

**MILLARD PUBLIC SCHOOLS  
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, February 19, 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

2-16-18

**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, }

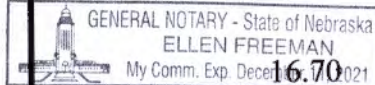
**J. BOYD**

being duly sworn, deposes and says that she is

**LEGAL EDITOR**

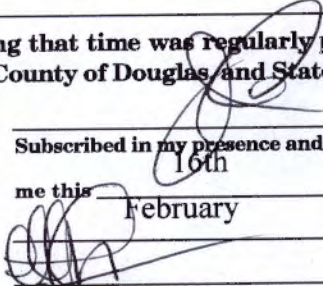
of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on February 16, 2018

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



Publisher's Fee \$ \_\_\_\_\_  
Additional Copies \$ 16.70  
Total \$ \_\_\_\_\_

Subscribed in my presence and sworn to before  
me this 16th day of February 2018

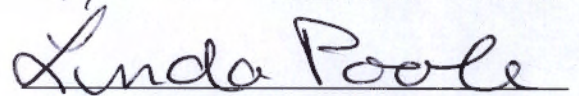
  
Notary Public in and for Douglas County,  
State of Nebraska

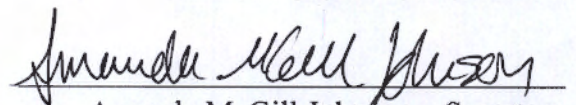
**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

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 February 19, 2018, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

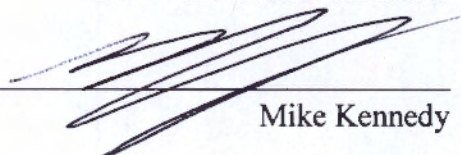
Dated this 19th day of February, 2018

  
Mike Pate – President

  
Linda Poole – Vice President

  
Amanda McGill Johnson – Secretary

\_\_\_\_\_  
Dave Anderson – Treasurer

  
Mike Kennedy

\_\_\_\_\_  
Vacancy

\_\_\_\_\_  
Tatum Morris – MNHS Representative

\_\_\_\_\_  
Gabby Hogan – MSHS Representative

\_\_\_\_\_  
Megan Willburn – MWHS Representative



# BOARD OF EDUCATION SIGN IN

February 19, 2018

NAME:

REPRESENTING:

Darren Myers	Millard South
Jason and Dawn Hobohm	Millard North
Chris + Dawn Crooks	Aekerman Elem
<del>Xiaorong Li + Yun Shu</del>	
Patty Ritchie	
Bill Schaffer	
Kelly Sprenger	Anderson/Russell MS
Diane Kemers	MPS
Jan Ahlgaard	RWSSC
Paul Schutte	MEA
<del>Rachel Darr</del>	
Steve Watson	TROOP 282
Mamie and Mike Roddy	TROOP 282
Jill Kumke	
Julie Sutf-	
Roger Kronholm	
Leslie Worden	

**BOARD OF EDUCATION SIGN IN**

**February 19, 2018**

NAME:

REPRESENTING:

Steve Oppliger

Troop 282

Carter Oppliger

Troop 282

Judy Sempert

MPS

Hedra Santoro

Troop 282

Dave Smit

Troop 282

Sean Carlson

MPS

Sarah Schreffler

EVAN HATCH





**BOARD OF EDUCATION  
MEETING**



**February 19, 2018**

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
6:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147 STREET  
February 19, 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. Recognition of Students

1. Showcase – High School All State Musicians

E. 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.

F. Routine Matters

1. \*Approval of Board of Education Minutes February 5, 2018
2. \*Approval of Bills
3. \*Receive the Treasurer's Report and Place on File

G. Information Items

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

H. Unfinished Business

1. Second Reading and Approval of Policy 5020 – Student Services – Equal Educational Opportunity
2. Second Reading and Approval of Policy 5100 – Student Services – Enrollment of Students
3. Second Reading and Approval of Policy 5146 – Student Services – Student Accident Insurance
4. Second Reading and Approval of Policy 6625 – Curriculum, Instruction, and Assessment – School Libraries

I. New Business

1. Approval of Rule 5020.1 – Student Services – Equal Educational Opportunity
2. Approval of Rule 5100.3 – Student Services – Nonresident Students: Enrollment Option Program
3. Approval of Rule 6625.1- Curriculum, Instruction, and Assessment – School Libraries
4. Approval to Delete Rule 6625.2 – Curriculum, Instruction, and Assessment – School Libraries
5. Approval of PK-12 Science Framework: Part I
6. Approval of PK-12 English Language Arts Framework: Part II
7. Approval of 9-12 Family and Consumer Science Framework: Part II
8. Award of Contract for Montclair Elementary Chiller Replacement
9. Award of Contract for Montclair Elementary Fire Detection System Replacement
10. Award of Contract for Black Elk Elementary Hard Surface Play Area Improvements
11. Award of Contract for Millard North High School Northeast Parking Improvements
12. Award of Contract for Millard West High School Entry Plaza Improvements Phases I & II
13. Approval of List of Candidates for Board Member Applicants to Five (Rule 9100.1)
14. Approval of Administrator for Hire – Assistant Principal at Millard North Middle School
15. Approval of Personnel Actions: Recommendation to Hire, Resignation Agenda, Voluntary Separation Program, Leave of Absence, Contract Cancellation



J. Reports

1. Elementary Learning Center Summer Program Report
2. Legislative Update

K. Future Agenda Items/Board Calendar

1. Special Board Meeting on Monday, February 26, 2018 at 5:25 p.m. at the Don Stroh Administration Center
2. Board of Education Meeting on Monday, March 5, 2018 at 6:00 p.m. at the Don Stroh Administration Center
3. New Board Member Induction on Monday, March 12, 2018 at 4:45 p.m. and Committee Meeting of the Whole at 6:00 p.m. at the Don Stroh Administration Center
4. Willa Cather Elementary School - 50<sup>th</sup> Anniversary Celebration & 20<sup>th</sup> Anniversary of the CORE Knowledge Academy on Thursday, March 15, 2018 from 5:00-7:00 p.m. at Cather Elementary, 3030 S. 139<sup>th</sup> Plaza
5. Spring Break March 19-23, 2018 – No School for Students
6. Retired Administrator & Teacher Luncheon on Tuesday, March 20, 2018 at 12:00 p.m. at the Millard South High School Cafeteria
7. Board of Education Meeting on Monday, April 2, 2018 at 6:00 p.m. at the Don Stroh Administration Center
8. Committee Meeting of the Whole on Monday, April 9, 2018 at 6:00 p.m. at the Don Stroh Administration Center
9. Board of Education Meeting on Monday, April 16, 2018 at 6:00 p.m. at the Don Stroh Administration Center
10. Mari Sandoz Elementary School - 50<sup>th</sup> Anniversary on Friday, April 27, 2018 from 6:00-8:00 p.m. at Sandoz Elementary, 5959 Oak Hills Drive
11. Board of Education Meeting on Monday, May 7, 2018 at 6:00 p.m. at the Don Stroh Administration Center
12. Employee Recognition Dinner on Wednesday, May 9, 2018 at Embassy Suites, La Vista – Social at 5:30 p.m. and Dinner at 6:30 p.m.
13. Foundation Hall of Fame Banquet on Friday, May 11, 2018 at 6:30 p.m. at Embassy Suites, La Vista
14. Committee Meeting of the Whole on Monday, May 14, 2018 at 6:00 p.m. at the Don Stroh Administration Center
15. Board of Education Meeting on Monday, May 21, 2018 at 6:00 p.m. at the Don Stroh Administration Center
16. High School Graduation on Saturday, May 26, 2018 at Baxter Arena  
 MWHS at 9:00 a.m. MNHS at 1:00 p.m. MSHS at 5:00 p.m.

- L. 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.

M. 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  
February 19, 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. Showcase: High School All State Musicians

E. 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.

\*F.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Board of Education Minutes from February 5, 2018. (See enclosure.)

\*F.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See enclosure.)

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

G.1. Superintendent's Comments

G.2. Board Comments/Announcements

H.1. Second Reading by \_\_\_\_\_. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 5020 – Student Services – Equal Educational Opportunity (See enclosure)

H.2. Second Reading by \_\_\_\_\_. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 5100 – Student Services – Enrollment of Students (See enclosure)

H.3. Second Reading by \_\_\_\_\_. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 5146 – Student Services – Student Accident Insurance (See enclosure)

H.4. Second Reading by \_\_\_\_\_. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 6625 – Curriculum, Instruction, and Assessment – School Libraries (See enclosure)

I.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5020.1 – Student Services – Equal Educational Opportunity (See enclosure)

I.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5100.3 – Student Services – Nonresident Students: Enrollment Option Program (See enclosure)

I.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 6625.1- Curriculum, Instruction, and Assessment – School Libraries (See enclosure)



- I.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the deletion of Rule 6625.2 – Curriculum, Instruction, and Assessment – School Libraries (See enclosure)
- I.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the PK-12 Science Framework: Part I (See enclosure)
- I.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the PK-12 English Language Arts Framework: Part II (See enclosure)
- I.7. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the 9-12 Family and Consumer Science Framework: Part II (See enclosure)
- I.8. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the contract for the Montclair Elementary School Chiller Replacement be awarded to Ray Martin Company in the amount of \$351,000.00 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. (See enclosure)
- I.9. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the contract for the Montclair Elementary School Fire Detection Replacement be awarded to Downs Electric in the amount of \$137,537.00 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. (See enclosure)
- I.10. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the contract for the Black Elk Elementary Hard Surface Play Area Improvements be awarded to Dostal's Construction Company in the amount of \$196,195.00 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. (See enclosure)
- I.11. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the contract for the Millard North High School Northeast Parking Improvements awarded to Swain Construction in the amount of \$294,902.35 and that the Chief Financial Officer be authorized to execute any and all documents related to such project (See enclosure)
- I.12. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the contract for the Millard West High School Entry Plaza Improvements Phase I be awarded to CBJ Construction Company in the amount of \$129,780.00 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. (See enclosure)
- I.13. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the list of Candidates for Board Member Applicants to Five (See enclosure)
- I.14. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Sean Carlson as the new Assistant Principal at Millard North Middle School (See enclosure)
- I.15. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: Recommendation to Hire, Resignation Agenda, Voluntary Separation Program, Leave of Absence, and Contract Cancellation (See enclosure)

J. Reports

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- 2. Legislative Update

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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, February 5, 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, February 2, 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.

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

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.

Awards were presented to the Employees of the Month: Kim Brown, ELL Teacher at Holling Heights Elementary and Marjorie Piatkowski, Secretary at Hitchcock Elementary.

Mr. Pate requested to move "Superintendent Comments" up on the agenda. He received several requests to speak on the middle school proposal and wanted to give Dr. Sutfin a chance to speak on the subject first.

**Superintendent's Comments:**

Dr. Sutfin said there is enough rumor and conflicting information that getting everybody the baseline information before an opportunity to speak was important. He stated that everything we do has value and that is what makes change difficult. The proposal to change the schedule is about increasing and improving the rigor of the middle school.

By creating a 7 period day, we are able to do several things:

- Increase instructional time. The standards the students need to meet are far more rigorous than when the current schedule began.
- Flexibility with teacher schedules. In the fall, we will begin to offer an Honor's 8 English class, elective reading, and some HAL options.
- Provide interventions for students in reading and math.

Dr. Sutfin shared that currently students take six weeks of French, German and Spanish at 6<sup>th</sup> grade. After that course they select their language of study. The plan for the future will be for students to take Spanish in Grades 6, 7, and 8.

Dr. Sutfin added that we value our faculty and they will be able to keep a job. We are recommending that we phase in the world language changes over the course of the next two years, allowing current 7<sup>th</sup> graders to take French and German in 8<sup>th</sup> grade as long as a teacher is available.

The financial situation still facing Millard was further explained by Dr. Sutfin.

Dr. Sutfin closed with these comments:

- Our achievement at the middle level is flat and more time in core areas is essential.
- We are not cutting the French and German Program. We are delaying the start and the few students who love the language can still reach the AP level.
- Based upon input we have received, we will have a discussion later tonight about an amendment to share that will be able to give students the opportunity to be exposed to French and German courses in their 8<sup>th</sup> grade year.



Mr. Pate announced this is the proper time for public questions and comments on agenda items only. There were several requests to speak regarding removal of world language in the middle schools. Speaking in this order were:

Matt Rothgeb of 14818 "L" St., Breanna Kalhorn of 4203 S 149 St., Joe Stock of 7906 S 151 Ave., Maegan Hanway of 5621 S 111 St., Kyle Burke of 12845 Drexel St., Alli Lueders of 6416 S 185 Ave., Ashton Koch of 17224 Washington St., Pam Hoover of 12642 Bartels Dr., Kim & Haidyn Sosalla-Bahr of 2423 S 148 Ave., Joe & Katja Cole of 4557 S 176 Ave., Anne Baxter of 5609 Jones St., Gwyneth Cliver of 5538 Mayberry St., and Amanda Messerschmitt of 15530 Newell St. Mr. Pate said thank you to all who spoke and also to those who came in support of world language.

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

Motion was made by Linda Poole seconded by Dave Anderson, to approve the Board of Education Minutes for January 8, 2017 and the Committee Meeting Minutes from January 15, 2018; approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, and Mrs. Poole. Voting against were: None. Motion carried.

Mrs. Poole gave a summary of the Committee meeting which was held on January 15, 2018.

**Board Comments:**

Amanda McGill Johnson:

Mrs. McGill Johnson thanked the students for coming out and participating today. She has received an overwhelming number of emails and plans on responding to all of them. Mrs. McGill Johnson also stated that she is impressed with the student engagement and worldliness in this situation. She took two years of Spanish in high school and two years of French in college and reminded the students there is still time to try different things like she did. Mrs. McGill Johnson shared that she has had the chance to travel through her previous position as a state senator and empathizes and understands how important it is to better understand other cultures. She said we can all learn from each other, so regardless of what happens here tonight, I encourage you to have that passion and share it with your friends and your networks.

Dave Anderson:

Mr. Anderson shared that he appreciates all the community input we have received regarding world language and said he would comment more when we vote on the subject later in the meeting.

Linda Poole:

Mrs. Poole thanked everyone for coming tonight and for voicing their concerns and said she also received many emails on the middle school world language subject. Mrs. Poole said she listened closely to the earlier speakers and has questions on some things that were said. She would hold those questions until the topic is brought up for a vote.

Mike Pate:

Mr. Pate said he testified last week against LB851, which would restrict the superintendent's salaries to five times the average starting teacher's salary in the state. Mr. Pate shared there were several people speaking against this bill and he didn't think it would get anywhere in legislature.

**Student Representative Comments:**

Tatum Morris, student representative from Millard North High School and Gabby Hogan, student representative from Millard South High School, reported on the academic and athletic happenings at their respective schools.

**Unfinished Business:**

There was no unfinished business.



**New Business:**

Amanda McGill Johnson provided the First Reading of Policy 5020 – Student Services - Equal Educational Opportunity.

Dave Anderson provided the First Reading of Policy 5100 - Student Services – Enrollment of Students

Linda Poole provided the First Reading of Policy 5146 - Student Services – Student Accident Insurance. *Mrs. Poole asked if Pre-K students should be added to this insurance option. This question will be investigated before the second reading of the policy.*

Mrs. McGill Johnson provided the First Reading of Policy 6625 - Curriculum, Instruction, and Assessment – School Libraries

Motion by Linda Poole, seconded by Dave Anderson, to approve the Schedule and Deadline for Submission of Board Vacancy Application. Voting in favor of said motion was: Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, to approve the Temporary Suspension of Board of Education Rule 9100.1 – Bylaws of the Board – Vacancies – Procedure for Filing. *Mr. Anderson explained the process of selecting a new Board member for the vacancy and why the schedule we are on, needs to be completed by March 1, 2018.* Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Amanda McGill Johnson, to approve the 2019-2020 School Calendar. 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 Dave Anderson, seconded by Linda Poole, to approve the Modification of Substitute Teacher Pay for Millard Public Schools. *Mr. Chick said that a raise had not been given to MPS substitutes for several years. He also stated there is an incentive in the raise that may help bring substitute teachers back to MPS more often. Linda Poole asked for a report showing how many times others in a school need to cover classrooms due to the lack of a substitute.* 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 Amanda McGill Johnson, seconded by Dave Anderson, to approve the Board of Education Appointments. Voting in favor of said motion was: Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded Amanda McGill Johnson, that the Board receive and file the FYE17 Governance Letter and Audit Report as submitted by HSMC Orizon, LLC. *Jody Rinne with HSMC Orizon, LLC was available to address questions and concerns from the Board.* Voting in favor of said motion was: McGill Johnson, Mr. Pate, Mrs. Poole and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Amanda McGill Johnson, to approve the New Strategic Plan. *Dr. Saum-Mills shared there were 139 stakeholders participating on action teams this past fall. She wanted to publicly thank the staff members and community members who were involved. Mrs. Poole and Mr. Anderson thanked all those participating in Strategic Planning. Mr. Anderson told the audience if they wished to get involved in the district strategic planning would be a good way to do so. Mrs. McGill Johnson requested a copy of the Strategic Plan from Dr. Saum-Mills for her records.* 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 Dave Anderson, seconded Linda Poole, to approve the District Recommendation in the Middle School Schedule Proposal for Implementation in the 2018-2019 School Year. *Mrs. Poole had questions regarding comments*



*that were made by speakers earlier in the meeting. Dr. Phipps responded to those questions. Mrs. Poole said she believes this recommendation will provide more opportunities for the students. Mrs. Poole said she would like to make an amendment to the motion. "For the 2019-2020 school year, that we add a six week French and German course as an option in the 8<sup>th</sup> grade elective block. Courses will be added in the course registration materials in the spring of 2019 and the offering of the course will be contingent upon registration numbers and available staffing."* Dave Anderson seconded the amended motion. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None.

Motion carried. Linda Poole made a motion to approve the recommendation as amended, seconded by Dave Anderson. 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 Dave Anderson, that the contract for the Beadle Middle School Track Replacement be awarded to M.E. Collins Contracting Company in the amount of \$397,129 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. *Joe Zadina from Lamp Rynearson was present to address questions and concerns from the Board.* Voting in favor of said motion was: Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded Dave Anderson, that the contract for the Andersen Middle School and Kiewit Middle School Motorized Basketball Hoists be awarded to Strategic Electric Group in the amount of \$60,300 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. *Jeff Hemje with Morrissey Engineering was available to address questions and concerns from the Board.* Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded Dave Anderson, that the bid from Kidwell Inc. in the amount of \$124,368 for the Rohwer Intercom Replacement be rejected. *Jeff Hemje with Morrissey Engineering was available to address questions and concerns from the Board.* Voting in favor of said motion was: Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded Dave Anderson, that the contract for the Millard South High School Track Resurfacing be awarded to Midwest Tennis and Track in the amount of \$162,903.30 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. *Joe Zadina from Lamp Rynearson was present to address questions and concerns from the Board.* 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 Linda Poole, that the contract for the Morton Elementary Soffit Renovations be awarded to DR Holtze Contracting Inc. in the amount of \$67,750 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. *John Sinovic from BVH Architects was available to address questions and concerns from the Board.* Voting in favor of said motion was: Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded Dave Anderson, that the contract for the Rockwell Elementary Skylight Replacements be awarded to SpecPro in the amount of \$305,071 with a reduction in scope of the project to exclude the skylight over the exterior walkway near the main entrance and that the Chief Financial Officer be authorized to execute any and all documents related to such project. *John Sinovic from BVH Architects was available to address questions and concerns from the Board.* Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Amanda McGill Johnson, seconded Linda Poole, that the contract for the Millard West High School Fire Detection Replacement Phase I be awarded to General Fire and Safety Company in the amount of \$234,900 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. *Jeff Hemje with Morrissey Engineering was available to address questions and concerns from the Board.* 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 Dave Anderson, to approve Eric Grandgenett as the new Principal at Andersen Middle School. 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 Amanda McGill Johnson, to approve Dr. Courtney Manzitto as the new Principal at Wheeler Elementary. Voting in favor of said motion was: Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded Dave Anderson, to approve Jimmy Feeney as the new Principal at Bryan Elementary. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, to approve Personnel Actions: **Recommendation to Hire:** Ashley N. Dworak and Taylor A. Pickett; **Resignations:** Amanda J. Robinson, Pam S. D'Amour, Julia M. Olynyk; **Leave of Absence:** Kendra R. Thunker; **Contract Cancellation:** Matthew J. Fedde. Voting in favor of said motion was: Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, and Mrs. Poole. Voting against were: None. Motion carried.

**Reports:**

Legislative Update:

Bill Mueller from Mueller/Robak LLC was available to give the legislative update. He reported that today was day 21 of this year's 60 day legislative session. Four hundred and sixty nine bills were introduced in January. Fifty two of those bills are being monitored for the district. There are approximately three more weeks of legislative hearings. Mr. Mueller said a full day floor debate is scheduled to begin on February 28. Each senator is to name their priority bill by February 20. The speaker can name up to 25 priority bills on February 21. Mr. Mueller shared that Mike Pate came to Lincoln to testify on LB851. This bill would cap superintendent's pay. Several more bills were discussed that may have an impact on MPS. Mr. Beyer, Dr. Sutfin, and Dr. Phipps participated in the discussion.

Enrollment Report:

Dr. Kelberlau shared that this is our mid-year report that includes the mid-year graduates. The K-12 enrollment is down slightly but the differential is similar to the last three years. Mr. Pate asked if we were seeing any data that enrollment numbers were starting to decline. Kevin Chick responded they are gearing up for in-district transfers, option enrollment, and kindergarten round-up. They will know more on numbers in the next couple of months. Dr. Phipps shared that originally, Early College enrollment was looking to accept 150 students each year. This year, 250 applications were received and the plan is to accept roughly 170 students into the program.

Quarterly Construction Report - Rockwell:

Mr. Meisgeier reported that Ed Rockwell will be retiring in March and this will be his last quarterly report. He thanked Mr. Rockwell for his 36 years of service in the district. Mr. Meisgeier also introduced Steve Mainelli as Mr. Rockwell's replacement. Mr. Rockwell reported on the financials to-date. He shared that the Boys and Girls Club project at Central Middle School is on schedule for a partial opening in August and a full opening in January, 2019.

Quarterly Construction Projects Report - Sampson:

Dave Cavlovic reported that after nearly five years, they are down to the last project at Millard South High School. This is a 3-phase project that had an I.T. addition. Phase I is completed. Phase II is scheduled for completion by May 1<sup>st</sup>. The last phase will be worked on over the summer and is scheduled to be completed the end of July. The bond funds that are left are allocated to summer projects over the next two summers.

Mrs. Poole wanted to remind Dr. Phipps and Dr. Kelberlau that she will be attending the TAC meeting in Lincoln next Monday and Tuesday. She will forward any important information to them.

Mr. Pate reminded the Board of future agenda items and said this is the proper time for public questions and comments. There were no requests to speak.

**Future Agenda Items/Board Calendar:**

1. No School for Student on February 15-16, 2018 – Conferences/Professional Development
2. No School for Students on February 19, 2018 – Presidents' Day
3. Board of Education Meeting on Monday, February 19, 2018 at 6:00 p.m. at the Don Stroh Administration Center
4. Special Board Meeting on Monday, February 26, 2018 at 5:30 p.m. at the Don Stroh Administration Center
5. Board of Education Meeting on Monday, March 5, 2018 at 6:00 p.m. at the Don Stroh Administration Center
6. Committee Meeting of the Whole on Monday, March 12, 2018 at 6:00 p.m. at the Don Stroh Administration Center
7. Spring Break March 19-23, 2018 – No School for Students
8. Retired Administrator & Teacher Luncheon on Tuesday, March 20, 2018 at 12:00 p.m. at the Millard South High School Cafeteria
9. Board of Education Meeting on Monday, April 2, 2018 at 6:00 p.m. at the Don Stroh Administration Center
10. Committee Meeting of the Whole on Monday, April 9, 2018 at 6:00 p.m. at the Don Stroh Administration Center
11. Board of Education Meeting on Monday, April 16, 2018 at 6:00 p.m. at the Don Stroh Administration Center

The meeting was adjourned at 9:10 p.m.

  
Secretary, Amanda McGill Johnson



# **Millard Public Schools**

**February 19, 2018**

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 19, 2018

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	448313	02/01/2018	011651	AMERICAN EXPRESS	\$1,009.53
	448314	02/01/2018	100301	BELLEVUE EAST HIGH SCHOOL	\$159.00
	448315	02/01/2018	138508	DOUGLAS COUNTY SCHOOL DISTRICT 10	\$490.00
	448316	02/01/2018	099973	DODGE COUNTY SCHOOL DISTRICT 001	\$42.00
	448317	02/01/2018	099973	DODGE COUNTY SCHOOL DISTRICT 001	\$480.00
	448318	02/01/2018	099973	DODGE COUNTY SCHOOL DISTRICT 001	\$345.00
	448319	02/01/2018	140152	INDEPENDENT SCHOOL DISTRICT 196	\$116.00
	448320	02/01/2018	106116	LINCOLN HIGH SCHOOL	\$195.00
	448321	02/01/2018	106116	LINCOLN HIGH SCHOOL	\$190.00
	448322	02/01/2018	139414	CHRISTOPHER M LOOFE	\$306.66
	448323	02/01/2018	132970	NEBRASKA CHORAL DIRECTOR ASSN	\$200.00
	448324	02/01/2018	099997	WESTSIDE HIGH SCHOOL	\$655.00
	448325	02/08/2018	142131	KEITH CHURCHILL	\$2,417.50
	448326	02/08/2018	142128	COLUMBIA PUBLIC SCHOOL DISTRICT	\$125.00
	448327	02/08/2018	134281	LINCOLN NORTH STAR HIGH SCHOOL	\$368.00
	448328	02/08/2018	100006	LINCOLN SOUTHEAST HIGH SCHOOL	\$165.00
	448329	02/08/2018	100204	MARIAN HIGH SCHOOL	\$483.00
	448330	02/08/2018	100204	MARIAN HIGH SCHOOL	\$276.00
	448332	02/08/2018	140798	ERIC M OLSON	\$210.00
	448333	02/08/2018	142130	KEVIN DEAN POTTER	\$120.00
	448334	02/08/2018	138505	DANIEL P WOOTTON	\$210.00
	448349	02/19/2018	010808	AIR-SIDE COMPONENTS, INC.	\$1,338.00
	448350	02/19/2018	017900	BARCO MUNICIPAL PRODUCTS, INC.	\$58.10
	448351	02/19/2018	140545	ELIZABETH M BARRY	\$60.00
	448352	02/19/2018	142070	JACOB BATTAGLIA	\$120.00
	448353	02/19/2018	134945	NOLAN J BEYER	\$180.54
	448354	02/19/2018	142053	CAMERON BURKARD	\$60.00
	448355	02/19/2018	141626	JAROD M CARPENDER	\$100.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 19, 2018

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	448357	02/19/2018	142012	LIANNA COUILLARD	\$200.00
	448358	02/19/2018	137922	MICHAEL CRADDUCK	\$60.00
	448359	02/19/2018	106893	WICHITA WATER CONDITIONING INC	\$16.33
	448360	02/19/2018	140546	ALAN EUGENE DAVIS	\$120.00
	448361	02/19/2018	032497	CHERYL R DECKER	\$11.75
	448362	02/19/2018	139346	LYNN DETHLOFF	\$12.31
	448363	02/19/2018	132845	JODI L FIDONE	\$31.00
	448364	02/19/2018	142055	CAITLYN FINNERTY	\$120.00
	448365	02/19/2018	142132	DANNY FLORES	\$225.00
	448366	02/19/2018	099973	DODGE COUNTY SCHOOL DISTRICT 001	\$170.00
	448367	02/19/2018	140575	WALTER R HAMILTON	\$120.00
	448368	02/19/2018	048786	HILLYARD INC	\$446.86
	448369	02/19/2018	141582	EMILY J HOVDENES	\$212.55
	448370	02/19/2018	142133	JOSEPH BERNARD HURLEY	\$8.50
	448371	02/19/2018	133397	HY-VEE INC	\$169.01
	448372	02/19/2018	133397	HY-VEE INC	\$613.61
	448373	02/19/2018	049850	HY-VEE INC	\$411.99
	448374	02/19/2018	141680	CLAYTON LEE JOHNSON	\$60.00
	448375	02/19/2018	137214	DAVID KAHM	\$25.00
	448376	02/19/2018	140579	MERAY KIM	\$60.00
	448377	02/19/2018	139396	KATIE A KINTZLE	\$85.00
	448378	02/19/2018	140322	MARY J KOK-DEVRIES	\$28.42
	448379	02/19/2018	142039	VANESSA KRAUS	\$60.00
	448380	02/19/2018	133643	JODY C LINDQUIST	\$125.61
	448381	02/19/2018	141593	RAJAN MEDIRATTA	\$120.00
	448382	02/19/2018	142135	JACOB MERKLEY	\$150.00
	448384	02/19/2018	064800	METRO UTILITIES DISTRICT OF OMAHA	\$4,814.44
	448385	02/19/2018	140335	MIDWEST SIGN & SCREEN PRINTING SUPL	\$140.71

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 19, 2018

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	448386	02/19/2018	065233	MIDWEST TURF & IRRIGATION INC	\$3,348.58
	448387	02/19/2018	068334	NEBRASKA AIR FILTER INC	\$104.20
	448388	02/19/2018	141725	KELSEY J NODGAARD	\$26.96
	448389	02/19/2018	070245	OHARCO DISTRIBUTORS	\$85.72
	448390	02/19/2018	139434	OMAHA TRACK INC	\$569.64
	448391	02/19/2018	138288	PAPIO TRANSPORT SCHOOL SERVICE INC	\$6,615.00
	448392	02/19/2018	107783	HEIDI T PENKE	\$260.99
	448393	02/19/2018	137208	NITHYA RAJAGOPALAN	\$100.00
	448394	02/19/2018	133441	MICHELLE R RAMIG	\$127.71
	448395	02/19/2018	109192	KIMBERLI R RICE	\$5.99
	448396	02/19/2018	137470	AMBER E RIPA	\$244.50
	448397	02/19/2018	142136	AANYA SAGHEER	\$100.00
	448398	02/19/2018	142137	ROBIN SARIK	\$120.00
	448399	02/19/2018	137497	RACHEL C SCHNEIDER	\$7.50
	448400	02/19/2018	130044	SCHOOL SOCIAL WORK ASSN OF NE	\$75.00
	448401	02/19/2018	141686	JOSHUA SHAFFER	\$120.00
	448402	02/19/2018	142134	ARRIQ T SINGLETON	\$300.00
	448403	02/19/2018	133969	TENNANT SALES & SERVICE COMPANY	\$230.37
	448404	02/19/2018	089130	THACKER ELECTRIC	\$91.65
	448405	02/19/2018	131446	TOSHIBA FINANCIAL SERVICES	\$521.00
	448406	02/19/2018	090242	UNITED PARCEL SERVICE	\$184.50
	448407	02/19/2018	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$800.00
	448408	02/19/2018	139797	US BANK NATIONAL ASSOCIATION	\$1,296.00
	448410	02/19/2018	141432	WELLS FARGO FINANCIAL LEASNG INC	\$3,101.72
	448411	02/19/2018	142139	GRADY WIEDEMAN	\$135.00
	448412	02/19/2018	138422	JAMIE KOSELUK ZARLINGO	\$60.00
<b>01 - Total</b>					<b>\$37,729.45</b>
02	26107	02/19/2018	141937	JERRYD D BUSCH	\$32.63



## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 19, 2018

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
02	26108	02/19/2018	106893	WICHITA WATER CONDITIONING INC	\$4.67
	26109	02/19/2018	141507	JAMIE MITCHELL CZARNEK	\$29.00
	26110	02/19/2018	140871	DAVID C WOOD	\$2,530.20
	26111	02/19/2018	141921	JARED M ENGEL	\$65.25
	26112	02/19/2018	141508	HAKEEM K FERGUSON	\$30.81
	26113	02/19/2018	141516	KAREEM K FERGUSON	\$30.81
	26114	02/19/2018	140909	ALISON ANN GRUHN	\$65.25
	26115	02/19/2018	141706	MOLLIE M HENSLEY	\$76.13
	26116	02/19/2018	141938	HUNTER STORM HOUSTON	\$21.75
	26117	02/19/2018	141197	DANA LUCIA JOHNSON	\$94.25
	26118	02/19/2018	142142	BRANDY NICOLE KENT	\$54.38
	26119	02/19/2018	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	\$1,372.65
	26120	02/19/2018	140373	MILLARD REFRIGERATED SERVICES LLC	\$350.00
	26121	02/19/2018	140917	JENNIFER R PARKER	\$29.00
	26122	02/19/2018	141506	CODY J RANDELS	\$72.50
	26123	02/19/2018	141587	CAMERYN SETH ROSE	\$94.25
	26124	02/19/2018	142141	ELIJAH SCHOLTZ	\$54.38
26125	02/19/2018	141198	TONY THOMPSON	\$72.50	
<b>02 - Total</b>					<b>\$5,080.41</b>
11	448331	02/08/2018	131405	AATSP	\$620.00
	448356	02/19/2018	139891	MARY T CONNELL	\$47.86
	448373	02/19/2018	049850	HY-VEE INC	\$214.17
	448383	02/19/2018	135022	REBECCA A MERTINS	\$27.78
	448407	02/19/2018	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$600.00
	448409	02/19/2018	133259	MICHELLE L WATERS	\$40.46
<b>11 - Total</b>					<b>\$1,550.27</b>
99	448325	02/08/2018	142131	KEITH CHURCHILL	(\$60.00)
<b>99 - Total</b>					<b>(\$60.00)</b>

**Millard Public Schools Check Register Prepared for the Board Meeting for Feb 19, 2018**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
<b>Overall - Total</b>					<b>\$44,300.13</b>

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
DSAC	Don Stroh Administration Center							
A	ACTIVITY GENERAL							
	1010	General Admin		120,698.88	2,003.13	2,035.00	0.00	120,667.01
	1025	Savings		317.49	0.00	0.00	0.00	317.49
	1030	Staff Vending		4,267.99	149.60	211.00	0.00	4,206.59
	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:		125,284.36	2,152.73	2,246.00	0.00	125,191.09
E	ADMINISTRATIVE CUSTODIAL							
	5005	Activity Express		109,456.86	4,640.00	9,259.98	0.00	104,836.88
	5009	Friday Folder Advertising		0.00	0.00	0.00	0.00	0.00
	5011	Creative Cottage Crafts		1,232.76	868.10	286.03	0.00	1,814.83
	5060	Hospitality		4.59	0.00	0.00	0.00	4.59
	5062	Ed Services Hospitality		348.13	0.00	42.80	0.00	305.33
	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		20,327.22	1,095.00	2,791.20	0.00	18,631.02
	5255	South Swim Lessons		15,665.00	0.00	0.00	0.00	15,665.00
	5260	North Swim Lessons		8,090.00	0.00	0.00	0.00	8,090.00
	5265	West Swim Lessons		7,930.00	0.00	0.00	0.00	7,930.00
	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		400.57	0.00	0.00	0.00	400.57
	5295	Facility Use Rental Fee		28,292.73	10,546.00	0.00	0.00	38,838.73
	5300	Facility Use Building Access		35,774.00	19,280.00	0.00	0.00	55,054.00
	5305	Facility Use Staffing		27,668.35	9,814.00	0.00	0.00	37,482.35
	5310	Check Collection		483.15	0.00	0.00	0.00	483.15
		E Totals:		275,866.67	46,243.10	12,380.01	0.00	309,729.76
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 12/01/2017 to 12/31/2017.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
	DSAC Totals:	404,386.99	48,395.83	14,626.01	0.00	438,156.81



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Abbott</b>	<b>Abbott Elementary</b>						
<b>A</b>	<b>ACTIVITY GENERAL</b>						
	1010	General Admin	29,892.37	3,208.23	955.73	0.00	32,144.87
	1020	Volunteers-General	1,021.59	0.00	0.00	0.00	1,021.59
	1030	Staff Vending	414.28	33.60	0.00	0.00	447.88
	<b>A</b>	<b>Totals:</b>	<b>31,328.24</b>	<b>3,241.83</b>	<b>955.73</b>	<b>0.00</b>	<b>33,614.34</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>						
	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	2,266.67	0.00	268.10	0.00	1,998.57
	4760	World Language	102.48	0.00	0.00	0.00	102.48
	<b>D</b>	<b>Totals:</b>	<b>2,369.15</b>	<b>0.00</b>	<b>268.10</b>	<b>0.00</b>	<b>2,101.05</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>						
	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	833.41	173.00	519.79	0.00	486.62
	5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121	KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5122	1st Grade Field Trips-Curriculum Related	71.89	0.00	0.00	0.00	71.89
	5123	2nd Grade Field Trips-Curriculum Related	-161.73	0.00	0.00	0.00	-161.73
	5124	3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5125	4th Grade Field Trips-Curriculum Related	104.08	0.00	0.00	0.00	104.08
	5126	5th Grade Field Trips-Curriculum Related	57.58	0.00	0.00	0.00	57.58
	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	550.01	105.00	358.25	0.00	296.76
	<b>E</b>	<b>Totals:</b>	<b>1,455.24</b>	<b>278.00</b>	<b>878.04</b>	<b>0.00</b>	<b>855.20</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>						
	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 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	Q	Totals:		0.00	0.00	0.00	0.00	0.00
	Abbott	Totals:		35,152.63	3,519.83	2,101.87	0.00	36,570.59

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Ackerm	Ackerman Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	11,816.09	72.24	615.19	-20.00	11,253.14
	1020		Volunteers-General	47,676.87	9,650.79	8,114.92	0.00	49,212.74
	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:	59,492.96	9,723.03	8,730.11	-20.00	60,465.88
D	CLUBS AND ORGANIZATIONS							
	4040		Art	7,047.02	15.00	82.96	0.00	6,979.06
	4070		Birthday Book Club	0.00	0.00	0.00	0.00	0.00
	4140		Choir	0.00	0.00	0.00	0.00	0.00
	4270		Field Day	1,204.59	0.00	86.65	0.00	1,117.94
	4580		Reading	1,288.30	0.00	0.00	0.00	1,288.30
	4710		Student Council	666.29	0.00	0.00	0.00	666.29
	4770		Yearbook	1,058.20	0.00	0.00	0.00	1,058.20
		D	Totals:	11,264.40	15.00	169.61	0.00	11,109.79
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	3,906.20	0.00	148.42	0.00	3,757.78
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	67.82	0.00	0.00	0.00	67.82
	5122		1st Grade Field Trips-Curriculum Related	67.99	0.00	0.00	0.00	67.99
	5123		2nd Grade Field Trips-Curriculum Related	400.00	0.00	0.00	0.00	400.00
	5124		3rd Grade Field Trips-Curriculum Related	38.02	0.00	0.00	0.00	38.02
	5125		4th Grade Field Trips-Curriculum Related	300.00	0.00	0.00	0.00	300.00
	5126		5th Grade Field Trips-Curriculum Related	300.00	0.00	0.00	0.00	300.00
	5140		PayBac	108.00	0.00	105.25	0.00	2.75
	5180		Teacher Fund/Grants	407.13	0.00	0.00	0.00	407.13
		E	Totals:	5,961.11	0.00	253.67	0.00	5,707.44
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
		Ackerma	Totals:	76,718.47	9,738.03	9,153.39	-20.00	77,283.11



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Aldrich</b>	<b>Aldrich Elementary</b>							
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	27,444.56	2,450.00	792.98	1.42	29,103.00
	1030		Staff Vending	54.53	13.94	0.00	0.00	68.47
		<b>A</b>	<b>Totals:</b>	<b>27,499.09</b>	<b>2,463.94</b>	<b>792.98</b>	<b>1.42</b>	<b>29,171.47</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4070		Birthday Book Club	3,398.06	180.00	0.00	0.00	3,578.06
	4710		Student Council	4.20	0.00	0.00	0.00	4.20
		<b>D</b>	<b>Totals:</b>	<b>3,402.26</b>	<b>180.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,582.26</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	0.00	0.00	0.00	0.00	0.00
	5070		Library	1,096.84	50.16	0.00	0.00	1,147.00
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	143.26	0.00	0.00	0.00	143.26
	5122		1st Grade Field Trips-Curriculum Related	0.00	794.00	853.88	0.00	-59.88
	5123		2nd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5124		3rd Grade Field Trips-Curriculum Related	-27.24	5.00	0.00	0.00	-22.24
	5125		4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126		5th Grade Field Trips-Curriculum Related	246.00	0.00	239.96	0.00	6.04
		<b>E</b>	<b>Totals:</b>	<b>1,458.86</b>	<b>849.16</b>	<b>1,093.84</b>	<b>0.00</b>	<b>1,214.18</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
	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
		<b>Q</b>	<b>Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
		<b>Aldrich</b>	<b>Totals:</b>	<b>32,360.21</b>	<b>3,493.10</b>	<b>1,886.82</b>	<b>1.42</b>	<b>33,967.91</b>

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name Activity ID    Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>BlackEl</b>	<b>Black Elk Elementary</b>					
<b>A</b>	<b>ACTIVITY GENERAL</b>					
	1010    General Admin	15,080.97	1.93	314.34	0.00	14,768.56
	1020    Volunteers-General	13,867.45	0.00	0.00	0.00	13,867.45
	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
	<b>A    Totals:</b>	<b>28,948.42</b>	<b>1.93</b>	<b>314.34</b>	<b>0.00</b>	<b>28,636.01</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>					
	4040    Art	2,220.41	0.00	870.00	0.00	1,350.41
	4070    Birthday Book Club	3,856.45	95.00	0.00	0.00	3,951.45
	4140    Choir	336.51	1,605.00	1,605.00	0.00	336.51
	4270    Field Day	891.99	930.06	211.77	0.00	1,610.28
	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	2,492.86	266.63	0.00	0.00	2,759.49
	<b>D    Totals:</b>	<b>9,848.87</b>	<b>2,896.69</b>	<b>2,686.77</b>	<b>0.00</b>	<b>10,058.79</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>					
	5040    Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5065    Hospitality-VIP	900.43	590.96	128.00	0.00	1,363.39
	5080    Media	2,718.57	20.07	600.00	0.00	2,138.64
	5100    Other Adm Custodial	447.00	0.00	0.00	0.00	447.00
	5110    Other Student Activities	737.05	0.00	0.00	0.00	737.05
	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	621.05	88.03	0.00	0.00	709.08
	<b>E    Totals:</b>	<b>5,424.10</b>	<b>699.06</b>	<b>728.00</b>	<b>0.00</b>	<b>5,395.16</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>					
	7000    KG Field Trips	6.50	0.00	0.00	0.00	6.50
	7900    Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	<b>Q    Totals:</b>	<b>6.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>6.50</b>
	<b>BlackElk Totals:</b>	<b>44,227.89</b>	<b>3,597.68</b>	<b>3,729.11</b>	<b>0.00</b>	<b>44,096.46</b>



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name Activity ID    Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Bryan</b>	<b>Bryan Elementary School</b>					
<b>A</b>	<b>ACTIVITY GENERAL</b>					
	1010    General Admin	10,763.93	6,214.89	914.93	0.00	16,063.89
	1030    Staff Vending	695.93	0.00	256.71	0.00	439.22
	<b>A    Totals:</b>	<b>11,459.86</b>	<b>6,214.89</b>	<b>1,171.64</b>	<b>0.00</b>	<b>16,503.11</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>					
	4040    Art	81.84	0.00	0.00	0.00	81.84
	4220    Drama Club	122.07	0.00	0.00	0.00	122.07
	4500    Music	-54.00	105.00	0.00	0.00	51.00
	4710    Student Council	1,222.96	0.00	0.00	0.00	1,222.96
	<b>D    Totals:</b>	<b>1,372.87</b>	<b>105.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,477.87</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>					
	5015    Circle of Friends	0.00	0.00	0.00	0.00	0.00
	5040    Fundraising-General	11,643.90	20.00	394.71	0.00	11,269.19
	5060    Hospitality	0.00	0.00	0.00	0.00	0.00
	5080    Media	3,010.59	45.00	0.00	0.00	3,055.59
	5100    Other Adm Custodial	539.70	0.00	0.00	0.00	539.70
	5110    Other Student Activities	1,510.00	0.00	1,241.00	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	-337.68	0.00	0.00	0.00	-337.68
	5123    2nd Grade Field Trips-Curriculum Related	361.37	0.00	525.00	0.00	-163.63
	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	56.20	0.00	112.61	0.00	-56.41
	5180    Teacher Fund/Grants	239.84	0.00	0.00	0.00	239.84
	<b>E    Totals:</b>	<b>16,797.90</b>	<b>65.00</b>	<b>2,273.32</b>	<b>0.00</b>	<b>14,589.58</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>					
	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
	<b>Q    Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
	<b>Bryan    Totals:</b>	<b>29,630.63</b>	<b>6,384.89</b>	<b>3,444.96</b>	<b>0.00</b>	<b>32,570.56</b>

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Cather</b>	<b>Cather Elementary</b>							
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	18,363.71	1.12	499.00	0.00	17,865.83
	1030		Staff Vending	0.00	0.00	0.00	0.00	0.00
	<b>A</b>		<b>Totals:</b>	<b>18,363.71</b>	<b>1.12</b>	<b>499.00</b>	<b>0.00</b>	<b>17,865.83</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	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	245.47	87.75	0.00	0.00	333.22
	<b>D</b>		<b>Totals:</b>	<b>322.70</b>	<b>87.75</b>	<b>0.00</b>	<b>0.00</b>	<b>410.45</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	616.69	0.00	69.95	0.00	546.74
	5070		Library	2,973.24	67.00	26.21	0.00	3,014.03
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	42.40	336.67	0.00	0.00	379.07
	5122		1st Grade Field Trips-Curriculum Related	0.00	336.67	0.00	0.00	336.67
	5123		2nd Grade Field Trips-Curriculum Related	60.94	336.67	0.00	0.00	397.61
	5124		3rd Grade Field Trips-Curriculum Related	-436.00	1,040.66	274.06	0.00	330.60
	5125		4th Grade Field Trips-Curriculum Related	317.74	336.67	0.00	0.00	654.41
	5126		5th Grade Field Trips-Curriculum Related	-511.44	336.66	0.00	0.00	-174.78
	5140		PayBac	3,206.86	91.25	0.00	0.00	3,298.11
	<b>E</b>		<b>Totals:</b>	<b>6,270.43</b>	<b>2,882.25</b>	<b>370.22</b>	<b>0.00</b>	<b>8,782.46</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	<b>Q</b>		<b>Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
	<b>Cather</b>		<b>Totals:</b>	<b>24,956.84</b>	<b>2,971.12</b>	<b>869.22</b>	<b>0.00</b>	<b>27,058.74</b>

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Cody</b>	<b>Cody Elementary School</b>							
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	4,855.57	321.50	896.65	0.00	4,280.42
	1030		Staff Vending	65.58	28.00	0.00	0.00	93.58
	1050		Projects/Support	2,041.63	0.00	0.00	0.00	2,041.63
		<b>A</b>	<b>Totals:</b>	<b>6,962.78</b>	<b>349.50</b>	<b>896.65</b>	<b>0.00</b>	<b>6,415.63</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	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	60.00	0.00	0.00	0.00	60.00
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	3,800.22	1,300.00	155.99	0.00	4,944.23
		<b>D</b>	<b>Totals:</b>	<b>3,996.22</b>	<b>1,300.00</b>	<b>155.99</b>	<b>0.00</b>	<b>5,140.23</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	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	3,779.72	15.00	0.00	0.00	3,794.72
	5110		Other Student Activities	645.82	0.00	0.00	0.00	645.82
	5121		KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	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
		<b>E</b>	<b>Totals:</b>	<b>5,869.79</b>	<b>15.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5,884.79</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		<b>Q</b>	<b>Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
		<b>Cody</b>	<b>Totals:</b>	<b>16,828.79</b>	<b>1,664.50</b>	<b>1,052.64</b>	<b>0.00</b>	<b>17,440.65</b>



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Cottonw Cottonwood Elementary School</b>								
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	19,652.38	1,831.12	1,004.95	0.00	20,478.55
	1030		Staff Vending	188.43	91.57	0.00	0.00	280.00
		<b>A</b>	<b>Totals:</b>	<b>19,840.81</b>	<b>1,922.69</b>	<b>1,004.95</b>	<b>0.00</b>	<b>20,758.55</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	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	2,706.48	0.00	307.76	0.00	2,398.72
	4750		Volunteer Club	0.00	0.00	0.00	0.00	0.00
		<b>D</b>	<b>Totals:</b>	<b>2,718.24</b>	<b>0.00</b>	<b>307.76</b>	<b>0.00</b>	<b>2,410.48</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	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	1,142.52	0.00	64.88	0.00	1,077.64
	5110		Other Student Activities	878.48	0.00	0.00	0.00	878.48
	5121		KG Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5122		1st Grade Field Trips-Curriculum Related	-328.17	0.00	0.00	0.00	-328.17
	5123		2nd Grade Field Trips-Curriculum Related	569.40	34.00	153.99	0.00	449.41
	5124		3rd Grade Field Trips-Curriculum Related	342.52	0.00	0.00	0.00	342.52
	5125		4th Grade Field Trips-Curriculum Related	160.00	0.00	0.00	0.00	160.00
	5126		5th Grade Field Trips-Curriculum Related	179.20	284.77	177.54	0.00	286.43
	5142		Preschool	67.00	0.00	0.00	0.00	67.00
	5180		Teacher Fund/Grants	4,161.00	0.00	0.00	0.00	4,161.00
		<b>E</b>	<b>Totals:</b>	<b>3,351.95</b>	<b>318.77</b>	<b>396.41</b>	<b>0.00</b>	<b>3,274.31</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		<b>Q</b>	<b>Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>S</b>	<b>ATHLETIC</b>							
	9055		Athletics - Projects	0.00	0.00	0.00	0.00	0.00
		<b>S</b>	<b>Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
		<b>Cottonw</b>	<b>Totals:</b>	<b>25,911.00</b>	<b>2,241.46</b>	<b>1,709.12</b>	<b>0.00</b>	<b>26,443.34</b>



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Disney</b>	<b>Disney Elementary</b>							
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	5,825.40	313.54	0.00	0.00	6,138.94
	1015		Counseling	500.00	0.00	0.00	0.00	500.00
	1030		Staff Vending	224.31	17.25	0.00	0.00	241.56
	1046		Birthday Board	110.00	10.00	0.00	0.00	120.00
		<b>A</b>	<b>Totals:</b>	<b>6,659.71</b>	<b>340.79</b>	<b>0.00</b>	<b>0.00</b>	<b>7,000.50</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	4710		Student Council	827.61	0.00	0.00	0.00	827.61
		<b>D</b>	<b>Totals:</b>	<b>827.61</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>827.61</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	5040		Fundraising-General	879.75	205.50	0.00	0.00	1,085.25
	5070		Library	1,315.24	0.00	0.00	0.00	1,315.24
	5120		P.E.	2,563.54	0.00	56.45	0.00	2,507.09
	5121		KG Field Trips-Curriculum Related	7.00	0.00	0.00	0.00	7.00
	5122		1st Grade Field Trips-Curriculum Related	41.62	0.00	0.00	0.00	41.62
	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	0.00	0.00	0.00	0.00	0.00
	5126		5th Grade Field Trips-Curriculum Related	3.00	0.00	0.00	0.00	3.00
		<b>E</b>	<b>Totals:</b>	<b>4,817.15</b>	<b>205.50</b>	<b>56.45</b>	<b>0.00</b>	<b>4,966.20</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
	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
		<b>Q</b>	<b>Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
		<b>Disney</b>	<b>Totals:</b>	<b>12,304.47</b>	<b>546.29</b>	<b>56.45</b>	<b>0.00</b>	<b>12,794.31</b>

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Ezra</b>	<b>Ezra Elementary</b>							
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	8,636.75	5,677.51	406.18	0.00	13,908.08
	1030		Staff Vending	0.00	0.00	0.00	0.00	0.00
		<b>A</b>	<b>Totals:</b>	<b>8,636.75</b>	<b>5,677.51</b>	<b>406.18</b>	<b>0.00</b>	<b>13,908.08</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	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	1,332.82	0.00	32.10	0.00	1,300.72
		<b>D</b>	<b>Totals:</b>	<b>1,332.82</b>	<b>0.00</b>	<b>32.10</b>	<b>0.00</b>	<b>1,300.72</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	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	4,752.21	18.60	300.67	0.00	4,470.14
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	203.30	0.00	0.00	0.00	203.30
	5122		1st Grade Field Trips-Curriculum Related	81.00	46.00	0.00	0.00	127.00
	5123		2nd Grade Field Trips-Curriculum Related	692.38	0.00	126.48	0.00	565.90
	5124		3rd Grade Field Trips-Curriculum Related	646.96	0.00	0.00	0.00	646.96
	5125		4th Grade Field Trips-Curriculum Related	616.04	42.00	0.00	0.00	658.04
	5126		5th Grade Field Trips-Curriculum Related	3,147.22	582.00	1,444.00	0.00	2,285.22
	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
		<b>E</b>	<b>Totals:</b>	<b>10,139.11</b>	<b>688.60</b>	<b>1,871.15</b>	<b>0.00</b>	<b>8,956.56</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
	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
		<b>Q</b>	<b>Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
		<b>Ezra</b>	<b>Totals:</b>	<b>20,108.68</b>	<b>6,366.11</b>	<b>2,309.43</b>	<b>0.00</b>	<b>24,165.36</b>

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
<b>HarveyO Harvey Oaks Elementary</b>						
<b>A</b>	<b>ACTIVITY GENERAL</b>					
1010	General Admin	11,279.21	425.55	89.62	0.00	11,615.14
1030	Staff Vending	0.00	0.00	0.00	0.00	0.00
1170	Wellness	494.44	0.00	0.00	0.00	494.44
<b>A Totals:</b>		<b>11,773.65</b>	<b>425.55</b>	<b>89.62</b>	<b>0.00</b>	<b>12,109.58</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>					
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	65.99	68.43	0.00	0.00	134.42
<b>D Totals:</b>		<b>65.99</b>	<b>68.43</b>	<b>0.00</b>	<b>0.00</b>	<b>134.42</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>					
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	41.94	0.00	0.00	0.00	41.94
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
5121	KG Field Trips-Curriculum Related	150.00	0.00	0.00	0.00	150.00
5122	1st Grade Field Trips-Curriculum Related	51.22	0.00	0.00	0.00	51.22
5123	2nd Grade Field Trips-Curriculum Related	150.00	0.00	0.00	0.00	150.00
5124	3rd Grade Field Trips-Curriculum Related	150.00	186.00	157.56	0.00	178.44
5125	4th Grade Field Trips-Curriculum Related	150.00	0.00	0.00	0.00	150.00
5126	5th Grade Field Trips-Curriculum Related	150.00	0.00	0.00	0.00	150.00
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
<b>E Totals:</b>		<b>843.16</b>	<b>186.00</b>	<b>157.56</b>	<b>0.00</b>	<b>871.60</b>
<b>HarveyO Totals:</b>		<b>12,682.80</b>	<b>679.98</b>	<b>247.18</b>	<b>0.00</b>	<b>13,115.60</b>



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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	21,889.22	2,722.70	94.55	0.00	24,517.37
	1030		Staff Vending	385.54	131.52	0.00	0.00	517.06
		A	Totals:	22,274.76	2,854.22	94.55	0.00	25,034.43
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	1,926.76	82.59	0.00	0.00	2,009.35
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	-58.54	0.00	0.00	0.00	-58.54
	5122		1st Grade Field Trips-Curriculum Related	31.90	0.00	0.00	0.00	31.90
	5123		2nd Grade Field Trips-Curriculum Related	0.00	211.00	255.26	0.00	-44.26
	5124		3rd Grade Field Trips-Curriculum Related	62.70	0.00	0.00	0.00	62.70
	5125		4th Grade Field Trips-Curriculum Related	47.54	0.00	0.00	0.00	47.54
	5126		5th Grade Field Trips-Curriculum Related	138.57	0.00	0.00	0.00	138.57
	5165		Logo Sales	84.62	0.00	0.00	0.00	84.62
		E	Totals:	4,223.55	293.59	255.26	0.00	4,261.88
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:	32,431.99	3,147.81	349.81	0.00	35,229.99



