disorders to improve language comprehension and expression of thoughts and ideas (e.g., grammar/syntax, vocabulary, conversation, and story-telling skills)
- Assist individuals with severe communication disorders with the use of augmentative and alternative communication systems
- Support individuals with social language deficits to achieve social communication competence in social contexts. Therapy focuses on social interaction, social cognition, pragmatics and language processing.

The Speech and Language Department in Millard Public Schools employs 60.9 FTE speech-language pathologists; 2.5 FTE are specialists in the area of Assistive Technology and Augmentative Communication. This year, two new SLPs were hired and trained to work effectively with students in MPS curriculum. SLP workload averages were 40-59 students/FTE. Professional development within MPS for the year focused on the topics: Apraxia, data discussions regarding /R/ resistant therapy, writing effective IEPs and data collection, Medicaid in the Public Schools: Documenting and Reporting, state licensure, the RtI+I process as related to SLPs in the areas of articulation and language, and transition practices for students between levels. The SLPs were also provided the opportunity to participate in a SLP ongoing professional learning community, hosted by ESU#3 . SLP PLC topics of discussion focused on: Apraxia Strategies, SLP best practices (written language, AAC, co-teaching strategies, parent support and goal writing), and strategies on supporting students language.

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 approximately 48 students during the 2017-18 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. 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 community integration and social skill development. Activities and outings are scheduled throughout the school year to provide variety of community experiences. These experiences include opportunities such as local cultural attractions (e.g. Omaha Symphony, The Henry Doorly Zoo, etc.), Metro Area Transit System training, shopping, vocational tours, bank tours, and volunteering (e.g. bell ringing). 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 Distribution Center, Central Middle School, Family Resource Center, Hy-Vee Grocery and Restaurant, Douglas County Care Center, Lakeside Infusion and Respiratory Centers/Gift Shop/Childcare, Faith Westwood Church, Recycling, Mockingbird and Montclair Community Centers, Laundry for the Millard Preschools, Godfather's Pizza, Sempeck's, 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. 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 as well as funding outings and experiences. The coffee cart serves staff at district level meetings as well as various elementary, middle school and high school buildings multiple times throughout the year. This provides exposure for the Young Adult Program to the 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 students 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 interaction. The YAP COF group worked with the MPS iSEE to host an Oktoberfest event for all preschool, elementary and middle school Circle of Friends groups. The students and peers planned, produced and ran the event (with staff supervision). This was a culminating event that allowed the YAP students to practice social skills and problem solving with teachers, younger students and their parents. Additional social activities planned by the COF students and peers include: a trip to Vala's, movie theatre outings, and a Creighton baseball game. All planned events and outings were culminating activities after planned lessons to promote social awareness in the community. The Project Unify Grant supported healthy living habits by reinforcing activities that the students could participate in within the community with peers. Students learned outdoor games such as Bocci, bean bag toss, Frisbee golf and chair volleyball. UNO students were peers in the participation of these activities.

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

For the 2017-2018 school year, Eight students participated in the Project SEARCH program in partnership with Cabela's LaVista and Nebraska VR. One teacher and one skills trainer (para), work with the interns in developing marketable and transferable skills to help them become competitively employed. The students participate in three, 10 week internships that occur over the course of one school year. Each internship rotation consists of a different work experience within the host business. Their work day includes one hour of coursework and approximately

five hours of internship. A gradual release of responsibility model is used where students assume additional responsibilities as they progress through the program. The Project SEARCH teacher provides ongoing assessment of student's performance and determines modification and accommodations to job tasks as needed. Once the students have demonstrated a set of core skills, additional skills are incorporated to further increase their independence and marketability. Students are transported to Cabela's where all of their class work and vocational experiences occur unless alternative vocational experiences are needed to meet a student's skill development needs. Vocational experiences included; Softlines processing, Camping, Nut Cart, Customer Service, OMNI processing, General Store, Deli, Pricing, Fishing Department, the Shoe Department and the Warehouse. For the 2018-2019 school year, Millard Public Schools is partnering with The Heritage at Sterling Ridge as the Project SEARCH host site. The Heritage at Sterling Ridge is a senior living facility that will offer many job rotations for our young adults to learn transferable skills.

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. These opportunities were offered in cooperation with ESU #3 and the Eastern Nebraska Transition Committee. Additionally, the Young Adult Program hosted an informational night that focused on adult services. One Young Adult Program teacher and assigned speech language pathologist participated in Year 1 Transition Coaches Training offered through the ESU #3 Transition Grant. The focus of this workshop is providing targeted training to individuals who can then act as coaches for parents and colleagues on services and processes necessary for students to be prepared for transition into adulthood.