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
<b>HollingH Holling Heights Elementary</b>						
<b>A</b>	<b>ACTIVITY GENERAL</b>					
1010	General Admin	48,975.87	1,719.99	2,159.04	0.00	48,536.82
1030	Staff Vending	170.30	67.88	0.00	0.00	238.18
1040	Donations	6,887.75	245.35	226.72	0.00	6,906.38
	<b>A Totals:</b>	<b>56,033.92</b>	<b>2,033.22</b>	<b>2,385.76</b>	<b>0.00</b>	<b>55,681.38</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>					
4710	Student Council	1,142.74	0.00	0.00	0.00	1,142.74
	<b>D Totals:</b>	<b>1,142.74</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,142.74</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>					
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
5070	Library	6,546.04	0.00	0.00	0.00	6,546.04
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	0.00	0.00	0.00	-47.75
5124	3rd Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5125	4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5126	5th Grade Field Trips-Curriculum Related	5.54	0.00	0.00	0.00	5.54
5140	PayBac	5,605.24	56.68	86.98	0.00	5,574.94
5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
	<b>E Totals:</b>	<b>12,207.07</b>	<b>56.68</b>	<b>86.98</b>	<b>0.00</b>	<b>12,176.77</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>					
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	<b>Q Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
	<b>HollingHt Totals:</b>	<b>69,383.73</b>	<b>2,089.90</b>	<b>2,472.74</b>	<b>0.00</b>	<b>69,000.89</b>

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
<b>Montclair Montclair Elementary</b>						
<b>A</b>	<b>ACTIVITY GENERAL</b>					
1010	General Admin	13,902.00	632.66	249.66	-0.30	14,284.70
1030	Staff Vending	430.52	0.00	0.00	0.00	430.52
<b>A Totals:</b>		<b>14,332.52</b>	<b>632.66</b>	<b>249.66</b>	<b>-0.30</b>	<b>14,715.22</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>					
4040	Art	7,257.30	0.00	4,610.00	0.00	2,647.30
4440	Leadership Club	0.00	0.00	0.00	0.00	0.00
4570	Play Production	6,208.64	0.00	0.00	0.00	6,208.64
4610	SAFE/DARE/Drug Free	1.84	0.00	0.00	0.00	1.84
4645	Show Choir	230.66	0.00	0.00	0.00	230.66
4710	Student Council	1,895.06	0.00	0.00	0.00	1,895.06
<b>D Totals:</b>		<b>15,593.50</b>	<b>0.00</b>	<b>4,610.00</b>	<b>0.00</b>	<b>10,983.50</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>					
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	6,923.22	65.00	25.03	0.00	6,963.19
5110	Other Student Activities	440.00	224.77	0.00	0.00	664.77
5116	Montessori KG	-31.21	0.00	208.80	0.00	-240.01
5117	Montessori 1-3	10.78	0.00	0.00	0.00	10.78
5118	Montessori 4-5	232.16	20.00	310.68	0.00	-58.52
5120	P.E.	736.03	555.00	0.00	0.00	1,291.03
5121	KG Field Trips-Curriculum Related	-20.03	0.00	0.00	0.00	-20.03
5122	1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
5123	2nd Grade Field Trips-Curriculum Related	-89.00	155.34	0.00	0.00	66.34
5124	3rd Grade Field Trips-Curriculum Related	-130.77	130.77	0.00	0.00	0.00
5125	4th Grade Field Trips-Curriculum Related	-489.81	0.00	0.00	0.00	-489.81
5126	5th Grade Field Trips-Curriculum Related	26.05	0.00	0.00	0.00	26.05
<b>E Totals:</b>		<b>7,612.24</b>	<b>1,150.88</b>	<b>544.51</b>	<b>0.00</b>	<b>8,218.61</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>					
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
7110	Montessori PreK	-44.48	0.00	371.20	0.00	-415.68
7120	Montessori 1-3	0.00	0.00	0.00	0.00	0.00
7130	Montessori 4th & 5th	0.00	0.00	0.00	0.00	0.00
7140	Mini-Classes	3,486.67	50.00	0.00	0.00	3,536.67
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
<b>Q Totals:</b>		<b>3,442.19</b>	<b>50.00</b>	<b>371.20</b>	<b>0.00</b>	<b>3,120.99</b>
<b>Montclair Totals:</b>		<b>40,980.45</b>	<b>1,833.54</b>	<b>5,775.37</b>	<b>-0.30</b>	<b>37,038.32</b>

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name						
Activity ID	Activity Name						
Morton	Morton Elementary						
A	ACTIVITY GENERAL						
1010	General Admin		174.16	1.57	0.00	0.00	175.73
1030	Staff Vending		0.00	0.00	0.00	0.00	0.00
	A Totals:		174.16	1.57	0.00	0.00	175.73
D	CLUBS AND ORGANIZATIONS						
4230	Environmental Club		3,440.24	0.00	0.00	0.00	3,440.24
4580	Reading		138.07	0.00	62.29	0.00	75.78
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		2,184.12	177.16	0.00	0.00	2,361.28
	D Totals:		5,762.43	177.16	62.29	0.00	5,877.30
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		1,054.53	0.00	80.48	0.00	974.05
5070	Library		4,783.55	24.26	0.00	0.00	4,807.81
5110	Other Student Activities		0.00	0.00	0.00	0.00	0.00
5121	KG Field Trips-Curriculum Related		-59.40	0.00	0.00	0.00	-59.40
5122	1st Grade Field Trips-Curriculum Related		0.00	0.00	136.32	0.00	-136.32
5123	2nd Grade Field Trips-Curriculum Related		-110.00	55.00	136.32	0.00	-191.32
5124	3rd Grade Field Trips-Curriculum Related		0.00	0.00	0.00	0.00	0.00
5125	4th Grade Field Trips-Curriculum Related		8.00	0.00	0.00	0.00	8.00
5126	5th Grade Field Trips-Curriculum Related		6.50	0.00	0.00	0.00	6.50
5140	PayBac		308.94	1,445.00	445.54	0.00	1,308.40
	E Totals:		6,029.71	1,524.26	798.66	0.00	6,755.31
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:		11,966.30	1,702.99	860.95	0.00	12,808.34



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Neihardt Neihardt Elementary School</b>								
A	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	18,785.30	634.40	11,081.30	0.00	8,338.40
	1030		Staff Vending	24.00	132.00	45.00	0.00	111.00
	A Totals:			18,809.30	766.40	11,126.30	0.00	8,449.40
D	<b>CLUBS AND ORGANIZATIONS</b>							
	4140		Choir	301.06	490.00	400.00	0.00	391.06
	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	3,906.71	0.00	248.40	0.00	3,658.31
	D Totals:			4,207.77	490.00	648.40	0.00	4,049.37
E	<b>ADMINISTRATIVE CUSTODIAL</b>							
	5015		Circle of Friends	0.00	0.00	0.00	0.00	0.00
	5035		Fuel Up to Play 60	521.93	0.00	0.00	0.00	521.93
	5040		Fundraising-General	3,723.02	58.76	233.79	0.00	3,547.99
	5070		Library	6,455.49	31.27	89.54	0.00	6,397.22
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	-321.78	66.00	0.00	0.00	-255.78
	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	534.95	0.00	0.00	534.95
	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	717.55	766.52	0.00	-48.97
	5140		PayBac	1,472.56	0.00	0.00	0.00	1,472.56
	E Totals:			11,851.22	1,408.53	1,089.85	0.00	12,169.90
Q	<b>STUDENT FEE FUND</b>							
	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:				34,868.29	2,664.93	12,864.55	0.00	24,668.67

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID	Site Name		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name	Activity ID	Activity Name				
Norris	Norris Elementary School						
A	ACTIVITY GENERAL						
	1010	General Admin	5,880.32	69.26	311.77	0.00	5,637.81
	1030	Staff Vending	303.33	0.00	0.00	0.00	303.33
	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
		<b>A Totals:</b>	<b>11,526.00</b>	<b>69.26</b>	<b>311.77</b>	<b>0.00</b>	<b>11,283.49</b>
D	CLUBS AND ORGANIZATIONS						
	4010	40 Assets	1,682.68	0.00	0.00	0.00	1,682.68
	4040	Art	1,202.65	0.00	0.00	0.00	1,202.65
	4500	Music	62.41	388.00	337.50	0.00	112.91
	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	0.00	0.00	702.54
		<b>D Totals:</b>	<b>3,746.47</b>	<b>388.00</b>	<b>337.50</b>	<b>0.00</b>	<b>3,796.97</b>
E	ADMINISTRATIVE CUSTODIAL						
	5060	Hospitality	119.95	0.00	0.00	0.00	119.95
	5080	Media	6,068.82	0.00	0.00	0.00	6,068.82
	5090	Montessori	834.10	0.00	0.00	0.00	834.10
	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	6,804.32	128.25	119.76	0.00	6,812.81
	5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
		<b>E Totals:</b>	<b>13,830.35</b>	<b>128.25</b>	<b>119.76</b>	<b>0.00</b>	<b>13,838.84</b>
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	20.99	0.00	0.00	0.00	20.99
	7120	Montessori 1-3	0.00	0.00	0.00	0.00	0.00
	7130	Montessori 4th & 5th	0.00	0.00	0.00	0.00	0.00

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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:		20.99	0.00	0.00	0.00	20.99
	Norris	Totals:		29,123.81	585.51	769.03	0.00	28,940.29



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Reagan</b>	<b>Reagan Elementary</b>					
<b>A</b>	<b>ACTIVITY GENERAL</b>					
1010	General Admin	22,085.27	676.42	643.67	0.00	22,118.02
1020	Volunteers-General	70,453.79	7,469.19	5,078.89	0.00	72,844.09
1022	Volunteers - Hospitality	0.00	0.00	0.00	0.00	0.00
1030	Staff Vending	152.04	0.00	0.00	0.00	152.04
1045	Gym Teachers Activity Account	3,938.53	0.00	369.92	0.00	3,568.61
	<b>A Totals:</b>	<b>96,629.63</b>	<b>8,145.61</b>	<b>6,092.48</b>	<b>0.00</b>	<b>98,682.76</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>					
4540	Other Clubs	0.00	0.00	0.00	0.00	0.00
4710	Student Council	3,675.67	0.00	0.00	0.00	3,675.67
	<b>D Totals:</b>	<b>3,675.67</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,675.67</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>					
5040	Fundraising-General	62.00	0.00	0.00	0.00	62.00
5060	Hospitality	0.00	0.00	0.00	0.00	0.00
5070	Library	4,323.74	152.54	14.64	0.00	4,461.64
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
5115	Field Trips-Curriculum Related	-1,346.14	11.00	0.00	0.00	-1,335.14
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
	<b>E Totals:</b>	<b>3,039.60</b>	<b>163.54</b>	<b>14.64</b>	<b>0.00</b>	<b>3,188.50</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>					
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
	<b>Q Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
	<b>Reagan Totals:</b>	<b>103,344.90</b>	<b>8,309.15</b>	<b>6,107.12</b>	<b>0.00</b>	<b>105,546.93</b>

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Reeder Reeder Elementary</b>								
<b>A ACTIVITY GENERAL</b>								
	1010		General Admin	4,401.70	3,563.30	3,120.19	0.00	4,844.81
	1030		Staff Vending	286.47	0.00	0.00	0.00	286.47
<b>A Totals:</b>				<b>4,688.17</b>	<b>3,563.30</b>	<b>3,120.19</b>	<b>0.00</b>	<b>5,131.28</b>
<b>D CLUBS AND ORGANIZATIONS</b>								
	4500		Music	2,253.42	0.00	336.44	0.00	1,916.98
	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
<b>D Totals:</b>				<b>2,571.80</b>	<b>0.00</b>	<b>336.44</b>	<b>0.00</b>	<b>2,235.36</b>
<b>E ADMINISTRATIVE CUSTODIAL</b>								
	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	4,085.48	0.00	2,395.00	0.00	1,690.48
	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	0.00	194.10
	5122		1st Grade Field Trips-Curriculum Related	381.59	0.00	0.00	0.00	381.59
	5123		2nd Grade Field Trips-Curriculum Related	1,806.00	64.00	1,283.95	0.00	586.05
	5124		3rd Grade Field Trips-Curriculum Related	1,252.42	16.00	0.00	0.00	1,268.42
	5125		4th Grade Field Trips-Curriculum Related	1,341.00	0.00	0.00	0.00	1,341.00
	5126		5th Grade Field Trips-Curriculum Related	414.60	0.00	0.00	0.00	414.60
	5140		PayBac	2,336.35	639.06	0.00	0.00	2,975.41
	5180		Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
<b>E Totals:</b>				<b>14,801.17</b>	<b>719.06</b>	<b>3,678.95</b>	<b>0.00</b>	<b>11,841.28</b>
<b>Q STUDENT FEE FUND</b>								
	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
<b>Q Totals:</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Reeder Totals:</b>				<b>22,061.14</b>	<b>4,282.36</b>	<b>7,135.58</b>	<b>0.00</b>	<b>19,207.92</b>

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Rockwell Rockwell Elementary</b>								
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	6,691.15	298.22	65.71	0.00	6,923.66
	1030		Staff Vending	127.72	54.40	22.11	0.00	160.01
	1040		Donations	7,155.44	300.00	1,004.71	0.00	6,450.73
	<b>A Totals:</b>			<b>13,974.31</b>	<b>652.62</b>	<b>1,092.53</b>	<b>0.00</b>	<b>13,534.40</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	4230		Environmental Club	0.00	0.00	0.00	0.00	0.00
	4540		Other Clubs	717.81	53.00	0.00	0.00	770.81
	4610		SAFE/DARE/Drug Free	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	1,957.39	0.00	0.00	0.00	1,957.39
	<b>D Totals:</b>			<b>2,675.20</b>	<b>53.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,728.20</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	5040		Fundraising-General	3,417.73	0.00	0.00	0.00	3,417.73
	5070		Library	5,070.12	191.50	87.96	0.00	5,173.66
	5110		Other Student Activities	1,751.88	0.00	0.00	0.00	1,751.88
	5121		KG Field Trips-Curriculum Related	-259.50	0.00	0.00	0.00	-259.50
	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	48.20	0.00	140.36	0.00	-92.16
	5126		5th Grade Field Trips-Curriculum Related	74.75	0.00	0.00	0.00	74.75
	5140		PayBac	1,403.21	164.89	146.04	0.00	1,422.06
	<b>E Totals:</b>			<b>11,505.89</b>	<b>356.39</b>	<b>374.36</b>	<b>0.00</b>	<b>11,487.92</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	<b>Q Totals:</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Rockwell Totals:</b>				<b>28,155.40</b>	<b>1,062.01</b>	<b>1,466.89</b>	<b>0.00</b>	<b>27,750.52</b>



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Rohwer	Rohwer Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	6,067.43	1.14	20.77	0.00	6,047.80
	1030		Staff Vending	255.31	31.25	262.50	0.00	24.06
	1040		Donations	37.28	0.00	0.00	0.00	37.28
		A	Totals:	6,360.02	32.39	283.27	0.00	6,109.14
D	CLUBS AND ORGANIZATIONS							
	4070		Birthday Book Club	2,939.01	80.00	0.00	0.00	3,019.01
	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:	3,030.78	80.00	0.00	0.00	3,110.78
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	1,367.69	0.00	0.00	0.00	1,367.69
	5080		Media	3,008.09	-34.93	2,859.57	0.00	113.59
	5100		Other Adm Custodial	1,000.00	0.00	0.00	0.00	1,000.00
	5110		Other Student Activities	1,706.51	0.00	0.00	0.00	1,706.51
	5121		KG Field Trips-Curriculum Related	126.71	0.00	0.00	0.00	126.71
	5122		1st Grade Field Trips-Curriculum Related	71.95	0.00	0.00	0.00	71.95
	5123		2nd Grade Field Trips-Curriculum Related	-258.23	329.77	0.00	0.00	71.54
	5124		3rd Grade Field Trips-Curriculum Related	-427.78	499.32	0.00	0.00	71.54
	5125		4th Grade Field Trips-Curriculum Related	357.45	0.00	0.00	0.00	357.45
	5126		5th Grade Field Trips-Curriculum Related	487.02	0.00	0.00	0.00	487.02
	5140		PayBac	10,785.22	1,039.04	1,954.24	0.00	9,870.02
	5180		Teacher Fund/Grants	750.00	500.00	0.00	0.00	1,250.00
		E	Totals:	18,974.63	2,333.20	4,813.81	0.00	16,494.02
Q	STUDENT FEE FUND							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	0.00	0.00	0.00	0.00	0.00
		Rohwer	Totals:	28,365.43	2,445.59	5,097.08	0.00	25,713.94

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Sandoz Sandoz Elementary</b>								
<b>A ACTIVITY GENERAL</b>								
	1010		General Admin	22,186.80	1,875.02	1,151.09	0.00	22,910.73
	1030		Staff Vending	611.00	0.00	0.00	0.00	611.00
<b>A Totals:</b>				<b>22,797.80</b>	<b>1,875.02</b>	<b>1,151.09</b>	<b>0.00</b>	<b>23,521.73</b>
<b>D CLUBS AND ORGANIZATIONS</b>								
	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
<b>D Totals:</b>				<b>0.97</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.97</b>
<b>E ADMINISTRATIVE CUSTODIAL</b>								
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5070		Library	776.09	0.00	0.00	0.00	776.09
	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
	5121		KG Field Trips-Curriculum Related	162.72	0.00	0.00	0.00	162.72
	5122		1st Grade Field Trips-Curriculum Related	-18.58	0.00	0.00	0.00	-18.58
	5123		2nd Grade Field Trips-Curriculum Related	57.49	0.00	0.00	0.00	57.49
	5124		3rd Grade Field Trips-Curriculum Related	200.00	0.00	0.00	0.00	200.00
	5125		4th Grade Field Trips-Curriculum Related	285.50	360.00	360.00	0.00	285.50
	5126		5th Grade Field Trips-Curriculum Related	113.25	0.00	0.00	0.00	113.25
<b>E Totals:</b>				<b>1,576.47</b>	<b>360.00</b>	<b>360.00</b>	<b>0.00</b>	<b>1,576.47</b>
<b>Q STUDENT FEE FUND</b>								
	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
<b>Q Totals:</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Sandoz Totals:</b>				<b>24,375.24</b>	<b>2,235.02</b>	<b>1,511.09</b>	<b>0.00</b>	<b>25,099.17</b>

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Upchurc Upchurch Elementary</b>								
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	7,543.79	57.02	557.56	0.00	7,043.25
	1030		Staff Vending	395.03	9.34	0.00	0.00	404.37
	1047		Box Tops Program	308.90	0.00	0.00	0.00	308.90
	<b>A Totals:</b>			<b>8,247.72</b>	<b>66.36</b>	<b>557.56</b>	<b>0.00</b>	<b>7,756.52</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4130		Chess Club	678.97	0.00	0.00	0.00	678.97
	4710		Student Council	6,852.59	225.00	714.69	0.00	6,362.90
	<b>D Totals:</b>			<b>7,531.56</b>	<b>225.00</b>	<b>714.69</b>	<b>0.00</b>	<b>7,041.87</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	5040		Fundraising-General	6,738.76	0.00	0.00	0.00	6,738.76
	5070		Library	5,082.70	505.95	0.00	0.00	5,588.65
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5121		KG Field Trips-Curriculum Related	20.74	0.00	0.00	0.00	20.74
	5122		1st Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5123		2nd Grade Field Trips-Curriculum Related	182.24	0.00	0.00	0.00	182.24
	5124		3rd Grade Field Trips-Curriculum Related	182.24	0.00	0.00	0.00	182.24
	5125		4th Grade Field Trips-Curriculum Related	182.24	0.00	0.00	0.00	182.24
	5126		5th Grade Field Trips-Curriculum Related	182.24	0.00	0.00	0.00	182.24
	<b>E Totals:</b>			<b>12,571.16</b>	<b>505.95</b>	<b>0.00</b>	<b>0.00</b>	<b>13,077.11</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	<b>Q Totals:</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>S</b>	<b>ATHLETIC</b>							
	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
	<b>S Totals:</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Upchurc Totals:</b>				<b>28,350.44</b>	<b>797.31</b>	<b>1,272.25</b>	<b>0.00</b>	<b>27,875.50</b>



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Wheeler Wheeler Elementary</b>								
<b>A</b>	<b>ACTIVITY GENERAL</b>							
1010	General Admin			4,419.45	820.68	0.00	0.00	5,240.13
1030	Staff Vending			129.67	43.64	0.00	0.00	173.31
1040	Donations			3,446.43	0.00	0.00	0.00	3,446.43
1051	Building Projects-PTA			0.00	0.00	0.00	0.00	0.00
	<b>A</b>	<b>Totals:</b>		7,995.55	864.32	0.00	0.00	8,859.87
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
4040	Art			0.00	0.00	0.00	0.00	0.00
4070	Birthday Book Club			2,974.48	40.00	0.00	0.00	3,014.48
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
	<b>D</b>	<b>Totals:</b>		3,429.86	40.00	0.00	0.00	3,469.86
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
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			3,388.50	2,605.28	994.90	0.00	4,998.88
5100	Other Adm Custodial			1,972.91	0.00	1,005.00	0.00	967.91
5110	Other Student Activities			0.00	0.00	0.00	0.00	0.00
5121	KG Field Trips-Curriculum Related			699.42	156.10	879.22	0.00	-23.70
5122	1st Grade Field Trips-Curriculum Related			25.40	0.00	0.00	0.00	25.40
5123	2nd Grade Field Trips-Curriculum Related			185.34	0.00	0.00	0.00	185.34
5124	3rd Grade Field Trips-Curriculum Related			504.88	0.00	0.00	0.00	504.88
5125	4th Grade Field Trips-Curriculum Related			235.54	255.00	306.56	0.00	183.98
5126	5th Grade Field Trips-Curriculum Related			368.89	0.00	0.00	0.00	368.89
5181	Grants			1,564.86	0.00	0.00	0.00	1,564.86
	<b>E</b>	<b>Totals:</b>		8,975.74	3,016.38	3,185.68	0.00	8,806.44
<b>Q</b>	<b>STUDENT FEE FUND</b>							
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
	<b>Q</b>	<b>Totals:</b>		-190.46	0.00	0.00	0.00	-190.46
	<b>Wheeler</b>	<b>Totals:</b>		20,210.69	3,920.70	3,185.68	0.00	20,945.71

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>Willowd Willowdale Elementary</b>								
<b>A ACTIVITY GENERAL</b>								
	1010		General Admin	8,073.88	4.08	402.65	0.00	7,675.31
	1030		Staff Vending	2,491.39	14.14	0.00	0.00	2,505.53
	1040		Donations	0.00	0.00	0.00	0.00	0.00
	1043		Playground	8,860.00	0.00	0.00	0.00	8,860.00
	<b>A Totals:</b>			<b>19,425.27</b>	<b>18.22</b>	<b>402.65</b>	<b>0.00</b>	<b>19,040.84</b>
<b>D CLUBS AND ORGANIZATIONS</b>								
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4140		Choir	-726.96	0.00	0.00	0.00	-726.96
	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	1,033.61	0.00	0.00	0.00	1,033.61
	<b>D Totals:</b>			<b>193.53</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>193.53</b>
<b>E ADMINISTRATIVE CUSTODIAL</b>								
	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	1,562.92	0.00	0.00	0.00	1,562.92
	5100		Other Adm Custodial	240.33	0.00	0.00	0.00	240.33
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5120		P.E.	1,139.22	0.00	179.31	0.00	959.91
	5121		KG Field Trips-Curriculum Related	34.90	0.00	0.00	0.00	34.90
	5122		1st Grade Field Trips-Curriculum Related	-200.64	0.00	0.00	0.00	-200.64
	5123		2nd Grade Field Trips-Curriculum Related	-94.51	0.00	0.00	0.00	-94.51
	5124		3rd Grade Field Trips-Curriculum Related	128.21	0.00	0.00	0.00	128.21
	5125		4th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5126		5th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5180		Teacher Fund/Grants	31.25	0.00	0.00	0.00	31.25
	5200		Outdoor Learning Environment	415.81	0.00	0.00	0.00	415.81
	<b>E Totals:</b>			<b>3,257.49</b>	<b>0.00</b>	<b>179.31</b>	<b>0.00</b>	<b>3,078.18</b>
<b>Q STUDENT FEE FUND</b>								
	7900		Field Trips-Other	3,259.62	0.00	0.00	0.00	3,259.62
	<b>Q Totals:</b>			<b>3,259.62</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,259.62</b>
<b>S ATHLETIC</b>								
	9055		Athletics - Projects	0.00	0.00	0.00	0.00	0.00
	<b>S Totals:</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Willowda Totals:</b>				<b>26,135.91</b>	<b>18.22</b>	<b>581.96</b>	<b>0.00</b>	<b>25,572.17</b>

Report Totals:

3,617,702.78	455,634.96	445,319.89	-18.88	3,627,998.97
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## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>AMS</b>	<b>Andersen Middle School</b>							
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	23,183.27	305.60	1,004.71	0.00	22,484.16
	1016		Rev Trak Fees	-0.04	0.00	0.00	0.00	-0.04
	1025		Savings	0.00	0.00	0.00	0.00	0.00
	1030		Staff Vending	234.05	0.00	0.00	0.00	234.05
	1035		Student Vending	3,035.23	0.00	201.00	0.00	2,834.23
	1105		Laptop Insurance	60.00	20.00	60.00	0.00	20.00
	1106		Laptop Loss/Damage	275.00	248.00	275.00	0.00	248.00
	1170		Wellness	926.37	0.00	0.00	0.00	926.37
		<b>A</b>	<b>Totals:</b>	<b>27,713.88</b>	<b>573.60</b>	<b>1,540.71</b>	<b>0.00</b>	<b>26,746.77</b>
<b>B</b>	<b>Athletics-Girls</b>							
	2013		Misc. Expenditures - Girls	3,641.70	0.00	19.24	0.00	3,622.46
		<b>B</b>	<b>Totals:</b>	<b>3,641.70</b>	<b>0.00</b>	<b>19.24</b>	<b>0.00</b>	<b>3,622.46</b>
<b>C</b>	<b>Athletics-Boys</b>							
	3003		Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013		Misc. Expenditures - Boys	7,500.35	0.00	784.56	0.00	6,715.79
		<b>C</b>	<b>Totals:</b>	<b>7,500.35</b>	<b>0.00</b>	<b>784.56</b>	<b>0.00</b>	<b>6,715.79</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	4040		Art	408.69	0.00	0.00	0.00	408.69
	4060		Band	3,927.23	412.00	468.62	0.00	3,870.61
	4080		Book Club	213.17	0.00	0.00	0.00	213.17
	4100		Builders Club	-25.76	0.00	0.00	0.00	-25.76
	4220		Drama Club	49.75	0.00	0.00	0.00	49.75
	4260		FCS Club	1,880.27	0.00	0.00	0.00	1,880.27
	4370		Industrial Arts	17,189.42	0.00	0.00	0.00	17,189.42
	4440		Leadership Club	1,299.15	0.00	0.00	0.00	1,299.15
	4500		Music	2,025.45	6.00	210.00	0.00	1,821.45
	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
	4710		Student Council	5,116.68	0.00	1,109.19	0.00	4,007.49
	4770		Yearbook	14,651.64	0.00	0.00	0.00	14,651.64
	4780		Youth to Youth	1,596.10	0.00	135.36	0.00	1,460.74
		<b>D</b>	<b>Totals:</b>	<b>48,411.37</b>	<b>418.00</b>	<b>1,923.17</b>	<b>0.00</b>	<b>46,906.20</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	5020		Fines	5,821.55	0.00	131.65	0.00	5,689.90
	5030		Counseling Center	-5.49	0.00	16.41	0.00	-21.90
	5040		Fundraising-General	15,297.26	0.00	0.00	0.00	15,297.26
	5050		HAL	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	1,945.22	0.00	69.83	0.00	1,875.39
	5070		Library	1,776.77	0.00	33.12	0.00	1,743.65
	5100		Other Adm Custodial	0.00	0.00	0.00	0.00	0.00

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5110	Other Student Activities	-2,993.22	0.00	756.22	0.00	-3,749.44
		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	19.15	0.00	0.00	0.00	19.15
		5129	8th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
		5165	Logo Sales	5,968.98	0.00	206.44	0.00	5,762.54
		5215	Special Events	3,023.58	0.00	0.00	0.00	3,023.58
	<b>E</b>	<b>Totals:</b>		<b>32,307.49</b>	<b>0.00</b>	<b>1,213.67</b>	<b>0.00</b>	<b>31,093.82</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
		7150	Jumpstart	1,118.21	0.00	0.00	0.00	1,118.21
		7160	Participation Fees - Athletics	0.00	0.00	0.00	0.00	0.00
		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
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		7901	Student Transportation	2,820.00	2,100.00	3,060.00	0.00	1,860.00
	<b>Q</b>	<b>Totals:</b>		<b>3,938.21</b>	<b>2,100.00</b>	<b>3,060.00</b>	<b>0.00</b>	<b>2,978.21</b>
<b>S</b>	<b>ATHLETIC</b>							
		9050	Athletic-General	9,008.91	2,774.75	376.90	0.00	11,406.76
		9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
	<b>S</b>	<b>Totals:</b>		<b>9,008.91</b>	<b>2,774.75</b>	<b>376.90</b>	<b>0.00</b>	<b>11,406.76</b>
	<b>AMS</b>	<b>Totals:</b>		<b>132,521.91</b>	<b>5,866.35</b>	<b>8,918.25</b>	<b>0.00</b>	<b>129,470.01</b>



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>BMS</b>	<b>Beadle Middle School</b>							
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010	General Admin		17,782.20	4.11	468.42	0.00	17,317.89
	1016	Rev Trak Fees		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		59.65	0.00	0.00	0.00	59.65
	1035	Student Vending		1.85	0.00	0.00	0.00	1.85
	1040	Donations		7,781.42	0.00	0.00	0.00	7,781.42
	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	20.00	20.00	0.00	40.00
	1106	Laptop Loss/Damage		0.00	250.00	250.00	0.00	0.00
	1170	Wellness		0.00	0.00	0.00	0.00	0.00
		<b>A Totals:</b>		<b>25,705.07</b>	<b>274.11</b>	<b>738.42</b>	<b>0.00</b>	<b>25,240.76</b>
<b>B</b>	<b>Athletics-Girls</b>							
	2013	Misc. Expenditures - Girls		187.63	0.00	1,807.83	0.00	-1,620.20
		<b>B Totals:</b>		<b>187.63</b>	<b>0.00</b>	<b>1,807.83</b>	<b>0.00</b>	<b>-1,620.20</b>
<b>C</b>	<b>Athletics-Boys</b>							
	3004	Equipment - Boys		0.00	0.00	0.00	0.00	0.00
	3013	Misc. Expenditures - Boys		-427.98	392.78	5,260.09	0.00	-5,295.29
		<b>C Totals:</b>		<b>-427.98</b>	<b>392.78</b>	<b>5,260.09</b>	<b>0.00</b>	<b>-5,295.29</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	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		-213.12	0.00	0.00	0.00	-213.12
	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		608.55	0.00	0.00	0.00	608.55
	4320	Educators Rising		0.00	0.00	0.00	0.00	0.00
	4345	Craft Club		617.16	0.00	0.00	0.00	617.16
	4370	Industrial Arts		2,034.60	268.50	281.75	0.00	2,021.35
	4500	Music		-273.20	40.38	0.00	0.00	-232.82
	4540	Other Clubs		354.25	406.36	0.00	0.00	760.61
	4570	Play Production		3,605.55	6,105.00	3,688.54	0.00	6,022.01
	4630	Science Club		41.58	0.00	0.00	0.00	41.58
	4645	Show Choir		9,753.10	-50.00	4,172.82	0.00	5,530.28
	4690	Spirit Shop		5,639.97	0.00	3,806.30	0.00	1,833.67
	4710	Student Council		684.84	0.00	0.00	0.00	684.84
	4770	Yearbook		30,966.74	49.98	0.00	0.00	31,016.72
	4780	Youth to Youth		587.93	0.00	251.58	0.00	336.35



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	D	Totals:		54,712.59	6,820.22	12,200.99	0.00	49,331.82
E	ADMINISTRATIVE CUSTODIAL							
	5020		Fines	947.63	0.00	0.00	0.00	947.63
	5025		Fines - Library Book	2,720.21	6.99	0.00	0.00	2,727.20
	5027		Fines-Textbooks	0.00	0.00	0.00	0.00	0.00
	5030		Counseling Center	120.52	0.00	0.00	0.00	120.52
	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	3,246.63	0.00	0.00	0.00	3,246.63
	5070		Library	50.00	0.00	0.00	0.00	50.00
	5115		Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5120		P.E.	2,888.86	0.00	0.00	0.00	2,888.86
	5127		6th Grade Field Trips-Curriculum Related	62.10	0.00	0.00	0.00	62.10
	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	464.76	0.00	0.00	0.00	464.76
	5215		Special Events	125.25	0.00	0.00	0.00	125.25
	5220		Site Improvements	475.83	0.00	0.00	0.00	475.83
	E	Totals:		11,253.34	6.99	0.00	0.00	11,260.33
Q	STUDENT FEE FUND							
	7100		After School Program	0.00	0.00	0.00	0.00	0.00
	7150		Jumpstart	0.00	0.00	0.00	0.00	0.00
	7160		Participation Fees - Athletics	0.00	2,780.00	0.00	0.00	2,780.00
	7170		Participation Fees - Clubs & Orgs	1,055.00	1,604.00	0.00	0.00	2,659.00
	7195		HAL Field Trips	0.00	0.00	0.00	0.00	0.00
	7901		Student Transportation	4,230.00	3,570.00	0.00	0.00	7,800.00
	Q	Totals:		5,285.00	7,954.00	0.00	0.00	13,239.00
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:		96,715.65	15,448.10	20,007.33	0.00	92,156.42

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>CMS</b>	<b>Central Middle School</b>							
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	2,636.00	22.95	104.98	0.00	2,553.97
	1016		Rev Trak Fees	2.88	0.00	0.00	0.00	2.88
	1025		Savings	0.00	0.00	0.00	0.00	0.00
	1030		Staff Vending	296.97	0.00	190.00	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	0.00	10.00	0.00	0.00	10.00
	1107		Laptop Insurance-YAP	0.00	0.00	0.00	0.00	0.00
	1108		Laptop Loss-Damage YAP	0.00	0.00	0.00	0.00	0.00
		<b>A</b>	<b>Totals:</b>	<b>3,090.76</b>	<b>32.95</b>	<b>294.98</b>	<b>0.00</b>	<b>2,828.73</b>
<b>B</b>	<b>Athletics-Girls</b>							
	2013		Misc. Expenditures - Girls	4,302.24	0.00	0.00	0.00	4,302.24
		<b>B</b>	<b>Totals:</b>	<b>4,302.24</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,302.24</b>
<b>C</b>	<b>Athletics-Boys</b>							
	3003		Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013		Misc. Expenditures - Boys	1,180.06	3,439.00	3,876.55	0.00	742.51
		<b>C</b>	<b>Totals:</b>	<b>1,180.06</b>	<b>3,439.00</b>	<b>3,876.55</b>	<b>0.00</b>	<b>742.51</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	4010		40 Assets	0.00	0.00	0.00	0.00	0.00
	4040		Art	323.51	0.00	31.40	0.00	292.11
	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	468.85	0.00	205.04	0.00	263.81
	4220		Drama Club	1,073.19	0.00	0.00	0.00	1,073.19
	4260		FCS Club	7.74	0.00	0.00	0.00	7.74
	4370		Industrial Arts	626.88	0.00	15.91	0.00	610.97
	4500		Music	2,479.06	0.00	789.38	0.00	1,689.68
	4530		Orchestra	0.00	0.00	0.00	0.00	0.00
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4670		SPARKS	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	2,098.18	350.00	636.55	0.00	1,811.63
	4760		World Language	0.00	0.00	0.00	0.00	0.00
	4770		Yearbook	5,510.54	0.00	0.00	0.00	5,510.54
		<b>D</b>	<b>Totals:</b>	<b>12,564.40</b>	<b>350.00</b>	<b>1,678.28</b>	<b>0.00</b>	<b>11,236.12</b>



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	5020		Fines	312.56	0.00	0.00	0.00	312.56
	5027		Fines-Textbooks	1,003.13	0.00	242.41	0.00	760.72
	5040		Fundraising-General	8,019.98	1,700.00	53.05	0.00	9,666.93
	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	2,409.74	0.00	13.36	0.00	2,396.38
	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	4,971.06	866.38	471.05	0.00	5,366.39
	5100		Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
	5110		Other Student Activities	1,098.54	0.00	0.00	0.00	1,098.54
	5115		Field Trips-Curriculum Related	-445.00	0.00	0.00	0.00	-445.00
	5119		Montessori 6-8	527.98	4,588.00	7,392.56	0.00	-2,276.58
	5120		P.E.	0.00	0.00	0.00	0.00	0.00
	5127		6th Grade Field Trips-Curriculum Related	0.00	0.00	0.00	0.00	0.00
	5128		7th Grade Field Trips-Curriculum Related	163.62	0.00	0.00	0.00	163.62
	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	549.35	0.00	65.92	0.00	483.43
	5185		Technology	0.00	0.00	0.00	0.00	0.00
	5210		Zone	-159.39	10.70	0.00	0.00	-148.69
		<b>E</b>	<b>Totals:</b>	<b>19,732.44</b>	<b>7,165.08</b>	<b>8,238.35</b>	<b>0.00</b>	<b>18,659.17</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
	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	1,135.00	2,303.85	0.00	0.00	3,438.85
	7170		Participation Fees - Clubs & Orgs	388.43	114.62	202.00	0.00	301.05
	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	2,460.00	3,660.00	3,840.00	0.00	2,280.00
		<b>Q</b>	<b>Totals:</b>	<b>3,733.04</b>	<b>6,078.47</b>	<b>4,042.00</b>	<b>0.00</b>	<b>5,769.51</b>



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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	3,406.22	0.00	0.00	0.00	3,406.22
		9070	Miscellaneous Receipts	1,904.06	0.00	1,262.09	0.00	641.97
		9080	Fundraising-Athletic	280.22	0.00	0.00	0.00	280.22
			<b>S Totals:</b>	<b>5,590.50</b>	<b>0.00</b>	<b>1,262.09</b>	<b>0.00</b>	<b>4,328.41</b>
			<b>CMS Totals:</b>	<b>50,193.44</b>	<b>17,065.50</b>	<b>19,392.25</b>	<b>0.00</b>	<b>47,866.69</b>

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>KMS</b>	<b>Kiewit Middle School</b>							
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010		General Admin	3,988.25	-117.07	0.00	0.00	3,871.18
	1016		Rev Trak Fees	-0.04	44.40	44.40	0.00	-0.04
	1025		Savings	41,057.86	0.00	0.00	0.00	41,057.86
	1030		Staff Vending	243.19	0.00	13.50	0.00	229.69
	1035		Student Vending	49,321.34	0.00	237.49	0.00	49,083.85
	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	137.00	667.00	0.00	0.00	804.00
		<b>A</b>	<b>Totals:</b>	<b>112,828.57</b>	<b>594.33</b>	<b>295.39</b>	<b>0.00</b>	<b>113,127.51</b>
<b>B</b>	<b>Athletics-Girls</b>							
	2013		Misc. Expenditures - Girls	39.41	0.00	0.00	1,028.00	1,067.41
		<b>B</b>	<b>Totals:</b>	<b>39.41</b>	<b>0.00</b>	<b>0.00</b>	<b>1,028.00</b>	<b>1,067.41</b>
<b>C</b>	<b>Athletics-Boys</b>							
	3003		Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013		Misc. Expenditures - Boys	-5,779.63	1,074.16	935.00	5,545.00	-95.47
	3052		Camps - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		<b>C</b>	<b>Totals:</b>	<b>-5,779.63</b>	<b>1,074.16</b>	<b>935.00</b>	<b>5,545.00</b>	<b>-95.47</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	4040		Art	320.07	0.00	0.00	0.00	320.07
	4060		Band	3,112.24	0.00	0.00	0.00	3,112.24
	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	861.70	0.00	0.00	0.00	861.70
	4370		Industrial Arts	14,937.34	365.50	0.00	0.00	15,302.84
	4380		International Club	0.00	0.00	0.00	0.00	0.00
	4500		Music	7,491.76	195.00	4,282.84	0.00	3,403.92
	4540		Other Clubs	193.75	0.00	13.98	0.00	179.77
	4630		Science Club	422.36	0.00	0.00	0.00	422.36
	4680		Speech Club	350.00	0.00	0.00	0.00	350.00
	4710		Student Council	3,866.16	0.00	56.53	0.00	3,809.63
	4750		Volunteer Club	1,440.74	0.00	0.00	0.00	1,440.74
	4770		Yearbook	45,535.67	0.00	386.58	0.00	45,149.09
	4780		Youth to Youth	0.00	0.00	0.00	0.00	0.00
		<b>D</b>	<b>Totals:</b>	<b>81,560.37</b>	<b>560.50</b>	<b>4,739.93</b>	<b>0.00</b>	<b>77,380.94</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	5027		Fines-Textbooks	25.00	50.00	0.00	0.00	75.00
	5040		Fundraising-General	5,005.33	24.45	39.79	0.00	4,989.99
	5050		HAL	1,054.02	0.00	0.00	0.00	1,054.02
	5060		Hospitality	1,662.64	0.00	0.00	0.00	1,662.64
	5070		Library	5,497.98	170.38	0.00	0.00	5,668.36

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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
		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	0.00	0.00	0.00
		5140	PayBac	3,503.17	0.00	0.00	0.00	3,503.17
		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
	<b>E</b>	<b>Totals:</b>		<b>67,313.70</b>	<b>244.83</b>	<b>39.79</b>	<b>0.00</b>	<b>67,518.74</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
		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	2,563.18	8,591.00	6,994.18	0.00	4,160.00
		7140	Mini-Classes	0.00	0.00	0.00	0.00	0.00
		7150	Jumpstart	-2,289.53	0.00	0.00	0.00	-2,289.53
		7160	Participation Fees - Athletics	4,901.00	1,672.00	0.00	-6,573.00	0.00
		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	0.00	8,160.00	7,620.00	0.00	540.00
	<b>Q</b>	<b>Totals:</b>		<b>5,174.65</b>	<b>18,423.00</b>	<b>14,614.18</b>	<b>-6,573.00</b>	<b>2,410.47</b>
<b>S</b>	<b>ATHLETIC</b>							
		9050	Athletic-General	11,294.58	0.00	0.00	0.00	11,294.58
		9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
	<b>S</b>	<b>Totals:</b>		<b>11,294.58</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>11,294.58</b>
	<b>KMS</b>	<b>Totals:</b>		<b>272,431.65</b>	<b>20,896.82</b>	<b>20,624.29</b>	<b>0.00</b>	<b>272,704.18</b>



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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	18,129.30	58.31	2,261.16	0.00	15,926.45
	1016	Rev Trak Fees	7.17	3.61	7.96	0.00	2.82
	1030	Staff Vending	106.95	0.00	0.00	-99.28	7.67
	1035	Student Vending	268.59	0.00	99.28	99.28	268.59
	1036	NMS Spiritwear	0.00	0.00	0.00	0.00	0.00
	1040	Donations	25,808.45	0.00	0.00	0.00	25,808.45
	1105	Laptop Insurance	0.00	0.00	0.00	0.00	0.00
	1106	Laptop Loss/Damage	40.00	395.00	88.00	0.00	347.00
	1170	Wellness	0.00	0.00	0.00	0.00	0.00
		<b>A Totals:</b>	<b>44,360.46</b>	<b>456.92</b>	<b>2,456.40</b>	<b>0.00</b>	<b>42,360.98</b>
B	Athletics-Girls						
	2003	Entry Fees - Girls	0.00	0.00	0.00	0.00	0.00
	2013	Misc. Expenditures - Girls	-1,360.65	0.00	0.00	0.00	-1,360.65
	2063	Misc. Expenditures - Girls Basketball	0.00	0.00	0.00	0.00	0.00
		<b>B Totals:</b>	<b>-1,360.65</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-1,360.65</b>
C	Athletics-Boys						
	3003	Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013	Misc. Expenditures - Boys	-3,004.21	0.00	541.64	0.00	-3,545.85
	3515	Misc. Expenditures - Boys Football	0.00	0.00	0.00	0.00	0.00
		<b>C Totals:</b>	<b>-3,004.21</b>	<b>0.00</b>	<b>541.64</b>	<b>0.00</b>	<b>-3,545.85</b>
D	CLUBS AND ORGANIZATIONS						
	4040	Art	558.85	0.00	0.00	0.00	558.85
	4045	Art Projects	320.89	0.00	0.00	0.00	320.89
	4059	Band Camp	0.00	0.00	0.00	0.00	0.00
	4060	Band	6.00	0.00	0.00	0.00	6.00
	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	10,242.76	319.54	444.40	0.00	10,117.90
	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	1,177.83	367.00	0.00	0.00	1,544.83
	4380	International Club	307.10	0.00	0.00	0.00	307.10
	4530	Orchestra	1,009.06	0.00	0.00	0.00	1,009.06
	4540	Other Clubs	0.00	0.00	0.00	0.00	0.00
	4600	Robotics & Engineering Club	4.44	80.00	0.00	0.00	84.44
	4645	Show Choir	5,302.43	1,005.00	760.13	0.00	5,547.30
	4710	Student Council	14,620.27	0.00	45.41	0.00	14,574.86
	4750	Volunteer Club	0.00	0.00	0.00	0.00	0.00
	4770	Yearbook	165.45	20.00	0.00	0.00	185.45

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4780			Youth to Youth	375.19	0.00	29.05	0.00	346.14
	D		Totals:	33,409.43	1,791.54	1,278.99	0.00	33,921.98
E	ADMINISTRATIVE CUSTODIAL							
5020			Fines	361.22	0.00	0.00	0.00	361.22
5027			Fines-Textbooks	0.00	0.00	0.00	0.00	0.00
5040			Fundraising-General	26,218.31	0.00	0.00	0.00	26,218.31
5050			HAL	280.96	0.00	0.00	0.00	280.96
5060			Hospitality	498.77	100.00	102.43	0.00	496.34
5070			Library	2,914.42	7.99	53.18	0.00	2,869.23
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	0.00	0.00	0.00	991.49
5220			Site Improvements	21,117.24	0.00	1,022.00	0.00	20,095.24
	E		Totals:	53,097.26	107.99	1,177.61	0.00	52,027.64
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	70,521.36	10,600.00	12,378.92	0.00	68,742.44
7150			Jumpstart	1,143.18	0.00	0.00	0.00	1,143.18
7160			Participation Fees - Athletics	8,050.47	705.00	0.00	35.00	8,790.47
7170			Participation Fees - Clubs & Orgs	185.00	50.00	0.00	-35.00	200.00
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	1,140.00	1,140.00	0.00	0.00
	Q		Totals:	79,900.01	12,495.00	13,518.92	0.00	78,876.09
S	ATHLETIC							
9030			Concessions	0.00	0.00	0.00	0.00	0.00
9050			Athletic-General	2,551.72	0.00	0.00	0.00	2,551.72
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:	2,551.72	0.00	0.00	0.00	2,551.72
	NMS		Totals:	208,954.02	14,851.45	18,973.56	0.00	204,831.91



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>RMS</b>	<b>Russell Middle School</b>							
<b>A</b>	<b>ACTIVITY GENERAL</b>							
	1010	General Admin		13,572.31	37.00	300.00	0.00	13,309.31
	1016	Rev Trak Fees		2.48	-2.53	0.00	0.00	-0.05
	1030	Staff Vending		886.50	0.00	0.00	0.00	886.50
	1035	Student Vending		115.62	50.00	0.00	0.00	165.62
	1040	Donations		43,597.47	0.00	119.96	0.00	43,477.51
	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		40.00	286.00	226.00	0.00	100.00
	1170	Wellness		0.00	0.00	0.00	0.00	0.00
		<b>A Totals:</b>		<b>58,214.38</b>	<b>370.47</b>	<b>645.96</b>	<b>0.00</b>	<b>57,938.89</b>
<b>B</b>	<b>Athletics-Girls</b>							
	2013	Misc. Expenditures - Girls		243.31	0.00	0.00	0.00	243.31
		<b>B Totals:</b>		<b>243.31</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>243.31</b>
<b>C</b>	<b>Athletics-Boys</b>							
	3003	Entry Fees - Boys		0.00	0.00	0.00	0.00	0.00
	3013	Misc. Expenditures - Boys		6,882.66	0.00	1,461.96	505.00	5,925.70
		<b>C Totals:</b>		<b>6,882.66</b>	<b>0.00</b>	<b>1,461.96</b>	<b>505.00</b>	<b>5,925.70</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>							
	4040	Art		771.58	0.00	0.00	0.00	771.58
	4045	Art Projects		118.22	0.00	0.00	9.00	127.22
	4060	Band		0.00	3.00	0.00	0.00	3.00
	4170	Cross Country Club		1,339.38	0.00	0.00	0.00	1,339.38
	4180	Culinary		996.77	0.00	86.35	0.00	910.42
	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		3,140.35	324.50	0.00	0.00	3,464.85
	4500	Music		860.67	0.00	0.00	391.20	1,251.87
	4503	Music-Musicals		218.57	0.00	1,177.00	3,400.00	2,441.57
	4530	Orchestra		199.06	0.00	0.00	0.00	199.06
	4532	Summer Camps		176.35	0.00	0.00	0.00	176.35
	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		12,476.10	60.00	63.50	0.00	12,472.60
		<b>D Totals:</b>		<b>23,018.82</b>	<b>387.50</b>	<b>1,326.85</b>	<b>3,800.20</b>	<b>25,879.67</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
	5008	Surplus Sales		20,559.29	0.00	313.50	0.00	20,245.79
	5025	Fines - Library Book		0.00	0.00	0.00	0.00	0.00
	5027	Fines-Textbooks		2,118.88	0.00	0.00	0.00	2,118.88
	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 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5040	Fundraising-General	10,540.78	203.56	12.00	0.00	10,732.34
		5050	HAL	0.00	0.00	0.00	0.00	0.00
		5060	Hospitality	1,006.57	0.00	57.50	0.00	949.07
		5070	Library	409.89	0.00	0.00	0.00	409.89
		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
		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	2,802.97	0.00	65.70	0.00	2,737.27
	<b>E</b>	<b>Totals:</b>		<b>44,221.78</b>	<b>203.56</b>	<b>448.70</b>	<b>0.00</b>	<b>43,976.64</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
		7100	After School Program	31,475.76	542.00	1,112.49	0.00	30,905.27
		7150	Jumpstart	100.00	0.00	0.00	0.00	100.00
		7160	Participation Fees - Athletics	430.00	320.00	0.00	-505.00	245.00
		7170	Participation Fees - Clubs & Orgs	0.00	3,840.20	0.00	-3,800.20	40.00
		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	420.00	870.00	270.00	0.00	1,020.00
	<b>Q</b>	<b>Totals:</b>		<b>32,425.76</b>	<b>5,572.20</b>	<b>1,382.49</b>	<b>-4,305.20</b>	<b>32,310.27</b>
<b>S</b>	<b>ATHLETIC</b>							
		9050	Athletic-General	1,365.04	0.00	0.00	0.00	1,365.04
		9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
	<b>S</b>	<b>Totals:</b>		<b>1,365.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,365.04</b>
	<b>RMS</b>	<b>Totals:</b>		<b>166,371.75</b>	<b>6,533.73</b>	<b>5,265.96</b>	<b>0.00</b>	<b>167,639.52</b>

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 12/01/2017 to 12/31/2017.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
<b>Horizon</b>	<b>Keith Lutz Horizon High School</b>					
<b>A</b>	<b>ACTIVITY GENERAL</b>					
1010	General Admin	1,131.53	0.31	17.25	-155.62	958.97
1016	Rev Trak Fees	-0.04	0.00	0.00	0.00	-0.04
1030	Staff Vending	1,221.97	25.73	0.00	0.00	1,247.70
1105	Laptop Insurance	20.00	0.00	0.00	0.00	20.00
1106	Laptop Loss/Damage	65.00	0.00	0.00	0.00	65.00
	<b>A Totals:</b>	<b>2,438.46</b>	<b>26.04</b>	<b>17.25</b>	<b>-155.62</b>	<b>2,291.63</b>
<b>D</b>	<b>CLUBS AND ORGANIZATIONS</b>					
4365	HOSA	1,619.91	160.00	56.00	155.62	1,879.53
4650	Skills USA	0.00	0.00	0.00	0.00	0.00
4710	Student Council	159.14	0.00	0.00	0.00	159.14
4770	Yearbook	50.00	0.00	0.00	0.00	50.00
4790	DLM Academy	2,224.70	120.00	1,636.47	0.00	708.23
	<b>D Totals:</b>	<b>4,053.75</b>	<b>280.00</b>	<b>1,692.47</b>	<b>155.62</b>	<b>2,796.90</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>					
5025	Fines - Library Book	0.00	0.00	0.00	0.00	0.00
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
	<b>E Totals:</b>	<b>651.17</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>651.17</b>
<b>S</b>	<b>ATHLETIC</b>					
9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
	<b>S Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
	<b>Horizon Totals:</b>	<b>7,143.38</b>	<b>306.04</b>	<b>1,709.72</b>	<b>0.00</b>	<b>5,739.70</b>

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
NHS	Millard North High School							
A	ACTIVITY GENERAL							
	1010		General Admin	6,580.36	5.00	3.00	0.00	6,582.36
	1016		Rev Trak Fees	1.54	-191.35	0.00	0.00	-189.81
	1017		Returned Checks	0.00	0.00	0.00	0.00	0.00
	1025		Savings	-301,253.24	-75.94	0.00	0.00	-301,329.18
	1030		Staff Vending	3,536.67	7.53	400.20	0.00	3,144.00
	1035		Student Vending	0.00	0.00	0.00	0.00	0.00
	1040		Donations	754.62	100.00	0.00	0.00	854.62
	1050		Projects/Support	1,199.57	0.00	0.00	0.00	1,199.57
	1070		Start Up Cash	-2,200.00	0.00	200.00	0.00	-2,400.00
	1090		Other Revenue	358.52	75.94	0.00	0.00	434.46
	1105		Laptop Insurance	780.00	0.00	580.00	40.00	240.00
	1106		Laptop Loss/Damage	2,092.00	956.00	2,169.00	0.00	879.00
	1110		Extracurr Transportation	-27,214.95	0.00	9,112.03	0.00	-36,326.98
		A	Totals:	-315,364.91	877.18	12,464.23	40.00	-326,911.96
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	2,000.00	600.00	0.00	0.00	2,600.00
	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	0.00	0.00	50.00	0.00	-50.00
	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	0.00	0.00	0.00	0.00
	2012		Uniforms/Apparel - Girls	0.00	0.00	0.00	0.00	0.00
	2013		Misc. Expenditures - Girls	0.00	0.00	0.00	0.00	0.00
	2051		Awards - Girls Basketball	0.00	0.00	0.00	0.00	0.00
	2052		Camps - Girls Basketball	1,881.06	0.00	110.00	0.00	1,771.06
	2053		Entry Fees - Girls Basketball	0.00	0.00	0.00	0.00	0.00
	2054		Equipment - Girls Basketball	-1,600.09	0.00	0.00	0.00	-1,600.09
	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	-150.00	0.00	1,325.00	0.00	-1,475.00
	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	-45.00	0.00	307.50	0.00	-352.50
	2061		Transportation - Girls Basketball	0.00	0.00	157.56	0.00	-157.56
	2062		Uniforms/Apparel - Girls Basketball	-1,535.45	0.00	0.00	0.00	-1,535.45
	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 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2102	Camps - Girls Cross Country			1,529.12	0.00	0.00	0.00	1,529.12
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			0.00	0.00	0.00	0.00	0.00
2113	Misc. Expenditures - Girls Cross Country			0.00	0.00	0.00	0.00	0.00
2151	Awards - Girls Golf			0.00	0.00	0.00	0.00	0.00
2152	Camps - Girls Golf			362.94	0.00	144.00	0.00	218.94
2153	Entry Fees - Girls Golf			-1,325.00	0.00	192.00	0.00	-1,517.00
2154	Equipment - Girls Golf			0.00	0.00	481.75	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			-323.00	0.00	500.00	0.00	-823.00
2201	Awards - Girls Soccer			-14.50	0.00	0.00	0.00	-14.50
2202	Camps - Girls Soccer			1,409.06	0.00	0.00	0.00	1,409.06
2203	Entry Fees - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2204	Equipment - Girls Soccer			-1,083.54	0.00	0.00	0.00	-1,083.54
2205	Lodging - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2206	Meals - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2207	Officials - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2208	Prof. Development - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2209	Scouting - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2210	Security - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2211	Transportation - Girls Soccer			-75.45	0.00	0.00	0.00	-75.45
2212	Uniforms/Apparel - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2213	Misc. Expenditures - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2251	Awards - Girls Swimming			0.00	0.00	0.00	0.00	0.00
2252	Camps - Girls Swimming			471.32	0.00	0.00	0.00	471.32
2253	Entry Fees - Girls Swimming			0.00	0.00	100.00	0.00	-100.00
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			0.00	0.00	60.00	0.00	-60.00

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	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	0.00	0.00	0.00	0.00	0.00
2262		Uniforms/Apparel - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2263		Misc. Expenditures - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2301		Awards - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2302		Camps - Girls Tennis	1,981.15	0.00	0.00	0.00	1,981.15
2303		Entry Fees - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2304		Equipment - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2305		Lodging - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2306		Meals - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2307		Officials - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2308		Prof. Development - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2309		Scouting - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2310		Security - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2311		Transportation - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2312		Uniforms/Apparel - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2313		Misc. Expenditures - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2351		Awards - Girls Track	0.00	0.00	0.00	0.00	0.00
2352		Camps - Girls Track	986.73	0.00	0.00	0.00	986.73
2353		Entry Fees - Girls Track	0.00	0.00	0.00	0.00	0.00
2354		Equipment - Girls Track	-180.00	0.00	0.00	0.00	-180.00
2355		Lodging - Girls Track	0.00	0.00	0.00	0.00	0.00
2356		Meals - Girls Track	0.00	0.00	0.00	0.00	0.00
2357		Officials - Girls Track	0.00	0.00	0.00	0.00	0.00
2358		Prof. Development - Girls Track	0.00	0.00	98.50	0.00	-98.50
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	-146.46	0.00	0.00	0.00	-146.46
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	-186.84	0.00	37.61	0.00	-224.45
2402		Camps - Girls Volleyball	4,416.14	0.00	1,054.00	-40.00	3,322.14
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	-6,035.00	0.00	45.00	0.00	-6,080.00
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	-2,998.68	0.00	0.00	0.00	-2,998.68
2412		Uniforms/Apparel - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2413		Misc. Expenditures - Girls Volleyball	0.00	0.00	0.00	0.00	0.00



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
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Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2451	Awards - Girls Softball			-188.17	0.00	0.00	0.00	-188.17
2452	Camps - Girls Softball			1,209.81	0.00	0.00	0.00	1,209.81
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			-155.88	150.00	0.00	0.00	-5.88
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>B Totals:</b>				<b>-16,084.97</b>	<b>750.00</b>	<b>4,662.92</b>	<b>-40.00</b>	<b>-20,037.89</b>



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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	900.00	600.00	0.00	0.00	1,500.00
		3004	Equipment - Boys	0.00	0.00	0.00	0.00	0.00
		3005	Lodging - Boys	0.00	0.00	0.00	0.00	0.00
		3006	Meals - Boys	0.00	0.00	0.00	0.00	0.00
		3007	Officials - Boys	0.00	0.00	75.00	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	6,340.84	0.00	872.80	0.00	5,468.04
		3053	Entry Fees - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3054	Equipment - Boys Basketball	-2,436.68	0.00	0.00	0.00	-2,436.68
		3055	Lodging - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3056	Meals - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3057	Officials - Boys Basketball	-150.00	0.00	1,900.46	0.00	-2,050.46
		3058	Prof. Development - Boys Basketball	-160.00	0.00	0.00	0.00	-160.00
		3059	Scouting - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3060	Security - Boys Basketball	-45.00	0.00	307.50	0.00	-352.50
		3061	Transportation - Boys Basketball	0.00	0.00	299.58	0.00	-299.58
		3062	Uniforms/Apparel - Boys Basketball	-2,043.95	0.00	0.00	0.00	-2,043.95
		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	3,019.79	0.00	0.00	0.00	3,019.79
		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	0.00	0.00	23.52	0.00	-23.52
		3152	Camps - Boys Golf	863.35	0.00	144.00	0.00	719.35
		3153	Entry Fees - Boys Golf	0.00	0.00	240.00	0.00	-240.00
		3154	Equipment - Boys Golf	0.00	0.00	481.75	0.00	-481.75
		3155	Lodging - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3156	Meals - Boys Golf	0.00	0.00	0.00	0.00	0.00

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Activity ID	Activity Name					
3157	Officials - Boys Golf	0.00	0.00	0.00	0.00	0.00
3158	Prof. Development - Boys Golf	0.00	0.00	0.00	0.00	0.00
3159	Scouting - Boys Golf	0.00	0.00	0.00	0.00	0.00
3160	Security - Boys Golf	0.00	0.00	0.00	0.00	0.00
3161	Transportation - Boys Golf	0.00	0.00	0.00	0.00	0.00
3162	Uniforms/Apparel - Boys Golf	0.00	0.00	0.00	0.00	0.00
3163	Misc. Expenditures - Boys Golf	0.00	0.00	750.00	0.00	-750.00
3201	Awards - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3202	Camps - Boys Soccer	717.29	0.00	260.87	0.00	456.42
3203	Entry Fees - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3204	Equipment - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3205	Lodging - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3206	Meals - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3207	Officials - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3208	Prof. Development - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3209	Scouting - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3210	Security - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3211	Transportation - Boys Soccer	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
3252	Camps - Boys Swimming	804.12	0.00	125.00	0.00	679.12
3253	Entry Fees - Boys Swimming	0.00	0.00	100.00	0.00	-100.00
3254	Equipment - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3255	Lodging - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3256	Meals - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3257	Officials - Boys Swimming	0.00	0.00	60.00	0.00	-60.00
3258	Prof. Development - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3259	Scouting - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3260	Security - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3261	Transportation - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3262	Uniforms/Apparels - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3263	Misc. Expenditures - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3301	Awards - Boys Tennis	-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

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From 12/01/2017 to 12/31/2017.

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	0.00	0.00	0.00	0.00	0.00
3352	Camps - Boys Track	761.58	0.00	0.00	0.00	761.58
3353	Entry Fees - Boys Track	0.00	0.00	0.00	0.00	0.00
3354	Equipment - Boys Track	-180.00	0.00	0.00	0.00	-180.00
3355	Lodging - Boys Track	0.00	0.00	0.00	0.00	0.00
3356	Meals - Boys Track	0.00	0.00	0.00	0.00	0.00
3357	Officials - Boys Track	0.00	0.00	0.00	0.00	0.00
3358	Prof. Development - Boys Track	0.00	0.00	98.50	0.00	-98.50
3359	Scouting - Boys Track	0.00	0.00	0.00	0.00	0.00
3360	Security - Boys Track	0.00	0.00	0.00	0.00	0.00
3361	Transportation - Boys Track	0.00	0.00	0.00	0.00	0.00
3362	Uniforms/Apparel - Boys Track	0.00	0.00	0.00	0.00	0.00
3363	Misc. Expenditures - Boys Track	0.00	0.00	0.00	0.00	0.00
3451	Awards - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3452	Camps - Boys Baseball	1,266.82	0.00	0.00	0.00	1,266.82
3453	Entry Fees - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3454	Equipment - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3455	Lodging - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3456	Meals - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3457	Officials - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3458	Prof. Development - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3459	Scouting - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3460	Security - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3461	Transportation - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3462	Uniforms/Apparel - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3463	Misc. Expenditures - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3501	Awards - Boys Football	0.00	0.00	0.00	0.00	0.00
3502	Camps - Boys Football	2,900.46	0.00	1,553.75	0.00	1,346.71
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	-5,985.00	0.00	0.00	0.00	-5,985.00
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	0.00	0.00	0.00	0.00	0.00
3552	Camps - Boys Wrestling	2,684.04	0.00	0.00	0.00	2,684.04
3553	Entry Fees - Boys Wrestling	0.00	0.00	725.00	0.00	-725.00
3554	Equipment - Boys Wrestling	0.00	0.00	1,353.08	0.00	-1,353.08



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3555			Lodging - Boys Wrestling	0.00	0.00	848.00	0.00	-848.00
3556			Meals - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3557			Officials - Boys Wrestling	0.00	0.00	125.00	0.00	-125.00
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	0.00	0.00	2,492.10	0.00	-2,492.10
3562			Uniforms/Apparel - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3563			Misc. Expenditures - Boys Wrestling	0.00	0.00	215.67	0.00	-215.67
3601			Awards-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3602			Camps-Boys Unified Sports	387.76	150.00	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:				-8,091.45	750.00	13,051.58	0.00	-20,393.03

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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	390.22	0.00	225.00	0.00	165.22
	4040		Art	10.12	0.00	0.00	0.00	10.12
	4050		Astronomy Club	99.65	0.00	0.00	0.00	99.65
	4059		Band Camp	-1,788.42	0.00	400.00	0.00	-2,188.42
	4060		Band	8,786.26	0.00	869.59	0.00	7,916.67
	4062		Band Trip	-30,143.00	17,708.00	0.00	0.00	-12,435.00
	4063		Drums	538.57	0.00	0.00	0.00	538.57
	4109		Cheer Uniforms	1,371.61	21.00	553.55	0.00	839.06
	4110		Cheerleading	1,828.59	0.00	0.00	0.00	1,828.59
	4115		Uniforms-Cheer/Dance	1,484.70	786.66	0.00	0.00	2,271.36
	4120		Chemistry Club	68.50	0.00	0.00	0.00	68.50
	4130		Chess Club	221.08	0.00	0.00	0.00	221.08
	4140		Choir	182.87	0.00	294.02	0.00	-111.15
	4141		Choir Trip	0.00	0.00	0.00	0.00	0.00
	4181		Coffee Cart	851.95	368.00	452.56	0.00	767.39
	4190		Dance	-446.36	546.00	546.00	0.00	-446.36
	4200		Debate Team	-43.81	1,550.00	1,785.69	0.00	-279.50
	4210		DECA	0.07	200.00	486.22	0.00	-286.15
	4220		Drama Club	4,322.07	40.00	3,273.24	0.00	1,088.83
	4224		Computer Club	0.00	0.00	0.00	0.00	0.00
	4230		Environmental Club	1,037.30	0.00	0.00	0.00	1,037.30
	4250		FCCLA	3,585.72	0.00	108.29	0.00	3,477.43
	4260		FCS Club	3,606.13	0.00	110.23	0.00	3,495.90
	4271		Film Club	29.90	0.00	0.00	0.00	29.90
	4280		Flag Group	3,278.19	2,705.00	8,755.90	0.00	-2,772.71
	4290		Forensics	6,673.33	653.00	680.00	0.00	6,646.33
	4310		French Club	280.96	0.00	0.00	0.00	280.96
	4330		Garden Club	0.00	0.00	0.00	0.00	0.00
	4340		German Club	479.56	0.00	0.00	0.00	479.56
	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	2,725.42	0.00	0.00	0.00	2,725.42
	4370		Industrial Arts	5,904.88	1,465.00	245.05	0.00	7,124.83
	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	19,324.91	0.00	216.23	0.00	19,108.68
	4420		Key Club	38.52	0.00	0.00	0.00	38.52
	4430		Latin Club	348.87	136.00	77.00	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	867.20	0.00	19.49	0.00	847.71
	4500		Music	-10.40	0.00	0.00	0.00	-10.40
	4503		Music-Musicals	2,432.48	0.00	0.00	0.00	2,432.48



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4510	National Honor Society		2,161.20	1,400.00	0.00	0.00	3,561.20
4520	Newspaper		625.29	110.00	0.00	0.00	735.29
4530	Orchestra		3,041.42	60.00	226.76	0.00	2,874.66
4531	Orchestra Trip		229.00	0.00	0.00	0.00	229.00
4540	Other Clubs		1,192.84	58.00	0.00	0.00	1,250.84
4560	Photography Club		0.00	0.00	0.00	0.00	0.00
4570	Play Production		8,051.95	0.00	938.76	0.00	7,113.19
4600	Robotics & Engineering Club		2,720.80	100.00	2,000.16	0.00	820.64
4630	Science Club		150.00	0.00	0.00	0.00	150.00
4631	Science Olympiad		78.42	900.00	0.00	0.00	978.42
4640	Senior Class		2,196.73	340.00	0.00	0.00	2,536.73
4645	Show Choir		33,326.14	9,394.00	8,814.28	0.00	33,905.86
4646	Show Choir Competition		2,429.40	2,750.00	0.00	0.00	5,179.40
4647	Show Choir Camp		68.96	0.00	0.00	0.00	68.96
4650	Skills USA		4,244.38	50.00	348.00	0.00	3,946.38
4660	Spanish Club		500.00	0.00	0.00	0.00	500.00
4661	Spanish Honor Society		5,218.27	323.43	1,000.00	0.00	4,541.70
4680	Speech Club		0.00	0.00	0.00	0.00	0.00
4690	Spirit Shop		7,030.44	5,530.27	2,163.35	40.00	10,437.36
4710	Student Council		30,780.23	0.00	0.00	0.00	30,780.23
4725	Theater Workshop		225.00	0.00	0.00	0.00	225.00
4730	VIA		1,024.35	0.00	0.00	0.00	1,024.35
4770	Yearbook		40,470.75	770.00	0.00	0.00	41,240.75
<b>D Totals:</b>			<b>189,819.97</b>	<b>47,964.36</b>	<b>34,589.37</b>	<b>40.00</b>	<b>203,234.96</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>						
5010	After Prom		1,241.82	0.00	0.00	0.00	1,241.82
5020	Fines		1,100.68	0.00	0.00	0.00	1,100.68
5025	Fines - Library Book		0.00	0.00	0.00	0.00	0.00
5027	Fines-Textbooks		0.00	0.00	0.00	0.00	0.00
5055	Hall of Fame		0.00	0.00	0.00	0.00	0.00
5060	Hospitality		1,582.02	1,320.00	1,495.05	0.00	1,406.97
5070	Library		811.48	59.00	0.00	0.00	870.48
5100	Other Adm Custodial		-4,000.00	0.00	25.66	0.00	-4,025.66
5115	Field Trips-Curriculum Related		251.86	0.00	502.93	0.00	-251.07
5120	P.E.		4,097.24	28.00	0.00	0.00	4,125.24
5130	Parking		47,964.69	875.00	1,354.50	0.00	47,485.19
5140	PayBac		286.35	0.00	0.00	0.00	286.35
5150	Pool Maintenance		4,494.39	0.00	1,035.50	0.00	3,458.89
5160	PSAT Exam		292.36	0.00	0.00	0.00	292.36
5175	Student Scholarships		226.31	0.00	0.00	0.00	226.31
5180	Teacher Fund/Grants		1,073.15	0.00	0.00	0.00	1,073.15
5190	Transcripts		1,932.28	0.00	70.52	0.00	1,861.76
5220	Site Improvements		0.00	0.00	0.00	0.00	0.00
<b>E Totals:</b>			<b>61,354.63</b>	<b>2,282.00</b>	<b>4,484.16</b>	<b>0.00</b>	<b>59,152.47</b>



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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	59,630.00	1,920.00	0.00	-40.00	61,510.00
	7170		Participation Fees - Clubs & Orgs	0.00	0.00	0.00	0.00	0.00
	7190		Field Trips	0.00	0.00	0.00	0.00	0.00
		Q	Totals:	59,630.00	1,920.00	0.00	-40.00	61,510.00
R	AP/IB EXAMS							
	8010		AP Exams	23,578.60	0.00	0.00	0.00	23,578.60
	8020		IB Exams	1,823.25	0.00	0.00	0.00	1,823.25
		R	Totals:	25,401.85	0.00	0.00	0.00	25,401.85
S	ATHLETIC							
	9010		Gate Receipts	53,988.15	8,313.00	0.00	0.00	62,301.15
	9020		Cash Reserve	167,993.86	0.00	0.00	0.00	167,993.86
	9030		Concessions	23,412.63	4,182.00	1,907.33	0.00	25,687.30
	9040		Tickets	28,170.00	80.00	0.00	0.00	28,250.00
	9050		Athletic-General	-10,238.08	0.00	-12.99	0.00	-10,225.09
	9055		Athletics - Projects	6,673.77	0.00	0.00	0.00	6,673.77
	9060		Athletic Director	-245.00	0.00	0.00	0.00	-245.00
	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	2,314.70	0.00	0.00	0.00	2,314.70
	9100		Athletic Training	-33.95	0.00	0.00	0.00	-33.95
	9110		Activities	-6,127.50	0.00	520.00	0.00	-6,647.50
	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:	326,472.78	12,575.00	2,414.34	0.00	336,633.44
		NHS	Totals:	323,137.90	67,118.54	71,666.60	0.00	318,589.84

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
SHS	Millard South High School					
A	ACTIVITY GENERAL					
1010	General Admin	-3,826.91	0.00	467.20	0.00	-4,294.11
1016	Rev Trak Fees	-3.08	277.66	191.36	0.00	83.22
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	5,076.53	0.00	465.00	0.00	4,611.53
1035	Student Vending	0.00	0.00	0.00	0.00	0.00
1040	Donations	232.34	0.00	0.00	0.00	232.34
1041	Donations Students	875.90	0.00	17.99	0.00	857.91
1042	Patriots Care Pantry	4,673.69	340.69	63.85	0.00	4,950.53
1050	Projects/Support	-1,537.57	0.00	2,835.25	0.00	-4,372.82
1060	Public Relations	-600.57	0.00	582.35	0.00	-1,182.92
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	0.00	0.00	0.00	0.00
1105	Laptop Insurance	37,516.50	120.00	0.00	0.00	37,636.50
1106	Laptop Loss/Damage	5,699.00	1,608.00	0.00	0.00	7,307.00
1110	Extracurr Transportation	-5,547.34	0.00	5,870.67	0.00	-11,418.01
1120	Equipment Replacement/Repair	0.00	0.00	0.00	0.00	0.00
1130	Building Maintenance	-423.50	0.00	0.00	0.00	-423.50
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	-6,349.44	0.00	388.91	0.00	-6,738.35
1170	Wellness	1,454.29	25.00	0.00	0.00	1,479.29
	<b>A Totals:</b>	<b>36,129.05</b>	<b>2,371.35</b>	<b>10,882.58</b>	<b>0.00</b>	<b>27,617.82</b>
B	Athletics-Girls					
2051	Awards - Girls Basketball	0.00	0.00	36.76	0.00	-36.76
2052	Camps - Girls Basketball	1,652.87	960.00	0.00	0.00	2,612.87
2053	Entry Fees - Girls Basketball	0.00	0.00	0.00	0.00	0.00
2054	Equipment - Girls Basketball	-835.51	0.00	97.95	0.00	-933.46
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	0.00	0.00	1,100.00	0.00	-1,100.00
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	0.00	0.00	320.00	0.00	-320.00
2061	Transportation - Girls Basketball	0.00	0.00	441.07	0.00	-441.07
2062	Uniforms/Apparel - Girls Basketball	0.00	0.00	0.00	0.00	0.00
2063	Misc. Expenditures - Girls Basketball	0.00	0.00	0.00	0.00	0.00
2101	Awards - Girls Cross Country	-132.60	0.00	0.00	0.00	-132.60
2102	Camps - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
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 12/01/2017 to 12/31/2017.

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			0.00	0.00	58.77	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			-968.72	0.00	0.00	0.00	-968.72
2112	Uniforms/Apparel - Girls Cross Country			0.00	0.00	0.00	0.00	0.00
2113	Misc. Expenditures - Girls Cross Country			-525.00	0.00	0.00	0.00	-525.00
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			-531.00	48.00	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			0.00	0.00	0.00	0.00	0.00
2202	Camps - Girls Soccer			2,889.90	0.00	1,954.00	0.00	935.90
2203	Entry Fees - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2204	Equipment - Girls Soccer			-1,586.73	0.00	49.02	0.00	-1,635.75
2205	Lodging - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2206	Meals - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2207	Officials - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2208	Prof. Development - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2209	Scouting - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2210	Security - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2211	Transportation - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2212	Uniforms/Apparel - Girls Soccer			40.00	0.00	0.00	0.00	40.00
2213	Misc. Expenditures - Girls Soccer			0.00	0.00	0.00	0.00	0.00
2251	Awards - Girls Swimming			0.00	0.00	0.00	0.00	0.00
2252	Camps - Girls Swimming			0.00	0.00	0.00	0.00	0.00
2253	Entry Fees - Girls Swimming			0.00	0.00	0.00	0.00	0.00
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			0.00	0.00	0.00	0.00	0.00
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



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2261		Transportation - Girls Swimming	0.00	0.00	150.07	0.00	-150.07
2262		Uniforms/Apparel - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2263		Misc. Expenditures - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2301		Awards - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2302		Camps - Girls Tennis	815.00	0.00	0.00	0.00	815.00
2303		Entry Fees - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2304		Equipment - Girls Tennis	-1,007.32	0.00	0.00	0.00	-1,007.32
2305		Lodging - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2306		Meals - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2307		Officials - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2308		Prof. Development - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2309		Scouting - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2310		Security - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2311		Transportation - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2312		Uniforms/Apparel - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2313		Misc. Expenditures - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2351		Awards - Girls Track	0.00	0.00	0.00	0.00	0.00
2352		Camps - Girls Track	66.50	0.00	0.00	0.00	66.50
2353		Entry Fees - Girls Track	0.00	0.00	0.00	0.00	0.00
2354		Equipment - Girls Track	0.00	0.00	0.00	0.00	0.00
2355		Lodging - Girls Track	0.00	0.00	0.00	0.00	0.00
2356		Meals - Girls Track	0.00	0.00	0.00	0.00	0.00
2357		Officials - Girls Track	0.00	0.00	0.00	0.00	0.00
2358		Prof. Development - Girls Track	0.00	0.00	0.00	0.00	0.00
2359		Scouting - Girls Track	0.00	0.00	0.00	0.00	0.00
2360		Security - Girls Track	0.00	0.00	0.00	0.00	0.00
2361		Transportation - Girls Track	0.00	0.00	0.00	0.00	0.00
2362		Uniforms/Apparel - Girls Track	50.00	0.00	0.00	0.00	50.00
2363		Misc. Expenditures - Girls Track	0.00	0.00	0.00	0.00	0.00
2401		Awards - Girls Volleyball	-311.30	0.00	0.00	0.00	-311.30
2402		Camps - Girls Volleyball	-1,792.02	165.00	-112.75	0.00	-1,514.27
2403		Entry Fees - Girls Volleyball	345.00	75.00	0.00	0.00	420.00
2404		Equipment - Girls Volleyball	-3,279.82	0.00	0.00	0.00	-3,279.82
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	-2,242.70	0.00	0.00	0.00	-2,242.70
2412		Uniforms/Apparel - Girls Volleyball	-1,786.06	0.00	0.00	0.00	-1,786.06
2413		Misc. Expenditures - Girls Volleyball	0.00	0.00	360.04	0.00	-360.04
2451		Awards - Girls Softball	-101.16	0.00	0.00	0.00	-101.16
2452		Camps - Girls Softball	5,229.74	0.00	1,700.00	1,892.50	5,422.24
2453		Entry Fees - Girls Softball	195.00	0.00	0.00	0.00	195.00

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Activity ID	Activity Name					
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	-1,212.84	0.00	353.78	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	-2,200.50	0.00	0.00	0.00	-2,200.50
2462	Uniforms/Apparel - Girls Softball	-1,840.46	0.00	0.00	0.00	-1,840.46
2463	Misc. Expenditures - Girls Softball	-5,951.89	0.00	0.00	-1,892.50	-7,844.39
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	1,430.07	0.00	30.00	0.00	1,400.07
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>B Totals:</b>		-29,312.79	1,248.00	6,538.71	0.00	-34,603.50



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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	2,290.50	0.00	0.00	0.00	2,290.50
		3053	Entry Fees - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		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	0.00	0.00	0.00
		3057	Officials - Boys Basketball	60.00	0.00	1,650.00	0.00	-1,590.00
		3058	Prof. Development - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3059	Scouting - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3060	Security - Boys Basketball	0.00	0.00	160.00	0.00	-160.00
		3061	Transportation - Boys Basketball	0.00	0.00	653.16	0.00	-653.16
		3062	Uniforms/Apparel - Boys Basketball	-2,883.22	0.00	0.00	0.00	-2,883.22
		3063	Misc. Expenditures - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		3101	Awards - Boys Cross Country	-132.60	0.00	0.00	0.00	-132.60
		3102	Camps - Boys Cross Country	282.38	0.00	0.00	0.00	282.38
		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	0.00	0.00	58.76	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	-968.71	0.00	0.00	0.00	-968.71
		3112	Uniforms/Apparel - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
		3113	Misc. Expenditures - Boys Cross Country	-525.00	0.00	0.00	0.00	-525.00
		3151	Awards - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3152	Camps - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3153	Entry Fees - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3154	Equipment - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3155	Lodging - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3156	Meals - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3157	Officials - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3158	Prof. Development - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3159	Scouting - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3160	Security - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3161	Transportation - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3162	Uniforms/Apparel - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3163	Misc. Expenditures - Boys Golf	0.00	0.00	0.00	0.00	0.00
		3201	Awards - Boys Soccer	0.00	0.00	0.00	0.00	0.00
		3202	Camps - Boys Soccer	43.87	0.00	0.00	0.00	43.87
		3203	Entry Fees - Boys Soccer	0.00	0.00	0.00	0.00	0.00



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3204	Equipment - Boys Soccer			0.00	0.00	1,990.99	0.00	-1,990.99
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			52.00	0.00	0.00	0.00	52.00
3208	Prof. Development - Boys Soccer			0.00	0.00	0.00	0.00	0.00
3209	Scouting - Boys Soccer			0.00	0.00	0.00	0.00	0.00
3210	Security - Boys Soccer			0.00	0.00	0.00	0.00	0.00
3211	Transportation - Boys Soccer			0.00	0.00	0.00	0.00	0.00
3212	Uniforms/Apparel - Boys Soccer			0.00	0.00	0.00	0.00	0.00
3213	Misc. Expenditures - Boys Soccer			0.00	0.00	0.00	0.00	0.00
3251	Awards - Boys Swimming			0.00	0.00	0.00	0.00	0.00
3252	Camps - Boys Swimming			0.00	0.00	0.00	0.00	0.00
3253	Entry Fees - Boys Swimming			0.00	0.00	0.00	0.00	0.00
3254	Equipment - Boys Swimming			0.00	0.00	0.00	0.00	0.00
3255	Lodging - Boys Swimming			0.00	0.00	0.00	0.00	0.00
3256	Meals - Boys Swimming			0.00	0.00	0.00	0.00	0.00
3257	Officials - Boys Swimming			0.00	0.00	65.00	0.00	-65.00
3258	Prof. Development - Boys Swimming			0.00	0.00	0.00	0.00	0.00
3259	Scouting - Boys Swimming			0.00	0.00	0.00	0.00	0.00
3260	Security - Boys Swimming			0.00	0.00	0.00	0.00	0.00
3261	Transportation - Boys Swimming			0.00	0.00	150.08	0.00	-150.08
3262	Uniforms/Apparels - Boys Swimming			0.00	0.00	42.50	0.00	-42.50
3263	Misc. Expenditures - Boys Swimming			0.00	0.00	0.00	0.00	0.00
3301	Awards - Boys Tennis			0.00	0.00	0.00	0.00	0.00
3302	Camps - Boys Tennis			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			-821.60	0.00	0.00	0.00	-821.60
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			0.00	0.00	0.00	0.00	0.00
3351	Awards - Boys Track			0.00	0.00	0.00	0.00	0.00
3352	Camps - Boys Track			3,952.35	0.00	0.00	0.00	3,952.35
3353	Entry Fees - Boys Track			0.00	0.00	0.00	0.00	0.00
3354	Equipment - Boys Track			0.00	0.00	0.00	0.00	0.00
3355	Lodging - Boys Track			0.00	0.00	0.00	0.00	0.00
3356	Meals - Boys Track			0.00	0.00	0.00	0.00	0.00
3357	Officials - Boys Track			0.00	0.00	0.00	0.00	0.00
3358	Prof. Development - Boys Track			0.00	0.00	0.00	0.00	0.00
3359	Scouting - Boys Track			0.00	0.00	0.00	0.00	0.00

# Current Cash Balance

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From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3360			Security - Boys Track	0.00	0.00	0.00	0.00	0.00
3361			Transportation - Boys Track	0.00	0.00	0.00	0.00	0.00
3362			Uniforms/Apparel - Boys Track	0.00	0.00	0.00	0.00	0.00
3363			Misc. Expenditures - Boys Track	0.00	0.00	0.00	0.00	0.00
3451			Awards - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3452			Camps - Boys Baseball	3,310.34	0.00	0.00	0.00	3,310.34
3453			Entry Fees - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3454			Equipment - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3455			Lodging - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3456			Meals - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3457			Officials - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3458			Prof. Development - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3459			Scouting - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3460			Security - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3461			Transportation - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3462			Uniforms/Apparel - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3463			Misc. Expenditures - Boys Baseball	-2,339.01	0.00	0.00	0.00	-2,339.01
3501			Awards - Boys Football	0.00	0.00	0.00	0.00	0.00
3502			Camps - Boys Football	3,062.88	755.97	0.00	0.00	3,818.85
3503			Entry Fees - Boys Football	0.00	0.00	0.00	0.00	0.00
3504			Equipment - Boys Football	-18,774.93	0.00	11,224.56	0.00	-29,999.49
3505			Lodging - Boys Football	0.00	0.00	0.00	0.00	0.00
3506			Meals - Boys Football	0.00	0.00	1,927.10	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	-5,769.42	0.00	0.00	0.00	-5,769.42
3512			Uniforms/Apparel - Boys Football	-2,957.79	0.00	0.00	0.00	-2,957.79
3515			Misc. Expenditures - Boys Football	-1,095.00	0.00	857.52	0.00	-1,952.52
3551			Awards - Boys Wrestling	0.00	0.00	164.23	0.00	-164.23
3552			Camps - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3553			Entry Fees - Boys Wrestling	0.00	0.00	740.00	0.00	-740.00
3554			Equipment - Boys Wrestling	-1,069.90	0.00	0.00	0.00	-1,069.90
3555			Lodging - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3556			Meals - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3557			Officials - Boys Wrestling	0.00	0.00	190.00	0.00	-190.00
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	0.00	0.00	143.02	0.00	-143.02
3562			Uniforms/Apparel - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3563			Misc. Expenditures - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
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 12/01/2017 to 12/31/2017.

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
<b>C Totals:</b>				-33,683.34	755.97	20,016.92	0.00	-52,944.29



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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	897.31	0.00	0.00	0.00	897.31
	4020		Academic Awards	0.00	0.00	0.00	0.00	0.00
	4040		Art	109.15	0.00	0.00	0.00	109.15
	4050		Astronomy Club	486.81	0.00	90.35	0.00	396.46
	4055		Athletic Trainers Club	453.61	0.00	0.00	0.00	453.61
	4060		Band	21,662.35	105.00	7,079.35	0.00	14,688.00
	4064		Winter Guard	620.48	297.00	0.00	450.00	1,367.48
	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	-12,152.65	30.00	0.00	1,775.70	-10,346.95
	4130		Chess Club	39.10	0.00	0.00	0.00	39.10
	4140		Choir	6,082.77	200.00	797.35	0.00	5,485.42
	4160		Construction	1,525.38	1,201.84	1,513.67	0.00	1,213.55
	4180		Culinary	1,084.39	0.00	0.00	0.00	1,084.39
	4190		Dance	-271.74	712.25	0.00	109.92	550.43
	4200		Debate Team	1,344.10	350.00	0.00	0.00	1,694.10
	4210		DECA	16,852.92	3,399.91	6,288.36	96.00	14,060.47
	4216		Patriot Pals	244.40	0.00	17.23	0.00	227.17
	4217		Patriot Perk	452.76	181.50	63.27	0.00	570.99
	4230		Environmental Club	2,662.27	0.00	66.00	0.00	2,596.27
	4240		Fashion Merchandising	5.08	0.00	0.00	0.00	5.08
	4250		FCCLA	257.50	0.00	0.00	0.00	257.50
	4260		FCS Club	16.50	0.00	0.00	0.00	16.50
	4290		Forensics	4,136.29	220.00	1,478.78	0.00	2,877.51
	4300		Foundation/PEMS	0.00	0.00	0.00	0.00	0.00
	4310		French Club	35.10	1,301.00	0.00	0.00	1,336.10
	4320		Educators Rising	1,104.97	0.00	28.97	0.00	1,076.00
	4340		German Club	699.80	415.00	212.44	0.00	902.36
	4350		Graphics	5.00	0.00	0.00	0.00	5.00
	4365		HOSA	1,846.22	0.00	0.00	125.00	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	1,979.62	15,318.00	0.00	-46.00	17,251.62
	4410		Junior Class	4,280.84	306.79	16.00	0.00	4,571.63
	4450		LEO Club	1,719.87	0.00	0.00	0.00	1,719.87
	4460		Literary Magazine	54.82	0.00	0.00	0.00	54.82
	4470		Manufacturing	4,051.21	63.25	0.00	0.00	4,114.46
	4510		National Honor Society	1,961.69	0.00	523.82	0.00	1,437.87
	4520		Newspaper	1,449.10	320.00	0.00	0.00	1,769.10
	4530		Orchestra	2,353.63	690.75	180.00	422.00	3,286.38
	4550		Patriot Photo	959.39	0.00	0.00	0.00	959.39
	4570		Play Production	6,814.06	0.00	1,431.80	991.00	6,373.26
	4600		Robotics & Engineering Club	809.26	0.00	250.00	215.00	774.26

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		4640	Senior Class	2,682.14	0.00	0.00	0.00	2,682.14
		4645	Show Choir	32,401.98	2,199.00	6,990.34	588.00	28,198.64
		4650	Skills USA	654.04	0.00	0.00	0.00	654.04
		4660	Spanish Club	142.18	0.00	3.34	0.00	138.84
		4690	Spirit Shop	44,315.26	3,911.05	5,749.20	195.00	42,672.11
		4710	Student Council	18,623.74	0.00	4,612.84	0.00	14,010.90
		4760	World Language	431.67	0.00	0.00	0.00	431.67
		4770	Yearbook	74,061.12	1,127.89	3,823.94	2,971.00	74,336.07
			<b>D Totals:</b>	<b>251,164.88</b>	<b>32,350.23</b>	<b>41,217.05</b>	<b>7,892.62</b>	<b>250,190.68</b>
<b>E</b>	<b>ADMINISTRATIVE CUSTODIAL</b>							
		5010	After Prom	0.00	0.00	0.00	0.00	0.00
		5020	Fines	25,797.42	429.34	47.00	0.00	26,179.76
		5025	Fines - Library Book	944.70	0.00	489.17	0.00	455.53
		5027	Fines-Textbooks	0.00	0.00	0.00	0.00	0.00
		5030	Counseling Center	2,609.68	0.00	66.49	0.00	2,543.19
		5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
		5055	Hall of Fame	1,257.39	0.00	836.08	0.00	421.31
		5060	Hospitality	1,942.37	0.00	481.00	0.00	1,461.37
		5070	Library	-29.69	35.00	0.00	0.00	5.31
		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	59,329.52	1,070.00	66.00	0.00	60,333.52
		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	1,798.87	0.00	1,656.03	0.00	142.84
		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	1,671.47	0.00	0.00	0.00	1,671.47
		5170	Student Notebooks	0.00	0.00	0.00	0.00	0.00
		5180	Teacher Fund/Grants	1,450.00	0.00	202.56	0.00	1,247.44
		5185	Technology	0.00	0.00	0.00	0.00	0.00
		5190	Transcripts	1,530.00	40.00	0.00	0.00	1,570.00
			<b>E Totals:</b>	<b>99,249.86</b>	<b>1,574.34</b>	<b>3,844.33</b>	<b>0.00</b>	<b>96,979.87</b>
<b>Q</b>	<b>STUDENT FEE FUND</b>							
		7160	Participation Fees - Athletics	26,220.00	200.00	0.00	0.00	26,420.00
		7170	Participation Fees - Clubs & Orgs	0.00	7,767.62	0.00	-7,767.62	0.00
		7190	Field Trips	79.23	0.00	120.00	0.00	-40.77
			<b>Q Totals:</b>	<b>26,299.23</b>	<b>7,967.62</b>	<b>120.00</b>	<b>-7,767.62</b>	<b>26,379.23</b>
<b>R</b>	<b>AP/IB EXAMS</b>							
		8010	AP Exams	17,708.96	0.00	0.00	0.00	17,708.96
			<b>R Totals:</b>	<b>17,708.96</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>17,708.96</b>

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S	ATHLETIC							
		9010	Gate Receipts	51,325.76	7,891.45	818.00	0.00	58,399.21
		9020	Cash Reserve	321,095.92	0.00	0.00	0.00	321,095.92
		9030	Concessions	14,474.75	3,233.01	1,196.71	-125.00	16,386.05
		9040	Tickets	19,660.00	0.00	0.00	0.00	19,660.00
		9050	Athletic-General	-46,875.27	8,000.00	1,419.02	0.00	-40,294.29
		9060	Athletic Director	0.00	0.00	0.00	0.00	0.00
		9070	Miscellaneous Receipts	4,635.47	0.00	0.00	0.00	4,635.47
		9080	Fundraising-Athletic	40.00	0.00	0.00	0.00	40.00
		9090	Strength & Conditioning	-1,722.10	0.00	0.00	0.00	-1,722.10
		9100	Athletic Training	-5,199.73	0.00	100.00	0.00	-5,299.73
		9110	Activities	-3,852.64	321.20	237.77	0.00	-3,769.21
		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	0.00	0.00	0.00	0.00	0.00
		9140	Metro Tournament	0.00	0.00	0.00	0.00	0.00
			<b>S Totals:</b>	<b>353,582.16</b>	<b>19,445.66</b>	<b>3,771.50</b>	<b>-125.00</b>	<b>369,131.32</b>
			<b>SHS Totals:</b>	<b>721,138.01</b>	<b>65,713.17</b>	<b>86,391.09</b>	<b>0.00</b>	<b>700,460.09</b>



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
<b>WHS</b>	<b>Millard West High School</b>					
<b>A</b>	<b>ACTIVITY GENERAL</b>					
1010	General Admin	426.49	0.00	412.10	0.00	14.39
1016	Rev Trak Fees	17.12	17.69	19.74	0.00	15.07
1017	Returned Checks	-1,343.89	-247.00	0.00	0.00	-1,590.89
1025	Savings	-239,093.10	0.00	60.92	0.00	-239,154.02
1030	Staff Vending	326.83	572.29	0.00	0.00	899.12
1035	Student Vending	0.00	0.00	0.00	0.00	0.00
1040	Donations	9,297.47	0.00	0.00	0.00	9,297.47
1050	Projects/Support	5,459.19	0.00	0.00	0.00	5,459.19
1070	Start Up Cash	3,335.30	500.00	1,700.00	0.00	2,135.30
1090	Other Revenue	-1,544.94	65.92	142.95	0.00	-1,621.97
1100	Damage & Loss Property	78.20	0.00	0.00	0.00	78.20
1105	Laptop Insurance	-32,621.00	140.00	0.00	0.00	-32,481.00
1106	Laptop Loss/Damage	2,155.00	1,247.20	0.00	0.00	3,402.20
1110	Extracurr Transportation	0.00	0.00	0.00	0.00	0.00
1120	Equipment Replacement/Repair	0.00	0.00	0.00	0.00	0.00
1130	Building Maintenance	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
	<b>A Totals:</b>	<b>-253,507.33</b>	<b>2,296.10</b>	<b>2,335.71</b>	<b>0.00</b>	<b>-253,546.94</b>
<b>B</b>	<b>Athletics-Girls</b>					
2051	Awards - Girls Basketball	0.00	0.00	0.00	0.00	0.00
2052	Camps - Girls Basketball	10,995.91	0.00	52.64	265.00	11,208.27
2053	Entry Fees - Girls Basketball	100.00	0.00	0.00	0.00	100.00
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	-100.00	0.00	650.00	0.00	-750.00
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	-151.00	0.00	170.00	0.00	-321.00
2061	Transportation - Girls Basketball	0.00	0.00	187.50	0.00	-187.50
2062	Uniforms/Apparel - Girls Basketball	0.00	0.00	0.00	0.00	0.00
2063	Misc. Expenditures - Girls Basketball	0.00	0.00	0.00	0.00	0.00
2101	Awards - Girls Cross Country	-306.89	0.00	0.00	0.00	-306.89
2102	Camps - Girls Cross Country	1,678.89	77.50	252.64	0.00	1,503.75
2103	Entry Fees - Girls Cross Country	-22.00	60.00	0.00	0.00	38.00
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	0.00	141.07
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 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Activity ID	Activity Name					
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	-1,035.28	0.00	0.00	0.00	-1,035.28
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	0.00	44.00	52.64	0.00	-8.64
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	0.00	0.00	313.98	0.00	-313.98
2162	Uniforms/Apparel - Girls Golf	0.00	0.00	0.00	0.00	0.00
2163	Misc. Expenditures - Girls Golf	0.00	0.00	0.00	0.00	0.00
2201	Awards - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2202	Camps - Girls Soccer	3,144.07	66.89	52.64	0.00	3,158.32
2203	Entry Fees - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2204	Equipment - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2205	Lodging - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2206	Meals - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2207	Officials - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2208	Prof. Development - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2209	Scouting - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2210	Security - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2211	Transportation - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2212	Uniforms/Apparel - Girls Soccer	45.00	0.00	0.00	0.00	45.00
2213	Misc. Expenditures - Girls Soccer	-16.34	0.00	0.00	0.00	-16.34
2251	Awards - Girls Swimming	-15.75	0.00	0.00	0.00	-15.75
2252	Camps - Girls Swimming	9,156.52	0.00	606.66	100.00	8,649.86
2253	Entry Fees - Girls Swimming	0.00	0.00	0.00	-100.00	-100.00
2254	Equipment - Girls Swimming	-1,212.50	0.00	0.00	0.00	-1,212.50
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	0.00	0.00	145.00	0.00	-145.00
2258	Prof. Development - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2259	Scouting - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2260	Security - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2261	Transportation - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2262	Uniforms/Apparel - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2263	Misc. Expenditures - Girls Swimming	0.00	0.00	25.00	0.00	-25.00
2301	Awards - Girls Tennis	-1.50	0.00	0.00	0.00	-1.50



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2302	Camps - Girls Tennis			9,243.56	0.00	52.64	-2,316.03	6,874.89
2303	Entry Fees - Girls Tennis			69.00	0.00	0.00	0.00	69.00
2304	Equipment - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2305	Lodging - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2306	Meals - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2307	Officials - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2308	Prof. Development - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2309	Scouting - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2310	Security - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2311	Transportation - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2312	Uniforms/Apparel - Girls Tennis			0.00	0.00	0.00	0.00	0.00
2313	Misc. Expenditures - Girls Tennis			-69.58	0.00	0.00	0.00	-69.58
2351	Awards - Girls Track			-539.71	0.00	0.00	0.00	-539.71
2352	Camps - Girls Track			496.22	0.00	52.64	0.00	443.58
2353	Entry Fees - Girls Track			0.00	0.00	0.00	0.00	0.00
2354	Equipment - Girls Track			0.00	0.00	0.00	0.00	0.00
2355	Lodging - Girls Track			0.00	0.00	0.00	0.00	0.00
2356	Meals - Girls Track			0.00	0.00	0.00	0.00	0.00
2357	Officials - Girls Track			0.00	0.00	0.00	0.00	0.00
2358	Prof. Development - Girls Track			0.00	0.00	0.00	0.00	0.00
2359	Scouting - Girls Track			0.00	0.00	0.00	0.00	0.00
2360	Security - Girls Track			0.00	0.00	0.00	0.00	0.00
2361	Transportation - Girls Track			-191.76	0.00	0.00	0.00	-191.76
2362	Uniforms/Apparel - Girls Track			80.00	0.00	0.00	0.00	80.00
2363	Misc. Expenditures - Girls Track			0.00	0.00	0.00	0.00	0.00
2401	Awards - Girls Volleyball			-42.82	0.00	0.00	0.00	-42.82
2402	Camps - Girls Volleyball			16,720.46	1,582.00	4,705.00	0.00	13,597.46
2403	Entry Fees - Girls Volleyball			165.00	0.00	0.00	0.00	165.00
2404	Equipment - Girls Volleyball			-440.00	0.00	648.47	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			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			-2,019.42	0.00	0.00	0.00	-2,019.42
2412	Uniforms/Apparel - Girls Volleyball			0.00	0.00	0.00	0.00	0.00
2413	Misc. Expenditures - Girls Volleyball			-109.00	0.00	0.00	0.00	-109.00
2451	Awards - Girls Softball			-18.86	2,945.50	0.00	0.00	2,926.64
2452	Camps - Girls Softball			-3,978.71	0.00	0.00	0.00	-3,978.71
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 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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			-2,751.50	0.00	68.85	0.00	-2,820.35
2462	Uniforms/Apparel - Girls Softball			-192.00	0.00	310.00	0.00	-502.00
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			1,163.00	150.00	0.00	0.00	1,313.00
2603	Entry Fees-Girls Unified Sports			0.00	0.00	0.00	0.00	0.00
2604	Equipment-Girls Unified Sports			-67.86	0.00	0.00	0.00	-67.86
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			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>B Totals:</b>				22,888.69	4,925.89	8,346.30	-2,051.03	17,417.25

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
C	Athletics-Boys						
	3051	Awards - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3052	Camps - Boys Basketball	2,652.56	6,454.26	5,333.65	0.00	3,773.17
	3053	Entry Fees - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3054	Equipment - Boys Basketball	-98.09	0.00	0.00	0.00	-98.09
	3055	Lodging - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3056	Meals - Boys Basketball	122.25	0.00	0.00	0.00	122.25
	3057	Officials - Boys Basketball	-180.00	0.00	1,375.00	0.00	-1,555.00
	3058	Prof. Development - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3059	Scouting - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3060	Security - Boys Basketball	-151.00	0.00	340.00	0.00	-491.00
	3061	Transportation - Boys Basketball	0.00	0.00	367.91	0.00	-367.91
	3062	Uniforms/Apparel - Boys Basketball	-3,460.96	1,730.48	0.00	0.00	-1,730.48
	3063	Misc. Expenditures - Boys Basketball	0.00	0.00	0.00	0.00	0.00
	3101	Awards - Boys Cross Country	-306.89	0.00	0.00	0.00	-306.89
	3102	Camps - Boys Cross Country	2,839.53	77.50	252.64	0.00	2,664.39
	3103	Entry Fees - Boys Cross Country	-107.51	60.00	0.00	0.00	-47.51
	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	0.00	141.08
	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	-1,035.28	0.00	0.00	0.00	-1,035.28
	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	-22.49	0.00	0.00	0.00	-22.49
	3152	Camps - Boys Golf	319.43	1,200.00	52.64	0.00	1,466.79
	3153	Entry Fees - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3154	Equipment - Boys Golf	-1,300.00	0.00	0.00	0.00	-1,300.00
	3155	Lodging - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3156	Meals - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3157	Officials - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3158	Prof. Development - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3159	Scouting - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3160	Security - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3161	Transportation - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3162	Uniforms/Apparel - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3163	Misc. Expenditures - Boys Golf	0.00	0.00	0.00	0.00	0.00
	3201	Awards - Boys Soccer	0.00	0.00	0.00	0.00	0.00
	3202	Camps - Boys Soccer	-24.55	1,195.00	1,652.64	0.00	-482.19
	3203	Entry Fees - Boys Soccer	0.00	0.00	0.00	0.00	0.00
	3204	Equipment - Boys Soccer	0.00	0.00	0.00	0.00	0.00
	3205	Lodging - Boys Soccer	0.00	0.00	0.00	0.00	0.00



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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	-50.00	0.00	0.00	0.00	-50.00
3208			Prof. Development - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3209			Scouting - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3210			Security - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3211			Transportation - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3212			Uniforms/Apparel - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3213			Misc. Expenditures - Boys Soccer	-16.34	83.00	0.00	0.00	66.66
3251			Awards - Boys Swimming	-15.75	0.00	0.00	0.00	-15.75
3252			Camps - Boys Swimming	10,597.55	0.00	506.63	0.00	10,090.92
3253			Entry Fees - Boys Swimming	0.00	0.00	100.00	0.00	-100.00
3254			Equipment - Boys Swimming	-1,212.50	0.00	0.00	0.00	-1,212.50
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	0.00	0.00	145.00	0.00	-145.00
3258			Prof. Development - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3259			Scouting - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3260			Security - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3261			Transportation - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3262			Uniforms/Apparels - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3263			Misc. Expenditures - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3301			Awards - Boys Tennis	-96.21	0.00	0.00	0.00	-96.21
3302			Camps - Boys Tennis	2,842.75	0.00	52.64	2,316.03	5,106.14
3303			Entry Fees - Boys Tennis	55.00	0.00	0.00	0.00	55.00
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	0.00	0.00	0.00	0.00	0.00
3312			Uniforms/Apparel - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3313			Misc. Expenditures - Boys Tennis	-88.70	0.00	0.00	0.00	-88.70
3351			Awards - Boys Track	0.00	0.00	0.00	0.00	0.00
3352			Camps - Boys Track	1,494.60	0.00	52.64	0.00	1,441.96
3353			Entry Fees - Boys Track	0.00	0.00	0.00	0.00	0.00
3354			Equipment - Boys Track	0.00	0.00	0.00	0.00	0.00
3355			Lodging - Boys Track	0.00	0.00	0.00	0.00	0.00
3356			Meals - Boys Track	0.00	0.00	0.00	0.00	0.00
3357			Officials - Boys Track	0.00	0.00	0.00	0.00	0.00
3358			Prof. Development - Boys Track	0.00	0.00	0.00	0.00	0.00
3359			Scouting - Boys Track	0.00	0.00	0.00	0.00	0.00
3360			Security - Boys Track	0.00	0.00	0.00	0.00	0.00
3361			Transportation - Boys Track	0.00	0.00	0.00	0.00	0.00



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Activity ID	Activity Name					
3362	Uniforms/Apparel - Boys Track	-599.67	0.00	0.00	0.00	-599.67
3363	Misc. Expenditures - Boys Track	0.00	0.00	25.00	0.00	-25.00
3451	Awards - Boys Baseball	-12.00	0.00	0.00	0.00	-12.00
3452	Camps - Boys Baseball	10,268.37	0.00	387.64	0.00	9,880.73
3453	Entry Fees - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3454	Equipment - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3455	Lodging - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3456	Meals - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3457	Officials - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3458	Prof. Development - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3459	Scouting - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3460	Security - Boys Baseball	-93.00	0.00	0.00	0.00	-93.00
3461	Transportation - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3462	Uniforms/Apparel - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3463	Misc. Expenditures - Boys Baseball	-32.66	0.00	0.00	0.00	-32.66
3501	Awards - Boys Football	0.00	0.00	0.00	0.00	0.00
3502	Camps - Boys Football	7,020.87	0.00	1,761.32	0.00	5,259.55
3503	Entry Fees - Boys Football	0.00	0.00	0.00	0.00	0.00
3504	Equipment - Boys Football	-275.65	0.00	0.00	0.00	-275.65
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	0.00	0.00	0.00	0.00	0.00
3509	Scouting - Boys Football	0.00	0.00	0.00	0.00	0.00
3510	Security - Boys Football	-1,365.00	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	2,489.94	1,055.00	0.00	0.00	3,544.94
3513	Misc Expenditures-Boys Football	-654.80	0.00	29.53	0.00	-684.33
3551	Awards - Boys Wrestling	-124.55	0.00	78.51	0.00	-203.06
3552	Camps - Boys Wrestling	1,717.07	500.00	1,085.11	0.00	1,131.96
3553	Entry Fees - Boys Wrestling	-2,086.50	165.00	535.00	0.00	-2,456.50
3554	Equipment - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3555	Lodging - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3556	Meals - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3557	Officials - Boys Wrestling	0.00	0.00	100.00	0.00	-100.00
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	0.00	0.00	157.56	0.00	-157.56
3562	Uniforms/Apparel - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3563	Misc. Expenditures - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3601	Awards-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3602	Camps-Boys Unified Sports	1,163.00	150.00	0.00	0.00	1,313.00
3603	Entry Fees-Boys Unified Sports	0.00	0.00	0.00	0.00	0.00
3604	Equipment-Boys Unified Sports	-67.85	0.00	0.00	0.00	-67.85

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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		0.00	0.00	0.00	0.00	0.00
3612	Uniforms/Apparel-Boys Unified Sports		0.00	0.00	0.00	0.00	0.00
3613	Misc. Expenditures-Boys Unified Sports		0.00	0.00	0.00	0.00	0.00
<b>C Totals:</b>			<b>18,521.84</b>	<b>12,670.24</b>	<b>14,391.06</b>	<b>2,316.03</b>	<b>19,117.05</b>



## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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	-47.61	0.00	0.00	135.00	87.39
	4030 Amnesty International	0.00	0.00	0.00	0.00	0.00
	4040 Art	9,848.50	100.00	15.00	0.00	9,933.50
	4060 Band	22,163.77	5,687.00	4,877.90	-92.91	22,879.96
	4061 Band Uniforms	6,534.99	30.00	937.50	0.00	5,627.49
	4062 Band Trip	-373.01	0.00	393.00	92.91	-673.10
	4110 Cheerleading	0.00	0.00	0.00	0.00	0.00
	4111 Cheerleading-Varsity	4,941.78	315.00	3,214.50	871.00	2,913.28
	4112 Cheerleading-JV	1,970.78	0.00	549.20	0.00	1,421.58
	4113 Cheerleading-Freshman	995.86	10.00	150.00	0.00	855.86
	4115 Uniforms-Cheer/Dance	0.00	0.00	0.00	0.00	0.00
	4140 Choir	-2,277.61	0.00	1,304.04	0.00	-3,581.65
	4141 Choir Trip	8,305.81	0.00	1,802.00	6,315.00	12,818.81
	4160 Construction	6,381.06	2,270.00	4,210.83	0.00	4,440.23
	4180 Culinary	1,042.13	0.00	0.00	0.00	1,042.13
	4185 Cycling	3,544.77	0.00	0.00	0.00	3,544.77
	4190 Dance	21,015.52	8,370.00	13,215.69	-119.00	16,050.83
	4200 Debate Team	-12,213.29	5,332.53	2,307.98	0.00	-9,188.74
	4210 DECA	-139.80	0.00	0.00	139.80	0.00
	4215 Diversity-Friends	579.99	0.00	0.00	0.00	579.99
	4220 Drama Club	3,913.46	2,238.50	227.00	0.00	5,924.96
	4224 Computer Club	482.69	48.00	22.98	0.00	507.71
	4225 Engineering	1,315.27	0.00	0.00	0.00	1,315.27
	4230 Environmental Club	3,888.69	0.00	0.00	0.00	3,888.69
	4250 FCCLA	10,254.33	204.00	4,165.00	-970.00	5,323.33
	4251 FCCLA District 3	1,173.41	0.00	0.00	0.00	1,173.41
	4260 FCS Club	0.00	0.00	0.00	0.00	0.00
	4290 Forensics	-382.07	0.00	2,605.85	0.00	-2,987.92
	4310 French Club	2,642.42	0.00	311.70	0.00	2,330.72
	4320 Educators Rising	1,189.76	1,788.11	452.23	970.00	3,495.64
	4325 Gaming Club	199.36	0.00	0.00	0.00	199.36
	4340 German Club	1,463.91	244.75	287.83	0.00	1,420.83
	4365 HOSA	4,922.77	2,000.00	1,290.10	0.00	5,632.67
	4370 Industrial Arts	110.00	0.00	0.00	0.00	110.00
	4380 International Club	0.00	0.00	0.00	0.00	0.00
	4390 Intramurals	1,481.00	0.00	0.00	-1,481.00	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	12,671.86	257.00	0.00	448.00	13,376.86
	4415 Justice League	-27.08	0.00	0.00	0.00	-27.08
	4420 Key Club	4,514.99	596.25	1,023.78	0.00	4,087.46
	4425 LaCrosse	12.87	0.00	0.00	0.00	12.87
	4440 Leadership Club	0.00	0.00	0.00	0.00	0.00
	4460 Literary Magazine	119.92	0.00	0.00	0.00	119.92



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name Activity ID    Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4470	Manufacturing	2,393.62	950.00	422.34	0.00	2,921.28
4480	Mascot Team	-22.88	0.00	0.00	0.00	-22.88
4485	Math Club	253.21	0.00	0.00	0.00	253.21
4490	M-Club	0.00	0.00	0.00	0.00	0.00
4500	Music	4,627.75	80.00	0.00	0.00	4,707.75
4501	Music-Auditorium	-12,021.87	0.00	0.00	0.00	-12,021.87
4502	Music-Donations	-51.80	0.00	0.00	0.00	-51.80
4503	Music-Musicals	10,721.23	14,371.21	7,012.50	0.00	18,079.94
4510	National Honor Society	6,501.73	0.00	0.00	390.00	6,891.73
4520	Newspaper	0.00	0.00	0.00	0.00	0.00
4530	Orchestra	3,693.57	335.00	1,970.14	0.00	2,058.43
4531	Orchestra Trip	4,128.87	0.00	0.00	0.00	4,128.87
4540	Other Clubs	0.00	20.00	0.00	0.00	20.00
4570	Play Production	9,488.62	197.67	598.68	0.00	9,087.61
4605	Power Robotics	11,263.59	3,305.00	904.69	0.00	13,663.90
4610	SAFE/DARE/Drug Free	-35.00	0.00	0.00	0.00	-35.00
4630	Science Club	-679.35	250.00	0.00	0.00	-429.35
4640	Senior Class	2,146.81	0.00	0.00	0.00	2,146.81
4645	Show Choir	67,980.50	10,660.50	6,682.16	818.00	72,776.84
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	3,182.00	0.00	0.00	0.00	3,182.00
4660	Spanish Club	2,975.29	92.00	0.00	0.00	3,067.29
4690	Spirit Shop	13,278.73	4,393.23	898.25	-139.80	16,633.91
4700	STUCO Workshops	287.93	0.00	0.00	0.00	287.93
4710	Student Council	45,272.35	0.00	89.72	0.00	45,182.63
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	140,169.84	1,993.80	1,324.80	320.00	141,158.84
4780	Youth to Youth	0.00	0.00	0.00	0.00	0.00
D	Totals:	341,406.75	66,139.55	63,267.39	7,697.00	351,975.91

## Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

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	-2,255.70	296.97	0.00	0.00	-1,958.73
	5025		Fines - Library Book	11,031.35	0.00	33.60	0.00	10,997.75
	5027		Fines-Textbooks	45.00	0.00	0.00	0.00	45.00
	5030		Counseling Center	6,848.35	70.00	152.41	2,460.00	9,225.94
	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	-773.22	723.00	468.44	0.00	-518.66
	5120		P.E.	-2,277.47	0.00	0.00	0.00	-2,277.47
	5130		Parking	84,588.26	669.00	5,595.74	0.00	79,661.52
	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	-2,366.05	0.00	6.00	0.00	-2,372.05
	5185		Technology	3,818.61	0.00	0.00	0.00	3,818.61
	5190		Transcripts	2,460.00	5.00	0.00	-2,460.00	5.00
	5205		Vocational	80.00	0.00	0.00	0.00	80.00
		E	Totals:	101,325.23	1,763.97	6,256.19	0.00	96,833.01
Q	STUDENT FEE FUND							
	7090		ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7160		Participation Fees - Athletics	21,420.00	220.00	0.00	0.00	21,640.00
	7170		Participation Fees - Clubs & Orgs	0.00	0.00	0.00	0.00	0.00
	7190		Field Trips	-8,772.23	0.00	0.00	0.00	-8,772.23
	7900		Field Trips-Other	0.00	11,308.00	0.00	-7,133.00	4,175.00
		Q	Totals:	12,647.77	11,528.00	0.00	-7,133.00	17,042.77
R	AP/IB EXAMS							
	8010		AP Exams	46,735.47	0.00	0.00	0.00	46,735.47
		R	Totals:	46,735.47	0.00	0.00	0.00	46,735.47

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID Group ID	Site Name Group Name	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S	ATHLETIC						
	9010	Gate Receipts	42,451.87	9,705.00	0.00	-604.00	51,552.87
	9020	Cash Reserve	1,345.83	0.00	0.00	0.00	1,345.83
	9030	Concessions	15,667.02	2,364.30	1,080.57	-2,310.00	14,640.75
	9040	Tickets	57,085.00	480.00	0.00	0.00	57,565.00
	9050	Athletic-General	-34,439.33	0.00	702.53	1,481.00	-33,660.86
	9060	Athletic Director	1,639.81	0.00	0.00	0.00	1,639.81
	9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
	9080	Fundraising-Athletic	2,800.00	0.00	0.00	0.00	2,800.00
	9090	Strength & Conditioning	0.00	0.00	4.45	0.00	-4.45
	9100	Athletic Training	-4,429.92	60.00	0.00	0.00	-4,369.92
	9110	Activities	-17,268.16	64.00	965.00	604.00	-17,565.16
	9120	Booster Contributions-Girls	-3,044.51	3,425.00	569.24	0.00	-188.75
	9130	Booster Contributions-Boys	-2,534.48	1,169.72	3,268.92	0.00	-4,633.68
	9140	Metro Tournament	38.07	0.00	0.00	0.00	38.07
		<b>S Totals:</b>	<b>59,311.20</b>	<b>17,268.02</b>	<b>6,590.71</b>	<b>-829.00</b>	<b>69,159.51</b>
		<b>WHS Totals:</b>	<b>349,329.62</b>	<b>116,591.77</b>	<b>101,187.36</b>	<b>0.00</b>	<b>364,734.03</b>



# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 12/01/2017 to 12/31/2017.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
<b>Summer Millard Admin Summer School</b>						
A	ACTIVITY GENERAL					
1010	General Admin	3,901.29	0.16	0.00	0.00	3,901.45
1011	Elementary School Summer School	0.00	0.00	0.00	0.00	0.00
1012	Middle School Summer School	0.00	0.00	0.00	0.00	0.00
1013	Senior High Summer School	0.00	0.00	0.00	0.00	0.00
A Totals:		3,901.29	0.16	0.00	0.00	3,901.45
Summer Totals:		3,901.29	0.16	0.00	0.00	3,901.45

## AGENDA SUMMARY SHEET

**Agenda Item:** Second Reading of Policy 5020

**Meeting Date:** February 19, 2018

**Department** Student Services

**Title and Brief Description:** Equal Educational Opportunity. 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 Board policy. 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:** 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****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 law, or which violates [District policies or rules](#)~~Board policy~~. Complaints and grievances by students or parents regarding discrimination or 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, 5010, 5010.1, 5010.2, 5020.1, 6002, 6640

Policy Approved: November 20, 1995

Revised: August 7, 2000; September 20, 2010; [February 19, 2018](#)

Reaffirmed: April 21, 2008

Millard Public Schools  
Omaha, Nebraska



## AGENDA SUMMARY SHEET

**Agenda Item:** Second Reading of Policy 5100

**Meeting Date:** February 19, 2018

**Department** Student Services

**Title and Brief Description:** Enrollment of Students. Students of school age residing in the District, students who have at least one (1) parent residing in the District, and students of school age who may be by law allowed to attend the District's schools without charge, shall be permitted to enroll in the District's schools tuition-free.