Sixteen Young Adult Program students aged-out (21 years of age) of eligibility for public education services or met all of their graduation requirements at the end of the 2017-2018 school year. Celebration ceremonies were held in May to commemorate the accomplishments of 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
- Metro Intervention Center at Boys Town
- Goodwill Industries
- Heartland School
- Omaha Public Schools
- Ollie Webb (Career Solutions)
- Ombudsman
- 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 20 school psychologists with a total full-time equivalency of 19.0. These psychologists provided a full range of direct and consultative services to students, staff members, and parents. 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 563 non-special education assessments. This number includes screenings for mental health issues, Attention Deficit Hyperactivity Disorder (ADHD), English Language Learners (ELL), intellectual giftedness. It also includes assessments to determine qualifications for grade retention or acceleration, 504 plans, early entrance to kindergarten, and 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, 81% 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 a bit higher than the 2016-2017 school year when 80% of the students assessed qualified for Special Education services.

Students with disabilities are re-evaluated 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 2017-18 school year.

School	New Evaluations			Reevaluations		
	Tested	Verified	%	Tested	Verified	%
Abbott Elementary	10	9	90%	11	9	82%
Ackerman Elementary	15	9	60%	11	11	100%
Aldrich Elementary	5	3	60%	4	4	100%
Black Elk Elementary	8	8	100%	7	7	100%
Bryan Elementary	15	13	87%	15	10	67%
Cather Elementary	7	7	100%	8	8	100%
Cody Elementary	6	4	67%	12	12	100%
Cottonwood Elementary	14	8	57%	10	7	70%
Walt Disney Elementary	11	9	82%	22	21	95%
Harvey Oaks Elementary	5	4	80%	4	4	100%
Hitchcock Elementary	19	15	79%	3	3	100%
Holling Heights Elementary	7	6	86%	23	21	91%
Ezra Millard Elementary	12	9	75%	9	8	89%
Montclair Elementary	20	13	65%	15	14	93%
Morton Elementary	7	4	57%	11	9	82%
Neihardt Elementary	17	14	82%	19	17	89%
Norris Elementary	15	11	73%	9	9	100%
Reagan Elementary	8	5	63%	8	7	88%
Reeder Elementary	17	16	94%	9	8	89%
Rockwell Elementary	9	7	78%	4	4	100%
Rohwer Elementary	11	6	55%	10	9	90%
Sandoz Elementary	7	5	71%	12	12	100%
Upchurch Elementary	10	8	80%	8	6	75%
Wheeler Elementary	11	9	82%	18	16	89%
Willowdale Elementary	20	16	80%	10	7	70%
Andersen Middle School	11	7	64%	50	41	82%
Beadle Middle School	17	12	71%	36	28	77%
Central Middle School	15	9	60%	52	42	81%
Kiewit Middle School	15	10	67%	33	28	85%

North Middle School	13	12	92%	52	43	83%
Russell Middle School	13	9	69%	26	20	77%
Millard North High School	31	23	74%	87	83	95%
Millard South High School	12	9	75%	123	120	98%
Millard West High School	17	11	65%	74	57	77%
Early Childhood Special Education – Homebased & Center Based	57	44	77%	103	94	91%
Horizon High School	5	5	100%	8	8	100%
Young Adult Program	-	-	NA	18	18	100%
2017-2018 Total	492	365	74%	932	820	88%

Special Education Program Highlights

1. The total number of students with disabilities served by Millard Public Schools decreased by 1.1% or 232 students. This decrease follows a decrease of 4% last year (2016-2017). The three previous school years (2013-2014, 2014-2015, & 2015-2016) also saw decreases. The decrease in students verified with a disability was distributed across many disability categories with the largest percentage decrease seen in the disability category of Speech Language Impaired (128 students).
2. A Project Search program focused on providing real-life experiences through workplace immersion practices for transition aged (18-21 year olds) students with disabilities completed its second year. The majority of the students that completed the program during the 2017-18 school year have secured competitive employment.
3. Starting with the 2018-2019 school year the Project Search program will move from Cabella's to The Heritage at Sterling Ridge.
4. 2017-18 was the second year the Nebraska School Activities Association offered Unified Bowling as a sanctioned sport. Unified Sports promotes social inclusion through shared sports training and competition experiences and joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. All three Millard High Schools participated in Unified Bowling. During the 2017-2018 school year The Nebraska School Activities Association conducted an exhibition season of Unified Track. Millard Public Schools is exploring opportunities in this area.