**Action Desired:** Approval

**Background:** This policy and subsequent Rules provide guidance for enrolling into the Millard Public Schools. Recent legislative changes to Open and Option enrollment practices prompted a review and the identified changes herein.

**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

### Enrollment of Students

5100

Students of school age residing in the District, students who have at least one (1) parent residing in the District, and students of school age who may be by law allowed to attend the District's schools without charge, shall be permitted to enroll in the District's schools tuition-free.

Nonresident students may apply for enrollment in the District pursuant to the District's ~~Open or~~ Option Enrollment Program. Nonresident students not accepted through the District's ~~Open or~~ Option Enrollment Program may seek enrollment pursuant with District Rule 5100.1 (III)(A)(3) and (4).

The District may accept foreign exchange students when space permits and such students are legally residing in the United States. [The District shall only accept foreign exchange students through the District's approved foreign exchange programs.](#) Foreign exchange students are encouraged to participate in the curriculum of the school they attend in a manner which promotes the education of other students.

~~District personnel~~ [The school principal](#) shall determine final grade placement for students transferring from non-public schools or from schools outside of the District.

All students must comply with federal and state health laws and regulations.

Legal Reference: Neb. Rev. Stat. § 79-214  
 Neb. Rev. Stat. § 79-215  
[Neb. Rev. Stat. § 79-232 et seq.](#)  
 Neb. Stat. § 79-2110  
 Title 92, Nebraska Administrative Code, Chapter 19

Policy Approved:

Revised: July 20, 1992; June 6, 1994; January 8, 1996; August 21, 2000; August 6, 2001; April 7, 2008;  
 January 11, 2010; [February 19, 2018](#)

Millard Public Schools  
 Omaha, Nebraska

## AGENDA SUMMARY SHEET

**Agenda Item:** Second Reading of Policy 5146

**Meeting Date:** February 19, 2018

**Department:** Student Services

**Title and Brief Description:** Student Accident Insurance. A group plan of student accident insurance shall be made available on a voluntary basis to every student registered in the schools of the District from kindergarten through grade twelve.

**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****Student Accident Insurance****5146**

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

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

Policy Adopted:

Revised: August 3, 1992; March 17, 2003; May 17, 2004; [February 19, 2018](#)

Reaffirm: November 15, 2010

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approval of Policy 6625: School Libraries

**MEETING DATE:** February 19, 2018

**DEPARTMENT:** Educational Services and Technology

**TITLE AND  
BRIEF DESCRIPTION:** Approval of Policy 6625: School Libraries

**ACTION DESIRED:**  Approval

**BACKGROUND:** This policy is due for review.

**RECOMMENDATIONS:** Approve Policy 6625: School Libraries

**TIMELINE:** Implementation upon approval

**RESPONSIBLE PERSON(S):** Dr. Heather Phipps, Dr. Kent Kingston, Dr. Angela Daigle

**SUPERINTENDENT'S APPROVAL:**



## Curriculum, Instruction, and Assessment

### School Libraries

6625

The District recognizes that school libraries (~~also known as media/information centers~~) play a vital role in education by providing access to and instruction for a variety of resources. The District will provide comprehensive library facilities with up-to-date fiction and non-fiction books, reference materials, and digital ~~electronic information~~ resources necessary to support a world-class educational community, promote literacy and reading for pleasure, and achieve personal excellence and responsible citizenship. ~~a high-quality educational program, promote literacy and reading for pleasure, and enable students to achieve academic standards and become lifelong learners.~~

Policy Adopted: June 16, 1975

Revised: August 9, 1999; February 21, 2011; February 19, 2018

Reaffirmed: November 6, 2006

Millard Public Schools  
Omaha, Nebraska



## AGENDA SUMMARY SHEET

**Agenda Item:** Rule 5020.1

**Meeting Date:** February 19, 2018

**Department:** Student Services

**Title and Brief Description:** 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 a manner which violates federal or state law, Board policy.

**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

### 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 law, ~~Board policy~~ or District policies or rules.
- II. Appointment of Title IX Coordinator. The ~~Executive Director~~ 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 discrimination or 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, 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

Millard Public Schools  
 Omaha, NE

## AGENDA SUMMARY SHEET

**Agenda Item:** Rule 5100.3

**Meeting Date:** February 19, 2018

**Department** Student Services

**Title and Brief Description:** Enrollment of Students – Nonresident Students: Enrollment Option Program. Nebraska law enables any kindergarten through twelfth grade Nebraska student who resides in the Learning Community to attend a school in a Learning Community public school district in which the student does not reside pursuant to the Nebraska option enrollment laws and subject to limitations and standards authorized by law and adopted by the public school district.

**Action Desired:** Approval

**Background:** This Rules provide guidance for enrolling into the Millard Public Schools via Option Enrollment. Recent legislative changes to Open and Option enrollment practices prompted a review and the identified changes herein.

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



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## Student Services

### Enrollment of Students

#### Nonresident Students: Enrollment Option Program

5100.3

##### I. General Statement.

- A. ~~Starting with the 2017-2018 school year,~~ Nebraska law enables any kindergarten through twelfth grade Nebraska student who resides in the Learning Community to attend a school in a Learning Community public school district in which the student does not reside pursuant to the Nebraska option enrollment laws and subject to limitations and standards authorized by law and adopted by the public school district. The option is only available once to each student prior to graduation. Provided however, that an option does not count toward such limitation if such option meets, or met at the time of the option, one of the following criteria:
1. The student relocates to a different resident school district; or
  2. The option school district merges with another district; or
  3. The option school district is a Class I district; or
  4. The student will have completed either the grades offered in the school building originally attended in the option school district or the grades immediately preceding the lowest grade offered in the school building for which a new option is sought; or
  5. The option would allow the student to continue current enrollment in a school district; or
  6. The option would allow the student to enroll in a school district in which the student was previously enrolled as a student; or
  7. The student is an open enrollment option student.
- B. Option enrollment shall be administered under the direction of the District's Superintendent and the Superintendent shall serve as the designee of the District's Board of Education for any matters involving option enrollment to be acted upon by the Board, except as otherwise required by law or hereinafter provided.

##### II. Standards for Acceptance, Rejection, Transportation, and Capacity.

- A. Acceptance, Rejection, Transportation and Capacity. The Board shall adopt a resolution setting forth its specific standards for acceptance and rejection of applications as an option school district, for providing transportation for option students, and for acceptance or rejection of a request for release of a resident or option student submitting an application to an option school district after March 15 as provided in subsection III(A) of this Rule. The Board's adoption of a resolution does not preclude the Board from adopting a subsequent resolution with specific standards partially or wholly different from its previous resolution(s). The standards may include the capacity of a program, class, grade level, or school building, or the availability of appropriate special education programs and, in addition shall take into consideration any unique circumstances having an impact on enrollment capacity. Such unique circumstances having an impact on enrollment capacity shall include, but shall not be limited to, planned expansion and increases of enrollment, projected future enrollments, growth issues pertaining to instructional staff, class size and unassigned instructional space, housing construction projections, and planned accommodations for future enrollment growth. To facilitate option enrollment in the Learning Community, the District shall annually establish and report a maximum capacity for each District school building pursuant to procedures, criteria and deadlines established by the Learning Community Coordinating Council, and provide a copy of the standards for acceptance and rejection of applications and transportation policies for option students to the Learning Community Coordinating Council. Standards shall not include previous academic achievement, athletic or other extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings except as provided in Neb. Rev. Stat. §79-266.01. Standards for acceptance or rejection of a request for release shall not include that a request occurred after the deadline set forth

in subsection III(A) of this Rule. The District may by resolution declare a program, class, grade level, or school building unavailable to option students due to a lack of capacity.

B. Priorities for Option Enrollment. Priority for acceptance of applications received shall be as follows:

1. For applications received on or before the March 15<sup>th</sup> deadline:
  - a. First priority for option enrollment shall be for siblings of option students enrolled in the District.
  - b. Second priority shall be for enrollment of students who have previously been enrolled in the District as an open enrollment student.
  - c. Third priority shall be for enrollment of students who reside in the Learning Community and who contribute to the socioeconomic diversity of enrollment at the school building to which the student will be assigned.
  - d. Fourth priority shall be for enrollment of other students who reside in the Learning Community.
  - e. The District shall not be required to accept a student meeting the priority criteria if the program, class, grade level, or school building is at capacity, except as provided in Neb. Rev. Stat. § 79-240 and subsection III(D)(7) of this Rule.
2. In the event there are fewer spaces available than the number of applications in a given priority category, the selection shall be determined on a random basis. [If the applications received for a school building exceed the remaining capacity of a school building, the District shall establish a wait list for all excess applications in the order of selection priority as hereinbefore provided, and option enrollment slots which become available shall be filled from the wait list in order.](#) All wait lists will become null and void prior to the first day of school.
3. For applications received after the March 15<sup>th</sup> deadline and for which space is available in the program, class, grade level, or school building, selection shall be based upon the date and time of submittal of the application to the District with the earliest date and time of submittal receiving priority.

III. Application and Cancellation Process.

- A. Application. ~~Commencing with applications for attendance which begins with the 2017-2018 school year,~~ To attend an option school district, the student's parents or legal guardian shall submit an application to the board of education of the option school district between ~~September 1, 2016 and September 1 for all subsequent years and March 15, 2017 and March 15 for all subsequent years~~ for enrollment during the following ~~and subsequent~~ school years. If the District is the option school district, the application shall be delivered to the office of the Superintendent or Superintendent's designee. Applications submitted after ~~March 15, 2017 and~~ March 15 ~~for all subsequent years~~ shall contain a release approval from the resident school district on the application form prescribed and furnished by the Department of Education. The option school district may not accept or approve any applications submitted after such date without such a release approval. The option school district shall provide the resident school district with the name of the applicant on or before ~~April 1, 2017 and~~ April 1 ~~for all subsequent years~~ or, in the case of an application submitted after March 15 as provided in [subsection Section III\(A\)\(9\)](#) of this Rule, within forty-five days after submission.
1. The student's parents or legal guardian shall use the application and cancellation forms furnished by the Department of Education.
  2. A separate application is required for each student.
  3. Applications shall be accepted for the immediately following school year only.

4. Siblings of option students shall make their own independent application for attendance as an option student.
  5. A particular school within a school district may be requested, but the school assignment of the option student shall be determined by the option school district except as provided in subsection III(GF)(1) of this Rule for open enrollment option students and Neb. Rev. Stat. § 79-2110(3) for students attending a focus school, focus program, or magnet school.
  6. A parent or guardian may provide information on the application regarding the applicant's potential qualification for free or reduced-price lunches. Any such information provided shall be subject to verification and shall only be used for the purposes of Neb. Rev. Stat. § 79-238(4). Nothing in this subsection requires a parent or guardian to provide such information. Determinations about an applicant's qualification for free or reduced-price lunches for purposes of Neb. Rev. Stat. § 79-238(4) shall be based on any verified information provided on the application. If no such information is provided, the student shall be presumed not to qualify for free or reduced-price lunches for the purposes of Neb. Rev. Stat. § 79-238(4). Each year the District shall randomly select at least three percent of the option enrollment applications accepted, for verification of free or reduced-price lunch status. The District may, in its discretion, audit to verify the free and reduced-price lunch status of all such applications.
  7. Applications for students who do not actually attend the option school district may be withdrawn in good standing upon mutual agreement by both the resident and option school districts.
  8. False or substantially misleading information submitted by a parent or guardian on an application to an option school district may be cause for the option school district to reject an application or to reject a previously accepted application if the rejection occurs prior to the student's attendance as an option student.
  9. Students who relocate to a different resident school district after February 1, ~~2017 and February 1 for all subsequent years~~ or, whose option school district merges with another district effective after February 1, ~~2017 and February 1 of all subsequent years~~ may submit an application to an option school district for attendance during the current or immediately following and subsequent school years. Such application does not require the release approval of the resident district and the option school district shall accept or reject such application within forty-five days.
- B. Cancellation. No option student shall attend an option school district for less than one (1) school year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of the student's senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school district to cancel the enrollment option and return to the resident school district. Except as provided in the preceding sentence or, for open enrollment option students as provided in subsection III(GF) of this Rule, the option student shall attend the option school district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school district. In case of cancellation, the student's parents or legal guardian shall provide written notification to the school boards of the option and resident school districts on forms prescribed and furnished by the Department of Education in advance of such cancellation.
- C. Waiver of Deadlines. Upon agreement of the school boards of the resident and option school districts, the deadlines for application and approval or rejection may be waived.
- D. Acceptance by District.
1. The District shall accept or reject applications based on the capacity of the school building, the eligibility of the applicant for the school building program, the number of such applicants that



will be accepted for a given school building, and in the order of selection priority as hereinbefore provided.

2. The selection process shall be conducted on a “building by grade” basis. In the event the applications to a building exceed the capacity of such building, the selection shall be in the order of selection priority as hereinbefore provided.
3. If all school buildings identified on an application are at maximum capacity but the District has buildings offering the same grades which have remaining capacity, the District may communicate with the student, parent or legal guardian and identify those school buildings within the District which have capacity, which the applicant may substitute for one or more school buildings identified on the submitted application.
4. If the applications received for a school building exceed the remaining capacity of a school building, the District shall establish a wait list for all excess applications in the order of selection priority as hereinbefore provided, and option enrollment slots which become available shall be filled from the wait list in order. All wait lists will become null and void prior to the first day of school.
5. The District may, in its discretion, accept option enrollment applications in excess of the maximum capacity of a school building, in the order of selection priority as hereinbefore provided.
6. The District shall notify, in writing, the parent or legal guardian of the student and the resident school district whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15 as provided in [subsection Section III\(A\)\(9\)](#) of this Rule, within forty-five days after submission.
7. The following students shall be automatically accepted and the deadlines prescribed in Neb. Rev. Stat. § 79-234 shall be waived:
  - a. Students who relocate in a different school district but want to continue attending the original resident school district and who have been enrolled in the original resident school district for the immediately preceding two (2) years.
  - b. Option students who relocate in a different school district but want to continue attending the option school district.
  - c. An option student who subsequently chooses to attend a private or parochial school and who is not an open enrollment option student shall be automatically accepted to return to either the resident or option school district upon the completion of the grade levels offered at the private or parochial school. If such student chooses to return to the option school district, the student’s parents or legal guardian shall submit another application to the option school district’s board of education which shall be automatically accepted, and the application deadlines shall be waived.

E. Completion of Enrollment Processes.

1. The parents or legal guardians of a student who has been accepted by the District for an option enrollment placement, must complete the District’s defined enrollment processes by May 15. Failure to complete the District’s defined enrollment processes by May 15 shall result in the forfeiture of the option enrollment slot by the applicant, and, if applicable, shall be filled from the District’s wait list.

F. November Application Process. The District may accept option enrollment applications for enrollment to start second semester of the then current school year, in accordance with the following November application process.

1. Such applications must be delivered between November 1 and December 1 to the office of the Superintendent or Superintendent's designee. Such applications shall contain a release approval from the resident school district on the application form prescribed and furnished by the Department of Education. The District may not accept or approve any such applications without such a release approval. The District shall provide the resident school district with the name of the applicant on or before December 15.
2. The application requirements as provided in subsections III(A)(1), (2), (4), and (6) through (9) of this Rule must be complied with.
3. Such applications shall only be received for the program, class, grade level, or school building which the District has determined to have space available for second semester option enrollment.
4. The District shall accept or reject such applications based on the number of option enrollment slots which the District has determined are available for second semester option enrollment, the eligibility of the applicant for the school building program, and in the order of selection priority as provided in subsections II(B)(1)(a) through (d) of this Rule. If such option enrollment slots still exist after the completion of the selection priority process, then those slots shall be filled on a random drawing basis from the existing applications on file. The District shall not establish a wait list for any excess applications.
5. The District shall notify, in writing, the parent or legal guardian of the student and the resident school district whether the application is accepted or rejected on or before December 15.
6. The parent or legal guardian of a student who has been so accepted for second semester option enrollment must complete the District's defined enrollment processes by December 30. Failure to complete the District's defined enrollment processes by December 30 shall result in the forfeiture of the second semester option enrollment slot by the applicant and such slot shall go unfilled.

G. Open Enrollment Option Students.

1. Each student attending a school building of the District as an open enrollment student pursuant to Neb. Rev. Stat. § 79-2110 for any part of the 2016-2017 school year shall be automatically approved as an open enrollment option student beginning with the 2017-2018 school year and allowed to continue attending such school building as an open enrollment option student without submitting an additional application.
2. Except as provided in Neb. Rev. Stat. § 79-2110(3) for students attending a focus school, focus program, or magnet school, such approval as an open enrollment option student pursuant to this subsection does not permit the student to attend another school building within the District at the same grade level unless an application meeting the requirements prescribed in Neb. Rev. Stat. § 79-237 and this Rule is approved by the District.
3. Upon approval of an application meeting the requirements prescribed in Neb. Rev. Stat. § 79-237, a student previously enrolled as an open enrollment student in the District shall be treated as an option student of the District without regard to his or her former status as an open enrollment student.
4. In December of ~~2016 and each year thereafter~~, the District shall mail to the parent or guardian of a student who is currently attending a District school building or program, except a magnet

school, focus school, or focus program, as either an open enrollment option student or an option student, and who will complete the grades offered at such school building prior to the following school year, a notice stating the District school building that the student has been assigned to attend the following school year. If the student resides in the District, the assigned school shall be the school in the attendance area where the student resides.

5. Except as otherwise provided in this subsection and Neb. Rev. Stat. §§ 79-234, 79-235, 79-237, 79-238 and 79-2110(3), open enrollment option students shall be treated as option students of the District.

- IV. Notification of Rejection of Application or Request for Release and Right to Appeal. If an application or request for release is rejected by the District in its capacity as an option or resident school district, the District shall provide written notification sent by certified mail to the parent or guardian stating the reasons for the rejection and the process for appealing such rejection to the State Board of Education. The parent or legal guardian may appeal the rejection to the State Board of Education within thirty (30) days after the date the notification of the rejection was received by the parent or legal guardian.
- V. Treatment of Option Students. For purposes of all duties, entitlements, and rights established by law, including special education as provided in Neb. Rev. Stat. § 79-1127, except as provided in Neb. Rev. Stat. § 79-241 and, for open enrollment option students, except as provided in subsection III(~~GF~~) of this Rule, option students shall be treated as resident students of the option school district.
- VI. Accepting Credits. If the District is the option school district, it will accept credits toward graduation that were awarded by the resident school district. Further, the District shall award diplomas to option students if the student meets the District's graduation requirements.
- VII. Transportation or Reimbursement. This section constitutes the District's specific standards for providing transportation for open enrollment option student and for option students for the 2017-2018 school year and the school years thereafter.
  - A. Except as otherwise provided by law, Neb. Rev. Stat. § 79-611 and District Rule 3811.1 do not apply to the transportation of option students.
  - B. The parent or legal guardian of the option student shall be responsible for transportation except as herein provided.
  - C. Option students who qualify for free lunches shall be eligible for transportation reimbursement as described in Neb. Rev. Stat. § 79-611 from the District, except that they shall be reimbursed at the rate of one hundred forty-two and one-half percent of the mandatorily established mileage rate provided in Neb. Rev. Stat. § 81-1176 for each mile actually and necessarily traveled on each day of attendance by which the distance traveled one way from the residence of such student to the schoolhouse exceeds three miles.
  - D. For open enrollment option students who received free transportation for the 2016-2017 school year pursuant to Neb. Rev. Stat. § 79-611(2), the District shall continue to provide free transportation for the duration of the student's status as an open enrollment option student or for the duration of the student's enrollment in a pathway pursuant to Neb. Rev. Stat. § 79-2110(3) unless the student relocates to a resident school district that would have prevented the student from qualifying for free transportation for the 2016-2017 school year pursuant to Neb. Rev. Stat. § 79-611(2). A student's duration as an open enrollment option student and such free transportation thus end when a student has completed the grades offered in the open enrollment school building attended during the 2016-2017 school year, or the student is expelled and disqualified pursuant to Neb. Rev. Stat. § 79-266.01, or transportation services are suspended or revoked pursuant to District Policy 3817 for serious or repeated violations of the District's Standards for Student Conduct, or the student discontinues enrollment in the District, or the student's application for option enrollment is accepted by the District,



or the student relocates to a resident school district that prevents the student from qualifying for free transportation.

- E. For option students verified as having a disability as defined in Neb. Rev. Stat. § 79-1118.01, the transportation services set forth in Neb. Rev. Stat. § 79-1129 shall be provided by the resident school district.

#### VIII. Definitions.

- A. "Department of Education" shall mean the Nebraska State Department of Education.
- B. "Enrollment Option Program" shall mean the program established in Neb. Rev. Stat. § 79-234.
- C. "Learning Community" shall mean the Learning Community of Douglas and Sarpy Counties.
- D. "Open enrollment option student" shall mean a student who resides in a school district in the Learning Community, who attended a school building in another school district in the Learning Community as an open enrollment student, and who is allowed to continue to attend such school building as an open enrollment option student without submitting an additional application for option enrollment until the student completes the grades offered in such school building or unless the student has been expelled and is disqualified pursuant to Neb. Rev. Stat. § 79-266.01.
- E. "Option school district" shall mean the public school district that a student chooses to attend other than the student's resident school district.
- F. "Option student" shall mean a student that has chosen to attend an option school district, including an open enrollment option student or a student who resides in the Learning Community and began attendance as an option student in an option school district in such Learning Community prior to the 2009-2010 school year, but for school years prior to the 2017-2018 school year does not include a student who resides in the Learning Community and who attends another school district in the Learning Community as an open enrollment student.
- G. "Parents" shall mean, in the case of parents who are divorcing or divorced, the custodial parent.
- H. "Resident school district" shall mean the public school district in which a student resides or the school district in which the student is admitted as a resident of the school district pursuant to Neb. Rev. Stat. § 79-215.
- I. "Siblings" shall mean all children residing in the same household on a permanent basis who have the same mother or father or who are stepbrother or stepsister to each other.
- J. "Student who contributes to the socioeconomic diversity of enrollment" shall mean a student who does not qualify for free or reduced-price lunches when based upon the certification pursuant to Neb. Rev. Stat. § 79-2120, the school building the student will be assigned to attend either has more students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the Learning Community or provides free meals to all students pursuant to the community eligibility provision, or a student who qualifies for free or reduced-price lunches based on information collected voluntarily from parents and guardians pursuant to Neb. Rev. Stat. § 79-237 when, based upon the certification pursuant to Neb. Rev. Stat. § 79-2120, the school building the student will be assigned to attend has fewer students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the Learning Community and does not provide free meals to all students pursuant to the community eligibility provision.

Legal Reference: Neb. Rev. Stat. § 79-232 *et seq.*  
Title 92, Nebraska Administrative Code, Chapter 19

~~LB-1067 (2016)~~  
~~LB-1066 (2016)~~

Rule Approved: January 8, 1996  
Revised: August 5, 1996; August 21, 2000; August 6, 2001; June 1, 2015;  
September 19, 2016; [February 19, 2018](#)  
Reaffirmed: April 7, 2008

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approval of Rule 6625.1: School Libraries

**MEETING DATE:** February 19, 2018

**DEPARTMENT:** Educational Services and Technology

**TITLE AND BRIEF DESCRIPTION:** Approval of Rule 6625.1: School Libraries

**ACTION DESIRED:**  Approval

**BACKGROUND:** This Rule is due for review.

**RECOMMENDATIONS:** Approve Rule 6625.1: School Libraries

**TIMELINE:** Implementation upon approval

**RESPONSIBLE PERSON(S):** Dr. Heather Phipps, Dr. Kent Kingston, Dr. Angela Daigle

**SUPERINTENDENT'S APPROVAL:**

A handwritten signature in blue ink, appearing to read "Jim Dauterive".



**Curriculum, Instruction, and Assessment**  
**School Libraries**

6625.1

- I. The District's school libraries and teacher-librarians shall provide:
  - A. Instruction that enables students, staff and the community to become proficient users of library resources.
  - B. Information to teachers and administrators concerning sources and availability of instructional materials that will aid in the delivery of District approved curriculum.
  - C. Opportunities for teacher-librarians, in cooperation with classroom teachers, to develop and deliver instructional units and activities using ~~library~~ print and digital resources.
  - D. ~~Assistance to~~ Collaboration with teachers and students in the evaluation, selection, production, and uses of instructional materials.
  - E. A collection of materials and resources that support user academic and personal needs and interests.
  - F. Assistance to teachers, administrators, and other school staff members in becoming knowledgeable about appropriate uses of library services, instructional materials, technology-based systems and equipment, and the integration thereof.
  - G. Information and assistance to students, teachers, and administrators concerning copyright law, ~~and~~ fair use guidelines, Creative Commons, and academic integrity through the ethical use of library resources.
- II. The teacher librarian shall collaborate as an instructional partner and information specialist. Collaboration with classroom teachers and administrators shall develop students' information and technology skills, helping all students meet the content standards and indicators in all subject areas. ~~The school teacher librarian shall collaborate as an instructional partner and information specialist with classroom teachers and administrators to develop students' information and technology skills helping all students meet the content standards and indicators in all subject areas.~~ Library services and resources shall be available for students and teachers during the entire school day.
- III. The Superintendent or designee shall develop a District-wide School Library Plan. The District-wide School Library Plan shall describe the District's vision and goals for the District's libraries. As appropriate, the Plan may address facilities, selection and weeding procedures, and prioritization of needs or other related matters. The Superintendent or designee is encouraged to consult with affected stakeholders in the development of the District-wide School Library Plan.

IV. [Responsibility for the selection of library materials is delegated to the professional teacher-librarian through the building principal. The selection process shall invite recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.](#) Library materials are those that include, but are not limited to, print, non-print, periodicals, online databases, digital and multi-media resources, supplies, and equipment that are critical to the support and enhancement of the curriculum and educational program. [Library materials should be continually reevaluated in relation to evolving curriculum, new formats of materials, new instructional methods, and the needs of students and teachers.](#) These materials are housed in and accessed through the library for use by the entire learning community of the school.

~~V. Responsibility for the selection of library materials is delegated to the professional library staff through the principal. School teacher librarians shall evaluate materials in accordance with law, Board policy, administrative regulation, and using professional selection aids and standards. The selection process shall invite recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.~~

~~VI. Library materials should be continually reevaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain obsolete subject matter may be removed and materials that are no longer appropriate, or that are lost or worn may be removed and replaced as possible.~~

V. Library materials acquisition shall, at a minimum, follow Nebraska Department of Education, Rule 10 guidelines, using vendors approved by the District, and processed through the District's Department of Library Services. All library acquisitions and other designated materials shall be cataloged in the District provided library management system.

~~VII.~~VI. [Libraries shall be staffed, at a minimum, to follow Nebraska Department of Education, Rule 10 guidelines.](#)

~~VIII.~~VII. Challenges regarding the appropriateness of library materials shall be addressed using the District's procedures for complaints regarding instructional materials.

[Related Policies and Rules: 1310, 1310.2, 6810.2](#)

**Legal Reference:** Neb. Rev. Stat. § 79-318; Title 92, Nebraska Administrative Code, Chapter 10, Section 006.01; 006.01A - 006.01D; and 007.04

**Date of Adoption:** February 21, 2011

[Revised: February 19, 2018](#)

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Delete Rule 6625.2: School Libraries

**MEETING DATE:** February 19, 2018

**DEPARTMENT:** Educational Services and Technology

**TITLE AND BRIEF DESCRIPTION:** Delete Rule 6625.2: School Libraries

**ACTION DESIRED:**   X   Approve deletion of the Rule

**BACKGROUND:** This Rule is due for review, and the document that it was originally based on is no longer in existence. Therefore, we propose deleting this Rule and referencing the Millard belief statements for Library Services.

**RECOMMENDATIONS:** Delete Rule 6625.2: School Libraries

**TIMELINE:** Implementation upon approval

**RESPONSIBLE PERSON(S):** Dr. Heather Phipps, Dr. Kent Kingston, Dr. Angela Daigle

**SUPERINTENDENT'S APPROVAL:**

A handwritten signature in blue ink, appearing to read "Jim Duffin", is written over a light blue rectangular background.



## Curriculum, Instruction, and Assessment

### School Libraries

6625.2

~~The Board of Education recognizes the School Library Bill of Rights, as drawn by the American Library Association, as applicable to the Millard School District, and the District shall:~~

- ~~1. provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served;~~
- ~~2. provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;~~
- ~~3. provide background of information which will enable pupils to make intelligent judgments of their daily life;~~
- ~~4. provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking;~~
- ~~5. provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage; and~~
- ~~6. place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.~~

**Date of Adoption:** February 21, 2011, [Deleted February 19, 2018](#)

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approval of PK-12 Science Framework: Part I

**MEETING DATE:** February 19, 2018

**DEPARTMENT:** Educational Services

**TITLE:** PK-12 Science Framework: Part I

**BRIEF DESCRIPTION:** The PK-12 Science Framework is being presented for approval. The Framework includes: Millard Public Schools Mission and Beliefs; PK-12 Science Philosophy and Beliefs; Millard Essential Learner Outcomes (6110.1); PK-12 Science Curriculum Planning Committee Members; and Timeline for MEP Cycle Procedures.

Also included is the Science Matrix based on the State Standards and Indicators approved by the State Board of Education on September 8, 2017.

The appendix includes a proposed course sequence and name changes with course descriptions.

**ACTION DESIRED:** Approval


**BACKGROUND:** PK-12 Science Curriculum Planning Committee completed Phase I of the MEP Curriculum Cycle. The PK-12 Science Framework: Part I is being presented for approval. Part II: Textbook/Instructional Materials Selection will be presented for approval in the future pending available budget.

**RECOMMENDATIONS:** Recommend approval of PK-12 Science Framework: Part I

**IMPLICATIONS OF ADOPTION OR REJECTION:** Delay of course guide revisions and implementation of new Standards and Indicators

**TIMELINE:** Pending budget, implementation August 2020

**RESPONSIBLE PERSON(S):** Dr. Heather Phipps, Dr. Anthony Weers, Andy DeFreece, Ellen Kramer, and Melanie Olson

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

# PK – 12 Science Framework

Part I: PK-12  
February 19, 2018





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## **District Mission and Beliefs**

### **Science Philosophy**

#### **District Mission:**

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

#### **District Beliefs:**

We believe:

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

#### **PK-12 Science Philosophy Statement:**

Science education is a systematic process that engages and empowers students to be critical thinkers and problem solvers by gathering, analyzing, and communicating evidence of the natural and engineered world. By incorporating scientific investigations and diverse learning opportunities, students will blend their innate curiosity, skills, and knowledge to meet the challenges of a dynamic world.

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

6110.1

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

### MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·  
· FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·  
· CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·  
· COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

#### ACADEMIC SKILLS AND APPLICATIONS

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

##### LANGUAGE ARTS

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

##### MATHEMATICS

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

##### SCIENCE

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

##### SOCIAL STUDIES

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

##### FINANCIAL WELL-BEING

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

##### HUMAN RELATIONS

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

##### TECHNOLOGY

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

##### FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.

- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

#### PERSONAL DEVELOPMENT AND WELL-BEING

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

#### COLLEGE AND CAREER READINESS SKILLS

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

##### CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

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

##### CREATIVITY AND INNOVATION

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

##### COLLABORATION AND TEAMWORK

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

##### CITIZENSHIP AND PERSONAL RESPONSIBILITY

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

Revised: Strategic Planning, December 5, 1996

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

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011; August 19, 2013; November 3, 2014

Millard Public Schools  
Omaha, Nebraska



## Science Curriculum Planning Committee Members

### Elementary

Lisa Bartels - 5th grade, Montclair  
 Bethany Case - Administrator, Cather  
 Dayna Derichs - Teacher Librarian, Wheeler  
 Savannah Dinslage - 1st grade, Ezra Millard  
 Jeremy Fleming - 3rd grade, Wheeler  
 Nikki Frenche - 1st grade, Abbott  
 Erin Gonzalez - Administrator, Harvey Oaks  
 Carrie Grove - Kindergarten, Norris  
 Kelli Hasenjager - 5th grade Primary Years Program, Aldrich  
 Briana Holthaus - 4th grade, Wheeler  
 Alicia Judernatz - 3rd grade, Rohwer  
 Alicia Kotlarz - Administrator, Montclair  
 Stephanie Kurz - 4th grade, Holling Heights  
 Tracy Logan - Administrator, Wheeler  
 Erin Maguire - Kindergarten, Harvey Oaks  
 Molly Ritchie - 2nd grade, Ezra  
 Charlene Schuchardt - 4th grade, Rohwer  
 Robyn Smith - Intermediate Montessori, Norris  
 Kate Solberg - 3rd grade Core, Cather  
 Jacob Svacina - 2nd grade, Neihardt

### Secondary

Dr. Jennifer Allen - Administrator, West HS  
 Tyler Berzina - Physics, West HS  
 Jason Boatwright - 8th grade, Anderson MS  
 Sharon Eblen - Physics, North HS  
 Lisa Groth - Life Science, South HS  
 Dr. David Hemphill - Administrator, Kiewit MS  
 Kristin Holzer - Life Science Electives, West HS  
 Daryl Jahn - Chemistry, North HS  
 Estefania Larsen - Physics, South HS  
 David McEnaney - Life Science, North HS  
 Sarah Morrison - Academy, Horizon HS  
 Kelsey Nodgaard - Life Science, West HS  
 Tyler Renken - Special Education, South HS  
 Nichole Schwab - 8th grade, Russell MS  
 Kelley Staber - 6th grade, Beadle MS  
 Dr. Jennifer Wilson - Chemistry, South HS

### District

Lori Bartels – Coordinator of K-5 Special Education  
 Dr. Angela Daigle - Library Services Department Head  
 Andrew DeFreece - Director, Elementary Education and Early Childhood Education  
 Pam Erixon - English Language Learners District Support Specialist  
 Ted Esser - Secondary Coordinator of Special Education  
 Kara Hutton - Elementary Coordinator of Special Programs  
 Cheri Kite - Early Childhood & Literacy Intervention Curriculum & Instruction MEP Facilitator  
 Ellen Kramer - K-5 Science Curriculum & Instruction MEP Facilitator  
 Jacen Lefholtz - Instructional Technology MEP Facilitator  
 Melanie Olson - 6-12 Science Curriculum & Instruction MEP Facilitator  
 Anthony Weers - Director of Secondary Education

### Science Community Focus Group Members

Dr. Kelly Gomez Johnson, University of Nebraska - Omaha, Teacher Education  
 Nancy Thornblad - College of Saint Mary  
 Dr. Stacey Ocander - Metro Community College, Dean of Health and MPS Parent  
 Andy Szatko - City of Omaha and MPS Parent  
 Kent Holm - Douglas County Environmental Services  
 Dr. James Persson - Physician and MPS Parent  
 Dr. Steve Sindelar - Physician and MPS Parent  
 Dr. Clara Hoover - Community Member  
 Dr. Abby Burke - Parent  
 Sara Cooper - Nebraska Department of Education  
 Monica Storm - Iowa Western Community College and MPS Parent

### **Phase 1 PK-12 Research Subcommittees 2017**

Members of the Curriculum Planning Committee engaged in analysis and discussions about concerns, opportunities, weaknesses, and strengths of Science education in Millard Public Schools. From this analysis and discussion seven research topics were determined:

- **Instructional Practices** that support achievement in science education
- **STEM/STEAM Integration**
- **Professional Development** methods that lead to effective instructional practices
- **Alignment and Transitions** within and across grade levels
- **Standards and Assessments** that measure student mastery of science standards
- **Courses** that ensure students of all abilities and interests are college and career ready
- **Resources** that are designed for instructional shifts in science education and facilitate effective teaching and learning

## Timeline of Science Curriculum Cycle Meetings

### Phase I (2017-2018) Elementary & Secondary

Date	Group -- Purpose
October 24, 2017	Science Curriculum Planning Committee (CPC) Kick Off Orientation to the Phase I process, roles of committee members, introduction to three-dimensional learning
October 30, 2017	CPC Meeting #1 Professional Learning on pedagogical shifts (three-dimensional teaching) in Science, review of data book, identification of critical issues, development of research subcommittees and research questions
October 31, 2017 - November 12, 2017	Science Research Subcommittees conduct research on seven critical issues and research questions
November 13, 2017	CPC Meeting #2 research subcommittee members collaborate, research presentations from subcommittees, exploration of state standards content and format
December 4, 2017	CPC Meeting #3 Professional learning on interdisciplinary connections, three-dimensional using natural phenomena as a teaching tool, and deconstructing state standards; begin development of philosophy statement; discuss possible course offerings at middle school and high school
December 4, 2018 - December 22, 2018	Collect input from CPC members about state standards structure and possible course offerings and sequence for secondary level
January 9, 2018	Community Focus Group Explained state and district policies, curriculum adoption process, shifts in Science teaching and learning Discussed critical issues, and vision for Science education in order for students to be successful beyond high school
January 18, 2018	CPC Meeting #4 Reviewed Community Focus Group input Completed framework writing, philosophy statement Secondary Members of Curriculum Planning Committee—Developed individual course frameworks for all high school courses Elementary Members of Curriculum Planning Committee -- Professional learning on implementation of three-dimensional teaching and learning
February 19, 2018	PK-12 Science Framework proposal submitted to Board of Education for approval



## Introduction to PK-12 Science Matrix

The new Nebraska College and Career Ready Standards for Science (CCR-Science) were approved by the Nebraska State Board of Education on September 8, 2017. The following matrix represents the recommendations for Millard Public Schools PK-12 Science Standards made by the PK-12 Science Curriculum Planning Committee. Development of this framework is based on findings from research subcommittees and critical analysis of the new state standards, existing standards in consortia school districts, and existing standards from other states.

The standards are organized by grade level preschool through 12th grade. Preschool standards are based on Nebraska Early Learning Guidelines to meet the diverse and unique learning needs of young children. Standards for our youngest learners establish the foundation for successful scientific understanding as students prepare for kindergarten. Kindergarten through fifth grade standards reflect developmentally appropriate learning progressions that build on the foundation for understanding science in the later grades. Middle school and high school standards help students develop deeper and more sophisticated understanding of science concepts that were introduced in elementary grades.

As is common in all state frameworks, the science standards have two levels of specificity: standards and indicators. A common stem begins each standard regardless of grade: “Gather, analyze, and communicate...” These verbs underscore long-term learning goals that are associated with the rigor of the standards and provide guidance for exemplary classroom instruction throughout all grades. Indicators more specifically describe what students must know and be able to do to meet the standard. *A Framework for K-12 Science Education* (National Research Council, 2012) makes the case for science teaching and learning through three dimensions: Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices.

**Table 1** below provides details about each of the three dimensions. **Disciplinary Core Ideas** are a focused set of science ideas recommended by *A Framework for K-12 Science Education* and identified as necessary for all students to achieve scientific literacy that will serve them well beyond their K-12 education. **Crosscutting concepts** are tools that help students make sense of disciplinary core ideas and deepen understanding. They facilitate synthesis of knowledge that helps students construct a scientific, evidence-based view of the world. The **science and engineering practices** are behaviors that are utilized to investigate natural phenomena and develop solutions to real-world problems. Each indicator in the framework is an intentional combination of all three dimensions that guide assessment.

**Table 1** - The Three Dimensions of Science Teaching and Learning

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ul style="list-style-type: none"> <li>● Ask Questions and Define Problems</li> <li>● Develop and Use Models</li> <li>● Plan and Carry Out Investigations</li> <li>● Analyze and Interpret Data</li> <li>● Use Mathematics and Computational Thinking</li> <li>● Construct Explanations and Design Solutions</li> <li>● Engage in Argument from Evidence</li> <li>● Obtain, Evaluate, and Communicate Information</li> </ul>	<p><b>Life Science</b></p> <ul style="list-style-type: none"> <li>● LS1 - From Molecules to Organisms: Structures and Processes</li> <li>● LS2 - Ecosystems: Interactions, Energy, and Dynamics</li> <li>● LS3 - Heredity: Inheritance and Variation of Traits</li> <li>● LS4 - Biological Evolution: Unity and Diversity</li> </ul> <p><b>Physical Science</b></p> <ul style="list-style-type: none"> <li>● PS1 - Matter and Its Interactions</li> <li>● PS2 - Motion and Stability: Forces and Interactions</li> <li>● PS3 - Energy</li> <li>● PS4 - Waves and Their Applications in Technologies for Information Transfer</li> </ul> <p><b>Earth and Space Science</b></p> <ul style="list-style-type: none"> <li>● ESS1 - Earth’s Place in the Universe</li> <li>● ESS2 - Earth’s Systems</li> <li>● ESS3 - Earth and Human Activity</li> <li>● ETS1 - Engineering Design</li> </ul>	<ul style="list-style-type: none"> <li>● Patterns</li> <li>● Cause and Effect</li> <li>● Scale, Proportion, and Quantity</li> <li>● Systems and System Models</li> <li>● Energy and Matter</li> <li>● Structure and Function</li> <li>● Stability and Change</li> </ul>

Adapted from: Nebraska Department of Education (2017). [K-12 College and Career Ready Standards for Science](#), and Nebraska Early Learning Guidelines draft (2017)

Legend

Cell without text: No State or Millard indicator exists.

Nomenclature

The nomenclature for the standards and indicators is as follows:

SC	Science State Standard
M	Millard Standard
P3-12	Grade Level
1-15	Topic (Disciplinary Core Idea) <ol style="list-style-type: none"> <li>1. Forces and Interactions</li> <li>2. Waves &amp; Electromagnetic Radiation</li> <li>3. Structure &amp; Properties of Matter</li> <li>4. Energy</li> <li>5. Chemical Reactions</li> <li>6. Structure &amp; Function</li> <li>7. Interdependent Relationships in Ecosystems</li> <li>8. Matter &amp; Energy in Organisms &amp; Ecosystems</li> <li>9. Heredity: Inheritance &amp; Variation of Traits</li> <li>10. Biological Evolution</li> <li>11. Space Systems</li> <li>12. Weather &amp; Climate</li> <li>13. Earth's Systems</li> <li>14. History of Earth</li> <li>15. Sustainability</li> </ol>
2.	Standard
A	Indicator
<u>underline</u>	Crosscutting Concept
<b>bold</b>	Science and Engineering Practice

Example

SC.5.3.1 ←(Standard) Gather, analyze, and communicate evidence of structure and properties of matter.				
SC.5.3.1.B ←(Indicator) <b>Measure and graph quantities</b> to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, <u>the total weight of matter is conserved</u>				
<b>SC.</b> content area	<b>5.</b> grade level	<b>3.</b> topic (Disciplinary Core Idea)	<b>1.</b> standard	<b>B</b> indicator
Science	Grade 5	Structures & Properties of Matter	Structure & Properties of Matter	weight of matter is conserved regardless of change that occurs when heating, cooling, or mixing substances

The [Topic Progression](#) provides a quick view of the PK-12 instructional progression.

## Science Matrix Contents

<u>Summary of Topic Progression PK-12</u>		
Preschool	Physical Science K-5	Physical Science 6-12
1. <a href="#">Scientific Knowledge</a>	<a href="#">1. Forces and Interactions</a>	<a href="#">1. Forces and Interactions</a>
2. <a href="#">Scientific Skills and Methods</a>	<a href="#">2. Waves and Electromagnetic Radiation</a>	<a href="#">2. Waves and Electromagnetic Radiation</a>
	<a href="#">3. Structure and Properties of Matter</a>	<a href="#">3. Structure and Properties of Matter</a>
	<a href="#">4. Energy</a>	<a href="#">4. Energy</a>
	<a href="#">5. Chemical Reactions</a>	<a href="#">5. Chemical Reactions</a>
	Life Science K-5	Life Science 6-12
	<a href="#">6. Structure &amp; Function</a>	<a href="#">6. Structure &amp; Function</a>
	<a href="#">7. Interdependent Relationships in Ecosystems</a>	<a href="#">7. Interdependent Relationships in Ecosystems</a>
	<a href="#">8. Matter &amp; Energy in Organisms &amp; Ecosystems</a>	<a href="#">8. Matter &amp; Energy in Organisms &amp; Ecosystems</a>
	<a href="#">9. Heredity: Inheritance &amp; Variation of Traits</a>	<a href="#">9. Heredity: Inheritance &amp; Variation of Traits</a>
	<a href="#">10. Biological Evolution</a>	<a href="#">10. Biological Evolution</a>
	Earth & Space K-5	Earth & Space 6-12
	<a href="#">11. Space Systems</a>	<a href="#">11. Space Systems</a>
	<a href="#">12. Weather and Climate</a>	<a href="#">12. Weather and Climate</a>
	<a href="#">13. Earth's Systems</a>	<a href="#">13. Earth's Systems</a>
	<a href="#">14. History of Earth</a>	<a href="#">14. History of Earth</a>
	<a href="#">15. Sustainability</a>	<a href="#">15. Sustainability</a>



## Summary of PK-12 Topic Progression

## Topic Progression PK-8

<b>Topic\Grade</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>P4.1</b> Scientific Knowledge	<b>SC.M.P4.1</b>									
<b>P4.2</b> Scientific Skills and Methods	<b>SC.M.P4.2</b>									
<b>1</b> Forces & Interactions		<b>SC.K.1</b>			<b>SC.3.1</b>					<b>SC.8.1</b>
<b>2</b> Waves & Electromagnetic Radiation			<b>SC.1.2</b>			<b>SC.4.2</b>				<b>SC.8.2</b>
<b>3</b> Structure & Properties of Matter				<b>SC.2.3</b>			<b>SC.5.3</b>		<b>SC.7.3</b>	
<b>4</b> Energy						<b>SC.4.4</b>		<b>SC.6.4</b>		<b>SC.8.4</b>
<b>5</b> Chemical Reactions									<b>SC.7.5</b>	
<b>6</b> Structure & Function			<b>SC.1.6</b>			<b>SC.4.6</b>		<b>SC.6.6</b>		
<b>7</b> Interdependent Relationships in Ecosystems		<b>SC.K.7</b>		<b>SC.2.7</b>	<b>SC.3.7</b>				<b>SC.7.7</b>	
<b>8</b> Matter & Energy in Organisms & Ecosystems							<b>SC.5.8</b>		<b>SC.7.8</b>	
<b>9</b> Heredity: Inheritance & Variation of Traits					<b>SC.3.9</b>			<b>SC.6.9</b>		<b>SC.8.9</b>
<b>10</b> Biological Evolution										<b>SC.8.10</b>
<b>11</b> Space Systems			<b>SC.1.11</b>				<b>SC.5.11</b>			<b>SC.8.11</b>
<b>12</b> Weather & Climate		<b>SC.K.12</b>			<b>SC.3.12</b>			<b>SC.6.12</b>		
<b>13</b> Earth's Systems				<b>SC.2.13</b>		<b>SC.4.13</b>	<b>SC.5.13</b>	<b>SC.6.13</b>	<b>SC.7.13</b>	
<b>14</b> History of Earth									<b>SC.7.14</b>	<b>SC.8.14</b>
<b>15</b> Sustainability										

## Topic Progression High School

<b>Topic\Grade</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>1</b> Forces & Interactions			<b>SC.HS.1</b>
<b>2</b> Waves & Electromagnetic Radiation			<b>SC.HS.2</b>
<b>3</b> Structure & Properties of Matter		<b>SC.HS.3</b>	
<b>4</b> Energy			<b>SC.HS.4</b>
<b>5</b> Chemical Reactions		<b>SC.HS.5</b>	
<b>6</b> Structure & Function	<b>SC.HS.6</b>		
<b>7</b> Interdependent Relationships in Ecosystems	<b>SC.HS.7</b>		
<b>8</b> Matter & Energy in Organisms & Ecosystems	<b>SC.HS.8</b>		
<b>9</b> Heredity: Inheritance & Variation of Traits	<b>SC.HS.9</b>		
<b>10</b> Biological Evolution	<b>SC.HS.10</b>		
<b>11</b> Space Systems		<b>SC.HS.11</b>	<b>SC.HS.11</b>
<b>12</b> Weather & Climate	<b>SC.HS.12</b>		
<b>13</b> Earth's Systems	<b>SC.HS.13</b>	<b>SC.HS.13</b>	<b>SC.HS.13</b>
<b>14</b> History of Earth	<b>SC.HS.14</b>		<b>SC.HS.14</b>
<b>15</b> Sustainability	<b>SC.HS.15</b>	<b>SC.HS.15</b>	<b>SC.HS.15</b>

### PK Science Standards Matrix

Scientific Knowledge	
3-4 years	4-5 years
SC.M.P3.1 Demonstrates a basic awareness and use of scientific concepts SC.M.P4.1 Demonstrates a basic awareness and use of scientific concepts	
SC.M.P3.1.A Compares and contrasts properties of objects (e.g. sink or float)	SC.M.P4.1.A Shows interest in measurement of time, length, distance, weight
SC.M.P3.1.B Provides simple verbal or signed descriptions of observed phenomenon.	SC.M.P4.1.B Describes observable phenomena using adjectives and labels
SC.M.P3.1.C Differentiates between living and nonliving organisms.	SC.M.P4.1.C Uses science and engineering practice words (e.g. observe, experiment, compare)
SC.M.P3.1.D Describes or represents a series of events in the correct sequence	SC.M.P4.1.D Uses scientific content words (e.g. some plants are comprised of stems, roots, leaves).
SC.M.P3.1.E Begins to use scientific vocabulary	SC.M.P4.1.E Uses measurement tools (e.g. scale, ruler, unit blocks) to quantify similarities and difference between objects
	SC.M.P4.1.F Uses non-adult sources to gather information (e.g. reference books)
	SC.M.P4.1.G Develops beginning understanding of caring for the environment

Scientific Skills and Methods	
3-4 years	4-5 years
SC.M.P3.2 Develop foundational skills in learning and understanding about the world through exploration and investigation. SC.M.P4.2 Develop foundational skills in learning and understanding about the world through exploration and investigation.	
SC.M.P3.2.A Explores various materials to learn about characteristics of objects, plants, animals, and various phenomena (e.g. weight, shape, size, color, temperature)	SC.M.P4.2.A Makes observations, asks questions, predicts, draws conclusions, explains, and tries things out to see what will happen



SC.M.P3.2.B Begins to look for answers to questions through active investigation	SC. M.P4.2.B Independently uses simple tools to conduct an investigation to increase understanding
SC.M.P3.2.C Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets, microscope, or magnifying glasses)	SC.M.P4.2.C Collects, describes and records information through discussions, drawings, maps, and charts
SC.M.P3.2.D Asks questions about the relationship between two things (e.g. why do you think some animals sleep in the day?)	SC.M.P.4.2.D Communicates results of an investigation
	SC.M.P.4.2.E Begins to distinguish evidence from opinion

**K-5 Science Standards Matrix**

Physical Science PK-5 Topic 1: Forces and Interactions					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Forces and Interactions: Pushes and Pulls (SC.K.1)</b> <b>Forces and Interactions: Motion and Stability (SC.3.1)</b>					
SC.K.1.1 Gather, analyze, and communicate evidence of forces and their interactions. SC.3.1.1 Gather, analyze, and communicate evidence of forces and their interactions.					
SC.K.1.1.A <b>Plan and conduct an investigation to compare the effects of</b> different strengths or different directions of pushes and pulls on the motion of an object.			SC.3.1.1.A <b>Plan and conduct an investigation</b> to provide evidence of <u>the effects</u> of balanced and unbalanced forces on the motion of an object.		
SC.K.1.1.B <b>Analyze data to determine if a design</b>			SC.3.1.1.B <b>Make observations</b>		

<p><b>solution</b> works as intended to <u>change</u> the speed or direction of an object with a push or a pull.</p>			<p><b>and/or measurements</b> of an object's motion to provide evidence that a <u>pattern</u> can be used to predict future motion.</p>		
			<p>SC.3.1.1.C <b>Ask questions</b> to <u>determine cause and effect</u> relationships of electrical or magnetic interactions between two objects not in contact with each other.</p>		
			<p>SC.3.1.1.D <b>Define a simple design problem</b> that can be <u>solved by applying scientific ideas</u> about magnets.</p>		
<p><b>Physical Science</b> <b>Topic 2: Waves and Electromagnetic Radiation</b></p>					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>Waves: Light and Sound (SC.1.2)</b> <b>Waves: Waves and Information (SC.4.2)</b></p>					
<p>SC.1.2.1 Gather, analyze, and communicate evidence of light and sound waves. SC.4.2.1 Gather, analyze, and communicate evidence of waves and the information they transfer.</p>					
	<p>SC.1.2.1.A <b>Plan and conduct investigations to provide evidence</b> that vibrating materials <u>can make</u> sound and that sound <u>can make</u> materials vibrate.</p>			<p>SC.4.2.1.A <b>Develop a model</b> of waves to describe <b>patterns</b> in terms of amplitude and wavelength and that waves can cause objects to move.</p>	

	SC.1.2.1.B <b>Make observations to construct an evidence-based account that objects can be seen only when illuminated.</b>			SC.4.2.1.B <b>Generate and compare multiple solutions</b> that use <u>patterns</u> to transfer information.	
	SC.1.2.1.C <b>Plan and conduct an investigation to determine the effect of</b> placing objects made with different materials in the path of a beam of light.				
	SC.1.2.1.D <b>Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</b>				
<b>Physical Science Topic 3: Structure and Properties of Matter</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Structure and Properties of Matter (SC.2.3 and SC.5.3)</b>					
SC.2.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter. SC.5.3.1 Gather, analyze, and communicate evidence of structure and properties of matter.					
		SC.2.3.1.A <b>Plan and conduct an investigation to describe and classify</b> different kinds of materials <u>by their observable properties</u> .			SC.5.3.1.A <b>Develop a model</b> to describe that matter is made of particles <u>too small to be seen</u> .



		SC.2.3.1.B <b>Analyze data obtained from testing different materials to determine</b> which materials <u>have the properties that are best suited</u> for an intended purpose.			SC.5.3.1.B <b>Measure and graph quantities</b> to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, <u>the total weight of matter is conserved</u> .
		SC.2.3.1.C <b>Analyze data</b> from tests of two objects <b>designed to solve the same problem</b> to compare the strengths and weaknesses of how each performs.			SC.5.3.1.C <b>Make observations and measurements</b> to identify materials <u>based on their properties</u> .
		SC.2.3.1.D <b>Make observations to construct an evidence-based account</b> of how an object made of a small set of pieces <u>can be disassembled and made into a new object</u> .			SC.5.3.1.D <b>Conduct an investigation</b> to determine whether the mixing of two or more substances <u>results</u> in new substances.
<b>Physical Science Topic 4: Energy</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Energy: Conservation and Transfer (SC.4.4)</b>					
SC.4.4.2 Gather, analyze and communicate evidence of energy conservation and transfer.					
				SC.4.4.2.A Use evidence to <b>construct an explanation</b> relating the speed of an object to the	

				<u>energy of that object.</u>	
				SC.4.4.2.B <b>Make observations</b> to provide evidence that <u>energy can be transferred</u> from place to place by sound, light, heat, and electrical currents.	
				SC.4.4.2.C <b>Ask questions</b> and predict outcomes about the <u>changes in energy</u> that occur when objects collide.	
				SC.4.4.2.D Apply scientific ideas to <b>design, test, and refine a device</b> that converts <u>energy from one form to another.</u>	
				SC.4.4.2.E <b>Plan and carry out fair tests in which variables are controlled</b> and failure points are considered to identify aspects of a model or prototype that can be improved.	
				SC.4.4.2.F <b>Obtain and combine information</b> to describe that energy and fuels are derived from natural resources and that <u>their uses affect the environment.</u>	

**Physical Science**

**Topic 5: Chemical Reactions**

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

**Life Science  
Topic 6: Structure and Function**

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Structure, Function, and Information Processing (SC.1.6 and SC.4.6)</b>					
SC.1.6.2 Gather, analyze, and communicate evidence to show the relationship between structure and function in living things. SC.4.6.3 Gather and analyze data to communicate an understanding of structure, function and information processing of living things.					
	SC.1.6.2.A Use <b>materials to design a solution</b> to a human problem by <u>mimicking how plants and/or animals</u> use their external parts to help them survive, grow, and meet their needs.			SC.4.6.3.A <b>Develop a model</b> to describe that light reflecting from objects and entering the eyes <u>allows objects to be seen</u> .	
	SC.1.6.2.B <b>Develop a simple sketch, drawing, or physical model</b> to illustrate how the <u>shape of an object helps it function</u> as needed to solve a given problem.			SC.4.6.3.B <b>Construct an argument</b> that <u>plants and animals have internal and external structures that function to support</u> survival, growth, behavior, and reproduction.	
	SC.1.6.2.C <b>Read texts and use media to determine</b> <u>patterns</u> in a			SC.4.6.3.C <b>Use a model</b> to describe that animals <u>receive</u>	

	behavior of parents and offspring that help offspring survive.			<u>different types of information through their senses, process the information in their brain, and respond to the information.</u>	
	SC.1.6.2.D <b>Make observations to construct an evidence-based account</b> that young plants and animals <u>are like, but not exactly like,</u> their parents.				
<b>Life Science</b>					
<b>Topic 7: Interdependent Relationships in Ecosystems</b>					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment (SC.K.7.2)</b> <b>Interdependent Relationships in Ecosystems (SC.2.7)</b> <b>Interdependent Relationships in Ecosystems (SC.3.7)</b>					
SC.K.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems. SC.3.7.2 Gather and analyze data to communicate an understanding of the interdependent relations in ecosystems.					
SC.K.7.2.A Use <b>observations to describe patterns</b> of what plants and animals (including humans) need to survive.		SC.2.7.2.A <b>Plan and conduct an investigation to determine</b> if plants need sunlight and water to grow.	SC.3.7.2.A <b>Construct an argument</b> <u>that some animals form groups that help members survive.</u>		
SC.K.7.2.B <b>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment</b> to meet their needs.		SC.2.7.2.B <b>Develop a simple model</b> that <u>mimics the function</u> of an animal in dispersing seeds or pollinating plants.	SC.3.7.2.B <b>Analyze and interpret data</b> from fossils to provide evidence of the organisms and environments in which they lived <u>long ago.</u>		



SC.K.7.2.C <b>Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</b>		SC.2.7.2.C <b>Make observations</b> of plants and animals <b>to compare the diversity of life in different habitats.</b>	SC.3.7.2.C <b>Construct an argument</b> with evidence that in a particular habitat some organisms <u>can survive well, some survive less well, and some cannot survive at all.</u>		
SC.K.7.2.D <b>Communicate solutions</b> that will increase the positive <u>impact of</u> humans on the land, water, air, and/or other living things in the local environment.			SC.3.7.2.D <b>Make a claim about the merit of a solution to a problem</b> caused when <u>the environment changes and the types of plants and animals that live there</u> may change.		
			SC.3.7.2.E <b>Generate and compare multiple possible solutions to a problem</b> based on how well each is likely to meet the criteria and constraints of the problem.		

**Life Science**  
**Topic 8: Matter and Energy in Organisms and Ecosystems**

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Matter and Energy in Organisms and Ecosystems (SC.5.8)</b>					
SC.5.8.2 Gather and analyze data to communicate understanding of matter and energy in organisms and ecosystems.					
					SC.5.8.2.A <b>Use models</b> to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth)

					was once <u>energy from the sun</u> .
					SC.5.8.2.B <b>Support an argument</b> that plants get the <u>materials they need</u> for growth chiefly <u>from air and water</u> .
					SC.5.8.2.C <b>Develop a model</b> to describe the <u>movement of matter among plants, animals, decomposers, and the environment</u> .

**Life Science**  
**Topic 9: Heredity: Inheritance and Variation of Traits**

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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**Inheritance and Variation: Life Cycles and Traits (SC.3.9)**

SC.3.9.3 Gather and analyze data to communicate an understanding of inheritance and variation of traits through life cycles and environmental influences.

			SC.3.9.3.A <b>Develop models</b> to describe that organisms have unique and diverse life cycles but all <u>have in common</u> birth, growth, reproduction, and death.		
			SC.3.9.3.B <b>Analyze and interpret data</b> to provide evidence that plants and animals have traits inherited from parents and that <u>variation of these traits exists</u> in a group of similar		

			organisms.		
			SC.3.9.3.C <b>Use evidence to support the explanation</b> that traits <u>can be influenced by</u> the environment.		
			SC.3.9.3.D <b>Use evidence to construct an explanation</b> for how the variations in characteristics among individuals of the same species <u>may provide advantages</u> in surviving, finding mates, and reproducing.		
<b>Life Science</b> <b>Topic 10: Biological Evolution</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>

<b>Earth &amp; Space Science</b> <b>Topic 11: Space Systems</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Space Systems: Patterns and Cycles (SC.1.11)</b> <b>Space Systems: Stars and Solar System (SC.5.11)</b>					
SC.1.11.3 Gather, analyze, and communicate evidence of patterns and cycles of space systems. SC.5.11.3 Gather and analyze data to communicate understanding of space systems: Earth’s stars and solar system.					

	SC.1.11.3.A Use <b>observations</b> of the sun, moon, and stars <u>to describe patterns</u> that can be predicted.				SC.5.11.3.A <b>Support an argument</b> that the gravitational force <u>exerted by Earth on objects</u> is directed down
	SC.1.11.3.B <b>Make observations</b> at different times of the year <u>to relate the amount of daylight to the time of year.</u>				SC.5.11.3.B <b>Support an argument</b> that differences in the apparent brightness of the sun compared to other stars is due to their <u>relative distances</u> from Earth.
					SC.5.11.3.C <b>Represent data in graphical displays</b> to reveal <u>patterns</u> of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
<b>Earth &amp; Space Science Topic 12: Weather and Climate</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Weather and Climate (SC.K.12 and SC.3.12)</b>					
SC.K.12.3 Gather, analyze, and communicate evidence of weather and climate. SC.3.12.4 Gather and analyze data to communicate an understanding of weather and climate.					
SC.K.12.3.A Use and <b>share observations</b> of local weather conditions <u>to describe patterns</u> over time.			SC.3.12.4.A <b>Represent data</b> in table, pictograph, and bar graph displays to describe typical weather conditions <u>expected during a particular season.</u>		



<p>SC.K.12.3.B <b>Ask questions to obtain information</b> about the purpose of <u>weather forecasting</u> to prepare for, and respond to, severe weather.</p>			<p>SC.3.12.4.B <b>Obtain and combine information</b> to describe <u>climates in different regions</u> of the world.</p>		
<p>SC.K.12.3.C <b>Make observations to determine</b> <u>the effect of</u> sunlight on Earth's surface.</p>			<p>SC.3.12.4.C <b>Make a claim about the merit of a design solution</b> that <u>reduces the impacts</u> of a weather-related hazard.</p>		
<p>SC.K.12.3.D <b>Use tools and materials to design and build a structure</b> that will reduce the warming <u>effect</u> of sunlight on an area.</p>					
<p>SC.K.12.3.E <b>Ask questions, make observations, and gather information</b> about a situation people want to change to <b>define a simple problem that can be solved</b> through the development of a new or improved object or tool.</p>					

**Earth & Space Science  
Topic 13: Earth's Systems**

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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**Earth's Systems: Processes That Shape the Earth (SC.2.13 and SC.4.13)  
Earth's Systems (SC.5.13)**

<p>SC.2.13.3 Gather, analyze, and communicate evidence of the processes that shape the earth.          SC.4.13.4 Gather and analyze data to communicate an understanding of Earth's systems and processes that shape the Earth.          SC.5.13.4 Gather and analyze data to communicate understanding of Earth's systems.</p>					
		<p>SC.2.13.3.A Use <b>information from several sources to provide evidence</b> that Earth <u>events can occur quickly or slowly</u>.</p>		<p>SC.4.13.4.A <b>Identify evidence</b> from <u>patterns</u> in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p>	<p>SC.5.13.4.A <b>Develop a model</b> using an example to describe ways <u>the geosphere, biosphere, hydrosphere, and/or atmosphere interact</u>.</p>
		<p>SC.2.13.3.B <b>Compare multiple solutions designed to slow or prevent</b> wind or water from changing the shape of the land.</p>		<p>SC.4.13.4.B <b>Make observations and/or measurements</b> to provide evidence of the <u>effects of</u> weathering or the rate of erosion by water, ice, wind, or vegetation.</p>	<p>SC.5.13.4.B <b>Describe and graph</b> <u>the amounts</u> of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p>
		<p>SC.2.13.3.C <b>Develop a model to represent</b> the <u>shapes and kinds</u> of land and bodies of water <u>in an area</u>.</p>		<p>SC.4.13.4.C <b>Analyze and interpret data</b> from maps to describe <u>patterns</u> of Earth's features.</p>	<p>SC.5.13.4.C <b>Obtain and combine information</b> about ways individual communities use science ideas to protect the <u>Earth's resources and environment</u>.</p>
		<p>SC.2.13.3.D <b>Obtain information to identify</b> <u>where water is found on Earth</u> and that it can be solid or liquid.</p>		<p>SC.4.13.4.D <b>Generate and compare multiple solutions</b> to <u>reduce the impacts</u> of natural Earth processes on humans.</p>	<p>SC.5.13.4.D <b>Define a simple design problem</b> that can be solved by applying scientific ideas about the conservation of fresh water <u>on Earth</u>.</p>
					<p>SC.5.13.4.E <b>Define a simple design problem</b> reflecting a need or a want that includes specified criteria for success and constraints on materials,</p>

					time, or cost.
<b>Earth &amp; Space Science Topic 14: History of Earth</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Earth &amp; Space Science Topic 15: Sustainability</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>

## 6-12 Science Standards Matrix

Physical Science 6-12 Topic 1: Forces and Interactions						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Forces and Interactions (SC.8.1 and SC.HS.1)</b>						
SC.8.1.1 Gather, analyze, and communicate evidence of forces and interactions. SC.HS.1.1 Gather, analyze, and communicate evidence of forces and interactions.						
		SC.8.1.1.A Apply Newton's Third Law to <b>design a solution</b> to a <u>problem involving</u> the motion of <u>two colliding objects</u> .			SC.HS.1.1.A <b>Analyze data</b> to support the claim that Newton's Second Law of Motion describes <u>the mathematical relationship among</u> the net force on a macroscopic object, its mass, and its acceleration.	
		SC.8.1.1.B <b>Develop a model</b> to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.			SC.HS.1.1.B <b>Use mathematical representations</b> to support the claim that <u>the total momentum of a system of objects</u> is conserved when there is no net force on the system.	
		SC.8.1.1.C <b>Plan an investigation</b> to provide evidence that the <u>change</u> in an			SC.HS.1.1.C <b>Apply science and engineering ideas</b> to <b>design, evaluate,</b>	



		object's motion depends on the sum of the forces on the object and the mass of the object.			<b>and refine</b> a device that <u>minimizes the force</u> on a macroscopic object during a collision.	
		SC.8.1.1.D <b>Ask questions</b> about data to determine the <u>factors that affect</u> the strength of electrical and magnetic forces.			SC.HS.1.1.D Use <b>mathematical representations</b> of Newton's Law of Gravitation and Coulomb's Law to <u>describe and predict</u> the gravitational and electrostatic forces between objects.	
		SC.8.1.1.E <b>Construct and present arguments</b> using evidence to support the claim that gravitational interactions are attractive and depend on the masses of <u>interacting objects</u> .			SC.HS.1.1.E <b>Plan and conduct an investigation</b> to provide evidence that an electrical current <u>can produce</u> a magnetic field and that a changing magnetic field <u>can produce</u> an electrical current.	
		SC.8.1.1.F <b>Conduct an investigation</b> and evaluate the experimental design to provide evidence that fields exist between objects <u>exerting forces on each other</u> even though the objects are				

		not in contact.				
<b>Physical Science</b>						
<b>Topic 2: Waves and Electromagnetic Radiation</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Waves and Electromagnetic Radiation (SC.8.2 and SC.HS.2)</b>						
SC.8.2.2 Gather, analyze, and communicate evidence of waves and electromagnetic radiation. SC.HS.2.2 Gather, analyze, and communicate evidence of the interactions of waves.						
		SC.8.2.2.A Use <b>mathematical representations</b> to <u>describe</u> a simple model for waves that includes how the amplitude of a wave <u>is related</u> to the energy in a wave.			SC.HS.2.2.A Use <b>mathematical representations</b> to support a claim <u>regarding relationships among</u> the frequency, wavelength, and speed of waves traveling in various media.	
		SC.8.2.2.B <b>Develop and use a model</b> to describe that waves are reflected, absorbed, or transmitted <u>through various materials</u> .			SC.HS.2.2.B <b>Evaluate questions</b> about the <u>advantages of using</u> digital transmission and storage of information.	
		SC.8.2.2.C <b>Integrate qualitative scientific and technical information</b> to support the claim that digitized signals are a <u>more reliable way</u> to encode and transmit			SC.HS.2.2.C <b>Evaluate the claims, evidence, and reasoning</b> behind the idea that electromagnetic radiation can be described either <u>by a</u>	

		information than analog signals.			<u>wave model</u> or a <u>particle model</u> , and that for some situations one model is more useful than the other.	
					SC.HS.2.2.D <b>Evaluate the validity and reliability of claims</b> in published materials of <u>the effects</u> that different frequencies of electromagnetic radiation have when absorbed by matter.	
					SC.HS.2.2.E <b>Communicate technical information</b> about how some technological devices <u>use the principles of wave behavior and wave interactions</u> with matter to transmit and capture information and energy.	
<b>Physical Science</b> <b>Topic 3: Structure and Properties of Matter</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Structure and Properties of Matter (SC.7.3 and SC.HS.3)</b>						
SC.7.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter. SC.HS.3.3 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.						

	SC.7.3.1.A <b>Develop models</b> to describe <u>the atomic composition</u> of simple molecules.			SC.HS.3.3.A <b>Use the periodic table as a model</b> to predict the relative <u>properties of elements based on the patterns of electrons</u> in the outermost energy level of atoms.		
	SC.7.3.1.B <b>Gather and make sense of information</b> to describe that <u>synthetic materials come from natural resources</u> and impact society.			SC.HS.3.3.B <b>Plan and conduct an investigation</b> to gather evidence to <u>compare the structure</u> of substances at the macro scale to infer the strength of electrical forces between particles.		
	SC.7.3.1.C <b>Develop a model</b> that <u>predicts and describes changes</u> in particle motion, temperature, and state of a pure substance <u>when thermal energy is added or removed</u> .			SC.HS.3.3.C <b>Develop models</b> to illustrate the <u>changes in the composition of the nucleus of the atom</u> and the energy released <u>during the processes of fission, fusion, and radioactive decay</u> .		
				SC.HS.3.3.D <b>Communicate scientific and technical information</b> about why the molecular level structure is <u>important in the</u>		



				<u>functioning of designed materials.</u>		
<b>Physical Science Topic 4: Energy</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Energy (SC.6.4 and SC.8.4 and SC.HS.4)</b>						
SC.6.4.1 Gather, analyze, and communicate evidence of energy. SC.8.4.3 Gather, analyze, and communicate evidence of energy. SC.HS.4.4 Gather, analyze, and communicate evidence of the interactions of energy.						
SC.6.4.1.A Apply scientific principles to <b>design, construct, and test a device</b> that either minimizes or maximizes thermal <u>energy transfer</u> .		SC.8.4.3.A <b>Construct and interpret graphical displays of data</b> to describe the <u>relationships of</u> kinetic energy to the mass of an object and to the speed of an object.			SC.HS.4.4.A <b>Create a computational model</b> to <u>calculate the change</u> in the energy of one component in a system when the change in energy of the other component(s) and energy flows <u>in and out of the system</u> are known.	
SC.6.4.1.B <b>Define the criteria and constraints of a design problem</b> with sufficient precision to ensure a successful solution, taking into account relevant scientific principle and potential impacts on people and the natural environment that may limit		SC.8.4.3.B <b>Develop a model</b> to describe that <u>when the arrangement of objects interacting</u> at a distance changes, then different amounts of potential energy are stored <u>in the system</u> .			SC.HS.4.4.B <b>Develop and use models</b> to illustrate that energy at the macroscopic scale can <u>be accounted for as a combination of energy</u> associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).	

possible solutions.						
SC.6.4.1.C <b>Plan an investigation</b> to determine the <u>relationships</u> among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.					SC.HS.4.4.C <b>Design, build, and refine a device</b> that works within given constraints to convert <u>one form of energy into another form of energy</u> .	
SC.6.4.1.D <b>Construct, use, and present arguments</b> to support the claim that when the kinetic energy of an object changes, <u>energy</u> is transferred to or from the object.					SC.HS.4.4.D <b>Analyze a major global challenge</b> to specify qualitative and quantitative criteria and constraints for solutions that account for <u>societal needs and wants</u>	
					SC.HS.4.4.E <b>Plan and conduct an investigation</b> to provide evidence that the transfer of thermal energy when two components of different temperature are combined <u>within a closed system results in a more uniform energy distribution among the components in the system</u> (second law of	

						thermodynamics).	
						SC.HS.4.4.F <b>Develop and use a model</b> of two objects interacting through electrical or magnetic fields to illustrate the forces between objects and the changes in energy of the objects <u>due to the interaction</u> .	
<b>Physical Science Topic 5: Chemical Reactions</b>							
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
<b>Chemical Reactions (SC.7.5 and SC.HS.5)</b>							
SC.7.5.2 Gather, analyze, and communicate evidence of chemical reactions. SC.HS.5.5 Gather, analyze, and communicate evidence of chemical reactions.							
	SC.7.5.2.A <b>Analyze and interpret data</b> on the <u>properties of substances</u> before and after the substances interact to determine if a chemical reaction has occurred.			SC.HS.5.5.A <b>Construct and revise an explanation</b> for the outcome of a simple chemical reaction based on the outermost electron states of atoms, <u>trends in the periodic table</u> , and <u>knowledge of the patterns of chemical properties</u> .			
	SC.7.5.2.B <b>Develop and use a model</b> to describe how the total			SC.HS.5.5.B <b>Develop a model</b> to illustrate that the <u>release or</u>			

	number of atoms does not change in a chemical reaction and <u>thus mass is conserved.</u>			<u>absorption of energy from a chemical reaction system</u> depends on the changes in total bond energy.		
	SC.7.5.2.C <b>Undertake a design project</b> to construct, <u>test, and modify a device that either releases or absorbs thermal energy</u> by chemical processes.			SC.HS.5.5.C <b>Apply scientific principles</b> and evidence to provide an explanation about the <u>effects of changing the temperature or concentration</u> of the reacting particles on the rate at which a reaction occurs.		
	SC.7.5.2.D <b>Analyze data from tests</b> to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.			SC.HS.5.5.D <b>Refine the design</b> of a chemical system by <u>specifying a change in conditions</u> that would produce increased amounts of products <u>at equilibrium.</u>		
				SC.HS.5.5.E <b>Design a solution</b> to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through		



				engineering.		
				SC.HS.5.5.F Use <b>mathematical representations</b> to support the claim that <u>atoms, and therefore mass, are conserved</u> during a chemical reaction.		

Life Science 6-12 Topic 6: Structure and Function						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Structure and Function and Information Processing (SC.6.6) Structure and Function (SC.HS.6)</b>						
SC.6.6.2 Gather, analyze, and communicate evidence of the relationship between structure and function in living things. SC.HS.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.						
SC.6.6.2.A <b>Conduct an investigation</b> to <u>provide evidence that living things are made of cells</u> ; either one cell or many different numbers and types of cells.			SC.HS.6.1.A <b>Construct an explanation</b> based on evidence for how the structure of DNA determines the <u>structure of proteins which carry out the essential functions</u> of life through systems of specialized cells.			
SC.6.6.2.B <b>Develop and use a model</b> to			SC.HS.6.1.B <b>Develop and use a model</b> to			

describe the function of a cell as a whole and <u>ways parts of cells contribute to the function.</u>			illustrate the hierarchical organization of <u>interacting systems</u> that provide specific functions within multicellular organisms.			
SC.6.6.2.C <b>Use argument supported by evidence</b> for how the body is a <u>system</u> of interacting subsystems composed of groups of cells.			SC.HS.6.1.C <b>Plan and conduct an investigation</b> to provide evidence that <u>feedback mechanisms maintain homeostasis.</u>			
SC.6.6.2.D <b>Gather and synthesize information</b> that sensory receptors <u>respond to stimuli</u> by sending messages to the brain for immediate behavior or storage as memories.			SC.HS.6.1.D <b>Use a model to illustrate the role of</b> cellular division (mitosis) and differentiation in producing and maintaining complex organisms.			

<p><b>Life Science</b>  <b>Topic 7: Interdependent Relationships in Ecosystems</b></p>						
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Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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<p><b>Interdependent Relationships in Ecosystems (SC.7.7 and SC.HS.7)</b></p>						
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<p>SC.7.7.3 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.                  SC.HS.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.</p>						
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	SC.7.7.3.A <b>Construct an explanation</b> that predicts <u>patterns of interactions</u> among organisms across multiple ecosystems.		SC.HS.7.2.A Use <b>mathematical and/or computational representations to support explanations</b> of factors that affect carrying capacity of ecosystems at <u>different scales</u> .			
	SC.7.7.3.B <b>Evaluate competing design solutions</b> for <u>maintaining</u> biodiversity and ecosystem services.		SC.HS.7.2.B Use <b>mathematical representations</b> to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of <u>different scales</u> .			
	SC.7.7.3.C <b>Evaluate competing design solutions</b> using a systematic process to determine how well they meet the criteria and constraints of the problem.		SC.HS.7.2.C <b>Evaluate the claims, evidence, and reasoning</b> that the <u>interactions in ecosystems maintain relatively consistent</u> numbers and types of organisms in <u>stable conditions, but changing conditions</u> may result in a new ecosystem.			
	SC.7.7.3.D Apply scientific principles to <b>design a method for monitoring and</b>		SC.HS.7.2.D <b>Evaluate the evidence</b> for <u>the role of</u> group behavior on			

	<u>increasing positive human impact</u> on the environment.		individual and species' chances to survive and reproduce.			
			SC.HS.7.2.E <b>Design, evaluate, and refine a solution</b> for increasing the positive <u>impacts of human activities</u> on the environment and biodiversity.			
			SC.HS.7.2.F <b>Use a computer simulation</b> to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on <u>interactions within and between systems</u> relevant to the problem.			
<b>Life Science</b> <b>Topic 8: Matter and Energy in Organisms and Ecosystems</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Matter and Energy in Organisms and Ecosystems (SC.7.8 and SC.HS.8)</b>						
SC.7.8.4 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems. SC.HS.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.						
	SC.7.8.4.A <b>Construct a scientific explanation</b> based on evidence for the		SC.HS.8.3.A <b>Use a model to illustrate how</b> photosynthesis			



	role of photosynthesis in the <u>cycling of matter and flow of energy</u> into and out of organisms.		transforms light energy into stored chemical energy.			
	SC.7.8.4.B <b>Develop a model</b> to describe how <u>food is rearranged through chemical reactions forming new molecules</u> that support growth and/or release energy as <u>matter moves</u> through an organism.		SC.HS.8.3.B <b>Construct and revise an explanation</b> based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may <u>combine with other molecules to form</u> the four basic macromolecules.			
	SC.7.8.4.C <b>Analyze and interpret data</b> to provide evidence for the <u>effects of</u> resource availability on organisms and populations of organisms in an ecosystem.		SC.HS.8.3.C <b>Use a model</b> to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules are broken and bonds in new compounds are formed resulting in a net <u>transfer of energy</u> .			
	SC.7.8.4.D <b>Develop a model</b> to describe the <u>cycling of matter and flow of energy</u> among living and nonliving parts of an ecosystem.		SC.HS.8.3.D <b>Construct and revise an explanation</b> based on evidence for the <u>cycling of matter and flow of energy</u> in aerobic and anaerobic conditions.			
	SC.7.8.4.E <b>Construct</b>		SC.HS.8.3.E			

	<b>an argument</b> supported by evidence that <u>changes to physical or biological components</u> of an ecosystem <u>affect populations</u> .		<b>Use mathematical representations</b> to support claims for the <u>cycling of matter and flow of energy</u> among organisms in an ecosystem.			
			SC.HS.8.3.F <b>Develop a model</b> to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.			
<b>Life Science</b> <b>Topic 9: Heredity: Inheritance and Variation of Traits</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Growth, Development, and Reproduction of Organisms (SC.6.9)</b> <b>Heredity: Inheritance and Variation of Traits (SC.8.9 and SC.HS.9.4)</b>						
SC.6.9.3 Gather, analyze, and communicate evidence of the inheritance and variation of traits. SC.8.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits. SC.HS.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.						
SC.6.9.3.A <b>Construct an argument</b> based on evidence for how plant and animal adaptations <u>affect the probability</u> of successful reproduction.		SC.8.9.4.A <b>Develop and use a model</b> to describe why structural changes to genes (mutations) may result in harmful, beneficial, or neutral effects to	SC.HS.9.4.A. <b>Develop and use a model</b> to explain the relationships between the <u>role of DNA and chromosomes in coding the instructions</u> for characteristic traits			

		<u>structure and function</u> of organisms.	passed from parents to offspring.			
SC.6.9.3.B <b>Construct a scientific explanation</b> based on evidence for how environmental and genetic factors <u>influence</u> the growth of organisms.		SC.8.9.4.B <b>Gather and synthesize information</b> about <u>technologies that have changed the way humans influence</u> inheritance of desired traits in organisms.	SC.HS.9.4.B <b>Make and defend a claim</b> based on evidence that inheritable genetic variations may <u>result from</u> : (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.			
SC.6.9.3.C <b>Develop and use a model</b> to describe why asexual reproduction <u>results in</u> offspring with identical genetic information and sexual reproduction <u>results in</u> offspring with genetic variation.			SC.HS.9.4.C <b>Apply concepts of statistics and probability</b> to explain the <u>variation and distribution</u> of expressed traits in a population.			
<b>Life Science Topic 10: Biological Evolution</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Natural Selection and Adaptations (SC.8.10) Biological Evolution (SC.HS.10)</b>						
SC.8.10.5 Gather, analyze, and communicate evidence of natural selection and adaptations. SC.HS.10.5 Gather, analyze, and communicate evidence of biological evolution.						

		<p>SC.8.10.5.A <b>Analyze and interpret data</b> for <u>patterns</u> in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.</p>	<p>SC.HS.10.5.A <b>Communicate scientific</b> information that common ancestry and biological evolution are supported by <u>multiple lines of empirical evidence</u>.</p>			
		<p>SC.8.10.5.B <b>Apply scientific ideas to construct an explanation</b> for the <u>anatomical similarities and differences</u> among and between modern and fossil organisms <u>to infer evolutionary relationships</u>.</p>	<p>SC.HS.10.5.B <b>Construct an explanation</b> based on evidence that natural selection <u>primarily results from</u> four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p>			
		<p>SC.8.10.5.C <b>Construct an</b></p>	<p>SC.HS.10.5.C <b>Apply concepts of statistics</b></p>			



		<p><b>explanation</b> based on evidence that <u>describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.</u></p>	<p><b>and probability</b> to support explanations that organisms with an advantageous heritable trait <u>tend to increase in proportion to organisms lacking this trait.</u></p>			
		<p>SC.8.10.5.D Use <b>mathematical representations</b> to support explanations of how natural selection <u>may lead to increases and decreases</u> of specific traits in populations over time.</p>	<p>SC.HS.10.5.D <b>Construct an explanation</b> based on evidence for how natural selection <u>leads to</u> adaptation of populations.</p>			
			<p>SC.HS.10.5.E <b>Evaluate the evidence</b> supporting claims that <u>changes in</u> environmental conditions <u>may result in</u>: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p>			

**Earth & Space Science 6-12**  
**Topic 11: Space Systems**

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Space Systems (SC.8.11 and SC.HS.11)</b>						
SC.8.11.6 Gather, analyze, and communicate evidence of the interactions among bodies in space. SC.HS.11.1. Gather, analyze, and communicate evidence to defend that the universe changes over time.						
		SC.8.11.6.A <b>Develop and use a model</b> of the Earth-sun-moon system to describe the cyclic <u>patterns</u> of lunar phases, eclipses of the sun and moon, and seasons.		SC.HS.11.1.A <b>Develop a model</b> based on evidence to illustrate the <u>stages</u> of stars, like the sun, and the role of nuclear fusion in the sun's core to <u>release energy</u> that eventually reaches Earth in the form of radiation.		
		SC.8.11.6.B <b>Develop and use a model to describe</b> the role of gravity in the motions within the galaxy and <u>the solar system</u> .		SC.HS.11.1.B <b>Construct an explanation</b> of the Big Bang theory based on <u>astronomical evidence</u> of light spectra, motion of distant galaxies, and <u>composition of matter</u> in the universe.		
		SC.8.11.6.C <b>Analyze and interpret data</b> to determine <u>scale properties</u> of objects in the solar		SC.HS.11.1.C <b>Communicate scientific ideas</b> about the way stars, throughout their		

		system.		stellar <u>stages, produce elements.</u>		
					SC.HS.11.1.D Use <b>mathematical or computational representations to predict</b> the motion of orbiting objects in the solar system.	
<b>Earth &amp; Space Science Topic 12: Weather and Climate</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Weather and Climate (SC.6.12 and SC.HS.12)</b>						
SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate. SC.HS.12.2 Gather, analyze, and communicate evidence to support that Earth's climate and weather are influenced by energy flow through Earth systems.						
SC.6.12.4.A <b>Collect data</b> to provide evidence for how the motions and complex interactions of air masses <u>result in changes</u> in weather conditions.			SC.HS.12.2.A <b>Construct an explanation based on evidence</b> for how the <u>sun's energy moves among Earth's systems.</u>			
SC.6.12.4.B <b>Develop and use a model</b> to describe how unequal heating and rotation of the Earth cause patterns of <u>atmospheric and oceanic circulation</u> that determine regional climates.			SC.HS.12.2.B <b>Use a model</b> to describe how variations in the flow of energy into and out of Earth's systems <u>result in</u> changes in climate.			

SC.6.12.4.C <b>Ask questions</b> to clarify evidence of the factors that have <u>caused the change</u> in global temperatures over thousands of years.			SC.HS.12.2.C <b>Analyze geoscience data</b> and the results from global climate models to make an evidence-based forecast of the <u>current rate and scale</u> of global or regional climate changes.			
SC.6.12.4.D <b>Analyze and interpret data</b> on weather and climate to forecast future catastrophic events and <u>inform the development of technologies</u> to mitigate their effect.			SC.HS.12.2.D <b>Evaluate the validity and reliability</b> of past and present models of Earth conditions to <u>make projections</u> of future climate trends and their impacts.			
<b>Earth &amp; Space Science Topic 13: Earth's Systems</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Earth's Systems (SC.6.13 and SC.7.13 and SC.HS.13)</b>						
<p>SC.6.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.</p> <p>SC.7.13.5 Gather, analyze, and communicated evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.</p> <p>SC.HS.13.3 Gather, analyze, and communicate evidence to defend the position that Earth's systems are interconnected and impact one another.</p>						
SC.6.13.5.A <b>Develop a model</b> to describe the cycling of water through Earth's systems <u>driven by energy</u> from the sun and the force of	SC.7.13.5.A <b>Develop a model</b> to describe the <u>cycling</u> of Earth's materials and the flow of energy that drives this process.		.		SC.HS.13.3.A <b>Analyze geoscience data</b> to make the claim that one change to Earth's surface can <u>create feedbacks</u> that cause	



gravity.					changes to other Earth systems	
	SC.7.13.5.B <b>Construct a scientific explanation</b> based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources <u>are the result of</u> past and current geoscience processes.				SC.HS.13.3.B <b>Develop a model</b> based on evidence of Earth's interior to describe the <u>cycling of matter</u>	
	SC.7.13.5.C <b>Construct an argument</b> supported by evidence for how increases in human population and per-capita consumption of natural resources <u>impact Earth's systems</u> .				SC.HS.13.3.C <b>Construct an argument based on evidence</b> to explain the multiple <u>processes that cause</u> Earth's plates to move.	
				SC.HS.13.3.D <b>Plan and conduct an investigation of the <u>properties of</u></b> water and their effects on Earth materials, surface processes, and groundwater systems.		
			SC.HS.13.3.E <b>Develop a quantitative model to</b>			

			describe the <u>cycling</u> of carbon and other nutrients among the hydrosphere, atmosphere, geosphere, and biosphere, today and in the geological past			
<b>Earth &amp; Space Science Topic 14: History of Earth</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>History of Earth (SC.7.14 and SC.8.14 and SC.HS.14)</b>						
SC.7.14.6 Gather, analyze, and communicate evidence to explain Earth's history. SC.8.14.7 Gather, analyze, and communicate evidence to explain Earth's history. SC.HS.14.4 Gather, analyze, and communicate evidence to interpret Earth's history.						
	SC.7.14.6.A <b>Construct an explanation</b> based on evidence for how geoscience processes have changed Earth's surface at <u>varying time and spatial scales</u> .	SC.8.14.7.A <b>Construct a scientific explanation</b> based on evidence from rock strata for how the geologic <u>time scale</u> is used to organize Earth's 4.6-billion-year-old history.			SC.HS.14.4.A <b>Evaluate evidence</b> of the <u>past and current movements</u> of continental and oceanic crust and the theory of plate tectonics to explain the <u>differences in</u> age, structure, and composition of crustal and sedimentary rocks.	
	SC.7.14.6.B <b>Analyze and interpret data</b> on the <u>distribution</u> of fossils and rocks, continental shapes,				SC.HS.14.4.B <b>Apply scientific reasoning</b> and evidence from ancient Earth materials, meteorites,	

	and seafloor structures to provide evidence of past plate motions.				and other planetary surfaces to <u>reconstruct Earth's formation</u> and early history.	
	SC.7.14.6.C <b>Analyze and interpret data</b> on natural hazards to forecast future catastrophic events and <u>inform the development of technologies to mitigate their effects.</u>				SC.HS.14.4.C <b>Develop a model</b> to illustrate how Earth's internal and surface processes operate <u>over time</u> to form, modify, and recycle continental and ocean floor features.	
			SC.HS.14.4.D <b>Construct an argument</b> based on evidence to validate <u>coevolution</u> of Earth's systems and life on Earth.			
<b>Earth &amp; Space Science Topic 15: Sustainability</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Sustainability (SC.HS.15)</b>						
SC.HS.15.5 Gather, analyze, and communicate evidence to describe the interactions between society, environment, and economy.						
			SC.HS.15.5.A <b>Construct an explanation based on evidence</b> for how the availability of natural resources, occurrence of natural hazards,			

			and <u>changes in climate</u> have influenced human activity.			
			SC.HS.15.5.B <b>Evaluate competing design solutions</b> for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.			
			SC.HS.15.5.C <b>Create a computational simulation</b> to illustrate the relationships among management of natural resources, the <u>sustainability</u> of human populations, and biodiversity.			
			SC.HS.15.5.D <b>Evaluate or refine a technological solution</b> that increases positive impacts of human activities on <u>natural systems</u> .			
					SC.HS.15.5.E <b>Evaluate a solution to a complex real-world problem</b> based on prioritized criteria and tradeoffs	



					that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible <u>social, cultural, and environmental impacts</u> .	
				SC.HS.15.5.F Use a <b>computational representation</b> to illustrate the <u>relationships among</u> Earth systems and <u>the degree to which</u> those relationships are being modified due to human activity.		
Science 6	Science 7	Science 8	Biology	- Physical Science: Chemistry - Chemistry	- Physical Science: Physics - Physics - AP Physics 1: Algebra-Based	

# Appendix

## PK-12 Science Courses and Electives

### Introduction

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

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

## PK-12 Science Courses and Electives

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### Elementary

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Preschool (PK) Science

Kindergarten Science

1st Grade Science

2nd Grade Science

3rd Grade Science

4th Grade Science

5th Grade Science

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### Middle School

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Science 6

Science 7

Science 8

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### High School

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Biology

Advanced Placement ® Biology

Physical Science: Chemistry

Chemistry

Advanced Placement ® Chemistry

Physical Science: Physics

Physics

Advanced Placement ® Physics 1: Algebra-Based

Advanced Placement ® Physics 2: Algebra-Based

Environmental Science

Advanced Placement ® Environmental Science

Zoology

Astronomy

Human Physiology, proposed name change to Human Anatomy and Physiology

Introduction to IB Chemistry and IB Physics

**International Baccalaureate ® Programme Courses:**

IB Chemistry HL I

IB Chemistry HL II

IB Biology SL

IB Biology HL I

IB Biology HL II

IB Physics SL

IB Physics HL I

IB Physics HL II

**Proposed course additions:**

Middle School:

STEM Elective



### Proposed Course Changes or Additions

<b>Middle School: STEM Elective</b>	
Summary of Course Content	<p>A middle school STEM elective course would engage students in an opportunity to expand upon and compliment what they are learning in their science and math courses. This course would offer an opportunity to integrate problem based learning and promote systems thinking.</p> <p>Units in the course could include:</p> <ul style="list-style-type: none"> <li>● Forensics - Crime Scene Investigation</li> <li>● Robotics</li> <li>● Meteorology</li> <li>● Computer Animation and Modeling</li> <li>● Astronomy</li> <li>● Archaeology</li> <li>● Zoology</li> <li>● Video game design</li> </ul>
Benefits	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Expansion of General Course Content</li> <li>● Opportunity for Integrated Course Content (multi-disciplinary)</li> <li>● Opportunity to Integrate Engineering into Diverse Course Content</li> <li>● Increase Student Opportunities in STEM</li> <li>● Increase Exposure to STEM Career Fields</li> </ul>
Concerns	<ul style="list-style-type: none"> <li>● Scheduling</li> <li>● Classroom space</li> </ul>
Proposed course to be eliminated	None

<b>High School:</b> <b>Changing the name of the current</b> <i>Human Physiology</i> <b>course to</b> <i>Human Anatomy and Physiology</i>	
Benefits	A change in name from <i>Human Physiology</i> to <i>Human Anatomy and Physiology</i> parallels the course title used at MCC and UNMC. It emphasizes the relationship between body structure and function.
Concerns	None
Proposed course to be eliminated	None, Name change only

**AGENDA ITEM:** PK-12 English Language Arts Field Study Results, Instructional Materials Proposal, and Framework Part II

**MEETING DATE:** February 19, 2018

**DEPARTMENT:** Educational Services

**TITLE:** PK-12 English Language Arts Field Study Results, Instructional Materials Proposal, and Framework Part II

**BRIEF DESCRIPTION:** The PK-12 English Language Arts (ELA) Framework was approved by the Board of Education on May 15, 2017. Highlights of this section include:

- The Elementary Field Study included 50 teachers and specialists across the district. The two programs in the field study included Wonders (McGraw-Hill) and Ready Gen (Pearson). The field study committee proposed Wonders.
- The Secondary Field Study included 50 teachers across the district. The three programs in the field study included My Perspectives (Pearson), Mirrors and Windows (EMC School), and Collections (HMH). The field study committee proposed My Perspectives for Middle School English Language Arts, Mirrors and Windows for English 9, 10, & 11, and Collections for Honors English 9 and Honors English 10.
- The PK-12 English Language Arts Curriculum Planning Committee reconvened to review the results forwarded by the field study committees to finalize recommendations which were shared with Educational Services.
- Two English Language Arts Materials Community Preview Meetings were held simultaneously with 9-12 Family and Consumer Sciences on January 18 and 23, 2018. In addition to nine staff members, four community members attended the evening meetings.

The attached recommendation is being brought to the Board of Education from the Office of Educational Services:

- Assists in helping students meet and exceed the standards and indicators within the PK-12 English Language Arts Framework because of connections to College & Career Readiness Skills, critical thinking, engaging reading material, complex texts, close reading, opportunities for discourse, and many opportunities to write about reading.
- Provides updated materials including textbooks for elementary, middle, and high school classrooms, and online licenses for English Language Arts courses.
- Costs an estimated total of \$3,295,825.

**ACTION DESIRED:** Approval

**RECOMMENDATIONS:** Recommend approval of the PK-12 ELA resources, associated instructional materials, and Framework as presented herein and that the requested budgets be presented and subject to the District’s program budgeting process.

**STRATEGIC PLAN REFERENCE:** N/A

**TIMELINE:** Implementation August, 2018

**RESPONSIBLE PERSON(S):** Dr. Heather Phipps, Mr. Andrew DeFreece, Dr. Anthony Weers

**SUPERINTENDENT’S APPROVAL:** \_\_\_\_\_  \_\_\_\_\_

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## PK-5 Language Arts Field Study Results

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### PK-12 Language Arts Field Study Results

#### Preschool:

- *Creative Curriculum for Preschool* by Teaching Strategies

#### Elementary:

- *Wonders* by McGraw-Hill
- *ReadyGen* by Pearson

#### Middle School (English Language Arts, Reading, and the future Honors English 8) and High School (English 9, 10, 11, Honors English 9, and Honors English 10)

- *My Perspectives* by Pearson
- *Mirrors and Windows* by EMC School
- *Collections* by HMH (in Honors 9 and Honors 10 classes)

At the preschool level, six classroom teachers were involved in the field study of Language Arts instructional materials. Schools included were Bryan, Hitchcock, and Neihardt.

At the elementary level, approximately 50 classroom teachers and specialists were involved in the field study of Language Arts textbooks/instructional materials. Select grade levels at these schools included were: Aldrich, Black Elk, Cody, Cottonwood, Disney, Ezra Millard, Harvey Oaks, Hitchcock, Holling Heights, Neihardt, Norris, Rohwer, Upchurch, Wheeler, Willowdale.

At the middle school level, approximately 30 classroom teachers and special education teachers were involved in the field study of Language Arts instructional materials. At the high school level, approximately 20 classroom teachers and special education teachers were involved in the field study of Language Arts textbooks/instructional materials.

These selected schools represented all areas of the district, all student populations, and all grade levels. Teachers met three times from July to October for trainings. In addition, optional after-school sessions were scheduled throughout the field study for teachers to get support from each company.



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## PK-12 Language Arts Instructional Materials Selection and Proposal

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On December 19, 2017 and December 20, 2017 PK-5 and 6-11, respectively, field study participants met to review teacher reflections and data. Discussions focused on determining which program best met the research results criteria from the Curriculum Planning Committee and the standards and indicators outlined in the PK-12 Language Arts Framework. Based on review of the data and discussions, the Curriculum Planning Committee is recommending the following programs because of connections to College & Career Readiness Skills, critical thinking, engaging reading material, complex texts, close reading, opportunities for discourse, and many opportunities to write about reading.

**Preschool:** *Creative Curriculum for Preschool* by Teaching Strategies

**Elementary:** *Wonders* by McGraw-Hill

**Middle School Language Arts:** *My Perspectives* by Pearson and continued use of *Literature* by McDougal-Littell from the 2009 adoption

**English 9, 10, 11:** *Mirrors and Windows* by EMC School

**Honors English 9 and Honors English 10:** *Collections* by HMH

### Language Arts Instructional Materials Community Preview

In addition to the instructional materials process noted above, two opportunities were provided to community members inviting them to preview the proposed materials and resources. The two preview sessions were held on Thursday, January 18, 2018, and Tuesday, January 23, 2018. A total of four community members attended. Conversations centered around the structure of the program(s), available reading selections, and the scope and sequence of phonemic awareness. No objections or concerns were noted.

Members of the PK-12 Language Arts Curriculum Planning Committee discussed the results and approved to move them forward as a proposal. Based on the proposal from the PK-12 Language Arts Curriculum Planning Committee, the Educational Services Division is recommending the following instructional materials adoption beginning with the 2018-2019 school year.

<b>Language Arts Instructional Materials Selections</b>		
<b>Preschool</b> Teacher Resources	\$69,278	Primary Resource: <i>Creative Curriculum for Preschool</i>
<b>Elementary School</b> Textbook/Teacher Resources	\$1,720,278  \$70,000  \$ 140,251	Primary Textbook: K-5 <i>Wonders</i> by McGraw-Hill  Montessori Materials & Resources  Core Knowledge: K-5 (Disney & Cather) <i>Open Court; Shurley</i>
<b>Middle School</b> Textbook/Teacher Resources	\$691,194  \$0	Primary Textbook: <i>My Perspectives</i> by Pearson  Continued use of <i>Literature</i> by McDougal-Littell from the 2009 adoption
<b>High School</b> Textbook/Teacher Resources	\$455,126	<i>Mirrors &amp; Windows</i> by EMC
<b>High School - Honors Courses</b> Textbook/Teacher Resources	\$149,698	<i>Collections</i> by HMH

### **Digital Resources**

K-11 students will have home and school access to the assigned program's online platforms where they will be able to read and annotate the student text, practice skills and strategies, and view media related to the content. In addition, teachers will be able to plan and assign tasks to students, create/modify/administer assessments, and view reports of student achievement.

- *Wonders ConnectEd*
- *Pearson Realize*
- *EMC School Passport*
- *HMH Player*

## **Supplemental Resources**

In addition to the primary resources and digital resources listed above, teacher teams will work this spring and summer to develop writing units and grammar units. These units will be shared digitally with teachers across the district.

# PK – 12 Language Arts Framework

Part I: PK-12  
May 15, 2017

Part II: PK-12  
February 19, 2018





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## **District Mission and Beliefs**

### **Language Arts Philosophy**

#### **District Mission:**

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

#### **District Beliefs:**

##### **We believe:**

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

#### **Language Arts Philosophy Statement PK-12:**

Language Arts is a framework of developing skills which students implement across all subject areas and grade levels. Learners who experience reading, writing, speaking, listening, and critical thinking in an engaging and rigorous environment will be prepared for college and career opportunities and be lifelong learners. Students will experience and produce print and digital materials in a setting that encourages choice and empowerment.

# Curriculum, Instruction, and Assessment

## Written Curriculum - Content Standards

6110.1

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

### MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·  
 · FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·  
 · CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·  
 · COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

#### ACADEMIC SKILLS AND APPLICATIONS

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

##### LANGUAGE ARTS

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

##### MATHEMATICS

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

##### SCIENCE

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

##### SOCIAL STUDIES

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

##### FINANCIAL WELL-BEING

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

##### HUMAN RELATIONS

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

##### TECHNOLOGY

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

##### FINE AND PERFORMING ARTS

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

##### PERSONAL DEVELOPMENT AND WELL-BEING

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

#### COLLEGE AND CAREER READINESS SKILLS

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

##### CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

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

##### CREATIVITY AND INNOVATION

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

##### COLLABORATION AND TEAMWORK

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

##### CITIZENSHIP AND PERSONAL RESPONSIBILITY

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

Revised: Strategic Planning, December 5, 1996

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

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013; November 3, 20

Millard Public Schools  
Omaha, Nebraska

## Language Arts Curriculum Planning Committee Members 2016-17

### Elementary

Stephanie Mackel - PreK/Wheeler  
 Renee Broesch - Kindergarten/Abbott  
 Mandie Hamaker - Grade 1/Neihardt  
 Melanie Gibbons - Grade 2/Willowdale  
 Dianna Ringleb - Grade 3/Black Elk  
 Kate Solberg - Grade 3/Core Knowledge/Cather  
 Helen Lykke-Wisler - Grade 4/Ezra  
 Amy Stenger - Grade 5/Rohwer  
 Lori Adam - Primary Montessori/Montclair  
 Marsha Edquist - IB Primary Years Programme/Aldrich  
 Bunny Rothenberg - Literacy Intervention/Bryan  
 Jennifer Hellbusch - HAL/Administrative Intern/Reagan  
 Stephanie Kastrup - HAL/Administrative Intern/Upchurch  
 Sarah Haver - Teacher Librarian/Sandoz  
 Colleen Ballard - Administrator/Norris  
 Tracy Logan - Administrator/Wheeler  
 Gina Rudloff - Administrator/Cottonwood

### Secondary

Erika Campbell - High School Special Education/West  
 Flamina Harrison - Middle Level Montessori/Central Middle  
 Ashley Andersen - IB Middle Years Programme/North Middle  
 Erin Dietsch - Teacher Librarian/Russell Middle  
 Stacy Kolvek - Reading 6/Andersen Middle  
 Scott Bougger - Reading 7/Central Middle  
 Emily Rakowsky - English 6/Kiewit Middle  
 Nikki Guynan - English 7/Beadle Middle  
 Melissa Betts - English 8/Russell Middle  
 Mary Kay Desjardins - English 10/Literacy/South  
 Lloyd Hoshaw - Advanced Placement/Electives/Department Head/West  
 Kara Radtke - English 9/Honors 9/English 10/West  
 Rebecca Peterson - English 9/Honors 9/North High  
 Justin Sonnenfelt - English 11/Electives/Horizon  
 Leslie Irwin - Advanced Placement/IB Programme/Department Head/North High  
 Rhonda Betzold - IB Programme/Honors/North High  
 Steve Kerkman - Electives/Department Head/Early College/South  
 Heather Daubert - Administrator/Beadle Middle  
 Michelle Klug - Administrator/South  
 Marshall Smith - Administrator/Kiewit Middle

### District

Lori Bartels – Coordinator of K-5 Special Education  
 Tricia Gillett – PK-12 Speech Language Pathologist Department Head  
 Pam Erixon - English Language Learners District Support Specialist  
 Sheila Bolmeier - Instructional Technology MEP Facilitator  
 Julia Siniard – K-5 District Interventionist  
 Shelley Schmitz – 6-12 District Interventionist  
 Cheris Kite - Early Childhood & Literacy Intervention Curriculum & Instruction MEP Facilitator  
 Jody Sempek - K-5 Language Arts Curriculum & Instruction MEP Facilitator  
 Jan Dahlgard - 6-12 Language Arts Curriculum & Instruction MEP Facilitator

## Phase 1 PreK-12 Research SubCommittees 2016-17

### Curriculum & Instruction: Reading

Lori Adam, Montclair  
 Scott Bougger, Central  
 Mary Kay Desjardins, South  
 Marsha Edquist, Aldrich  
 Mandie Hamaker, Neihardt  
 Amy Stenger, Rohwer

### Curriculum & Instruction: Writing

Melissa Betts, Russell  
 Tracy Logan, Wheeler  
 Helen Lykke-Wisler, Ezra Millard  
 Rebecca Peterson, North High  
 Justin Sonnenfelt, Horizon

### Technology

Erin Dietsch, Russell  
 Melanie Gibbons, Willowdale  
 Flamina Harrison, Central  
 Michelle Klug, South  
 Stephanie Mackel, Wheeler  
 Dianna Ringleb, Black Elk

### AP Culture

Rhonda Betzold, North High  
 Heather Daubert, Beadle  
 Lloyd Hoshaw, West  
 Leslie Irwin, North High  
 Kara Radtke, West

### Growth for On/Above-Level Students

Ashley Andersen, North Middle  
 Jennifer Hellbusch, Reagan  
 Stacy Kolvek, Andersen  
 Marshall Smith, Kiewit  
 Kate Solberg, Cather

### Literacy Intervention (Research-based)

Lori Bartels, Coordinator of K-5 Special Education  
 Renee Broesch, Abbott  
 Erika Campbell, West  
 Tricia Gillett, Speech Language Pathologist  
 Department Head  
 Stephanie Kastrup, Upchurch  
 Cheris Kite, Early Childhood & Literacy Intervention  
 Bunny Rothenberg, Bryan  
 Julia Siniard, K-5 District Interventionist

### Growth for Subgroup Populations

Colleen Ballard, Norris  
 Sheila Bolmeier, Instructional Technology MEP  
 Facilitator  
 Pam Erixon, ELL District Support Specialist  
 Nikki Guynan, Beadle  
 Sarah Haver, Sandoz  
 Steve Kerkman, South  
 Emily Rakowsky, Kiewit  
 Gina Rudloff, Cottonwood  
 Shelley Schmitz, 6-12 District Interventionist

## Phase II: PK-12 Field Study Committee

### Preschool:

Caroline Ososki, Bryan Kathy  
 Paradies-Beene, Bryan

Ally Logan, Hitchcock  
 Holli Reab, Hitchcock

Angie Hughes, Neihardt  
 Sommer Ruhland, Neihardt

### Elementary:

Lisa Shields, Wheeler Michelle  
 Sobotka, Wheeler Kerri  
 White, Wheeler Katrina  
 Partusch, Wheeler Kristin  
 Lutes, Disney  
 Anne Servais, Disney  
 Missy Croom, Norris Melissa  
 Daharsh, Norris Emilee  
 Blackstone, Neihardt Mandie  
 Hamaker, Neihardt Aimee  
 Schultz, Neihardt Gillian  
 White, Neihardt Rachael  
 Barbour, Neihardt Korryn  
 Phillips, Harvey Oaks Morgan  
 Rickley, Harvey Oaks

Melanie Gibbons, Willowdale  
 Nicole Jamison, Willowdale  
 Barb Hove, Willowdale  
 Cathy Greenwald, Willowdale  
 Michelle Fuller, Holling  
 Heights Kelli Hesse, Holling  
 Heights Megan Hall, Holling  
 Heights Mariann Bakk, Holling  
 Heights Kim Brown, Holling  
 Heights Liz Braun, Cottonwood  
 Amy Rangeloff, Cottonwood  
 Brittany Wunderlich, Upchurch  
 Jessica Cinnamon, Upchurch  
 Alicia Ketcham, Upchurch Sara  
 Mau, Upchurch

Cathy Hall, Aldrich  
 Katie Thompson, Aldrich  
 Michelle Leibrock, Aldrich  
 Helen Lykke-Wisler, Ezra  
 Jaci Goldhorn, Ezra Heather  
 Loewen, Ezra Jamie  
 Schnieber, Cody Katie  
 Backhuus, Cody Amy  
 Badura, Black Elk Taylor  
 Muehlich, Black Elk Casey  
 Hoffman, Black Elk Emily  
 Lyon, Black Elk Alexandria  
 Peterson, Wheeler Jackie  
 Polacek, Wheeler Patty  
 McGregor, Wheeler



Brooke Zuniga, Wheeler Deb  
Ashmore, Wheeler

Amy Stenger, Rohwer  
Jennifer Gabrielson, Rohwer

Alissa Goodding, Hitchcock

### Secondary:

Amy Arens, AMS  
Stacy Kolvek, AMS  
Jamie Wingender, AMS  
Jennifer Hussey, AMS  
Amanda Ostle, AMS Jordan  
Siepker, AMS Sarah Feik,  
BMS  
Chelsea Herbolzheimer, BMS  
Kim Rannells, BMS  
Sara Buelt, BMS  
Cara Schrock, BMS Shannon  
Stamper, BMS Scott  
Bougger, CMS Stephanie  
Heater, CMS Kailey McCoy,  
CMS Emily Rakowsky, KMS

Pat Leamen, KMS  
Megan Glover, KMS  
Erin Dahl, KMS  
Megan Patton-Paulson, KMS  
Hank Plugge, KMS  
Stephanie Simon, KMS  
Michael Gunter, NMS Ryan  
Butler, NMS  
Sandra Segal, RMS  
Molly Erickson, RMS Nicci  
Dill, RMS  
Amanda Niemiec, RMS  
Missy Betts, RMS  
Julie Kerkman, RMS  
Zac Ward, RMS  
Rebecca Peterson, MNHS

Joshua Lingenfelter, MNHS  
Dana Moore, MNHS Sarah  
Martin, MNHS MaRanda  
Nickolite, MNHS Sarah  
Martin, MSHS Johanna Hon,  
MSHS Jackie Bass, MSHS  
Andrew Kanago, MSHS  
Joanne Miller, MSHS Kara  
Radtke, MWHS Kayla Vavra,  
MWHS Patty Knudson,  
MWHS Delanie Frye, MWHS  
Marilyn Kerkhove, MWHS

## Language Arts Timeline of Curriculum Cycle Meetings

### Phase I (2016-2017) Elementary & Secondary

Date	Group -- Purpose
September 22, 2016	Language Arts Curriculum Planning Committee –Orientation to the Phase I process, role of group, Data Book, and other resources
October 18, 2016	CPC Meeting #1--Identified critical issues to be researched during Phase I; review parameters and data
October 27, 2016	CPC Meeting #2—Defined research groups and generated research questions
November 10 or 15 or 17, 2016	Language Arts Research Subcommittees – Began research on seven critical issues identified in October
December 13, 2016	Community Focus Group—Discussed the critical Language Arts skills and concepts needed to be successful in the community
January 24, 2017	Curriculum Planning Committee -- Research Presentations
January 26, 2017	Curriculum Planning Committee – Finished discussions from research presentations and completed Framework writing
March 2, 2017	Secondary Members of Curriculum Planning Committee—Developed course notes and course sequence
March 15, 2017	Secondary Vendor Fair—previewed six products from four vendors

March 16, 2017	Elementary Vendor Fair—previewed four products from four vendors
April 26, 2017	Secondary Members of Curriculum Planning Committee—Developed individual course frameworks for all high school courses

### **Phase II (2017-2018) Elementary & Secondary Required Courses**

<b>Date</b>	<b>Group -- Purpose</b>
July 31, 2017 and August 1, 2017	Field Study Training Product #1
August 2017-October 2017	Field Test of Product #1
September 28, 2017 and October 3, 2017	Field Study Training Product #2
October 2017 - December 2017	Field Test of Product #2
December 19, 2017 and December 20, 2017	Field Study Committee Recommendation
January 2018	Curriculum Planning Committee Recommendation
January 18, 2018 and January 23, 2018	Community Review Nights

## Introduction to PK-12 Language Arts Matrix

### Introduction

New English Language Arts Standards and Indicators were approved by the Nebraska State Board of Education on September 5, 2014. A modified Curriculum Planning Committee reviewed and revised the 2009 Millard Board of Education-Approved PK-12 Language Arts Matrix in October 2014. The entire PK-12 Language Arts Matrix was again reviewed during the current curriculum cycle and finalized on January 26, 2017.

### Legend

Cell without text: No State or Millard indicator exists.

### Nomenclature

The nomenclature for the standards and indicators is as follows:

LA	Language Arts
S	State Standard
M	Millard Standard
PK-12	Grade Level
1-4	Comprehensive Standards <ul style="list-style-type: none"> <li>1. Reading</li> <li>2. Writing</li> <li>3. Speaking/Listening</li> <li>4. Multiple Literacies</li> </ul>
1-6	Concepts of each Content Standard Reading Standard <ul style="list-style-type: none"> <li>1 – Concepts of Print</li> <li>2 – Phonological Awareness</li> <li>3 – Word Analysis</li> <li>4 – Fluency</li> <li>5 – Vocabulary</li> <li>6 – Comprehension</li> </ul> Writing Standard <ul style="list-style-type: none"> <li>1 – Writing Process</li> <li>2 – Writing Modes</li> </ul> Speaking and Listening Standard <ul style="list-style-type: none"> <li>1 – Speaking</li> <li>2 – Listening</li> <li>3 – Reciprocal Communication</li> </ul> Multiple Literacies Standard <ul style="list-style-type: none"> <li>1 – Information Fluency</li> <li>2 – Digital Citizenship</li> </ul>

### Example

LA S 03.1.3.a      Language Arts, State Standard, Grade 3, Comprehensive Standard 1 (Reading),  
 Concept Standard 3 (Word Analysis), Curricular Indicator

PK-12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concepts	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Concepts of Print	<b>LA M P4.1.1</b> Students will demonstrate knowledge of the concepts of print.	<b>LA S 00.1.1</b> Students will demonstrate knowledge of the concepts of print.	<b>LA S 01.1.1</b> Students will demonstrate knowledge of the concepts of print.	<b>LA S 02.1.1</b> Concept mastered at a previous grade level	<b>LA S 03.1.1</b> Concept mastered at a previous grade level	<b>LA S 04.1.1</b> Concept mastered at a previous grade level	<b>LA S 05.1.1</b> Concept mastered at a previous grade level
Phonological Awareness	<b>LA M P4.1.2</b> Students will demonstrate phonological awareness.	<b>LA S 00.1.2</b> Students will demonstrate phonological awareness through oral activities.	<b>LA S 01.1.2</b> Students will demonstrate phonological awareness through oral activities.	<b>LA S 02.1.2</b> Concept mastered at a previous grade level	<b>LA S 03.1.2</b> Concept mastered at a previous grade level	<b>LA S 04.1.2</b> Concept mastered at a previous grade level	<b>LA S 05.1.2</b> Concept mastered at a previous grade level
Word Analysis	<b>LA M P4.1.3</b> Students will acquire phonetic knowledge.	<b>LA S 00.1.3</b> Students will acquire phonetic knowledge as they learn to read and write grade-level text.	<b>LA S 01.1.3</b> Students will use phonetic analysis to read and write grade-level text.	<b>LA S 02.1.3</b> Students will use phonetic analysis to read and write grade-level text.	<b>LA S 03.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text.	<b>LA S 04.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text.	<b>LA S 05.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
Fluency	<b>LA M P4.1.4</b> Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	<b>LA S 00.1.4</b> Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	<b>LA S 01.1.4</b> Students will develop accuracy, phrasing, and expression while reading grade-level print/digital text to support comprehension.	<b>LA S 02.1.4</b> Students will develop accuracy, appropriate pace, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	<b>LA S 03.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<b>LA S 04.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<b>LA S 05.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
Vocabulary	<b>LA M P4.1.5</b> Students will build and use conversational and academic grade-level vocabulary.	<b>LA S 00.1.5</b> Students will build and use conversational, academic, and content-specific grade level vocabulary.	<b>LA S 01.1.5</b> Students will build and use conversational, academic, and content-specific grade level vocabulary.	<b>LA S 02.1.5</b> Students will build and use conversational, academic, and content-specific grade level vocabulary.	<b>LA S 03.1.5</b> Students will build and use conversational, academic, and content-specific grade level vocabulary.	<b>LA S 04.1.5</b> Students will build and use conversational, academic, and content-specific grade level vocabulary.	<b>LA S 05.1.5</b> Students will build and use conversational, academic, and content-specific grade level vocabulary.

Comprehension	<b>LA M P4.1.6</b> Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	<b>LA S 00.1.6</b> Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	<b>LA S 01.1.6</b> Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.	<b>LA S 02.1.6</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	<b>LA S 03.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 04.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 05.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
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**PK-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards						
Concepts of Print	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<b>LA M P4.1.1</b> Students will demonstrate knowledge of the concepts of print.	<b>LA S 00.1.1</b> Students will demonstrate knowledge of the concepts of print.	<b>LA S 01.1.1</b> Students will demonstrate knowledge of the concepts of print.	<b>LA S 02.1.1</b> Concept mastered at a previous grade level	<b>LA S 03.1.1</b> Concept mastered at a previous grade level	<b>LA S 04.1.1</b> Concept mastered at a previous grade level	<b>LA S 05.1.1</b> Concept mastered at a previous grade level
Curricular Indicators	<b>LA M P4.1.1.a</b> Identify variations in text (e.g., font, size, bold, italic, upper/lower case)	<b>LA S 00.1.1.a</b> Identify variations in text (e.g., font, size, bold, italic, upper/lower case)	<b>LA S 01.1.1.a</b> Identify variations in text (e.g., font, size, bold, italic, upper/lower case)				
	<b>LA M P4.1.1.b</b> Identify punctuation (e.g., period, exclamation mark, question mark).	<b>LA S 00.1.1.b</b> Identify punctuation (e.g., period, exclamation mark, question mark).	<b>LA S 01.1.1b</b> Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).				
	<b>LA M P4.1.1.c</b> Identify parts of a book (e.g., cover, pages, title, author, illustrator).	<b>LA S 00.1.1.c</b> Identify parts of a book (e.g., cover, pages, title, author, illustrator).	<b>LA S 01.1.1c</b> Identify parts of a book (e.g., title page, author, illustrator, table of contents).				
	<b>LA M P4.1.1.d</b> Increase knowledge about books and how they typically are read.	<b>LA S 00.1.1.d</b> Demonstrate knowledge that print reads from left to right and top to bottom.					

	<p><b>LA M P4.1.1.e</b> Show an awareness of print as a form of meaningful communication.</p>	<p><b>LA S 00.1.1.e</b> Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).</p>					
	<p><b>LA M P4.1.1.f</b> Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).</p>	<p><b>LA S 00.1.1.f</b> Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).</p>					
	<p><b>LA M P4.1.1.g</b> Recognizes words as a unit of print and understands letters from words.</p>	<p><b>LA S 00.1.1.g</b> Demonstrate understanding that words are made up of letters and sentences are made up of words.</p>					

**PK-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

<b>Concept</b>	<b>Grade Level Standards</b>
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	<b>PK</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Phonological Awareness</b>	<b>LA M P4.1.2</b> Students will demonstrate phonological awareness.	<b>LA S 00.1.2</b> Students will demonstrate phonological awareness through oral activities.	<b>LA S 01.1.2</b> Students will demonstrate phonological awareness through oral activities.	<b>LA S 02.1.2</b> Concept mastered at a previous grade level	<b>LA S 03.1.2</b> Concept mastered at a previous grade level	<b>LA S 04.1.2</b> Concept mastered at a previous grade level	<b>LA S 05.1.2</b> Concept mastered at a previous grade level
<b>Curricular Indicators</b>	<b>LA M P4.1.2.a</b> Progress in listening and telling differences in phonemes.	<b>LA S 00.1.2.a</b> Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).	<b>LA S 01.1.2.a</b> Blend, segment and manipulate phonemes orally.				
	<b>LA M P4.1.2.b</b> Recognize the connection between spoken and written words.	<b>LA S 00.1.2.b</b> Segment spoken sentences into words.					
	<b>LA M P4.1.2.c</b> Identify and produce oral rhymes.	<b>LA S 00.1.2.c</b> Identify and produce oral rhymes.					
	<b>LA M P4.1.2.d</b> Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).	<b>LA S 00.1.2.d</b> Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).					
	<b>LA M P4.1.2.e</b> Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).	<b>LA S 00.1.2.e</b> Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).					

**PK-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards						
Word Analysis	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<b>LA M P4.1.3</b> Students will acquire phonetic knowledge.	<b>LA S 00.1.3</b> Students will acquire phonetic knowledge as they learn to read and write grade-level text.	<b>LA S 01.1.3</b> Students will use phonetic analysis to read and write grade-level text.	<b>LA S 02.1.3</b> Students will use phonetic analysis to read and write grade-level text.	<b>LA S 03.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text.	<b>LA S 04.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text.	<b>LA S 05.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
Curricular Indicators	<b>LA M P4.1.3.a</b> Match individual consonant sounds to appropriate letters.	<b>LA S 00.1.3.a</b> Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.	<b>LA S 01.1.3.a</b> Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.	<b>LA S 02.1.3.a</b> Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.	<b>LA S 03.1.3.a</b> Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.	<b>LA S 04.1.3.a</b> Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.	<b>LA S 05.1.3.a</b> Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
		<b>LA S 00.1.3.b</b> Identify similarities and differences in written words (e.g., word endings, onsets, rimes).	<b>LA S 01.1.3.b</b> Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).	<b>LA S 02.1.3.b</b> Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).	<b>LA S 03.1.3.b</b> Use word structure to read text (e.g., prefixes/suffixes, contractions, syllabication, derivation).	<b>LA S 04.1.3.b</b> Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).	
		<b>LA S 00.1.3.c</b> Recognize and read grade-level (phonetic and non-phonetic) words in text.	<b>LA S 01.1.3.c</b> Recognize and read grade-level (phonetic and non-phonetic) words in text.	<b>LA S 02.1.3.c</b> Recognize and read grade-level (phonetic and non-phonetic) words in text.	<b>LA S 03.1.3.c</b> Recognize and read grade-level (phonetic and non-phonetic) words in text.		
	<b>LA M P4.1.3.d</b> Progress in the identification of letters.	<b>LA M 00.1.3.d</b> Identify upper and lowercase letters.					

**PK-12 Comprehensive Reading Standard:  
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Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Fluency	<b>LA M P4.1.4</b> Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	<b>LA S 00.1.4</b> Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	<b>LA S 01.1.4</b> Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	<b>LA S 02.1.4</b> Students will develop accuracy, appropriate pace, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	<b>LA S 03.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<b>LA S 04.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<b>LA S 05.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
Curricular Indicators	<b>LA M P4.1.4.a</b> Listen to text of increasing length and/or complexity to develop stamina.	<b>LA S 00.1.4.a</b> Listen to text of increasing length and/or complexity to develop stamina.	<b>LA S 01.1.4.a</b> Listen to and read text of increasing length and/or complexity to support reader stamina.	<b>LA S 02.1.4.a</b> Listen to and read text of increasing length and/or complexity to increase reader stamina.	<b>LA S 03.1.4.a</b> Listen to and read text of increasing length and/or complexity to increase reader stamina.	<b>LA S 04.1.4.a</b> Listen to and read text of increasing length and/or complexity to increase reader stamina.  <b>LA M 04.1.4.a</b> Develop and use reading strategies to persevere through text of increasing length and/or complexity.	<b>LA S 05.1.4.a</b> Use reading strategies to persevere through text of increasing length and/or complexity.
	<b>LA M P4.1.4.b</b> Use appropriate expression to reflect meaning while participating in dramatic play activities.	<b>LA S 00.1.4.b</b> Use appropriate expression to reflect meaning while reading emergent-reader text.	<b>LA S 01.1.4.b</b> Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).	<b>LA S 02.1.4.b</b> Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).	<b>LA S 03.1.4.b</b> Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	<b>LA S 04.1.4.b</b> Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	<b>LA S 05.1.4.b</b> Use context to adjust pace and prosody based on purpose, text complexity, form, and style.



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Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Vocabulary</b>	<b>LA M P4.1.5</b> Students will build and use conversational and academic grade-level vocabulary.	<b>LA S 00.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA S 01.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA S 02.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA S 03.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA S 04.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA S 05.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.
<b>Curricular Indicators</b>		<b>LA S 00.1.5.a</b> Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).	<b>LA S 01.1.5.a</b> Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).	<b>LA S 02.1.5.a</b> Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).	<b>LA S 03.1.5.a</b> Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).	<b>LA S 04.1.5.a</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).	<b>LA S 05.1.5.a</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).
	<b>LA M P4.1.5.b</b> Use symbols/ images/ objects to represent something not present.	<b>LA S 00.1.5.b</b> Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	<b>LA S 01.1.5.b</b> Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.	<b>LA S 02.1.5.b</b> Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.	<b>LA S 03.1.5.b</b> Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.	<b>LA S 04.1.5.b</b> Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.	<b>LA S 05.1.5.b</b> Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
	<b>LA M P4.1.5.c</b> Recall and reflect on experiences and information, and interpret or draw conclusions based on information.	<b>LA S 00.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA S 01.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA S 02.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA S 03.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA S 04.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA S 05.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

		<b>LA S 00.1.5.d</b> Identify semantic relationships (e.g., conceptual categories) to determine word relationships.	<b>LA S 01.1.5.d</b> Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.	<b>LA S 02.1.5.d</b> Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.	<b>LA S 03.1.5.d</b> Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	<b>LA S 04.1.5.d</b> Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	<b>LA S 05.1.5.d</b> Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
		<b>LA S 00.1.5.e</b> With adult guidance, determine word meaning using reference materials and classroom resources.	<b>LA S 01.1.5.e</b> Locate words and determine word meaning using reference materials and classroom resources.	<b>LA S 02.1.5.e</b> Locate words and determine meaning using reference materials.  <b>LA M 02.1.5.e</b> Locate words and determine meaning using reference materials and classroom resources.	<b>LA S 03.1.5.e</b> Locate words and determine meaning using reference materials. Locate words and determine meaning using reference materials.  <b>LA M 03.1.5.e</b> Locate words and determine meaning using reference materials and classroom resources.	<b>LA S 04.1.5.e</b> Determine meaning using reference materials.  <b>LA M 04.1.5.e</b> Locate words and determine meaning using reference materials and classroom resources.	<b>LA S 05.1.5.e</b> Determine meaning using reference materials.

**PK-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Comprehension</b>	<b>LA M P4.1.6</b> Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	<b>LAS 00.1.6</b> Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	<b>LA S 01.1.6</b> Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.	<b>LA S 02.1.6</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	<b>LA S 03.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 04.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 05.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
<b>Curricular Indicators</b>		<b>LA S 00.1.6.a</b> With adult guidance, identify author's purpose (e.g., explain, entertain, inform).	<b>LA S 01.1.6.a</b> Identify author's purpose (e.g., explain, entertain, inform).	<b>LA S 02.1.6.a</b> Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	<b>LA S 03.1.6.a</b> Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	<b>LA S 04.1.6.a</b> Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	<b>LA S 05.1.6.a</b> Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.
	<b>LA M P4.1.6.b</b> Identify elements of literary text (e.g., characters, setting, events).	<b>LA S 00.1.6.b</b> Identify elements of literary text (e.g., characters, setting, events).	<b>LA S 01.1.6.b</b> Identify elements of literary text (e.g., characters, setting, events).	<b>LA S 02.1.6.b</b> Identify elements of literary text (e.g., characters, setting, plot).	<b>LA S 03.1.6.b</b> Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).	<b>LA S 04.1.6.b</b> Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).  <b>LA M 04.1.6.b</b> Analyze and describe elements of literary text (e.g., characters, character development, setting, plot, point of view, theme).	<b>LA S 05.1.6.b</b> Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).  <b>LA M 05.1.6.b</b> Analyze and describe elements of literary text (e.g., characters, character development, setting, plot, point of view, theme).
	<b>LA M P4.1.6.c</b> With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	<b>LA S 00.1.6.c</b> With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	<b>LA S 01.1.6.c</b> Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).	<b>LA S 02.1.6.c</b> Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm,	<b>LA S 03.1.6.c</b> Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm,	<b>LA S 04.1.6.c</b> Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia,	<b>LA S 05.1.6.c</b> Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia,

			personification).	personification, hyperbole, idioms).	imagery, rhythm, personification, hyperbole, idioms).	imagery, rhythm, personification, hyperbole, idioms).	<b>LA M 05.1.6.c</b> Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm).
<b>LA M P4.1.6.d</b> With adult guidance, retell major events and key details from a literary text and/or media (e.g., uses creativity, words, actions and materials to portray a role, situation, or setting).	<b>LA S 00.1.6.d</b> With adult guidance, retell major events and key details from a literary text and/or media.	<b>LA S 01.1.6.d</b> Retell major events and key details from a literary text and/or media.	<b>LA S 02.1.6.d</b> Retell major events and key details from a literary text and/or media and support a prompted theme.	<b>LA S 03.1.6.d</b> Summarize a literary text and/or media, using key details to identify the theme.  <b>LA M 03.1.6.d</b> Retell major events and summarize a literary text and/or media, using key details to identify the theme.	<b>LA S 04.1.6.d</b> Summarize a literary text and/or media, using key details to identify the theme.	<b>LA S 05.1.6.d</b> Summarize and analyze a literary text and/or media, using key details to explain the theme.	
<b>LA M P4.1.6.e</b> Learn to sequence, predict, and retell a story.	<b>LA S 00.1.6.e</b> With adult guidance, retell main ideas from informational text and/or media.	<b>LA S 01.1.6.e</b> Retell main ideas and supporting details from informational text and/or media.	<b>LA S 02.1.6.e</b> Retell main ideas and supporting details from informational text and/or media.	<b>LA S 03.1.6.e</b> Determine main ideas and supporting details from informational text and/or media.	<b>LA S 04.1.6.e</b> Determine main ideas and supporting details from informational text and/or media.	<b>LA S 05.1.6.e</b> Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	
<b>LA M P4.1.6.f</b> With adult guidance, identify text features in informational text.	<b>LA S 00.1.6.f</b> Identify text features in print and digital informational text.	<b>LA S 01.1.6.f</b> Identify text features in print and digital informational text.	<b>LA S 02.1.6.f</b> Use text features to locate information and gain meaning from print and digital text.	<b>LA S 03.1.6.f</b> Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	<b>LA S 04.1.6.f</b> Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	<b>LA S 05.1.6.f</b> Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	
<b>LA M P4.1.6.g</b> With adult guidance, identify the basic characteristics of literary and informational text.	<b>LA S 00.1.6.g</b> Identify the basic characteristics of literary and informational text.	<b>LA S 01.1.6.g</b> Identify the basic characteristics of a variety of literary and informational texts.	<b>LA S 02.1.6.g</b> Compare and contrast the basic characteristics of a variety of literary and informational texts.	<b>LA S 03.1.6.g</b> Compare and contrast the characteristics that distinguish a variety of literary and informational texts.	<b>LA S 04.1.6.g</b> Compare and contrast the characteristics that distinguish a variety of literary and informational texts.  <b>LA M 04.1.6.g</b> Use textual evidence to compare and contrast	<b>LA S 05.1.6.g</b> Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	

						the characteristics that distinguish a variety of literary and informational texts.	
<b>LA M P4.1.6.h</b> Demonstrate interest in and appreciation of reading-related activities (e.g., relates events in story to own knowledge and experiences).	<b>LA S 00.1.6.h</b> Make connections between own life and/or other cultures in literary and informational text.	<b>LA S 01.1.6.h</b> Make connections between own life and/or other cultures in literary and informational text.	<b>LA S 02.1.6.h</b> Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.	<b>LA S 03.1.6.h</b> Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	<b>LA S 04.1.6.h</b> Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	<b>LA S 05.1.6.h</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	
<b>LA M P4.1.6.i</b> With adult guidance, construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	<b>LA S 00.1.6.i</b> Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	<b>LA S 01.1.6.i</b> Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	<b>LA S 02.1.6.i</b> Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	<b>LA S 03.1.6.i</b> Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	<b>LA S 04.1.6.i</b> Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	<b>LA S 05.1.6.i</b> Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	
<b>LA M P4.1.6.j</b> Identify the characteristics of organizational patterns found in informational text (e.g., sequence).	<b>LA S 00.1.6.j</b> Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	<b>LA S 01.1.6.j</b> Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	<b>LA S 02.1.6.j</b> Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).  <b>LA M 02.1.6.j</b> Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast, fact/opinion).	<b>LA S 03.1.6.j</b> Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).  <b>LA M 03.1.6.j</b> Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence,	<b>LA S 04.1.6.j</b> Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	<b>LA S 05.1.6.j</b> Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	

description, cause and effect,



					compare/contrast, fact/opinion).		
	<b>LA M P4.1.6.k</b> With adult guidance, identify different purposes for reading (e.g., inform, enjoy).	<b>LA S 00.1.6.k</b> Identify different purposes for reading (e.g., inform, enjoy).	<b>LA S 01.1.6.k</b> Identify and explain purpose for reading (e.g., answer a question, enjoy).	<b>LA S 02.1.6.k</b> Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).  <b>LA M 02.1.6.k</b> Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task) by identifying evidence from text to support analysis, reflection, or research.	<b>LA S 03.1.6.k</b> Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).  <b>LA S 03.1.6.k</b> Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task) by identifying evidence from the text to support analysis, reflection, or research.	<b>LA S 04.1.6.k</b> Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).  <b>LA M 04.1.6.k</b> Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task) by using evidence from the text to support analysis, reflection, or research.	<b>LA S 05.1.6.k</b> Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
	<b>LA M P4.1.6.I</b> With adult guidance, build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	<b>LA S 00.1.6.I</b> Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	<b>LA S 01.1.6.I</b> Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	<b>LA S 02.1.6.I</b> Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	<b>LA S 03.1.6.I</b> Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	<b>LA S 04.1.6.I</b> Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	<b>LA S 05.1.6.I</b> Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

		<b>LA S 00.1.6.m</b> With adult guidance, monitor comprehension by recognizing when meaning is disrupted.	<b>LA S 01.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	<b>LA S 02.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	<b>LA S 03.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	<b>LA S 04.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	<b>LA S 05.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
	<b>LA M P4.1.6.n</b> Make predictions about a text using prior knowledge, pictures, illustrations and titles.	<b>LA S 00.1.6.n</b> Make predictions about a text using prior knowledge, pictures, illustrations and titles.	<b>LA S 01.1.6.n</b> Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.	<b>LA S 02.1.6.n</b> Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.	<b>LA S 03.1.6.n</b> Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	<b>LA S 04.1.6.n</b> Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	<b>LA S 05.1.6.n</b> Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
	<b>LA M P4.1.6.o</b> Respond to text (e.g., verbally, in writing, or artistically).	<b>LA S 00.1.6.o</b> Respond to text (e.g., verbally, in writing, or artistically).	<b>LA S 01.1.6.o</b> Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>LA S 02.1.6.o</b> Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>LA S 03.1.6.o</b> Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>LA S 04.1.6.o</b> Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>LA S 05.1.6.o</b> Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
	<b>LA M P4.1.6.p</b> Make connections between a print text and an audio, video, or live version of the text.	<b>LA S 00.1.6.p</b> Make connections between a print text and an audio, video, or live version of the text.	<b>LA S 01.1.6.p</b> Make connections between a print text and an audio, video, or live version of the text.	<b>LA S 02.1.6.p</b> Make connections between a print text and an audio, video, or live version of the text.	<b>LA S 03.1.6.p</b> Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.	<b>LA S 04.1.6.p</b> Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	<b>LA S 05.1.6.p</b> Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.

**PK-12 Comprehensive WRITING Standard:  
Students will learn and apply writing skills and strategies to communicate.**

Concepts	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Writing Process	LA M P4.2.1 Students will apply the writing process to plan, draft, and publish writing pieces.	LA S 00.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 01.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 02.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 03.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 04.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 05.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
Writing Modes	LA M P4.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 00.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 01.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 02.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 03.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 04.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 05.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.

**PK-12 Comprehensive Writing Standard:  
Students will learn and apply writing skills and strategies to communicate.**

<b>Concept</b>	<b>Grade Level Standards</b>
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	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Writing Process</b>	<b>LA M P4.2.1</b> Students will apply the writing process to plan, draft, and publish writing pieces.	<b>LA S 00.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<b>LA S 01.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<b>LA S 02.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<b>LA S 03.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<b>LA S 04.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<b>LA S 05.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
<b>Curricular Indicators</b>	<b>LA M P4.2.1.a</b> With adult guidance, use prewriting activities and inquiry tools to generate ideas.	<b>LA S 00.2.1.a</b> Use prewriting activities and inquiry tools to generate ideas.	<b>LA S 01.2.1.a</b> Use prewriting activities and inquiry tools to generate ideas.	<b>LA S 02.2.1.a</b> Use prewriting activities and inquiry tools to generate ideas.	<b>LA S 03.2.1.a</b> Use prewriting activities and inquiry tools to generate ideas.	<b>LA S 04.2.1.a</b> Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	<b>LA S 05.2.1.a</b> Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
	<b>LA M P4.2.1.b</b> Show an interest in early writing (e.g., uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories).	<b>LA S 00.2.1.b</b> Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.	<b>LA S 01.2.1.b</b> Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.	<b>LA S 02.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.  <b>LA M 02.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end with appropriate transitions.	<b>LA S 03.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	<b>LA S 04.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.  <b>LA M 04.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions linked to the	<b>LA S 05.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

						purpose of the composition.	
	<b>LA S 00.2.1.c</b> With adult guidance, use relevant information and evidence to support ideas.	<b>LA S 01.2.1.c</b> Gather and use relevant information and evidence to support ideas.	<b>LA S 02.2.1.c</b> Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.	<b>LA S 03.2.1.c</b> Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.	<b>LA S 04.2.1.c</b> Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	<b>LA S 05.2.1.c</b> Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	
	<b>LA S 00.2.1.d</b> Compose simple, grammatically correct sentences.	<b>LA S 01.2.1.d</b> Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.	<b>LA S 02.2.1.d</b> Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	<b>LA S 03.2.1.d</b> Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.  <b>LA M 03.2.1.d</b> Compose paragraphs with grammatically correct simple and compound sentences of varying length, complexity, and type.	<b>LA S 04.2.1.d</b> Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.  <b>LA M 04.2.1.d</b> Compose paragraphs with grammatically correct simple and compound sentences of varying length, complexity, and type.	<b>LA S 05.2.1.d</b> Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.	
	<b>LA S 00.2.1.e</b> With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.	<b>LA S 01.2.1.e</b> With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.	<b>LA S 02.2.1.3.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	<b>LA S 03.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	<b>LA S 04.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	<b>LA S 05.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	
	<b>LA S 00.2.1.f</b> Provide oral descriptive feedback to other writers.	<b>LA S 01.2.1.f</b> Provide oral descriptive feedback to other writers.	<b>LA S 02.2.1.f</b> Provide oral and/or written descriptive feedback to other writers.	<b>LA S 03.2.1.f</b> Provide oral and/or written descriptive feedback to other writers.	<b>LA S 04.2.1.f</b> Provide oral, written, and/or digital descriptive feedback to other writers.	<b>LA S 05.2.1.f</b> Provide oral, written, and/or digital descriptive feedback to other writers.	
<b>LA M P4.2.1.g</b> With adult guidance, persevere in writing tasks.	<b>LA S 00.2.1.g</b> With adult guidance, persevere in writing tasks.	<b>LA S 01.2.1.g</b> Persevere in writing tasks of various length and complexity.	<b>LA S 02.2.1.g</b> Persevere in writing tasks of various length and complexity.	<b>LA S 03.2.1.g</b> Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	<b>LA S 04.2.1.g</b> Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	<b>LA S 05.2.1.g</b> Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	



		<b>LA S 00.2.1.h</b> With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).	<b>LA S 01.2.1.h</b> With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).	<b>LA S 02.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<b>LA S 03.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<b>LA S 04.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<b>LA S 05.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
		<b>LA S 00.2.1.i</b> Use own words to relate information.	<b>LA S 01.2.1.i</b> Use own words to relate information.	<b>LA S 02.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.	<b>LA S 03.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	<b>LA S 04.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	<b>LA S 05.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
		<b>LA S 00.2.1.j</b> With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	<b>LA S 01.2.1.j</b> Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	<b>LA S 02.2.1.j</b> Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	<b>LA S 03.2.1.j</b> Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	<b>LA S 04.2.1.j</b> Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	<b>LA S 05.2.1.j</b> Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).
		<b>LA M 00.2.1.k</b> Write all uppercase and lowercase manuscript letters, attending to the form of the letters	<b>LA M 01.2.1.k</b> Write legibly in manuscript	<b>LA M 02.2.1.k</b> Write legibly in manuscript	<b>LA M 03.2.1.k</b> Write legibly in cursive	<b>LA M 04.2.1.k</b> Write legibly in cursive	

**PK-12 Comprehensive Writing Standard:  
Students will learn and apply writing skills and strategies to communicate.**

Concept	Grade Level Standards						
Writing Modes	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p><b>LA M P4.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA S 00.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA S 01.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA S 02.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA S 03.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA S 04.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA S 05.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>
Curricular Indicators	<p><b>LA M P4.2.2.a</b> Communicate information and ideas effectively in descriptive, informative, narrative, poetic, and persuasive modes to multiple audiences using a variety of media and formats.</p>	<p><b>LA S 00.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p>	<p><b>LA S 01.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p>	<p><b>LA S 02.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p>	<p><b>LA S 03.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p>	<p><b>LA S 04.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p>	<p><b>LA S 05.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p>
	<p><b>LA M P4.2.2.b</b> With adult guidance, provide evidence from literary or informational text to support ideas or opinions.</p>	<p><b>LA S 00.2.2.b</b> With adult guidance, provide evidence from literary or informational text to support ideas or opinions.</p>	<p><b>LA S 01.2.2.b</b> With adult guidance, provide evidence from literary or informational text to support ideas or opinions.</p>	<p><b>LA S 02.2.2.b</b> Provide evidence from literary or informational text to support ideas or opinions.</p>	<p><b>LA S 03.2.2.b</b> Provide evidence from literary or informational text to support ideas or opinions.</p>	<p><b>LA S 04.2.2.b</b> Provide evidence from literary or informational text to support analysis, reflection, and research.</p>	<p><b>LA S 05.2.2.b</b> Provide evidence from literary or informational text to support analysis, reflection, and research.</p>
		<p><b>LA S 00.2.2.c</b> With adult guidance, conduct and publish research to answer questions or solve problems.</p>	<p><b>LA S 01.2.2.c</b> With adult guidance, conduct and publish research to answer questions or solve problems using resources.</p>	<p><b>LA S 02.2.2.c</b> Conduct and publish research to answer questions or solve problems using resources</p>	<p><b>LA S 03.2.2.c</b> Conduct and publish research to answer questions or solve problems using resources.</p>	<p><b>LA S 04.2.2.c</b> Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.</p>	<p><b>LA S 05.2.2.c</b> Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.</p>

	<b>LA M P4.2.2.d</b> With adult guidance, use precise word choice and domain-specific vocabulary to write in a variety of modes.	<b>LA S 0.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.	<b>LA S 01.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.	<b>LA S 02.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.	<b>LA S 03.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.	<b>LA S 04.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.	<b>LA S 05.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	<b>LA M P4.2.2.e</b> With adult guidance, compare mentor texts and examples to create similar pieces.	<b>LA S 00.2.2.e</b> With adult guidance, compare mentor texts and examples to create similar pieces.	<b>LA S 01.2.2.e</b> Compare various mentor texts and/or exemplars to create similar pieces.	<b>LA S 02.2.2.e</b> Compare various mentor texts and/or exemplars to create a similar piece.	<b>LA S 03.2.2.e</b> Compare various mentor texts and/or exemplars to create a similar piece.	<b>LA S 04.2.2.e</b> Compare various mentor texts and/or exemplars to create a similar piece.	<b>LA S 05.2.2.e</b> Compare various mentor texts and/or exemplars to create a similar piece.

**PK-12 Comprehensive SPEAKING/LISTENING Standard:**  
**Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.**

Concepts	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Speaking	LA M P4.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 00.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 01.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 02.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 03.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 04.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 05.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
Listening	LA M P4.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 00.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 01.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 02.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 03.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 04.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 05.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA M P4.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 00.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 01.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 02.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 03.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 04.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 05.3.3 Students will develop, apply, and adapt reciprocal communication skills.

**PK-12 Comprehensive SPEAKING/LISTENING Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards						
Speaking Skills	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p><b>LA M P4.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<p><b>LA S 00.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<p><b>LA S 01.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<p><b>LA S 02.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<p><b>LA S 03.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<p><b>LA S 04.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<p><b>LA S 05.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>
Curricular Indicators	<p><b>LA M P4.3.1.a</b> Communicate for a variety of purposes within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.</p>	<p><b>LA S 00.3.1.a</b> Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.</p>	<p><b>LA S 01.3.1.a</b> Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.</p>	<p><b>LA S 02.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p>	<p><b>LA S 03.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p>	<p><b>LA S 04.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p>	<p><b>LA S 05.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p>
	<p><b>LA M P4.3.1.b</b> Communicate needs, wants, thoughts, ideas, and feelings through words, gestures, actions, or expressions.</p>	<p><b>LA S 00.3.1.b</b> Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.</p>	<p><b>LA S 01.3.1.b</b> Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.</p>	<p><b>LA S 02.3.1.b</b> Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.</p>	<p><b>LA S 03.3.1.b</b> Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.</p>	<p><b>LA S 04.3.1.b</b> Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.</p>	<p><b>LA S 05.3.1.b</b> Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.</p>
		<p><b>LA S 00.3.1.c</b> Utilize appropriate visual and/or digital tools to support verbal communication.</p>	<p><b>LA S 01.3.1.c</b> Utilize appropriate visual and/or digital tools to support verbal communication.</p>	<p><b>LA S 02.3.1.c</b> Utilize appropriate visual and/or digital tools to support verbal communication.</p>	<p><b>LA S 03.3.1.c</b> Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>	<p><b>LA S 04.3.1.c</b> Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>	<p><b>LA S 05.3.1.c</b> Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>



	<b>LA S P4.3.1.d</b> Convey a personal perspective.	<b>LA S 00.3.1.d</b> Convey a personal perspective with clear reasons.	<b>LA S 01.3.1.d</b> Convey a personal perspective with clear reasons.	<b>LA S 02.3.1.d</b> Convey a perspective with clear reasoning and support.	<b>LA S 03.3.1.d</b> Convey a perspective with clear reasoning and support.	<b>LA S 04.3.1.d</b> Convey a perspective with clear reasoning and support.	<b>LA S 05.3.1.d</b> Convey a perspective with clear reasoning and support.
	<b>LA M P4.3.1.e</b> Increasingly use communication to ask questions and seek answers.	<b>LA S 00.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA S 01.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA S 02.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA S 03.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA S 04.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA S 05.3.1.e</b> Ask pertinent questions to acquire or confirm information.

**PK-12 Comprehensive SPEAKING/LISTENING Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

<b>Concept</b>	<b>Grade Level Standards</b>
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	<b>PK</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Listening Skills</b>	<b>LA M P4.3.2</b> Students will develop and demonstrate active listening skills across a variety of situations.	<b>LA S 00.3.2</b> Students will develop and demonstrate active listening skills across a variety of situations.	<b>LA S 01.3.2</b> Students will develop and demonstrate active listening skills across a variety of situations.	<b>LA S 02.3.2</b> Students will develop and demonstrate active listening skills across a variety of situations.	<b>LA S 03.3.2</b> Students will develop and apply active listening skills across a variety of situations.	<b>LA S 04.3.2</b> Students will develop and apply active listening skills across a variety of situations.	<b>LA S 05.3.2</b> Students will develop and apply active listening skills across a variety of situations.
<b>Curricular Indicators</b>	<b>LA M P4.3.2.a</b> Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	<b>LA S 00.3.2.a</b> Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	<b>LA S 01.3.2.a</b> Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	<b>LA S 02.3.2.a</b> Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	<b>LA S 03.3.2.a</b> Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	<b>LA S 04.3.2.a</b> Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	<b>LA S 05.3.2.a</b> Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
	<b>LA M P4.3.2.b</b> Demonstrate understanding of home and/or English languages during social interactions, program directions, and activities.	<b>LA S 00.3.2.b</b> With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	<b>LA S 01.3.2.b</b> With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	<b>LA S 02.3.2.b</b> Ask questions about the purpose and credibility of information being presented in diverse media and formats.	<b>LA S 03.3.2.b</b> Identify the purpose and credibility of information being presented in diverse media and formats.	<b>LA S 04.3.2.b</b> Identify the purpose and credibility of information being presented in diverse media and formats.	<b>LA S 05.3.2.b</b> Identify the purpose and credibility of information being presented in diverse media and formats.
	<b>LA M P4.3.2.c</b> Follow directions in sequences.	<b>LA S 00.3.2.c</b> Complete a task following one/two-step directions.	<b>LA S 01.3.2.c</b> Complete a task following one/two-step directions.	<b>LA S 02.3.2.c</b> Complete a task following multi-step directions.	<b>LA S 03.3.2.c</b> Complete a task following multi-step directions.	<b>LA S 04.3.2.c</b> Complete a task following multi-step directions.	<b>LA S 05.3.2.c</b> Complete a task following multi-step directions.

**PK-12 Comprehensive SPEAKING/LISTENING Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards						
	<u>PK</u>	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Reciprocal Communication</b>	<b>LA M P4.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA S 00.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA S 01.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA S 02.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA S 03.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA S 04.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA S 05.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.
<b>Curricular Indicators</b>	<b>LA M P4.3.3.a</b> Increase ability to sustain relationships (i.e., recognize how actions affect others and accept consequences for own actions).	<b>LA S 00.3.3.a</b> Practice appropriate classroom etiquette and recognize social cues when communicating.	<b>LA S 01.3.3.a</b> Practice appropriate classroom etiquette and recognize social cues when communicating.	<b>LA S 02.3.3.a</b> Practice appropriate classroom etiquette and recognize social cues when communicating.	<b>LA S 03.3.3.a</b> Demonstrate appropriate social etiquette and apply social cues when communicating.	<b>LA S 04.3.3.a</b> Demonstrate appropriate social etiquette and apply social cues when communicating.	<b>LA S 05.3.3.a</b> Demonstrate appropriate social etiquette and apply social cues when communicating.
	<b>LA M P4.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	<b>LA S 00.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	<b>LA S 01.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	<b>LA S 02.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	<b>LA S 03.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	<b>LA S 04.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	<b>LA S 05.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
	<b>LA S P4.3.3.c</b> Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	<b>LA S 00.3.3.c</b> Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	<b>LA S 01.3.3.c</b> Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	<b>LA S 02.3.3.c</b> Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	<b>LA S 03.3.3.c</b> Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	<b>LA S 04.3.3.c</b> Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	<b>LA S 05.3.3.c</b> Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
	<b>LA S P4.3.3.d</b> Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	<b>LA S 00.3.3.d</b> Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	<b>LA S 01.3.3.d</b> Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	<b>LA S 02.3.3.d</b> Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	<b>LA S 03.3.3.d</b> Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	<b>LA S 04.3.3.d</b> Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	<b>LA S 05.3.3.d</b> Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.

	<p><b>LA M P4.3.3.e</b> Increase ability to sustain relationships.</p>	<p><b>LA S 00.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>	<p><b>LA S 01.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>	<p><b>LA S 02.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>	<p><b>LA S 03.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>	<p><b>LA S 04.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>	<p><b>LA S 05.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>
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**PK-12 Comprehensive MULTIPLE LITERACIES Standard:  
Students will apply information fluency and practice digital citizenship.**

Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Information Fluency		<b>LA S 00.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 01.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 02.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 03.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 04.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 05.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).
Digital Citizenship		<b>LA S 00.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 01.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 02.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 03.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 04.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 05.4.2</b> Students will practice the norms of appropriate and responsible technology use.



**PK-12 Comprehensive MULTIPLE LITERACIES Standard:  
Students will apply information fluency and practice digital citizenship.**

Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Information Fluency</b>		<b>LA S 00.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 01.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 02.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 03.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 04.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 05.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).
<b>Curricular Indicators</b>		<b>LA S 00.4.1.a</b> With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).	<b>LA S 01.4.1.a</b> Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).	<b>LA S 02.4.1.a</b> With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	<b>LA S 03.4.1.a</b> Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	<b>LA S 04.4.1.a</b> Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	<b>LA S 05.4.1.a</b> Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
		<b>LA S 00.4.1.b</b> With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	<b>LA S 01.4.1.b</b> With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	<b>LA S 02.4.1.b</b> With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	<b>LA S 03.4.1.b</b> With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.	<b>LA S 04.4.1.b</b> Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	<b>LA S 05.4.1.b</b> Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
		<b>LA S 00.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	<b>LA S 01.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	<b>LA S 02.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	<b>LA S 03.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	<b>LA S 04.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	<b>LA S 05.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).



PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Concepts of Print	LA S 05.1.1 Concept mastered at a previous grade level	LA S 06.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 07.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 08.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 09.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 10.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 11.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 12.1.1 Mastered in Grade 1 and blended with other skills at this grade level.
Phonological Awareness	LA S 05.1.2 Concept mastered at a previous grade level	LA S 06.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 07.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 08.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 09.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 10.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 11.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 12.1.2 Mastered in Grade 1 and blended with other skills at this grade level.
Word Analysis	LA S 05.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 06.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 07.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 08.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA M 09.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 10.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA M 11.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 12.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
Fluency	LA S 05.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 06.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 07.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 08.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA M 09.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 10.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA M 11.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 12.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
Vocabulary	LA S 05.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 06.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 07.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 08.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA M 09.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 10.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA M 11.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 12.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.

Comprehension	<b>LA S 05.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 06.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 07.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 08.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA M 09.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 10.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA M 11.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 12.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
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PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
Word Analysis	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		<b>LA S 05.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level across all disciplines.	<b>LA S 06.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	<b>LA S 07.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	<b>LA S 08.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	<b>LA M 09.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	<b>LA S 10.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	<b>LA M 11.1.3</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
Curricular Indicators	<b>LA S 05.1.3.a</b> Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	<b>LA S 06.1.3.a</b> Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	<b>LA S 07.1.3.a</b> Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	<b>LA S 08.1.3.a</b> Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	<b>LA M 09.1.3.a</b> Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	<b>LA S 10.1.3.a</b> Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	<b>LA M 11.1.3.a</b> Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	<b>LA S 12.1.3.a</b> Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Fluency</b>	<b>LA S 05.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<b>LA S 06.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<b>LA S 07.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<b>LA S 08.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<b>LA M 09.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<b>LA S 10.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<b>LA M 11.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<b>LA S 12.1.4</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
<b>Curricular Indicators</b>	<b>LA S 05.1.4.a</b> Use reading strategies to persevere through text of increasing length and/or complexity.  <b>LA S 05.1.4.b</b> Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	<b>LA S 06.1.4.a</b> Use reading strategies to persevere through text of increasing length and/or complexity.  <b>LA M 06.1.4.a</b> Use reading strategies for efficient pacing parallel to reading purpose.	<b>LA S 07.1.4.a</b> Use reading strategies to persevere through text of increasing length and/or complexity.  <b>LA M 07.1.4.a</b> Use reading strategies for efficient pacing parallel to reading purpose.	<b>LA S 08.1.4.a</b> Use reading strategies to persevere through text of increasing length and/or complexity.  <b>LA M 08.1.4.a</b> Use reading strategies for efficient pacing parallel to reading purpose.	<b>LA M 09.1.4.a</b> Adjust reading strategies to persevere through text of increasing length and/or complexity, and for efficiency parallel to reading purpose.	<b>LA S 10.1.4.a</b> Adjust reading strategies to persevere through text of increasing length and/or complexity.  <b>LA M 10.1.4.a</b> Adjust reading strategies to persevere through text of increasing length and/or complexity, and for efficiency parallel to reading purpose.	<b>LA M 11.1.4.a</b> Adjust reading strategies to persevere through text of increasing length and/or complexity and for efficiency parallel to reading purpose.	<b>LA S 12.1.4.a</b> Adjust reading strategies to persevere through text of increasing length and/or complexity.  <b>LA M 12.1.4.a</b> Adjust reading strategies to persevere through text of increasing length and/or complexity and for efficiency parallel to reading purpose.

PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Vocabulary</b>	<b>LA S 05.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA S 06.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA S 07.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA S 08.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA M 09.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA S 10.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA M 11.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<b>LA S 12.1.5</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.
<b>Curricular Indicators</b>	<b>LA S 05.1.5.a</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).	<b>LA S 06.1.5.a</b> Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	<b>LA S 07.1.5.a</b> Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	<b>LA S 08.1.5.a</b> Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	<b>LA M 09.1.5.a</b> Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	<b>LA S 10.1.5.a</b> Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.	<b>LA M 11.1.5.a</b> Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.	<b>LA S 12.1.5.a</b> Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
	<b>LA S 05.1.5.b</b> Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	<b>LA S 06.1.5.b</b> Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	<b>LA S 07.1.5.b</b> Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	<b>LA S 08.1.5.b</b> Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	<b>LA M 09.1.5.b</b> Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	<b>LA S 10.1.5.b</b> Skills blended with 10.1.5.a at this level.	<b>LA M 11.1.5.b</b> Skills blended with 11.1.5.a at this level.	<b>LA S 12.1.5.b</b> Skills blended with 12.1.5.a at this level.
	<b>LA S 05.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA S 06.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA S 07.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA S 08.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA M 09.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA S 10.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA M 11.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>LA S 12.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

	<p><b>LA S 05.1.5.d</b> Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.</p>	<p><b>LA S 06.1.5.d</b> Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.</p>	<p><b>LA S 07.1.5.d</b> Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.</p>	<p><b>LA S 08.1.5.d</b> Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.</p>	<p><b>LA M 09.1.5.d</b> Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.</p>	<p><b>LA S 10.1.5.d</b> Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.</p>	<p><b>LA M 11.1.5.d</b> Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.</p>	<p><b>LA S 12.1.5.d</b> Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.</p>
	<p><b>LA S 05.1.5.e</b> Determine meaning using reference materials.</p>	<p><b>LA S 06.1.5.e</b> Verify meaning and pronunciation of words or phrases using reference materials.</p> <p><b>LA M 6.1.5.e</b> Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p><b>LA S 07.1.5.e</b> Verify meaning and pronunciation of words or phrases using reference materials.</p> <p><b>LA M 7.1.5.e</b> Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p><b>LA S 08.1.5.e</b> Verify meaning and pronunciation of words or phrases using reference materials.</p> <p><b>LA M 8.1.5.e</b> Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p><b>LA M 09.1.5.e</b> Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p><b>LA S 10.1.5.e</b> Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p><b>LA M 11.1.5.e</b> Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p><b>LA S 12.1.5.e</b> Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>



PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Comprehension</b>	<b>LA S 05.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 06.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 07.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 08.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA M 09.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 10.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA M 11.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<b>LA S 12.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
<b>Curricular Indicators</b>	<b>LA S 05.1.6.a</b> Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	<b>LA S 06.1.6.a</b> Analyze text to determine author's purpose(s) and describe how author's perspective influences text.	<b>LA S 07.1.6.a</b> Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.	<b>LA S 08.1.6.a</b> Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.	<b>LA M 09.1.6.a</b> Analyze the meaning, reliability, and validity of text considering author's purpose and perspective and cultural influences.	<b>LA S 10.1.6.a</b> Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.	<b>LA M 11.1.6.a</b> Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.	<b>LA S 12.1.6.a</b> Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.

	<p><b>LA S 05.1.6.b</b> Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).</p> <p><b>LA M 05.1.6.b</b> Analyze and describe elements of literary text. (e.g., characters, character development, setting, plot, point of view, theme.)</p>	<p><b>LA S 06.1.6.b</b> Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).</p>	<p><b>LA S 07.1.6.b</b> Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).</p>	<p><b>LA S 08.1.6.b</b> Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).</p>	<p><b>LA M 09.1.6.b</b> Analyze and explain the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).</p>	<p><b>LA S 10.1.6.b</b> Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).</p>	<p><b>LA M 11.1.6.b</b> Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood) and their combined impact on the text.</p>	<p><b>LA S 12.1.6.b</b> Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).</p> <p><b>LA M 12.1.6.b</b> Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood) and their combined impact on the text.</p>
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	<p><b>LA S 05.1.6.c</b> Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).</p> <p><b>LA M 05.1.6.c</b> Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm).</p>	<p><b>LA S 06.1.6.c</b> Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, hyperbole, idioms, analogy, tone, mood).</p>	<p><b>LA S 07.1.6.c</b> Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).</p>	<p><b>LA S 08.1.6.c</b> Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).</p>	<p><b>LA M 09.1.6.c</b> Identify and analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).</p>	<p><b>LA S 10.1.6.c</b> Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood ).</p>	<p><b>LA M 11.1.6.c</b> Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, irony).</p>	<p><b>LA S 12.1.6.c</b> Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).</p> <p><b>LA M 12.1.6.c</b> Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, irony).</p>
	<p><b>LA S 05.1.6.d</b> Summarize and analyze a literary text and/or media, using key details to explain the theme.</p>	<p><b>LA S 06.1.6.d</b> Summarize and analyze a literary text and/or media, using key details to explain the theme.</p>	<p><b>LA S 07.1.6.d</b> Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.</p>	<p><b>LA S 08.1.6.d</b> Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.</p>	<p><b>LA M 09.1.6.d</b> Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).</p>	<p><b>LA S 10.1.6.d</b> Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).</p>	<p><b>LA M 11.1.6.d</b> Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).</p>	<p><b>LA S 12.1.6.d</b> Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).</p>
	<p><b>LA S 05.1.6.e</b> Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.</p>	<p><b>LA S 06.1.6.e</b> Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.</p>	<p><b>LA S 07.1.6.e</b> Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.</p>	<p><b>LA S 08.1.6.e</b> Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.</p>	<p><b>LA M 09.1.6.e</b> Skills blended with 9.1.6.d at this level.</p>	<p><b>LA S 10.1.6.e</b> Skills blended with 10.1.6.d at this level.</p>	<p><b>LA M 11.1.6.e</b> Skills blended with 11.1.6.d at this level.</p>	<p><b>LA S 12.1.6.e</b> Skills blended with 12.1.6.d at this level.</p>

	<b>LA S 05.1.6.f</b> Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	<b>LA S 06.1.6.f</b> Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.	<b>LA S 07.1.6.f</b> Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.	<b>LA S 08.1.6.f</b> Analyze and evaluate information from print and digital text features to support comprehension.	<b>LA M 09.1.6.f</b> Analyze and evaluate information from print and digital text features to support comprehension.	<b>LA S 10.1.6.f</b> Interpret and evaluate information from print and digital text features to support comprehension.	<b>LA M 11.1.6.f</b> Interpret and evaluate information from print and digital text features to support comprehension.	<b>LA S 12.1.6.f</b> Interpret and evaluate information from print and digital text features to support comprehension.
	<b>LA S 05.1.6.h</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	<b>LA S 06.1.6.h</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.	<b>LA S 07.1.6.h</b> Explain the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a regional, national, and international multicultural perspective.	<b>LA S 08.1.6.h</b> Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.	<b>LA M 09.1.6.h</b> Skills blended with 09.1.6.g at this level.	<b>LA S 10.1.6.h</b> Skills blended with 10.1.6.g at this level.	<b>LA M 11.1.6.h</b> Skills blended with 11.1.6.g at this level.	<b>LA S 12.1.6.h</b> Skills blended with 12.1.6.g at this level.
	<b>LA S 05.1.6.i</b> Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	<b>LA S 06.1.6.i</b> Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	<b>LA S 07.1.6.i</b> Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	<b>LA S 08.1.6.i</b> Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	<b>LA M 09.1.6.i</b> Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.	<b>LA S 10.1.6.i</b> Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.	<b>LA M 11.1.6.i</b> Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.	<b>LA S 12.1.6.i</b> Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
	<b>LA S 05.1.6.j</b> Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	<b>LA S 06.1.6.j</b> Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).	<b>LA S 07.1.6.j</b> Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).	<b>LA S 08.1.6.j</b> Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).	<b>LA M 09.1.6.j</b> Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).	<b>LA S 10.1.6.j</b> Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).	<b>LA M 11.1.6.j</b> Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).	<b>LA S 12.1.6.j</b> Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).

	<b>LA S 05.1.6.k</b> Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	<b>LA S 06.1.6.k</b> Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	<b>LA S 07.1.6.k</b> Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	<b>LA S 08.1.6.k</b> Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	<b>LA M 09.1.6.k</b> Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	<b>LA S 10.1.6.k</b> Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	<b>LA M 11.1.6.k</b> Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	<b>LA S 12.1.6.k</b> Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
	<b>LA S 05.1.6.I</b> Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	<b>LA S 06.1.6.I</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.  <b>LA M 6.1.6.I</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make relevant text-to-self, text-to-text, and text-to-world connections while reading complex text.	<b>LA S 07.1.6.I</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.  <b>LA M 07.1.6.I</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make relevant text-to-self, text-to-text, and text-to-world connections while reading complex text.	<b>LA S 08.1.6.I</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	<b>LA M 09.1.6.I</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	<b>LA S 10.1.6.I</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	<b>LA M 11.1.6.I</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	<b>LA S 12.1.6.I</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
	<b>LA S 05.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	<b>LA S 06.1.6.m</b> Self-monitor comprehension and independently apply appropriate strategies to understand text.	<b>LA S 07.1.6.m</b> Self-monitor comprehension and independently apply appropriate strategies to understand text.	<b>LA S 08.1.6.m</b> Self-monitor comprehension and independently apply appropriate strategies to understand text.	<b>LA M 09.1.6.m</b> Self-monitor comprehension and independently apply appropriate strategies to understand complex text.	<b>LA S 10.1.6.m</b> Self-monitor comprehension and independently apply appropriate strategies to understand complex text.	<b>LA M 11.1.6.m</b> Self-monitor comprehension and independently apply appropriate strategies to understand complex text.	<b>LA S 12.1.6.m</b> Self-monitor comprehension and independently apply appropriate strategies to understand complex text.



<b>LA S 05.1.6.n</b> Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	<b>LA S 06.1.6.n</b> Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media	<b>LA S 07.1.6.n</b> Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	<b>LA S 08.1.6.n</b> Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	<b>LA M 09.1.6.n</b> Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	<b>LA S 10.1.6.n</b> Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	<b>LA M 11.1.6.n</b> Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	<b>LA S 12.1.6.n</b> Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	
<b>LA S 05.1.6.o</b> Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>LA S 06.1.6.o</b> Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>LA S 07.1.6.o</b> Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>LA S 08.1.6.o</b> Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>LA M 09.1.6.o</b> Demonstrate an understanding of complex text by using textual evidence to support analysis and reflection via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>LA S 10.1.6.o</b> Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>LA M 11.1.6.o</b> Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>LA S 12.1.6.o</b> Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).	
<b>LA S 05.1.6.p</b> Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	<b>LA S 06.1.6.p</b> Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	<b>LA S 07.1.6.p</b> Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	<b>LA S 08.1.6.p</b> Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	<b>LA M 09.1.6.p</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	<b>LA S 10.1.6.p</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	<b>LA M 11.1.6.p</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	<b>LA S 12.1.6.p</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	

**PK-12 Comprehensive WRITING Standard:  
Students will learn and apply writing skills and strategies to communicate.**

<b>Concepts</b>	<b>Grade Level Standards</b>
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	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Writing Process</b>	<p><b>LA S 05.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p>	<p><b>LA S 06.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p>	<p><b>LA S 07.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p>	<p><b>LA S 08.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p>	<p><b>LA M 09.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p>	<p><b>LA S 10.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p>	<p><b>LA M 11.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p>	<p><b>LA S 12.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p>
<b>Writing Modes</b>	<p><b>LA S 05.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA S 06.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA S 07.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA S 08.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA M 09.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA S 10.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA M 11.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p><b>LA S 12.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>

<b>PK-12 Comprehensive WRITING Standard:</b> <b>Students will learn and apply writing skills and strategies to communicate.</b>								
Concept	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Writing Process</b>	<b>LA S 05.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level	<b>LA S 06.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<b>LA S 07.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<b>LA S 08.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<b>LA M 09.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<b>LA S 10.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<b>LA M 11.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<b>LA S 12.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
<b>Curricular Indicators</b>	<b>LA S 05.2.1.a</b> Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	<b>LA S 06.2.1.a</b> Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.	<b>LA S 07.2.1.a</b> Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.	<b>LA S 08.2.1.a</b> Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.	<b>LA M 09.2.1.a</b> Use prewriting and multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	<b>LA S 10.2.1.a</b> Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	<b>LA M 11.2.1.a</b> Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	<b>LA S 12.2.1.a</b> Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

<p><b>LA S 05.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.</p>	<p><b>LA S 06.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.</p>	<p><b>LA S 07.2.1.b</b> Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.</p>	<p><b>LA S 08.2.1.b</b> Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.</p>	<p><b>LA M 09.2.1.b</b> Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.</p>	<p><b>LA S 10.2.1.b</b> Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.</p>	<p><b>LA M 11.2.1.b</b> Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.</p>	<p><b>LA S 12.2.1.b</b> Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.</p>
<p><b>LA S 05.2.1.c</b> Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.</p>	<p><b>LA S 06.2.1.c</b> Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.</p>	<p><b>LA S 07.2.1.c</b> Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.</p>	<p><b>LA S 08.2.1.c</b> Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.</p>	<p><b>LA M 09.2.1.c</b> Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.</p>	<p><b>LA S 10.2.1.c</b> Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.</p>	<p><b>LA M 11.2.1.c</b> Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.</p>	<p><b>LA S 12.2.1.c</b> Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.</p>
<p><b>LA S 05.2.1.d</b> Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.</p>	<p><b>LA S 06.2.1.d</b> Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.</p>	<p><b>LA S 07.2.1.d</b> Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.</p>	<p><b>LA S 08.2.1.d</b> Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.</p>	<p><b>LA M 09.2.1.d</b> Apply standard rules of grammar and paragraph formation including simple, compound and complex sentences of varying length and complexity.</p>	<p><b>LA S 10.2.1.d</b> Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.</p>	<p><b>LA M 11.2.1.d</b> Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.</p>	<p><b>LA S 12.2.1.d</b> Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.</p>
<p><b>LA S 05.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p>	<p><b>LA S 06.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p>	<p><b>LA S 07.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p>	<p><b>LA S 08.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p>	<p><b>LA M 09.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p>	<p><b>LA S 10.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p>	<p><b>LA M 11.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p>	<p><b>LA S 12.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p>

others.

others.

	<b>LA S 05.2.1.f</b> Provide oral, written, and/or digital descriptive feedback to other writers.	<b>LA S 06.2.1.f</b> Provide oral, written, and/or digital descriptive feedback to other writers.	<b>LA S 07.2.1.f</b> Provide oral, written, and/or digital descriptive feedback to other writers.	<b>LA S 08.2.1.f</b> Provide oral, written, and/or digital descriptive feedback to other writers.	<b>LA M 09.2.1.f</b> Provide oral, written, and/or digital descriptive feedback to other writers.	<b>LA S 10.2.1.f</b> Provide oral, written, and/or digital descriptive feedback to other writers.	<b>LA M 11.2.1.f</b> Provide oral, written, and/or digital descriptive feedback to other writers.	<b>LA S 12.2.1.f</b> Provide oral, written, and/or digital descriptive feedback to other writers.
	<b>LA S 05.2.1.g</b> Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	<b>LA S 06.2.1.g</b> Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	<b>LA S 07.2.1.g</b> Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	<b>LA S 08.2.1.g</b> Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	<b>LA M 09.2.1.g</b> Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	<b>LA S 10.2.1.g</b> Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	<b>LA M 11.2.1.g</b> Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	<b>LA S 12.2.1.g</b> Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
	<b>LA S 05.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<b>LA S 06.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<b>LA S 07.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<b>LA S 08.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<b>LA M 09.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<b>LA S 10.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<b>LA M 11.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<b>LA S 12.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	<b>LA S 05.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	<b>LA S 06.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	<b>LA S 07.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	<b>LA S 08.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	<b>LA M 09.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	<b>LA S 10.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	<b>LA M 11.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	<b>LA S 12.2.1.i</b> Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
	<b>LA S 05.2.1.j</b> Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	<b>LA S 06.2.1.j</b> Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	<b>LA S 07.2.1.j</b> Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	<b>LA S 08.2.1.j</b> Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	<b>LA M 09.2.1.j</b> Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions,	<b>LA S 10.2.1.j</b> Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions,	<b>LA M 11.2.1.j</b> Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions,	<b>LA S 12.2.1.j</b> Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions,

					citations, and manuscript requirements).	citations, and manuscript requirements).	citations, and manuscript requirements).	citations, and manuscript requirements).
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PK-12 Comprehensive WRITING Standard: Students will learn and apply writing skills and strategies to communicate.								
Concepts	Grade Level Standards							
Writing Modes	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		<b>LA S 05.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.	<b>LA S 06.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.	<b>LA S 07.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.	<b>LA S 08.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.	<b>LA M 09.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.	<b>LA S 10.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.	<b>LA M 11.2.2</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.
Curricular Indicators	<b>LA S 05.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	<b>LA S 06.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	<b>LA S 07.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	<b>LA S 08.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	<b>LA M 09.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	<b>LA S 10.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	<b>LA M 11.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	<b>LA S 12.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	<b>LA S 05.2.2.b</b> Provide evidence from literary or informational text to support analysis, reflection, and research.	<b>LA S 06.2.2.b</b> Provide evidence from literary or informational text to support analysis, reflection, and research.	<b>LA S 07.2.2.b</b> Provide evidence from literary or informational text to support analysis, reflection, and research.	<b>LA S 08.2.2.b</b> Provide evidence from literary or informational text to support analysis, reflection, and research.	<b>LA M 09.2.2.b</b> Provide evidence from literary or informational text to support analysis, reflection, and research.	<b>LA S 10.2.2.b</b> Provide evidence from literary or informational text to support analysis, reflection, and research.	<b>LA M 11.2.2.b</b> Provide evidence from literary or informational text to support analysis, reflection, and research.	<b>LA S 12.2.2.b</b> Provide evidence from literary or informational text to support analysis, reflection, and research.
	<b>LA S 05.2.2.c</b> Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	<b>LA S 06.2.2.c</b> Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	<b>LA S 07.2.2.c</b> Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	<b>LA S 08.2.2.c</b> Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	<b>LA M 09.2.2.c</b> Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	<b>LA S 10.2.2.c</b> Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	<b>LA M 11.2.2.c</b> Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	<b>LA S 12.2.2.c</b> Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

	<p><b>LA S 05.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<p><b>LA S 06.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<p><b>LA S 07.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<p><b>LA S 08.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<p><b>LA M 09.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<p><b>LA M 10.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<p><b>LA M 11.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<p><b>LA S 12.2.2.c</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>
	<p><b>LA S 05.2.2.e</b> Compare various mentor texts and/or exemplars to create a similar piece.</p>	<p><b>LA S 06.2.2.e</b> Analyze various mentor texts and/or exemplars in order to create a similar piece.</p>	<p><b>LA S 07.2.2.e</b> Analyze various mentor texts and/or exemplars in order to create a similar piece.</p>	<p><b>LA S 08.2.2.e</b> Analyze various mentor texts and/or exemplars in order to create a similar piece.</p>	<p><b>LA M 09.2.2.e</b> Analyze various mentor texts and/or exemplars in order to create a similar piece.</p>	<p><b>LA S 10.2.2.e</b> Analyze various mentor texts and/or exemplars in order to create a similar piece.</p>	<p><b>LA M 11.2.2.e</b> Analyze various mentor texts and/or exemplars in order to create a similar piece.</p>	<p><b>LA S 12.2.2.e</b> Analyze various mentor texts and/or exemplars in order to create a similar piece.</p>

PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Speaking Skills	LA S 05.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 06.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 07.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 08.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	LA M 09.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	LA S 10.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	LA M 11.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	LA S 12.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
Listening Skills	LA S 05.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 06.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 07.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 08.3.2 Students will develop and apply active listening skills across a variety of situations.	LA M 09.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 10.3.2 Students will develop and apply active listening skills across a variety of situations.	LA M 11.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 12.3.2 Students will develop and apply active listening skills across a variety of situations.
Reciprocal Communication	LA S 05.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 09.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 10.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.

<b>PK-12 Comprehensive SPEAKING/LISTENING Standard:</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.								
<b>Concepts</b>	<b>Grade Level Standards</b>							

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Speaking Skills</b>	<b>LA S 05.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	<b>LA S 06.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	<b>LA S 07.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	<b>LA S 08.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	<b>LA M 09.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	<b>LA S 10.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	<b>LA M 11.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	<b>LA S 12.3.1</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
<b>Curricular Indicators</b>	<b>LA S 05.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	<b>LA S 06.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	<b>LA S 07.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	<b>LA S 08.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	<b>LA M 09.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	<b>LA S 10.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	<b>LA M 11.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	<b>LA S 12.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	<b>LA S 05.3.1.b</b> Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	<b>LA S 06.3.1.b</b> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	<b>LA S 07.3.1.b</b> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	<b>LA S 08.3.1.b</b> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	<b>LA M 09.3.1.b</b> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	<b>LA S 10.3.1.b</b> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	<b>LA M 11.3.1.b</b> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	<b>LA S 12.3.1.b</b> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.

	<b>LA S 05.3.1.c</b> Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	<b>LA S 06.3.1.c</b> Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	<b>LA S 07.3.1.c</b> Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	<b>LA S 08.3.1.c</b> Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	<b>LA M 09.3.1.c</b> Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	<b>LA S 10.3.1.c</b> Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	<b>LA M 11.3.1.c</b> Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	<b>LA S 12.3.1.c</b> Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
	<b>LA S 05.3.1.d</b> Convey a perspective with clear reasoning and support.	<b>LA S 06.3.1.d</b> Convey a perspective with clear reasoning and support.	<b>LA S 07.3.1.d</b> Convey a perspective with clear reasoning and valid evidence.	<b>LA S 08.3.1.d</b> Convey a perspective with clear reasoning and valid evidence.	<b>LA M 09.3.1.d</b> Convey a perspective with clear reasoning and valid evidence.	<b>LA S 10.3.1.d</b> Convey a perspective with clear reasoning and valid evidence.	<b>LA M 11.3.1.d</b> Convey a perspective with clear reasoning and valid evidence.	<b>LA S 12.3.1.d</b> Convey a perspective with clear reasoning and valid evidence.
	<b>LA S 05.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA S 06.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA S 07.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA S 08.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA M 09.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA S 10.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA M 11.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>LA S 12.3.1.e</b> Ask pertinent questions to acquire or confirm information.
		<b>LA S 06.3.1.f</b> Address alternative or opposing perspectives when appropriate to the mode of speaking.	<b>LA S 07.3.1.f</b> Address alternative or opposing perspectives when appropriate to the mode of speaking.	<b>LA S 08.3.1.f</b> Address alternative or opposing perspectives when appropriate to the mode of speaking.	<b>LA M 09.3.1.f</b> Address alternative or opposing perspectives when appropriate to the mode of speaking.	<b>LA S 10.3.1.f</b> Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.	<b>LA M 11.3.1.f</b> Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.	<b>LA S 12.3.1.f</b> Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

<b>PK-12 Comprehensive SPEAKING/LISTENING Standard:</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.								
Concepts	Grade Level Standards							
Listening Skills	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		<b>LA S 05.3.2</b> Students will develop and apply active listening skills across a variety of situations.	<b>LA S 06.3.2</b> Students will develop and apply active listening skills across a variety of situations.	<b>LA S 07.3.2</b> Students will develop and apply active listening skills across a variety of situations.	<b>LA S 08.3.2</b> Students will develop and apply active listening skills across a variety of situations.	<b>LA M 09.3.2</b> Students will develop and apply active listening skills across a variety of situations.	<b>LA S 10.3.2</b> Students will develop and apply active listening skills across a variety of situations.	<b>LA M 11.3.2</b> Students will develop and apply active listening skills across a variety of situations.
Curricular Indicators	<b>LA S 05.3.2.a</b> Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	<b>LA S 06.3.2.a</b> Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.	<b>LA S 07.3.2.a</b> Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.	<b>LA S 08.3.2.a</b> Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.	<b>LA M 09.3.2.a</b> Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	<b>LA S 10.3.2.a</b> Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	<b>LA M 11.3.2.a</b> Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	<b>LA S 12.3.2.a</b> Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
	<b>LA S 05.3.2.b</b> Identify the purpose and credibility of information being presented in diverse media and formats.	<b>LA S 06.3.2.b</b> Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.	<b>LA S 07.3.2.b</b> Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.	<b>LA S 08.3.2.b</b> Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	<b>LA M 09.3.2.b</b> Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	<b>LA S 10.3.2.b</b> Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	<b>LA M 11.3.2.b</b> Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	<b>LA S 12.3.2.b</b> Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
	<b>LA S 05.3.2.c</b> Complete a task following multi-step directions.	<b>LA S 06.3.2.c</b> Complete a task following complex multi-step directions.	<b>LA S 07.3.2.c</b> Complete a task following complex multi-step directions.	<b>LA S 08.3.2.c</b> Complete a task following complex multi-step directions.	<b>LA M 09.3.2.c</b> Complete a task following complex multi-step directions.	<b>LA S 10.3.2.c</b> Complete a task following complex multi-step directions.	<b>LA M 11.3.2.c</b> Complete a task following complex multi-step directions.	<b>LA S 12.3.2.c</b> Complete a task following complex multi-step directions.



<b>PK-12 Comprehensive SPEAKING/LISTENING Standard:</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.								
Concepts	Grade Level Standards							
Reciprocal Communication	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		<b>LA S 05.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA S 06.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA S 07.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA S 08.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA M 09.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA S 10.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.	<b>LA M 11.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.
Curricular Indicators	<b>LA S 05.3.3.a</b> Demonstrate appropriate social etiquette and apply social cues when communicating.	<b>LA S 06.3.3.a</b> Apply appropriate social etiquette and practice social protocols when communicating.	<b>LA S 07.3.3.a</b> Apply appropriate social etiquette and practice social protocols when communicating.	<b>LA S 08.3.3.a</b> Apply appropriate social etiquette and practice social protocols when communicating.	<b>LA M 09.3.3.a</b> Identify and integrate professional etiquette and social protocols when communicating.	<b>LA S 10.3.3.a</b> Integrate professional etiquette and social protocols when communicating.	<b>LA M 11.3.3.a</b> Integrate professional etiquette and social protocols when communicating.	<b>LA S 12.3.3.a</b> Integrate professional etiquette and social protocols when communicating.
	<b>LA S 05.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	<b>LA S 06.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	<b>LA S 07.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	<b>LA M 08.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	<b>LA M 09.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	<b>LA S 10.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	<b>LA M 11.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	<b>LA S 12.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
	<b>LA S 05.3.3.c</b> Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	<b>LA S 06.3.3.c</b> Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.	<b>LA S 07.3.3.c</b> Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.	<b>LA S 08.3.3.c</b> Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.	<b>LA M 09.3.3.c</b> Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.	<b>LA S 10.3.3.c</b> Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.	<b>LA M 11.3.3.c</b> Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.	<b>LA S 12.3.3.c</b> Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.

	<p><b>LA S 05.3.3.d</b> Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.</p>	<p><b>LA S 06.3.3.d</b> Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.</p>	<p><b>LA S 07.3.3.d</b> Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.</p>	<p><b>LA S 08.3.3.d</b> Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.</p>	<p><b>LA M 09.3.3.d</b> Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.</p>	<p><b>LA S 10.3.3.d</b> Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.</p>	<p><b>LA M 11.3.3.d</b> Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.</p>	<p><b>LA S 12.3.3.d</b> Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.</p>
	<p><b>LA S 05.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>	<p><b>LA S 06.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.</p>	<p><b>LA S 07.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.</p>	<p><b>LA S 08.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.</p>	<p><b>LA M 09.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.</p>	<p><b>LA S 10.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.</p>	<p><b>LA M 11.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.</p>	<p><b>LA S 12.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.</p>

PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Information Fluency</b>	<b>LA S 05.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 06.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 07.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 08.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA M 09.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 10.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA M 11.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 12.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).
<b>Digital Citizenship</b>	<b>LA S 05.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 06.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 07.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 08.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA M 09.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 10.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA M 11.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 12.4.2</b> Students will practice the norms of appropriate and responsible technology use.

<b>PK-12 Comprehensive MULTIPLE LITERACIES Standard:                      Students will apply information fluency and practice digital citizenship.</b>								
Concepts	Grade Level Standards							
Information Fluency	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		<b>LA S 05.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 06.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 07.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 08.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA M 09.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA S 10.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA M 11.4.1</b> Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).
Curricular Indicators	<b>LA S 05.4.1.a</b> Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings..	<b>LA S 06.4.1.a</b> Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	<b>LA S 07.4.1.a</b> Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	<b>LA S 08.4.1.a</b> Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	<b>LA M 09.4.1.a</b> Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.	<b>LA S 10.4.1.a</b> Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.  <b>LA M 10.4.1.a</b> Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.	<b>LA M 11.4.1.a</b> Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.	<b>LA S 12.4.1.a</b> Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.  <b>LA M 12.4.1.a</b> Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.

	<p><b>LA S 05.4.1.b</b> Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).</p>	<p><b>LA S 06.4.1.b</b> Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).</p>	<p><b>LA S 07.4.1.b</b> Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).</p>	<p><b>LA S 08.4.1.b</b> Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).</p>	<p><b>LA M 09.4.1.b</b> Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).</p>	<p><b>LA S 10.4.1.b</b> Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).</p>	<p><b>LA M 11.4.1.b</b> Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).</p>	<p><b>LA S 12.4.1.b</b> Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).</p>
	<p><b>LA S 05.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).</p>	<p><b>LA S 06.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).</p>	<p><b>LA S 07.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).</p>	<p><b>LA S 08.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).</p>	<p><b>LA M 09.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).</p>	<p><b>LA S 10.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).</p>	<p><b>LA M 11.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).</p>	<p><b>LA S 12.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).</p>

<b>PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.</b>								
<b>Concepts</b>	<b>Grade Level Standards</b>							

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Digital Citizenship</b>	<b>LA S 05.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 06.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 07.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 08.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA M 09.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 10.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA M 11.4.2</b> Students will practice the norms of appropriate and responsible technology use.	<b>LA S 12.4.2</b> Students will practice the norms of appropriate and responsible technology use.
<b>Curricular Indicators</b>	<b>LA S 05.4.2.a</b> Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	<b>LA S 06.4.2.a</b> Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	<b>LA S 07.4.2.a</b> Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	<b>LA S 08.4.2.a</b> Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	<b>LA M 09.4.2.a</b> Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	<b>LA S 10.4.2.a</b> Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	<b>LA M 11.4.2.a</b> Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	<b>LA S 12.4.2.a</b> Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	<b>LA S 05.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<b>LA S 06.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<b>LA S 07.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<b>LA S 08.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<b>LA M 09.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<b>LA S 10.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<b>LA M 11.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<b>LA S 12.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



<b>Courses</b>	Grade 5 Language Arts	English Language Arts 6 Reading 6	English Language Arts 7 Reading 7	English Language Arts 8 Honors English 8 Reading 8	English 9 Honors English 9 English 9 Literacy Enrichment Speech Debate Competitive Debate Forensics: Competitive Speech Intro to Journalism, Photojournalism, and Broadcasting Theatre Appreciation Theatre Technology Theatre and Performance Theatre and Performance : Advanced Studies	English 10 Honors English 10 English 10 Literacy Enrichment Speech Debate Competitive Debate Forensics: Competitive Speech Intro to Journalism, Photojournalism, and Broadcasting Advanced Journalism Yearbook Advanced Broadcasting Theatre Appreciation Theatre Technology Theatre and Performance Theatre and Performance : Advanced Studies	English 11 Literacy Enrichment 11 AP Language Global Perspective s through Literature Contemporary Literature Literacy for Life Literature and Film Speech Debate Competitive Debate Forensics: Competitive Speech Intro to Journalism, Photojournalism, and Broadcasting Advanced Journalism Yearbook Advanced Broadcasting Theatre Appreciation Theatre Technology Theatre and Performance Theatre and Performance : Advanced Studies Media Analysis Creative Writing College Writing	AP Language AP Literature Global Perspectives through Literature Contemporary Literature Literacy for Life Popular Genres in Literature Literature and Film Speech Debate Competitive Debate Forensics: Competitive Speech Intro to Journalism, Photojournalism, and Broadcasting Advanced Journalism Yearbook Advanced Broadcasting Theatre Appreciation Theatre Technology Theatre and Performance Theatre and Performance : Advanced Studies Media Analysis Creative Writing College Writing
<b>Instructional Materials</b>	<i>Wonders</i> (McGraw-Hill, 2017)  <i>Open Court</i> (McGraw-Hill, 2016) Core Knowledge	<i>My Perspectives</i> (Pearson, 2017)  <i>Literature</i> (McDougal- Littell, 2008)	<i>My Perspectives</i> (Pearson, 2017)  <i>Literature</i> (McDougal- Littell, 2008)	<i>My Perspectives</i> (Pearson, 2017)  <i>Literature</i> (McDougal- Littell, 2008)	<i>Mirrors and Windows</i> (EMC Publishing, 2016)  <i>Collections</i> (HMH, 2017)	<i>Mirrors and Windows</i> (EMC Publishing, 2016)  <i>Collections</i> (HMH, 2017)	<i>Mirrors and Windows</i> (EMC Publishing, 2016)	

# Appendix

## **PreK-12 Language Arts Courses and Electives**

### Introduction

The PK-12 Language Arts Courses and Electives list on the following page provides a listing of all required and elective courses offered to Millard Public School students. It provides an overall course sequence.

### Background

Committees spent a year completing research and participating in discussions focused on current course offerings, materials, resources, assessment data, and literacy development while working with the Nebraska State Language Arts Standards and Indicators.

During those discussions, committee members felt it was important to focus on our students being able to serve as literate members of society, whether preparing for college, the workplace, or specialized fields of study.

Discussions led to purposeful decisions to serve the needs of all students. Focus was given to the current proficiency levels of students to be sure all levels of student reading and writing needs were addressed while determining courses needed in today's world.

It was determined to continue to offer the same courses PK-7th grades. The committee decided to add an Honors English 8 course to the middle school offerings, along with English 8. In addition, it was decided to create a specific focus in ninth through eleventh grades:

- English 9: Introduction to Composition and Literature
- English 10: World Literature and Composition
- English 11: American Literature and Composition
- Elective courses were also part of these discussions and decisions were made to abandon, replace, or rewrite a course with the end result being the same number of course options for our students but with some reorganization. Supporting documentation for these decisions is included within the appendix section.

## Language Arts Courses and Electives

Preschool Language Arts

Kindergarten Language Arts

Grade 1 Language Arts

Grade 2 Language Arts

Grade 3 Language Arts

Grade 4 Language Arts

Grade 5 Language Arts

English Language Arts 6

Reading 6

English Language Arts 7

Reading 7

English Language Arts 8

Reading 8

Honors English 8

English 9: Introduction to Composition and Literature

English 10: World Literature and Composition

English 11: American Literature and Composition

Honors English 9: World Literature and Advanced Composition

Honors English 10: American Literature and Advanced Composition

Global Perspectives through Literature (1 semester)

English 9 Literacy Enrichment (2 semesters; English and elective credit)

English 10 Literacy Enrichment (2 semesters; English and elective credit)

Literacy Enrichment 11 (2 semesters; elective credit)

AP Language and Composition (2 semesters)

AP Literature and Composition (2 semesters)

Introduction to Journalism, Photojournalism, and Broadcast Journalism (1 semester)

Advanced News Reporting (2 semesters; repeatable)

Yearbook (2 semesters; repeatable)

Broadcast Journalism (2 semesters; repeatable)

Speech (1 semester)

Forensics: Competitive Speech (2 semesters; repeatable)

Debate (1 semester)

Competitive Debate (2 semesters; repeatable)

Theatre Appreciation (1 semester)

Theatre and Performance I (1 semester)

Theatre and Performance: Advanced Studies (1 semester; repeatable)

Theatre Technology (1 semester; repeatable)

Media Analysis (1 semester)

Literacy for Life (1 semester)

Popular Genres in Literature (1 semester)

Creative Writing (1 semester)

College Writing (1 semester)

Literature and Film (1 semester)

Contemporary Literature (1 semester)

March 2, 2017 ~ Course Sequence Study  
 Secondary Curriculum Planning Committee Members

Current Course	Proposed Change	Rationale
	<p>Honors English 8—<b>new course</b></p> <p>This course would be offered on all teams in the middle school and placement would be self-selection by student and his/her family.</p>	<p>Research for above-level students shows significant growth when high-achieving reading and writing students are placed with like-minds and when faced with more frequent challenge in classroom instruction.</p>
Introduction to Journalism	<b>Rename</b> Introduction to Journalism, Photojournalism, and Broadcast Journalism.	Naming clarification illustrates the three types of journalism that will be introduced to students during this course.
Advanced Journalism	<b>Rename</b> Advanced News Reporting with the subtitle of Hoofbeat-NHS, Common Sense-SHS, Pawprint-WHS <i>in the handbook</i> .	Naming clarification to match the updated course sequence and to highlight work with a publication.
Photojournalism	<b>Restructure to include</b> Broadcast Journalism	<p>Today’s journalism must include elements of broadcasting; these skills and experiences are currently <i>integrated within</i> our existing courses. Following the prerequisite course “Introduction to Journalism, Photojournalism, and Broadcast Journalism,” teachers would like to dedicate three <u>separate</u> advanced courses for publications:</p> <ul style="list-style-type: none"> <li>● <b>Advanced News Reporting</b></li> <li>● <b>Yearbook</b></li> <li>● <b>Broadcast Journalism</b></li> </ul>
Forensics	<b>Rename</b> Forensics: Competitive Speech	“Forensics” maintains the nomenclature used by the national association and at the university level. Teachers would like to add “Competitive Speech” to the title to clarify that this is not a crime scene forensics course which is often a point of confusion.
Advanced Debate	<b>Rename</b> Competitive Debate	The two debate courses will now be Debate and Competitive Debate. Naming clarification makes it obvious that students in this course will be expected to compete – and always after school hours/weekends.
Drama I	<b>Rename</b> Theatre and Performance I	Name change to clarify that this is a performance-based course. Theatre Appreciation is still offered as a non-performance course.
Drama II	<b>Rename</b> Theatre and Performance: Advanced Studies	Name change will hopefully clarify that students may take this advanced course repeatedly, not just one time following what is now called Drama I.
21 <sup>st</sup> Century Media Literacy	<b>Rename</b> Media Analysis	Teachers wanted the weight of the word “analysis” to be an emphasis for this course. We are surrounded by all types of

		media and need to be armed with the strategies to unpack what we see and how to make sense of it. All types of media (print, digital, posters, commercials, advertisements, photos, etc.) will be studied, and reading and writing will be abundant in this course. Teachers felt that we are well into the 21 <sup>st</sup> Century now and could drop that portion of the title.
Literacy for Life II	<b>Abandon &amp; replace with Popular Genres in Literature; Lit for Life I becomes Lit for Life</b>	The Lit for Life II course was abandoned due to small class sizes. Lit for Life I will still be offered, but students found the second offering to be too similar to the first. The committee decided to replace with a course designed to teach elements of a variety of popular genres throughout time (including older, popular works with newer ones). Contemporary Literature will still be offered to highlight today's most current bestsellers, but this course will highlight titles from the past as well. Significant amounts of reading and writing will be completed in this course.
Research Methods	<b>Revamp and Rename as College Writing</b>	The current course is too narrow a scope for today's authentic college writing. Rather than research being tied to learning a physical style book, the new College Writing course will elevate the process and products by incorporating more of today's college writing <i>and</i> oral communication experiences. The new course will even more closely mirror the expectations of the Early College Composition 2 requirements.

### Clarification for Course Guides and Instructors

Course	Clarification for Course Guides and Instructors	Notes
English 9	The subtitle/focus for teachers will be Introduction to Composition and Literature.	First semester emphasis on composition and second semester emphasis on literature will clarify learning targets and pacing for Millard teachers and will match the dual enrollment expectations for Early College. For students who might decide to "jump tracks" from regular to honors (or vice-versa), the transition will be smoother with a focused semester curriculum.
English 10	The subtitle/focus for teachers will be World Literature and Composition.	
English 11	The subtitle/focus for teachers will be American Literature and Composition	
Honors 9	The subtitle/focus for teachers will be World Literature and Advanced Composition. This course will continue to be a blend of English 9 and English 10 where students will work more independently, at greater depth, and at a quicker pace to compact both courses into one.	
Honors 10	The subtitle/focus for teachers will be American Literature and Advanced Composition. This course will be similar to the English 11 American Literature curriculum but will require more independence in skills and will go into greater depth with literature and composition.	



## Major Course Change Discussion Sheet

<b>Course: Honors English 8</b>	
<b>Positives</b>	<b>Negatives</b>
<p>Students and their families will self-select this course for 8th grade and might empower a hard-working student who may or may not be in the HAL Program.</p> <p>This class will appropriately and consistently challenge adolescents with strong verbal and written talents.</p> <p>Research indicates a need for and shows positive growth when high-ability students are involved in learning environments with “like-minded peers” during the school day.</p> <p>Advanced coursework in middle school will prepare students for the rigor of Honors English and Advanced Placement courses in the high school.</p> <p>Offering advanced coursework will vertically align from middle to high school and will foster Millard’s AP culture.</p> <p>This course will allow students to explore an honors class before GPA’s go on transcripts and count for scholarships and will give them a chance to discern whether the honors path in high school will be a good fit for them.</p> <p>Many parents and faculty members have requested this type of class for decades.</p>	<p>It is hopeful that the master schedules will still be flexible enough that these students are not tracked together all day, every day.</p> <p>Because of student/family self-selection, some students may participate who are not academically ready or appropriately motivated for independent tasks.</p> <p>Advisers will need clarification. Students who do not take advantage of Honors English 8 should not be steered away from going into <i>any</i> Honors and/or AP English courses in the high school. This is not a prerequisite.</p>
<b>Consequences of NOT offering this course:</b>	
<p>There would not be a course that can prepare a student for the high expectations and transition into his/her first honors course at the high school level where there is already a significant affective transition taking place.</p> <p>Teachers will need to plan and implement even more differentiated instruction and work closely with the HAL Facilitator to create challenging units for learners.</p>	

Maintain \_\_\_\_\_

Abandon \_\_\_\_\_

Add   X  

Revamp \_\_\_\_\_

## Major Course Change Discussion Sheet

<b>Course: Popular Genres in Literature</b> (replacement for Literacy for Life II)	
<b>Positives</b>	<b>Negatives</b>
<ul style="list-style-type: none"> <li>● This course will provide a course for students after English 11 with a wider college readiness curriculum.</li> <li>● This course has high interest genres to appeal to reluctant readers or students not interested in pursuing English post-secondary.</li> <li>● The course will expose students to titles across time periods.</li> <li>● The course will expose students to diverse voices.</li> <li>● It will integrate genres that are not currently well represented in our curriculum (Sports, Law, Sci-Fi).</li> </ul>	<ul style="list-style-type: none"> <li>● The course guide will need to distinguish itself from Contemporary Lit and Global Perspectives.</li> <li>● A one-semester course could prove difficult to insure high rigor in reading and writing.</li> <li>● Locating enough quality texts for each genre and securing the rights could prove difficult.</li> </ul>
<b>Consequences of NOT offering this course:</b>	
<p>Without Popular Genres in Literature, we would have nothing to replace Literacy for Life II. For the student who may not want Advanced Placement courses or writing courses yet still needs to fulfill English credit, this would be a great alternative. We have observed huge interest in career fields such as criminal justice/law and in sports when administering exams and interest inventories from the ACT Suite, so these popular genres would be of great interest to many students.</p>	

Maintain \_\_\_\_\_

Abandon \_\_\_\_\_

Add   X  

Revamp \_\_\_\_\_

## Major Course Change Discussion Sheet

<b>Course: College Writing</b> (revamped version of Research Methods)	
<b>Positives</b>	<b>Negatives</b>
<ul style="list-style-type: none"> <li>● Research skills are necessary for college success.</li> <li>● Beyond English 11, students need further writing experiences.</li> <li>● This course fills the Early College Composition 2 requirement.</li> <li>● By changing the name to “College Writing”, it allows for varied college writing skills.</li> <li>● The revamped course will include a more authentic oral communication assessment.</li> <li>● The revamped course could be personalized to fit the needs of Juniors and Seniors (how to write personal statements for college admissions and scholarship essays, how to communicate with a professor, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● The current layout of the course is too narrow a scope for authentic college writing.</li> <li>● Students are intimidated by the title “Research Methods” and miss out on essential skills needed for college.</li> <li>● The title misrepresents the more active “Research Methods” class offered at the college level.</li> <li>● Currently, Research Methods is tied to learning out of a physical style book as opposed to taking advantage of up-to-date digital resources.</li> </ul>
<b>Consequences of NOT offering this course:</b>	
<p>Some type of upper-level writing course is essential for college-bound students, especially those students not taking Advanced Placement courses. This course would fulfill an English credit and does serve as the Early College Composition 2 requirement at Millard South.</p>	

Maintain   **X**        Abandon             Add             Revamp   **X**

## Honors English 8

### Honors English 8

1 year

**Description:** Honors English 8 provides an extension of curriculum from the English 8 course with an emphasis on advanced reading, writing, speaking, and listening skills. This course will encourage deeper application, frequent academic discourse, and independent critical thinking. Students who take this course are expected to be self-motivated learners with a strong foundation in oral and written communication who are eager to sharpen their skills.

### **Standard 1: Reading**

Students will learn and apply reading skills and strategies to comprehend text.

### **Curricular Indicators:**

Students will:

- use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
- read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
- build and use conversational, academic, and content-specific grade-level vocabulary.
- construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
- use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
- know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
- read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
- use reading strategies to persevere through text of increasing length and/or complexity.
- use reading strategies for efficient pacing parallel to reading purpose.
- build and use conversational, academic, and content-specific grade-level vocabulary.
- apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
- select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
- acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.
- verify meaning and pronunciation of words or phrases using reference materials.
- verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.
- construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
- analyze the meaning, reliability, and validity of text considering author's purpose and perspective.

- analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).
- analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).
- summarize, analyze and synthesize the development of a common theme between two literary text and/or media.
- summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.
- analyze and evaluate information from print and digital text features to support comprehension.
- cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
- analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.
- construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/ chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/ support).
- select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- self-monitor comprehension and independently apply appropriate strategies to understand text.
- make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

### **Standard 2: Writing**

Students will learn and apply writing skills and strategies to communicate.

#### **Curricular Indicators:**

Students will:

- apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
- write in multiple modes for a variety of purposes and audiences across disciplines.
- apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
- use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.

- generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- provide oral, written, and/or digital descriptive feedback to other writers
- adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).
- write in multiple modes for a variety of purposes and audiences across disciplines.
- communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- provide evidence from literary or informational text to support analysis, reflection, and research.
- conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- use precise word choice and domain-specific vocabulary to write in a variety of modes.
- analyze various mentor texts and/or exemplars in order to create a similar piece.

### **Standard 3: Speaking/Listening**

Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

#### **Curricular Indicators:**

Students will:

- develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.  
develop and apply active listening skills across a variety of situations.
- develop, apply, and adapt reciprocal communication skills.
- develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
- communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.



- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.
- convey a perspective with clear reasoning and valid evidence.
- ask pertinent questions to acquire or confirm information.
- address alternative or opposing perspectives when appropriate to the mode of speaking.
- students will develop and apply active listening skills across a variety of situations.
- utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- complete a task following complex multi-step directions.
- develop, apply, and adapt reciprocal communication skills.
- apply appropriate social etiquette and practice social protocols when communicating.
- demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
- listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
- collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

#### **Standard 4: Multiple Literacies**

Students will apply information fluency and practice digital citizenship.

#### **Curricular Indicators:**

Students will:

- locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
- students will practice the norms of appropriate and responsible technology use.
- practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Popular Genres in Literature

### Popular Genres in Literature

1 semester

#### **Description:**

This course will examine popular genres throughout the ages. Students will enjoy reading, writing about, responding to, and discussing short stories and novels — contemporary and classics. Selections will come from the following focus genres: sports literature, crime, and detective collections, fantasy/science-fiction, action/adventure, dystopian literature, folklore, and creative nonfiction. This class will be assessed using a variety of methods, including, but not limited to, essays, presentations, journals, and creative critical thinking activities.

#### **Standard 1: Reading**

Students will learn and apply reading skills and strategies to comprehend text.

#### **Curricular Indicators:**

Students will:

- Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
- Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
- Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.
- Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood) and their combined impact on the text.
- Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, irony).
- Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).
- Interpret and evaluate information from print and digital text features to support comprehension.
- Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
- Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.

- Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

### **Standard 2: Writing**

Students will learn and apply writing skills and strategies to communicate.

#### **Curricular Indicators:**

Students will:

- Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
- Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
- Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
- Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- Provide oral, written, and/or digital descriptive feedback to other writers
- Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).
- Communicate information and ideas effectively in analytic, descriptive, informative, narrative, persuasive, or reflective modes to multiple audiences using a variety of media and formats.
- Provide evidence from literary or informational text to support analysis, reflection, and research.
- Conduct and publish both short research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- Analyze various mentor texts and/or exemplars in order to create a similar piece.

**Standard 3: Speaking/Listening**

Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

**Curricular Indicators:**

Students will:

- Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
- Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
- Convey a perspective with clear reasoning and valid evidence.
- Ask pertinent questions to acquire or confirm information.
- Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.
- Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
- Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- Complete a task following complex multi-step directions.
- Integrate professional etiquette and social protocols when communicating.
- Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.
- Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
- Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

**Standard 4: Multiple Literacies**

Students will apply information fluency and practice digital citizenship.

**Curricular Indicators:**

Students will:

- Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.
- Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

- Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## College Writing

College Writing

1 semester

### **Description:**

College Writing is a course designed to prepare students for writing and independent research at the collegiate level. Practice in academic inquiry and the proper method for organizing, researching, and writing a formal research paper are emphasized in this course. Because organizational skills and time management are important when working to meet deadlines for this course, this class is best suited for independent workers and motivated students.

### **Standard 1: Reading**

Students will learn and apply reading skills and strategies to comprehend text.

### **Curricular Indicators:**

Students will:

- Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
- Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.
- Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.
- Interpret and evaluate information from print and digital text features to support comprehension.
- Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
- Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).



**Standard 2: Writing**

Students will learn and apply writing skills and strategies to communicate.

**Curricular Indicators:**

Students will:

- Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
- Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
- Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
- Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- Provide oral, written, and/or digital descriptive feedback to other writers
- Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).
- Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- Provide evidence from literary or informational text to support analysis, reflection, and research.
- Conduct and publish research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- Analyze various mentor texts and/or exemplars in order to create a similar piece.

**Standard 3: Speaking/Listening**

Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

**Curricular Indicators:**

Students will:

- Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.

- Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
- Convey a perspective with clear reasoning and valid evidence.
- Ask pertinent questions to acquire or confirm information.
- Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.
- Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
- Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- Complete a task following complex multi-step directions.
- Integrate professional etiquette and social protocols when communicating.
- Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.
- Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
- Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

#### **Standard 4: Multiple Literacies**

Students will apply information fluency and practice digital citizenship.

#### **Curricular Indicators:**

Students will:

- Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.
- Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
- Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** 9-12 Family and Consumer Sciences Instructional Materials Proposal and 6-12 Family and Consumer Sciences Framework Part II-B

**MEETING DATE:** February 19, 2018

**DEPARTMENT:** Educational Services

**TITLE:** 9-12 Family and Consumer Sciences Instructional Materials Proposal and 6-12 Family and Consumer Sciences Framework Part II-B

**BRIEF DESCRIPTION:** The 6-12 Family and Consumer Sciences Framework was approved by the Board of Education on November 21, 2016. The Instructional Materials Selection committees, organized by the approved Career Pathways and/or focus area, met and prepared their proposals from September through October. The PK-12 Wellness Studies Curriculum Planning Committee reconvened on January 17, 2018, to review the results forwarded by the 9-12 Family and Consumer Sciences Instructional Materials Selection Committee to form their proposal.

- The Office of Educational Services reviewed the proposal from the 9-12 Family and Consumer Sciences Curriculum Planning Committee members.
- Two 9-12 Family and Consumer Sciences Materials Community Preview Meetings were held simultaneously with PK-12 Language Arts on January 18 and 23, 2018. In addition to nine staff members, four community members attended the evening meetings.

The attached recommendation being brought to the Board of Education from the Office of Educational Services:

- Assists in helping students and staff meet and exceed the standards and indicators within the 9-12 Family and Consumer Sciences Framework while providing opportunities for students to explore and think critically within each high school Family and Consumer Sciences course.

As we have increased access to technology for our students, we have been able to utilize more digital resources for our instructional program. Creative Commons licensing has also increased the availability of Open Educational Resources (OER) available at no cost.

The last high school Family and Consumer Sciences adoption (2006) was estimated at \$93,026. This adoption includes Open Educational Resources (OER) and site licenses and is estimated at \$ 105,817. Carl Perkins Grant Funds in the amount of \$53,457 will supplement this adoption by purchasing Computer Aided Design (CAD) embroidery machines and software to support entrepreneurship learning opportunities in the high school Textile and Creative Design labs. In addition, Perkins Grant funds will support the purchase of an online culinary resource. Millard Public Schools' estimated cost is \$54,102.

**ACTION DESIRED:** Approval      X

**RECOMMENDATIONS:** Recommend approval of the 9-12 Family and Consumer Sciences resources, associated instructional materials, and Framework as presented herein and that the requested budgets be presented and subject to the District's program budgeting process.

**STRATEGIC PLAN REFERENCE:** N/A

**TIMELINE:** Adoption would allow for Phase II work to continue in preparation for implementation in August of 2018. Rejection would delay implementation of the 9-12 Family and Consumer Sciences adoption as well as future adoptions within the MEP Curriculum Cycle.

**RESPONSIBLE PERSON(S):** Dr. Heather Phipps, Dr. Anthony Weers, and Diane Reiners

**SUPERINTENDENT'S APPROVAL:**

  
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## 9-12 Family and Consumer Sciences Instructional Materials Selection and Proposal

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### 9-12 Family and Consumer Sciences Instructional Materials Selection

The PK-12 Wellness Studies Curriculum Planning Committee met on January 17, 2018. Counselors, Family and Consumer Sciences, Health and Physical Education teachers, District Level Leaders, Administrators and Coordinator of Secondary Programs were represented on this committee. Committee members met to review the findings of the 9-12 Family and Consumer Sciences Instructional Materials Selection Committee's proposals.

### 9-12 Family and Consumer Sciences Instructional Materials Committee Results

Career Pathway and/or Focus areas Selection Committees met September through October to select their materials for each of their courses. Eight high school courses were considered. Committee members were asked to review the 9-12 Family and Consumer Sciences Framework Standards and Indicators pertinent for specific courses.

The committees compared and evaluated each potential resource according the Board of Education approved 9-12 Family and Consumer Sciences Career Pathway Comprehensive Standards and Indicators as well as the criteria pertinent to each course.

Resources were reviewed for alignment with standards and indicators identified in the Millard Public Schools Family and Consumer Sciences Framework and approved by Board of Education. In addition, the following factors were considered during the resource evaluation:

- challenge students to make connections with other curricular disciplines
- features to increase student engagement, collaboration, and personalization
- components that will develop critical thinking skills and enhanced problem-solving
- quality online, interactive demonstrations and activities.

Course Name	Primary Textbook/Resources	Cost
Introduction to Food and Nutrition	<i>Food for Today</i> (McGraw-Hill, 2016)	\$ 64.59
Culinary Skills	<i>Introduction to Culinary Arts</i> (Pearson, 2017)	\$ 86.47
Advanced Culinary Skills	<i>Culinary Arts</i> -Online Resource (KP Education Systems)	\$ 8.68
Child Development	<i>Child Development: Early Stages Through Age 12</i> (Goodheart-Willcox, 2016)	\$ 72.00
Adult Life and Parenting	<i>Interpersonal Relationships</i> (Goodheart-Willcox, 2018)	\$ 74.97
Interior Design	<i>Interior Design</i> (Goodheart-Willcox, 2017)	\$ 78.96
Creative Design		
Textile and Clothing Design	Open Educational Resources (OER)	\$ 0.00*

\*Open Educational Resources (OER) are materials publicly available at no cost through a Creative Commons license that are used for instructional purposes.

### 9-12 Family and Consumer Sciences Materials Community Preview

In addition to the instructional materials process noted above, two opportunities were provided to the community members inviting them to preview the proposed materials and resources. The two preview sessions were held on Thursday, January 18 and Tuesday, January 23, 2018. In addition to nine staff members, four community members attended the evening meetings. Community inquires included confirmation that the 9-12 Family and Consumer Sciences courses are electives, appreciation of variety of courses and included a review for potential controversial topics.

### 9-12 Family and Consumer Sciences Instructional Materials Proposal

Members of the PK-12 Wellness Studies Curriculum Planning Committee discussed the results and approved to move them forward as a proposal. Based on the proposals from the PK-12 Wellness Studies Curriculum Planning Committee, the Office of Educational Services is recommending the following instructional materials adoption beginning with the 2018-2019 school year.

Food and Nutrition Career Pathway Instructional Materials	
Print/Electronic Resources	\$42,667.26
Lab Equipment/Materials	\$7,290.48
Housing and Textile Design Career Pathway Instructional Materials	
Print/Electronic Resources	\$7,106.40
Lab Equipment/Materials	\$32,648.58
Human Development and Family Career Pathway Instructional Materials	
Print/Electronic Resources	\$16,718.30
Lab Equipment/Materials	\$ 0.00
Shipping/Handling Fees	\$1,128.08
Carl Perkins Grant Support	-\$53,457.00
9-12 Family and Consumer Sciences Total	\$54,102.10

# 6 – 12

## Family and Consumer Sciences Framework

Part I: 6-12

November 21, 2016

Part II:

A 6-8

May 15, 2017

B 9-12

February 19, 2018





**Notice of Non-Discrimination**

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

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## **Millard Public Schools Mission and Beliefs**

### **Millard Public Schools Mission**

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

### **Millard Public Schools Beliefs**

We believe:

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

### **Family and Consumer Sciences Philosophy**

Family and Consumer Science curriculum integrates family and career readiness skills with technical skill instruction to develop the knowledge and skills required for responsible individuals, family members, and productive workers. The curriculum is centered on three essential questions:

- What knowledge, skills and actions are needed to develop nurturing, caring and responsible individuals and families?
- What knowledge, skills and actions are needed to acquire, allocate, and utilize personal, family and community resources?
- What knowledge, skills and actions are needed related to employment, family and community?

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

**MILLARD ESSENTIAL LEARNER OUTCOMES**

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·  
· FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·  
· CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·  
· COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

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**ACADEMIC SKILLS AND APPLICATIONS**

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

**LANGUAGE ARTS**

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will apply writing skills and strategies to communicate.
- Students will learn and apply speaking, listening, and presentation skills and strategies to communicate.
- Students will identify, locate, and evaluate information.

**MATHEMATICS**

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

**SCIENCE**

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

**SOCIAL STUDIES**

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

**FINANCIAL WELL-BEING**

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

**HUMAN RELATIONS**

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

**TECHNOLOGY**

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

**FINE AND PERFORMING ARTS**

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

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**PERSONAL DEVELOPMENT AND WELL-BEING**

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

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**COLLEGE AND CAREER READINESS SKILLS**

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

**CRITICAL THINKING AND PROBLEM-SOLVING SKILLS**

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

**CREATIVITY AND INNOVATION**

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

**COLLABORATION AND TEAMWORK**

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

**CITIZENSHIP AND PERSONAL RESPONSIBILITY**

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

Revised: Strategic Planning, December 5, 1996

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

Related Policy: 6110

Rule Adopted: May 3, 1999

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

August 19, 2013; November 3, 2014

Millard Public Schools  
Omaha, Nebraska

## PK-12 Wellness Studies Curriculum Planning Committee 2015-2016 & 2016-2017

Jennifer Albert	Neihardt Elementary	Health Teacher
Debra Ashmore	Wheeler Elementary	Special Education Teacher
Michelleann Avilla	North Middle	Family & Consumer Sciences Teacher
Trenton Bickford	Central Middle	Physical Education Teacher
Shelia Bolmeier	Ron Witt Support Services	Instructional Technology MEP
Alisen Brewer	North Middle	Special Education Teacher
Kelsey Chittenden	West High	Family & Consumer Sciences Teacher
Andrew Cunningham	North High	Physical Education Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Elizabeth Dickson	Beadle Middle	Counselor
Matt Dykstra	Ezra Elementary	Physical Education Teacher
Tara Fabian	Reagan Elementary	Principal
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Laurie Fitzpatrick	Sandoz & Upchurch Elementary	Counselor
Angela Hageman	Beadle Middle	Health Teacher
Suzanne Hanish	Kiewit Middle	Family & Consumer Sciences Teacher
Chad Hayes	Don Stroh Administration Center	Student Services Facilitator
Julia Hobbs	Andersen Middle	Family & Consumer Sciences /Health Teacher
Colin Johnston	West High	Physical Education Teacher
Bridget Kowal	Harvey Oaks Elementary	Counselor
Kelsey Kummer	South High	Family & Consumer Sciences /Health Teacher
Stephanie Kurz	Holling Heights Elementary	Health Teacher
Amy Leuschen	Russell Middle	Physical Education Teacher
Dawn Marten	Harvey Oaks Elementary	Principal
Katherine McCarthy	Aldrich Elementary	Health Teacher
Nancy Nielsen	Russell Middle	District Head Nurse
Nicole Nielsen	North Middle	Physical Education Teacher
Mila O'Brien	North High	Family & Consumer Sciences /Health Teacher
Amanda Parker	Horizon High	Counselor
Carrie Peterson	Russell Middle	Family & Consumer Sciences /Health Teacher
Natalie Peterson	South High	Family & Consumer Sciences /Health Teacher
Jennifer Polleck	Wheeler Elementary & Horizon High	School Psychologist
Haley Ryan	North High	Family & Consumer Sciences /Health Teacher
Alan Sarka	Neihardt Elementary	Physical Education Teacher
Loel Schettler	North High	Counselor
Brenda Schmidt	West High	Family & Consumer Sciences /Health Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Vanderbeek	South High	Family & Consumer Sciences /Health Teacher
Barb Waller	Don Stroh Administration Center	Coordinator of Secondary Programs
Julie Williams	Central Middle	Counselor
Trevor Wragge	South High	Physical Education Teacher

Under the facilitation of John Becker, Ellen Kramer, Monica Hutfles, and Diane Reiners, Curriculum and Instruction MEP Facilitators for Millard Public Schools.

In consultation with Andy DeFreece, Director of Elementary and Early Childhood Education, Nancy Johnston, Ed.D., Director of Secondary Education (2016-2017), and Anthony Weers, Ed.D., Director of Secondary Education.

## **6-12 Family and Consumer Sciences Curriculum Planning Committee**

Michelleann Avilla	North Middle	Family & Consumer Sciences Teacher
Alisen Brewer	North Middle	Special Education Teacher
Kelsey Chittenden	West High	Family & Consumer Sciences Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Suzanne Hanish	Kiewit Middle	Family & Consumer Sciences Teacher
Julia Hobbs	Andersen Middle	Family & Consumer Sciences /Health Teacher
Kelsey Kummer	South High	Family & Consumer Sciences /Health Teacher
Natalie Peterson	South High	Family & Consumer Sciences /Health Teacher
Haley Ryan	North High	Family & Consumer Sciences /Health Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Vanderbeek	South High	Family & Consumer Sciences /Health Teacher

Under the facilitation of Barb Waller, Coordinator of Secondary Programs, and Diane Reiners, Curriculum and Instruction MEP Facilitator.

## **PK-12 Wellness Studies Community Focus Group**

Steven Abraham	Rabbi	Beth El Synagogue
Nancy Burkhart	Community Member	Nebraska Department of Education
Megan Hall	Community Member	HyVee Dietitian
Theo Hudala	Pastor	Stone Bridge Church
Dr. Ann Luther	Post-Secondary Representative	UNO Counseling Department Chair
John Madvig	Reverend	Community Covenant Church
Janet Martin	Parent	Millard North High School
Peg Millerbernd	Nurse, Parent	Ackerman Elementary School
Michelle Patterson	Parent	Aldrich Elementary School
		Kiewit Middle School
Kirk Rasmussen	Parent	Millard North Middle School
		Millard North High School
Paul Tomaso	Deacon	St. Stephen the Martyr
Gina Wiitanen	Parent	Millard Public Schools

The PK-12 Wellness Studies Community Focus Group met twice during the school year – February 8, 2016 and April 7, 2016. Participants reviewed the Board of Education Policy and Rule 6615.1 that defines a pro-abstinence approach. They reviewed the Curriculum Development process and proposed standards and indicators within the areas of Counseling, Family Consumer Sciences, Health, and Physical Education. Participants addressed and discussed thoughts related to three questions: What are the knowledge and skills students need? What are the mindsets and behaviors students need to learn? What are the critical issues? During the second session, they reviewed notes from the first meeting and discussed the comprehensive standards for each area

Under the facilitation of John Becker, Monica Hutfles, Ellen Kramer and Diane Reiners, Curriculum and Instruction MEP Facilitators for Millard Public Schools.

In consultation with Andy DeFreece, Director of Elementary and Early Childhood Education, Nancy Johnston, Ed.D., Director of Secondary Education (2015-2016), Mark Feldhausen, Ph.D., Associate Superintendent of Educational Services (2015-2016), Dr. Anthony Weers, Ed.D., Director of Secondary Education, Dr. Heather Phipps, Ed.D., Associate Superintendent of Education Services, and Barb Waller, Coordinator of Secondary Programs.



## Instructional Materials Selection Committees

Middle School-December 2016

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator and Nikki Schafer, Instructional Technology Facilitator.

Nicole Anderson	Beadle Middle School
Heather Artz	Andersen Middle School
Michelle Avilla	North Middle School
Sandra Coyne	Kiewit Middle School
Tonya Filleman	Central Middle School
Suzanne Hanish	Kiewit Middle School
Angela Hansen	Beadle Middle School
Julia Hobbs	Andersen Middle School
Connie Kozak	Russell Middle School
Carrie Peterson	Russell Middle School

High School-September-October 2017

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator and Nikki Schafer, Instructional Technology Facilitator.

Shelby Bockelmann	South High School
Elizabeth Casey	West High School
Andrea Feltz	North High School
Kelsey Kummer	South High School
Nichole Larson	South High School
Haley Ryan	North High School
Brenda Schmidt	West High School
Susan Waldron	West High School

## Timeline for MEP Cycle Procedures PK-12 Wellness Studies

September 24, 2015	PK-12 Wellness Studies Curriculum Planning Committee: provided Phase I overview and orientation to Google Drive folder documents
October 20, 2015	PK-12 Wellness Studies Curriculum Planning Committee: met to determine research areas based on current data, education trends, and critical issues
November 5, 2015	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> <li>• College and Career Readiness</li> <li>• Wellness Concepts (emotional, physical, and social wellbeing)</li> <li>• Counseling, Family &amp; Consumer Sciences, Health and Physical Education</li> <li>• Effective Instructional Practices</li> </ul>
February 8, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
February 9, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to synthesize research findings and curricular groups drafted scope and sequence of Family and Consumer Sciences Pathway matrices
February 23, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to draft scope and sequence of Family and Consumer Sciences Pathway matrices
March 3, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to finish scope and sequence of Family and Consumer Sciences Pathway matrices, write the Family and Consumer Sciences Philosophy Statement and course rationales
April 7, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
October 17, 2016	Family and Consumer Sciences Framework Curriculum Planning Committee: met to review Framework draft
October 20, 2016 & February 20, 2017	SketchUp Pro Training for 6-12 FCS staff
November 8, 2016	Designer CAD software training for 9-12 FCS staff
November 21, 2016	Family and Consumer Sciences Framework submitted to Board of Education for approval
December 7 & 14, 2016	6-8 Family and Consumer Sciences (FCS) Curriculum Materials Selection Committees met
February 2, 2017	WearTec (eTextile) Staff Development training session
February-April 2017	6-8 FCS Course Guides and Assessments created based on approved 6-12 Framework
April 13, 2017	PK-12 Wellness Studies Curriculum Planning Committee met to confirm the 6-8 FCS instructional materials
April 25 & 27, 2017	Curriculum Materials Community Review meetings held to preview 6-8 FCS instructional resources
May 15, 2017	Instructional Materials Selection Committee proposal to Educational Services and recommendation to the Board of Education for approval
September-October 2017	Curriculum Materials Community Review meetings held to preview 9-12 FCS instructional resources
September 2017-January 2018	9-12 FCS Course Guides and Assessments created based on approved 6-12 Framework
January 17, 2018	PK-12 Wellness Studies Curriculum Planning Committee met to confirm the 9-12 FCS instructional materials
January 18 & 23, 2018	Curriculum Materials Community Review meetings held to preview 9-12 FCS instructional resources
February 19, 2018	Instructional Materials Selection Committee proposal to Educational Services and recommendation to the Board of Education for approval

## Introduction to Family and Consumer Sciences Matrix

### Introduction

This matrix displays the Millard Public Schools Family and Consumer Sciences Standards and Indicators. These Millard Standards align with the National Standards for Family and Consumer Sciences Education and Nebraska State Human Sciences/Family and Consumer Sciences Course Standards in effect during the 2015-2016 school year.

The matrix documents the scope and sequence of courses within three career pathways:

- Food and Nutrition
- Housing and Textile Design
- Human Development and Family

Each of the career pathways includes the following strands:

- Academic Skills and Applications
- Acquire, allocate, and utilize personal family and community services
- Develop nurturing, caring, and responsible individuals and families
- Knowledge, skills and actions needed related to family, employment, and community
- College and Career Readiness Skills

### Legend



Cell without shading: Millard or State concept standard or indicator exists



Shaded cell: No Millard or State concept standard or indicator exists

The Family and Consumer Sciences standards within the Framework are listed by course.

### Nomenclature

The Standards and Indicators are sequenced in the following matrix. Each pathway section leads with a 6-12 Comprehensive Standard related to each of the pathways and are followed by specific standards and indicators as noted. Standards are in bold print throughout the matrix.

FCS	Family and Consumer Sciences
M	Millard Standard

6, 8, 12	Grade level
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### Course Level Standards

#### Food and Nutrition Pathway

FN6	Child Care, Food and Nutrition 6/7
FN8	Food, Nutrition, and Family Connections
IFN	Introduction to Food and Nutrition
CS	Culinary Skills
ACS	Advanced Culinary Skills

Housing and Textile Design Pathway

IL6 Integrated Learning Lab 6/7  
 IL8 Integrated Learning Lab 8  
 ID Interior Design  
 TCD Textiles and Clothing Design  
 CD Creative Design

Human Development and Family Pathway

FN6 Child Care, Food and Nutrition 6/7  
 CDV Child Development  
 ALP Adult Life and Parenting

Examples

FCS M 12.CDV.1            FCS = Family and Consumer Sciences Framework,  
                                  M = Millard Standard,  
                                  12. = By Grade 12,  
                                  CDV. = Course Level Standards—Child Development  
                                  1 = Course Standard

FCS M 08.FN8.4.a        FCS = Family and Consumer Sciences Framework,  
                                  M = Millard Standard,  
                                  08. = By Grade 8,  
                                  FN8. = Course Level Standards—Food, Nutrition and Family  
                                  Connections  
                                  4. = Course Standard  
                                  a = Indicator

<b>6-12 Food and Nutrition Pathway Comprehensive Standards: Students will demonstrate knowledge and technical skills to make food and nutrition decisions.</b>					
<b>Pathway Standards and Indicators</b>					
<b>Strands</b>	<b>Child Care, Food &amp; Nutrition 6/7<sup>th</sup></b>	<b>Food, Nutrition &amp; Family Connections 8<sup>th</sup></b>	<b>Introduction to Food and Nutrition</b>	<b>Culinary Skills</b>	<b>Advanced Culinary Skills</b>
<b>ACADEMIC SKILLS AND APPLICATIONS</b>	<b>FCS M 06.FN6.1</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA Comp. Standard)	<b>FCS M 08.FN8.1</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA Comp. Standard)	<b>FCS M 12.IFN.1</b> Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA Comp. Standard)	<b>FCS M 12.CS.1</b> Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA Comp. Standard)	<b>FCS M 12.ACS.1</b> Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA Comp. Standard)
	FCS M 06.FN6.1.a Apply appropriate procedures and tools to determine measurements	FCS M 08.FN8.1.a Convert between different standard measurement units			
	FCS M 06.FN6.1.b Use ratio and rate reasoning to solve real-world and mathematical problems	FCS M 08.FN8.1.b Use ratio and rate reasoning to solve real-world and mathematical problems	FCS M 12.IFN.1.a Understand and describe ratios and rates and the relationships between multiple quantities	FCS M 12.CS.1.a Understand and describe ratios and rates and the relationships between multiple quantities	FCS M 12.ACS.1.a Understand and describe ratios and rates and the relationships between multiple quantities
	<b>FCS M 06.FN6.2</b> Students will learn and apply reading skills and strategies to comprehend text. (LA-Reading Comp. Standard)	<b>FCS M 08.FN8.2</b> Students will learn and apply reading skills and strategies to comprehend text. (LA-Reading Comp. Standard)	<b>FCS M 12.IFN.2</b> Students will learn and apply reading skills and strategies to comprehend text. (LA-Reading Comp. Standard)	<b>FCS M 12.CS.2</b> Students will learn and apply reading skills and strategies to comprehend text. (LA-Reading Comp. Standard)	<b>FCS M 12.ACS.2</b> Students will learn and apply reading skills and strategies to comprehend text. (LA-Reading Comp. Standard)
	FCS M 06.FN6.2.a Apply new content specific vocabulary to prior knowledge and use in new situations (e.g., recipe reading; culinary terminology)	FCS M 08.FN8.2.a Apply new content specific vocabulary to prior knowledge and use in new situations (e.g., recipe reading; culinary terminology)	FCS M 12.IFN.2.a Apply new content specific vocabulary to prior knowledge and use in new situations (e.g., recipe reading; culinary terminology)	FCS M 12.CS.2.a Apply new content specific vocabulary to prior knowledge and use in new situations (e.g., recipe reading; culinary terminology)	FCS M 12.ACS.2.a Apply new content specific vocabulary to prior knowledge and use in new situations (e.g., recipe reading; culinary terminology)

<b>ACADEMIC SKILLS AND APPLICATIONS</b>	FCS M 06.FN6.2.b Apply knowledge of organizational patterns to informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) (LA S 06.1.6.j)	FCS M 08.FN8.2.b Apply knowledge of organizational patterns to informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) (LA S 08.1.6.j)	FCS M 12.IFN.2.b Apply knowledge of organizational patterns to informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) (LA S 12.1.6.j)	FCS M 12.CS.2.b Apply knowledge of organizational patterns to informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) (LA S 12.1.6.j)	FCS M 12.ACS.2.b Apply knowledge of organizational patterns to informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) (LA S 12.1.6.j)
	<b>FCS M 06.FN6.3</b> Students will analyze and make sound financial choices by using appropriate resources.	<b>FCS M 08.FN8.3</b> Students will analyze and make sound financial choices by using appropriate resources.	<b>FCS M 12.IFN.3</b> Students will analyze and make sound financial choices by using appropriate resources.	<b>FCS M 12.CS.3</b> Students will analyze and make sound financial choices by using appropriate resources.	<b>FCS M 12.ACS.3</b> Students will analyze and make sound financial choices by using appropriate resources.
<b>ACQUIRE, ALLOCATE, AND UTILIZE PERSONAL FAMILY AND COMMUNITY RESOURCES</b>	<b>FCS M 06.FN6.4</b> Students will apply management techniques and appropriate food preparation skills necessary for acquisition, allocation, and utilization of resources.	<b>FCS M 08.FN8.4</b> Students will apply management techniques and consumer skills necessary for acquisition, allocation, & utilization of personal, family, and community resources.	<b>FCS M 12.IFN.4</b> Students will apply and analyze management techniques and food preparation skills necessary for the acquisition, allocation, and utilization of food industry resources.	<b>FCS M 12.CS.4</b> Students will apply and analyze management techniques and food preparation skills necessary for the acquisition, allocation, and utilization of food industry resources.	<b>FCS M 12.ACS.4</b> Students will evaluate management techniques and food preparation skills necessary for the acquisition, allocation, and utilization of food industry resources.
	FCS M 06.FN6.4.a Utilize resources to make decisions about food and nutrition	FCS M 08.FN8.4.a Utilize resources to make decisions about food and nutrition	FCS M 12.IFN.4.a Utilize resources to collect and analyze information to make decisions about food and nutrition		
			FCS M 12.IFN.4.b Create management plan for purchasing and/or producing healthful food (e.g., meal planning)		FCS M 12.ACS.4.a Practice management and allocation of resources from a food industry leadership perspective (e.g., front/back of house)
	FCS M 06.FN6.4.b Apply time management skills to prepare meals	FCS M 08.FN8.4.b Apply time management skills to prepare meals	FCS M 12.IFN.4.c Demonstrate effective time management skills to prepare meals	FCS M 12.CS.4.a Demonstrate effective time management skills to prepare meals	FCS M 12.ACS.4.b Demonstrate effective time management skills to prepare meals



<b>ACQUIRE, ALLOCATE, AND UTILIZE PERSONAL FAMILY AND COMMUNITY RESOURCES</b>			FCS M 12.IFN.4.d Compare and contrast local food sources and large industrial food production		
			<b>FCS M 12.IFN.5 Students will plan, manage, and evaluate a diet using the USDA guidelines.</b>		
			FCS M 12.IFN.5.a Apply nutrient information to food labels, USDA guidelines, and resources to manage healthy weight for a healthy lifestyle		
			FCS M 12.IFN.5.b Create a dietary plan appropriate to meet personal nutrition and fitness		
<b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b>	<b>FCS M 06.FN6.5 Students will identify the relationship of food and nutrition to developing nurturing, caring, and responsible individuals and families.</b>	<b>FCS M 08.FN8.5 Students will understand the relationship of food and nutrition, to developing nurturing, caring, and responsible individuals and families.</b>	<b>FCS M 12.IFN.6 Students will evaluate the relationships of food and nutrition to developing nurturing, caring, and responsible individuals and families.</b>		
			FCS M 12.IFN6.a Evaluate the relationship between nutritious food and personal health and health of the family		
		FCS M 08.FN8.5.a Understand importance of food and nutrition	FCS M 12.IFN6.b Examine importance of food and nutrition in the development and maintenance of the human body		

<b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b>			FCS M IFN.6.c Examine relationship between nutritious food and health across the lifespan		
			<b>FCS M 12.IFN.7</b> <b>Students will analyze the six essential nutrients in food.</b>		
			FCS M 12.IFN.7.a Examine vitamins, minerals, proteins, carbohydrates, fats, and water		
			FCS M 12.IFN.7.b Determine the relationship of the six essential nutrients to the gastrointestinal system		
			<b>FCS M 12.IFN.8</b> <b>Students will synthesize the relationship between genetics, weight control, and lifestyle.</b>		
			FCS M 12.IFN.8.a Determine factors that contribute to obesity		
			<b>FCS M 12.IFN.9</b> <b>Students will evaluate nutritional needs throughout the lifespan.</b>		
<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b>	<b>FCS M 06.FN6.6</b> <b>Students will identify and apply a safe working environment using equipment and technology appropriately.</b>	<b>FCS M 08.FN8.6</b> <b>Students will determine and demonstrate a safe working environment using equipment and technology appropriately.</b>	<b>FCS M 12.IFN.10</b> <b>Students will model food handling techniques to prevent foodborne illnesses.</b>	<b>FCS M 12.CS.5</b> <b>Students will model food handling techniques to prevent foodborne illnesses.</b>	<b>FCS M 12.ACS.5</b> <b>Students will model food handling techniques to prevent foodborne illnesses.</b>

<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b>	FCS M 06.FN6.6.a Apply safe practices when responsible for self and others	FCS M 08.FN8.6.a Apply safe practices when responsible for self and others	FCS M 12. IFN.10.a Examine challenges to food safety in relation to foodborne illness and prevention	FCS M 12.CS.5.a Examine challenges to food safety in relation to foodborne illness and prevention	FCS M 12.ACS.5.a Examine challenges to food safety in relation to foodborne illnesses and prevention
	FCS M 06.FN6.6.b Define and identify prevention methods and risks of cross-contamination	FCS M 08.FN8.6.b Identify prevention methods and risks of cross-contamination	FCS M 12.IFN.10.b Summarize the factors that lead to cross-contamination	FCS M 12.CS.5.b Summarize the factors that lead to cross-contamination	FCS M 12.ACS.5.b Summarize the factors that lead to cross-contamination
	FCS M 06.FN6.6.c Apply safe food-handling procedures and prevention	FCS M 08.FN8.6.c Apply safe food-handling procedures and prevention	FCS M 12.IFN.10.c Evaluate criteria necessary to become a safe food handler	FCS M 12.CS.5.c Evaluate criteria necessary to become a safe food handler	FCS M 12.ACS.5.c Evaluate criteria necessary to become a safe food handler
	FCS M 06.FN6.6.d Identify cleaning procedures for work surfaces and equipment	FCS M 08.FN8.6.d Demonstrate proper procedures for cleaning work surfaces and equipment	FCS M 12.IFN.10.d Demonstrate appropriate cleaning and sanitizing techniques needed for maintaining a safe food service operation	FCS M 12.CS.5.d Demonstrate appropriate cleaning and sanitizing techniques needed to maintaining a safe food service facility	FCS M 12.ACS.5.d Document appropriate cleaning and sanitizing techniques needed for maintaining a safe food service facility
			FCS M 12.IFN10.e Apply guidelines for monitoring food safety during preparation and service	FCS M 12.CS.5.e Apply guidelines for monitoring food safety during preparation and service	FCS M 12.ACS.5.e Diagram the flow of food through a foodservice establishment (i.e., guidelines for keeping food safe during purchasing, receiving, and storing)
	<b>FCS M 06.FN6.7</b> <b>Students will apply introductory food preparation skills to prepare a variety of food.</b>	<b>FCS M 08.FN8.7</b> <b>Students will apply basic food preparation skills and prepare a variety of food.</b>	<b>FCS M 12.IFN.11</b> <b>Students will demonstrate food preparation methods and techniques to produce a variety of food products.</b>	<b>FCS M 12.CS.6</b> <b>Students will demonstrate food preparation methods and techniques.</b>	<b>FCS M 12.ACS.6</b> <b>Students will demonstrate advanced food preparation methods and techniques in order to produce a variety of food products to workplace and industry standards.</b>

<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b>	<b>FCS M 06.FN6.7.a</b> Identify basic kitchen equipment and small appliances	<b>FCS M 08.FN8.7.a</b> Identify and practice using basic kitchen equipment and tools	<b>FCS M 12.IFN.11.a</b> Identify and practice using various kitchen equipment and tools	<b>FCS M 12.CS.6.a</b> Apply safe equipment use, knife skills, food/plate presentation, and food evaluation	<b>FCS M 12.ACS.6.a</b> Demonstrate professional and safe food preparation methods and techniques in order to produce a variety of food products
				<b>FCS M 12.CS.6.b</b> Prepare a variety of food products which build on culinary preparation techniques (e.g., moist/dry heat cooking methods, incorporation of seasonings, flavorings, aromatics, fats, foams, gels, and emulsions)	<b>FCS M 12.ACS.6.b</b> Prepare a variety of food products which incorporate cultural influences and all menu categories
<b>COLLEGE AND CAREER READINESS SKILLS</b>  Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Personal Responsibility	<b>FCS M 06.FN6.8</b> <b>Students will identify career paths of interest and utilize resources to develop personal education and career plan to meet goals and objectives.</b> (Personal Development & Well-Being Comp. Standard)	<b>FCS M 06.FN8.8</b> <b>Students will explore employment opportunities and careers relating to food and nutrition.</b>	<b>FCS M 12.IFN.12</b> <b>Students will identify various career paths and employment opportunities related to the food and nutrition pathway.</b>	<b>FCS M 12.CS.7</b> <b>Students will evaluate career paths related to the food industry.</b>	<b>FCS M 12.ACS.7</b> <b>Students will evaluate and experience career paths within the food production and food service industries.</b>
	<b>FCS M 06.FN6.8.a</b> Research and describe a career path of interest	<b>FCS M 08.FN8.8.a</b> Research and describe a career relating to food and nutrition	<b>FCS M 12.IFN.12.a</b> Examine career paths and employment opportunities related to food and nutrition	<b>FCS M 12.CS.7.a</b> Analyze a specific career related to the food industry	<b>FCS M 12.ACS.7.a</b> Evaluate a career path within the food production and food service industry
		<b>FCS M 08.FN8.8.b</b> Identify knowledge and skills necessary for careers related to food and nutrition	<b>FCS M 12.IFN.12.b</b> Identify knowledge and skills necessary for careers related to food and nutrition	<b>FCS M 12.CS.7.b</b> Examine roles, duties, and functions of individuals in food production and service careers	<b>FCS M 12.ACS.7.b</b> Experience career opportunities within the food production and/or food service industry
			<b>FCS M 12.IFN.13</b> <b>Students will demonstrate creativity and innovation.</b> (M CCR Comp. Standard 2)	<b>FCS M 12.CS.8</b> <b>Students will demonstrate creativity and innovation.</b> (M CCR Comp. Standard 2)	<b>FCS M 12.ACS.8</b> <b>Students will demonstrate creativity and innovation.</b> (M CCR Comp. Standard 2)

<b>COLLEGE AND CAREER READINESS SKILLS</b>  Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Personal Responsibility			FCS M 12.IFN.13.a Utilize information, knowledge, and experience to generate original ideas and challenge assumptions (CCR M 12.2.C)	FCS M 12.CS.8.a Utilize information, knowledge, and experience to generate original ideas and challenge assumptions (CCR M 12.2.C)	FCS M 12.ACS.8.a Utilize information, knowledge, and experience to generate original ideas and challenge assumptions (CCR M 12.2.C)
	<b>FCS M 06.FN6.9</b> Students will engage team members, implement teamwork, and utilize individual talents and skills. (CCR M 8.3.B)	<b>FCS M 08.FN8.9</b> Students will engage team members, implement teamwork, and utilize individual talents and skills. (CCR M 8.3.B)	<b>FCS M 12.IFN.14</b> Students will engage team members, build consensus, and utilize individual talents and skills. (CCR M 12.3.B)	<b>FCS M 12.CS.9</b> Students will engage team members, build consensus, and utilize individual talents and skills. (CCR M 12.3.B)	<b>FCS M 12.ACS.9</b> Students will engage team members, build consensus, and utilize individual talents and skills. (CCR M 12.3.B)
	FCS M 06.FN6.9.a Responsible for own contribution to collaborative learning process (CCR M 8.3.B)	FCS M 08.FN8.9.a Responsible for own contribution to collaborative learning process (CCR M 8.3.B)	FCS M 12.IFN.14.a Demonstrate ability to negotiate and find compromise in a collaborative learning process	FCS M 12.CS.9.a Demonstrate ability to negotiate and find compromise in a collaborative learning process	FCS M 12.ACS.9.a Demonstrate ability to negotiate and find compromise in a collaborative learning process
	FCS M 06.FN6.9.b Assign and/or assume roles to involve all team members and build upon talents and skills of team members (CCR M 8.3.B)	FCS M 08.FN8.9.b Assign and/or assume roles to involve all team members and build upon talents and skills of team members (CCR M 8.3.B)	FCS M 12.IFN.14.b Encourage others to participate and utilize individual talents and skills of team members	FCS M 12.CS.9.b Encourage others to participate and utilize individual talents and skills of team members	FCS M 12.ACS.9.b Encourage others to participate and utilize individual talents and skills of team members
	<b>FCS M 06.FN6.10</b> Students will demonstrate critical thinking and problem-solving skills. (M CCR Comp. Standard 1)	<b>FCS M 08.FN8.10</b> Students will demonstrate critical thinking and problem-solving skills. (M CCR Comp. Standard 1)	<b>FCS M 12.IFN.15</b> Students will demonstrate critical thinking and problem-solving skills. (M CCR Comp. Standard 1)	<b>FCS M 12.CS.10</b> Students will demonstrate critical thinking and problem-solving skills. (M CCR Comp. Standard 1)	<b>FCS M 12.ACS.10</b> Students will demonstrate critical thinking and problem-solving skills. (M CCR Comp. Standard 1)
	<b>FCS M 06.FN6.11</b> Students will demonstrate the ability to focus, prioritize, organize, and handle unfamiliar situations. (CCR M 8.1.E)	<b>FCS M 08.FN8.11</b> Students will demonstrate the ability to focus, prioritize, organize, and handle unfamiliar situations. (CCR M 8.1.E)	<b>FCS M 12.IFN.16</b> Students will exhibit ability to focus, prioritize, organize, and handle ambiguity. (CCR M 12.1.E)	<b>FCS M 12.CS.11</b> Students will exhibit ability to focus, prioritize, organize, and handle ambiguity. (CCR M 12.1.E)	<b>FCS M 12.ACS.11</b> Students will exhibit ability to focus, prioritize, organize, and handle ambiguity. (CCR M 12.1.E)

<b>COLLEGE AND CAREER READINESS SKILLS</b>  Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Personal Responsibility	<b>FCS M 06.FN6.12</b> Students will recognize factors and goals in a problem situation. (CCR M 8.1.F)	<b>FCS M 08.FN8.12</b> Students will recognize factors and goals in a problem situation. (CCR M 8.1.F)	<b>FCS M 12.IFN.17</b> Students will recognize factors, constraints, goals, and relationships in a problem situation. (CCR M 12.1.F)	<b>FCS M 12.CS.12</b> Students will recognize factors, constraints, goals, and relationships in a problem situation. (CCR M 12.1.F)	<b>FCS M 12.ACS.12</b> Students will recognize factors, constraints, goals, and relationships in a problem situation. (CCR M 12.1.F)
	<b>FCS M 06.FN6.13</b> Students will evaluate possible solutions for the purpose of solving the problem. (CCR M 8.1.G)	<b>FCS M 08.FN8.13</b> Students will evaluate possible solutions for the purpose of solving the problem. (CCR M 8.1.G)	<b>FCS M 12.IFN.18</b> Students will evaluate solutions and determine the potential value toward solving the problem. (CCR M 12.1.G)	<b>FCS M 12.CS.13</b> Students will evaluate solutions and determine the potential value toward solving the problem. (CCR M 12.1.G)	<b>FCS M 12.ACS.13</b> Students will evaluate solutions and determine the potential value toward solving the problem. (CCR M 12.1.G)

Course	Child Care, Food & Nutrition 6/7 <sup>th</sup>	Food, Nutrition & Family Connections 8 <sup>th</sup>	Introduction to Food and Nutrition	Culinary Skills	Advanced Culinary Skills
Materials	PK-12 Wellness Studies Curriculum Planning Committee confirmed the Open Educational Resources (OER) and staff created resources		<i>Food for Today</i> (McGraw-Hill, 2016)	<i>Introduction to Culinary Arts</i> (Pearson, 2017) <i>Culinary Arts</i> (KP Education Systems)	



<b>6-12 Housing and Textile Design Pathway Comprehensive Standards:</b>					
<b>Students will demonstrate knowledge and technical skills to solve problems and make decisions related to housing, textiles, and consumerism.</b>					
<b>Pathway Standards and Indicators</b>					
<b>Strands</b>	<b>Integrated Learning Lab 6/7</b>	<b>Integrated Learning Lab 8</b>	<b>Interior Design</b>	<b>Textiles &amp; Clothing Design</b>	<b>Creative Design</b>
<b>ACADEMIC SKILLS AND APPLICATIONS</b>	<b>FCS M 06.IL6.1</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 08.IL8.1</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 12.ID.1</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 12.TCD.1</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 12.CD.1</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. (LA-Speaking/Listening Comp. Standard)
	<b>FCS M 06.IL6.2</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA –Number Comp. Standard)	<b>FCS M 08.IL8.2</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA –Number Comp. Standard)	<b>FCS M 12.ID.2</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA –Number Comp. Standard)	<b>FCS M 12.TCD.2</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA –Number Comp. Standard)	<b>FCS M 12.CD.2</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA –Number Comp. Standard)
		<b>FCS M 08.IL8.2.a</b> Utilize geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections	<b>FCS M 12.ID.2.a</b> Communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections	<b>FCS M 12.TCD.2.a</b> Communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections	
	<b>FCS M 06.IL6.3</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)		<b>FCS M 12.ID.3</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)		<b>FCS M 12.CD.3</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)

<b>ACADEMIC SKILLS AND APPLICATIONS</b>			FCS M 12.ID.3.a Apply computational skills in relation to interior design (e.g., conversions, pricing, fractions, etc.)	FCS M 12.TCD.2.b Apply computational skills in relation to fashion (e.g., conversions, pricing, fractions, etc.)	FCS M 12.CD.3.a Apply computational skills in relation to design (e.g., conversions, pricing, fractions, etc.)
	<b>FCS M 06.IL6.4</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)	<b>FCS M 08.IL8.3</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)	<b>FCS M 12.ID.4</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)	<b>FCS M 12.TCD.3</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)	<b>FCS M 12.CD.4</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)
<b>ACQUIRE, ALLOCATE, AND UTILIZE PERSONAL FAMILY AND COMMUNITY RESOURCES</b>	<b>FCS M 06.IL6.5</b> Students will apply the practical reasoning process to identify, research, justify, and apply solutions.	<b>FCS M 08.IL8.4</b> Students will apply the practical reasoning process to identify, research, justify, and apply solutions.	<b>FCS M 12.ID.5</b> Students will apply housing and design concepts and theories, such as green design, in relation to available resources and options.		<b>FCS M 12.CD.5</b> Students will apply the practical reasoning process to identify, research, justify, and apply solutions related to textiles and/or interiors.
	FCS M 06.IL6.5.a Analyze the need and constraints of the problem	FCS M 08.IL8.4.a Analyze the need and constraints of the problem	FCS M 12.ID.5.a Evaluate the use of elements and principles of design in housing and commercial and residential interiors		FCS M 12.CD.5.a Analyze the need and constraints of the problem
	FCS M 06.IL6.5.b Research the problem and develop possible solutions	FCS M 08.IL8.4.b Research the problem and develop possible solutions	FCS M 12.ID.5.b Analyze the psychological impact the principles and elements of design have on the individual		FCS M 12.CD.5.b Research the problem and develop possible solutions
	FCS M 06.IL6.5.c Select a logical solution to the problem and begin the implementation process	FCS M 08.IL8.4.c Select a logical solution to the problem and begin the implementation process	FCS M 12.ID.5.c Analyze the effects that the principles and elements of design have on aesthetics and function		FCS M 12.CD.5.c Select a logical solution to the problem and begin the implementation process

<p><b>ACQUIRE, ALLOCATE, AND UTILIZE PERSONAL FAMILY AND COMMUNITY RESOURCES</b></p>	<p><b>FCS M 06.IL6.7</b>  <b>Students will demonstrate the use of appropriate resources to solve a specific problem.</b></p>	<p><b>FCS M 08.IL8.5</b>  <b>Students will demonstrate the use of appropriate resources to solve a specific problem.</b></p>		<p><b>FCS M 12.TCD.4</b>  <b>Students will demonstrate skills to produce, alter, or repair fashion, apparel, and textile products.</b></p>	
	<p>FCS M 06.IL6.7.a                  Demonstrate safe use of equipment to produce a project</p>	<p>FCS M 08.IL8.5.a                  Demonstrate safe use of equipment to produce a project</p>		<p>FCS M 12.TCD.4.a                  Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair</p>	
				<p>FCS M 12.TCD.4.b                  Explain production processes for creating fibers, yarn, woven and knit fabrics, and nonwoven textile products</p>	
				<p>FCS M 12.TCD.4.c                  Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products</p>	
				<p>FCS M 12.TCD.4.d                  Demonstrate basic skills for producing and altering textile products and apparel</p>	
				<p><b>FCS M 12.TCD.5</b>  <b>Students will construct elements of textile, apparel, and fashion merchandising.</b></p>	

<b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b>				FCS M 12.TCD.5.a Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products	
				FCS M 12.TCD.5.b Analyze ethical considerations for merchandising	
	<b>FCS M 06.IL6.8</b> Students will identify the impact of problems and solutions on the quality of life.	<b>FCS M 08.IL8.6</b> Students will identify the impact of problems and solutions on the quality of life.			<b>FCS M 12.CD.6</b> Students will identify the impact of problems and solutions on the quality of life.
	FCS M 06.IL6.8.a Evaluate a textile product for cost, quality, appearance, and care	FCS M 08.IL8.6.a Evaluate a textile product for cost, quality, appearance, and care			FCS M 12.CD.6.a Evaluate and critique the end result and make appropriate improvements
			<b>FCS M 12.ID.6</b> Students will evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.		
			FCS M 12.ID.6.a Assess client's community, family, and financial resources needed to achieve housing and interior design goals		
			FCS M 12.ID.6.b Critique design plans to address client's needs, goals and resources		

<p><b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b></p>			<p>FCS M 12.ID.6.c Justify design solutions relative to client needs, including diversity and cultural needs, and design process</p>		
<p><b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b></p>			<p><b>FCS M 12.ID.7</b> <b>Students will analyze career paths within the housing, interior design, and furnishing industries.</b></p>	<p><b>FCS M 12.TCD.6</b> <b>Students will analyze career paths within the textile apparel and design industries.</b></p>	
			<p>FCS M 12.ID.7.a Analyze career paths and opportunities for employment and entrepreneurial endeavors</p>	<p>FCS M 12.TCD.6.a Explain the roles and functions of individuals engaged in textiles and apparel careers</p>	
			<p>FCS M 12.ID.7.b Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design</p>	<p>FCS M 12.TCD.6.b Analyze opportunities for employment and entrepreneurial endeavors</p>	
			<p>FCS M 12.ID.7.c Analyze the attitudes, traits, and values for professional responsibility, accountability, and effectiveness required for careers in housing and interior design</p>	<p>FCS M 12.TCD.6.c Summarize education and training requirements and opportunities for career paths in textile and apparel services</p>	
			<p><b>FCS M 12.ID.8</b> <b>Students will demonstrate design, construction, document reading, and space planning skills.</b></p>		

<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b>			FCS M 12.ID.8.a Interpret information provided on construction documents		
			FCS M 12.ID.8.b Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical and mechanical systems		
			FCS M 12.ID.8.c Draft an interior space to scale using architecture symbols		
			FCS M 12.ID.8.d Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features		
			FCS M 12.ID.8.e Demonstrate graphic communication skills (e.g., presentations, sketching)		
				<b>FCS M 12.TCD.7 Students will evaluate fiber and textile products and materials.</b>	
				FCS M 12.TCD.7.a Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers	



<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b>				FCS M 12.TCD.7.b Evaluate performance characteristics of textile fiber and fabrics	
				FCS M 12.TCD.7.c Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products	
<b>COLLEGE AND CAREER READINESS SKILLS</b>  Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Personal Responsibility		<b>FCS M 08.IL8.7</b> Students will appreciate new and creative ideas of others in order to provide constructive feedback.			
	<b>FCS M 06.IL6.9</b> Students identify recognize factors, constraints, goals, and relationships in a problem situation. (CCR M 8.1.F)	<b>FCS M 08.IL8.8</b> Students identify recognize factors, constraints, goals, and relationships in a problem situation. (CCR M 8.1.F)	<b>FCS M 12.ID.9</b> Students will evaluate factors, constraints, goals, and relationships in a problem situation. (CCR M 12.1.F)	<b>FCS M 12.TCD.8</b> Students will evaluate factors, constraints, goals, and relationships in a problem situation. (CCR M 12.1.F)	<b>FCS M 12.CD.7</b> Students will evaluate factors, constraints, goals, and relationships in a problem situation. (CCR M 12.1.F)
		<b>FCS M 08.IL8.9</b> Students will identify information, knowledge, and experience to generate original ideas. (CCR M 8.2.C)	<b>FCS M 12.ID.10</b> Students will utilize information, knowledge, and experience to generate original ideas and challenge assumptions. (CCR M 12.2.C)	<b>FCS M 12.TCD.9</b> Students will utilize information, knowledge, and experience to generate original ideas and challenge assumptions. (CCR M 12.2.C)	<b>FCS M 12.CD.8</b> Students will utilize information, knowledge, and experience to generate original ideas and challenge assumptions. (CCR M 12.2.C)
	<b>FCS M 06.IL6.10</b> Students will contribute to team-oriented projects, problem-solving activities, and assignments. (CCR M 8.3.A)	<b>FCS M 08.IL8.10</b> Students will contribute to team-oriented projects, problem-solving activities, and assignments. (CCR M 8.3.A)	<b>FCS M 12.ID.11</b> Contribute to team-oriented projects, problem-solving activities, and assignments. (CCR M 12.3.A)	<b>FCS M 12.TCD.10</b> Contribute to team-oriented projects, problem-solving activities, and assignments. (CCR M 12.3.A)	<b>FCS M 12.CD.9</b> Contribute to team-oriented projects, problem-solving activities, and assignments. (CCR M 12.3.A)
	<b>FCS M 06.IL6.11</b> Students will demonstrate the ability to manage time. (CCR M.8.4.D)	<b>FCS M 08.IL8.11</b> Students will demonstrate the ability to manage time. (CCR M.8.4.D)	<b>FCS M 12.ID.12</b> Students will demonstrate the ability to manage time. (CCR M 12.4.D)	<b>FCS M 12.TCD.11</b> Students will demonstrate the ability to manage time. (CCR M 12.4.D)	<b>FCS M 12.CD.10</b> Students will demonstrate the ability to manage time. (CCR M 12.4.D)

<b>COLLEGE AND CAREER READINESS SKILLS</b>	<b>FCS M 06.IL6.12</b> Students will demonstrate the ability to follow directions. (CCR M 8.4.E)	<b>FCS M 08.IL8.12</b> Students will demonstrate the ability to follow directions. (CCR M 8.4.E)	<b>FCS M 12.ID.13</b> Students will demonstrate the ability to follow directions. (CCR M 12.4.E)	<b>FCS M 12.TCD.12</b> Students will demonstrate the ability to follow directions. (CCR M 12.4.E)	
<b>INFORMATION MEDIA AND TECHNOLOGY SKILLS</b>  Evaluation, and use of Digital Resources / Technology		<b>FCS M 08.IL8.13</b> Students will apply design knowledge, skills, processes, and theories and communicate design ideas through oral, written, and visual presentations.	<b>FCS M 12.ID.14</b> Students will apply design knowledge, skills, processes, and theories and communicate design ideas through oral, written, and visual presentations.		<b>FCS M 12.CD.11</b> Students will apply design knowledge, skills, processes, and theories and communicate design ideas through oral, written, and visual presentations.
		FCS M 08.IL8.13.a Prepare sketches, elevations, and renderings using appropriate media	FCS M 12.ID.14.a Prepare sketches, elevations, and renderings using appropriate media		
		FCS M 08.IL8.13.b Create floor plans using architectural drafting skills and computer aided design software	FCS M 12.ID.14.b Utilize a variety of presentation media such as photography, video, computer, and software for client presentations		FCS M 12.CD.11.a Utilize a variety of presentation media such as photography, video, computer, and software for client presentations
			FCS M 12.ID.14.c Create floor plans using architectural drafting skills and computer aided design software		
	<b>FCS M 06.IL6.13</b> Use a variety of technological resources to solve problems. (Technology Comp. Standard)	<b>FCS M 08.IL8.14</b> Use a variety of technological resources to solve problems. (Technology Comp. Standard)	<b>FCS M 12.ID.15</b> Use a variety of technological resources to solve problems. (Technology Comp. Standard)	<b>FCS M 12.TCD.13</b> Use a variety of technological resources to solve problems. (Technology Comp. Standard)	<b>FCS M 12.CD.12</b> Use a variety of technological resources to solve problems. (Technology Comp. Standard)

<b>Course</b>	<b>Integrated Learning Lab 6/7</b>	<b>Integrated Learning Lab 8</b>	<b>Interior Design</b>	<b>Textiles &amp; Clothing Design</b>	<b>Creative Design</b>
Materials	PK-12 Wellness Studies Curriculum Planning Committee confirmed the Open Educational Resources (OER) and staff created resources		<i>Interior Design</i> (Goodheart-Willcox, 2017)	Open Educational Resources (OER)	<i>Interior Design</i> (Goodheart-Willcox, 2017)

<b>6-12 Human Development and Family Pathway Comprehensive Standards: Students will demonstrate knowledge and responsible decision-making skills related to human development and families.</b>			
<b>Pathway Standards and Indicators</b>			
<b>Strands</b>	<b>Child Care, Food and Nutrition 6/7</b>	<b>Child Development</b>	<b>Adult Life and Parenting</b>
<b>ACADEMIC SKILLS AND APPLICATIONS</b>		<b>FCS M 12.CDV.1</b> Students will learn and apply reading skills and strategies to comprehend text. (LA-Reading Comp. Standard)	<b>FCS M 12.ALP.1</b> Students will learn and apply reading skills and strategies to comprehend text. (LA-Reading Comp. Standard)
		<b>FCS M 12.CDV.2</b> Students will learn and apply writing skills and strategies to communicate. (LA-Writing Comp. Standard)	<b>FCS M 12.ALP.2</b> Students will learn and apply writing skills and strategies to communicate. (LA-Writing Comp. Standard)
	<b>FCS M 06.FN6.14</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of reasons. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 12.CDV.3</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of reasons. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 12.ALP.3</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of reasons. (LA-Speaking/Listening Comp. Standard)
		<b>FCS M 12.CDV.4</b> Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international level. (SS Comp. Standard)	<b>FCS M 12.ALP.4</b> Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international level. (SS Comp. Standard)
	<b>FCS M 06.FN6.15</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)	<b>FCS M 12.CDV.5</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)	<b>FCS M 12.ALP.5</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)
		<b>FCS M 12.CDV.6</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)	<b>FCS M 12.ALP.6</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)

<b>ACQUIRE, ALLOCATE, AND UTILIZE PERSONAL FAMILY AND COMMUNITY RESOURCES</b>			<b>FCS M 12.ALP.7</b> Students will evaluate the impact of resources on the individual and family (e.g., money, time, etc.).
			<b>FCS M 12.ALP.8</b> Students will evaluate the impact of life events on the individual and family (e.g., relationships, parenting, loss, education, employment, empty nest, health).
			FCS M 12.ALP.8.a Evaluate the impact of global influences
			<b>FCS M 12.ALP.9</b> Students will examine external support systems that provide services to families (e.g., social services, WIC, etc.).
<b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b>	<b>FCS M 06.FN6.16</b> Students will understand the development of a child.	<b>FCS M 12.CDV.7</b> Students will understand the development of a child.	<b>FCS M 12.ALP.10</b> Students will understand the development of a child.
	<b>FCS M 06.FN6.17</b> Students will recognize personal traits needed to care for children.	<b>FCS M 12.CDV.8</b> Students will analyze principles of human growth and development from prenatal to age 5 (e.g., developmental sequence, basic needs, independence).	<b>FCS M 12.ALP.11</b> Students will analyze principles of human growth and development across the lifespan.
	FCS M 06.FN6.17.a Understand the need for effective decision-making skills related to child care (e.g., maturity of child care provider, safe environment, etc.)	FCS M 12.CDV.8.a Analyze physical, emotional, social and intellectual development from prenatal to age 5	FCS M 12.ALP.11.a Analyze physical, emotional, social and intellectual development across the lifespan
		FCS M 12.CDV.8.b Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development from prenatal to age 5	FCS M 12.ALP.11.b Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development across the lifespan

<b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b>		FCS M 12.CDV.8.c Analyze research about human growth and development, including research on brain development from prenatal to age 5 (e.g., Piaget, Maslow, etc.)	
			<b>FCS M 12.ALP.12</b> <b>Students will analyze family systems that support human growth and development.</b>
			FCS M 12.ALP.12.a Analyze parenting practices
			FCS M 12.ALP.12.b Identify the impact of culture on family systems
<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO EMPLOYMENT, FAMILY, AND COMMUNITY</b>	<b>FCS M 06.FN6.18</b> <b>Students will meet basic human needs for infants and young children.</b>	<b>FCS M 12.CDV.9</b> <b>Students will examine and analyze conditions that influence human growth and development.</b>	<b>FCS M 12.ALP.13</b> <b>Students will examine and analyze conditions that influence human growth and development.</b>
	FCS M 06.FN6.18.a Select and prepare healthy snacks and meals for children	FCS M 12.CDV.9.a Describe impact of conditions on human development from prenatal to age 5 (e.g., health, career, mobility, etc.)	FCS M 12.ALP.13.a Describe impact of conditions on human development throughout the lifespan (e.g., health, career, mobility, etc.)
	FCS M 06.FN6.18.b Select and create activities that enhance physical, emotional, intellectual, and social development of children		
		<b>FCS M 12.CDV.10</b> <b>Students will analyze career paths within family and community services.</b>	<b>FCS M 12.ALP.14</b> <b>Students will analyze career paths within family and community services.</b>
<b>COLLEGE AND CAREER READINESS SKILLS</b> Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Personal Responsibility		<b>FCS M 12.CDV.11</b> <b>Students will recognize factors, constraints, goals, and relationships in a problem situation.</b> (CCR M 12.1.F)	<b>FCS M 12.ALP.15</b> <b>Students will recognize factors, constraints, goals, and relationships in a problem situation.</b> (CCR M 8.1.F)

<b>INFORMATION MEDIA AND TECHNOLOGY SKILLS</b>	<b>FCS M 06.FN6.19</b> <b>Comply with policies and regulations.</b> (CCR M 8.4.K)	<b>FCS M 12.CDV.12</b> <b>Comply with policies and regulations.</b> (CCR M 12.4.K)	<b>FCS M 12.ALP.16</b> <b>Comply with policies and regulations.</b> (CCR M 12.4.K)
Evaluation, and use of Digital Resources / Technology	FCS M 06.FN6.19.a Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources	FCS M 12.CDV.12.a Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources	FCS M 12.ALP.16.a Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources
		<b>FCS M 12.CDV.13</b> <b>Students will design, develop, and use digital learning activities to demonstrate knowledge and skills related to curriculum content.</b>	<b>FCS M 12.ALP.17</b> <b>Students will design, develop, and use digital learning activities to demonstrate knowledge and skills related to curriculum content.</b>
		FCS M 12.CDV.13.a Apply the practical reasoning process to child development concepts	FCS M 12.ALP.17.a Apply the practical reasoning process to parenting and adult life

<b>Course</b>	<b>Child Care, Food and Nutrition 6/7</b>	<b>Child Development</b>	<b>Adult Life and Parenting</b>
Materials	PK-12 Wellness Studies Curriculum Planning Committee confirmed the Open Educational Resources (OER) and staff created resources	<i>Child Development: Early Stages Through Age 12</i> (Goodheart-Willcox, 2016)	<i>Interpersonal Relationships</i> (Goodheart-Willcox, 2018)

## Appendix

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## 6-8 Proposed Course Changes

As part of the research process, creation of standards and indicators, and alignment of courses, the Curriculum Planning Committee determined which courses would best address the revised standards and indicators. In some cases, this meant revising, replacing, or abandoning courses, which resulted in the following proposed changes.

PREVIOUS COURSE(S)	PROPOSED COURSE	RATIONALE/IMPACT
Foods, Nutrition & Family Living <ul style="list-style-type: none"> <li>● 6<sup>th</sup> or 7<sup>th</sup> grade</li> <li>● Required Hexter</li> </ul>	Child Care, Food & Nutrition <ul style="list-style-type: none"> <li>● 6<sup>th</sup> or 7<sup>th</sup> grade</li> <li>● Hexter</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Focuses on problem-solving instructional approach related to food, nutrition and babysitting</li> </ul>
Textiles, Clothing & Design <ul style="list-style-type: none"> <li>● 6<sup>th</sup> or 7<sup>th</sup> grade</li> <li>● Required Hexter</li> </ul>	Integrated Learning Lab <ul style="list-style-type: none"> <li>● 6<sup>th</sup> or 7<sup>th</sup> grade</li> <li>● Hexter</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Focuses on problem-solving instructional approach related to such topics as health, science, math, technology, housing, textiles, etc.</li> </ul>
Career Planning <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Required Hexter</li> </ul>	Academic Seminar 8 <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Hexter</li> </ul>	<ul style="list-style-type: none"> <li>● Moved to Counseling Framework</li> <li>● Aligns to Counseling Standards and Indicators</li> </ul>
Designing Spaces <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Elective Hexter</li> </ul>	Integrated Learning Lab 8 <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Hexter</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Focuses on an integrated problem-solving instructional approach related to such topics as health, science, math, technology, housing, textiles, etc.</li> <li>● Addresses elective proposal within the 2016 Middle Level Schedule Review</li> </ul>
Foods for Teens <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Elective Hexter</li> </ul>	Food, Nutrition & Family Connections <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Hexter</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Focuses on problem-solving instructional approach related to food and nutrition</li> </ul>
Money Management <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Elective Hexter</li> </ul>	Course has been updated to a digital format	<ul style="list-style-type: none"> <li>● Content has been updated</li> <li>● Focuses on the relationship between earning, spending, and saving money while recognizing the impact of needs, wants and values</li> </ul>
Super Sewing <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Elective Hexter</li> </ul>	Retire this course	<ul style="list-style-type: none"> <li>● Transition to problem solving approach within an integrated learning lab</li> </ul>

## 6-8 Proposed Course Descriptions

### **5710 Child Care, Food and Nutrition**

**6 or 7 1 Hexter**

Course Description: Students will use problem-solving skills to identify and implement solutions for living in an ever-changing society. Problems will include kitchen safety, healthy choices, food preparation for independence, consumer skills, and babysitting.

### **5722 Integrated Learning Lab**

**6 or 7 1 Hexter**

Course Description: Students will work within problem and project-based investigations focused on current topics or projects that are relevant in today's world. This course will assist students in finding innovative solutions through analysis and collaboration on open-ended, experiential projects. Integrated topics and problems may include health, science, mathematics, and technology concepts and solutions as students solve new problems and adapt to new situations.

### **5810 Food, Nutrition and Family Connections**

**8 1 Hexter**

Course Description: Students will use food preparation techniques and equipment to prepare a variety of food. Students will learn about nutrition, food preparation methods, consumer skills, and ethnic dishes.

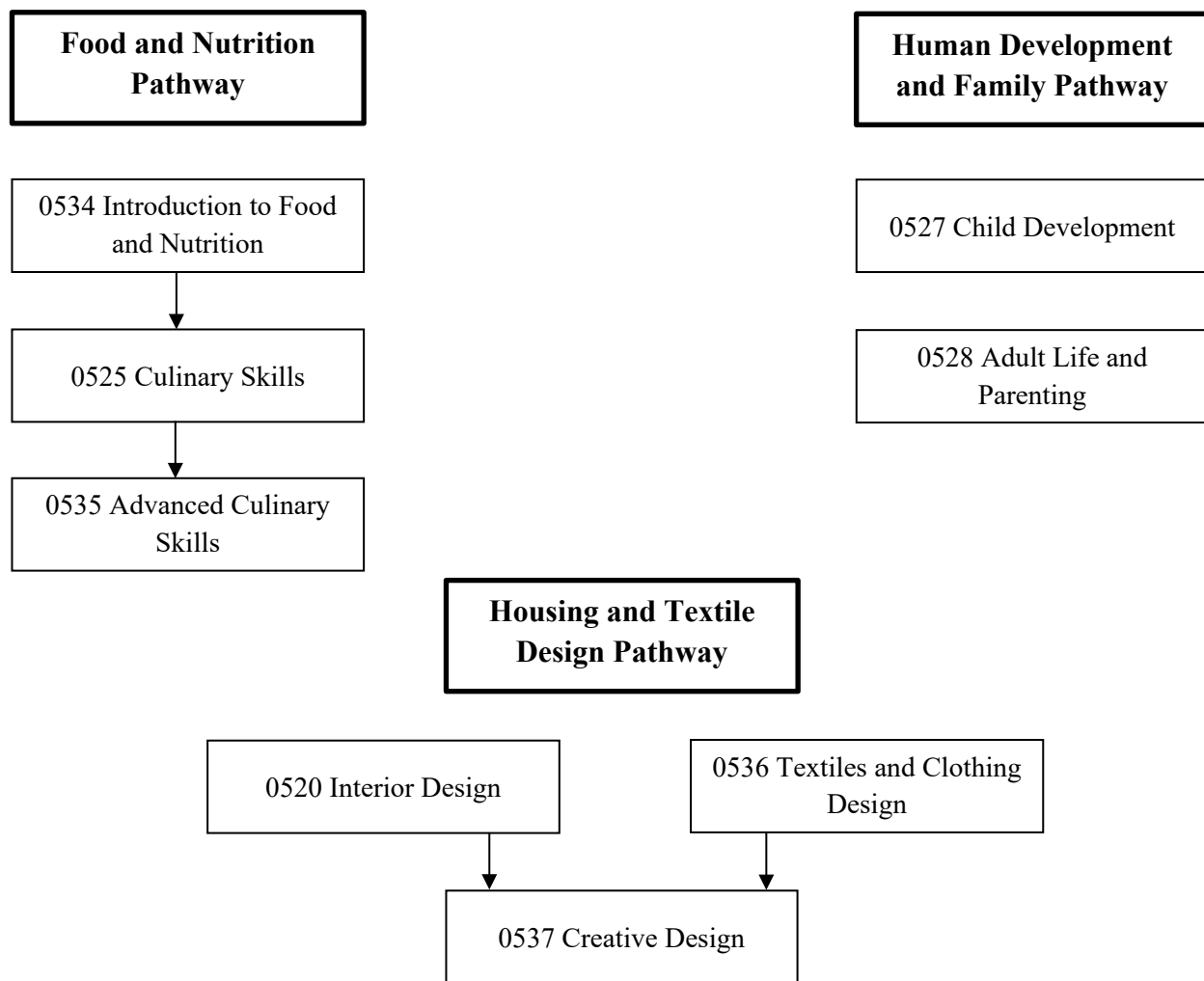
### **5822 Integrated Learning Lab 8**

**8 1 Hexter**

Course Description: Students will define an issue or interest and work within problem and project-based investigations focused on what is relevant in today's world. This course will assist students in finding innovative solutions through analysis and collaboration on open-ended, experiential projects. Integrated topics and problems may include health, science, mathematics, and technology concepts and solutions as students solve new problems and adapt to new situations.

## 9-12 FAMILY AND CONSUMER SCIENCES

### Family and Consumer Sciences Career Pathways and Courses



Students who have enrolled in Family and Consumer Sciences courses may participate in FCCLA: Family, Career and Community Leaders of America.

## 9-12 Proposed Course Changes

As part of the research process, creation of standards and indicators, and alignment of courses, the Curriculum Planning Committee determined which courses would best address the revised standards and indicators. In some cases, this meant revising, replacing, or abandoning courses, which resulted in the following proposed changes.

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Adult Living <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Adult Life and Parenting <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides a second course in the Human Development and Family Program of Study</li> </ul>
Child Development <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Child Development <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides an introductory course in the Human Development and Family Program of Study</li> </ul>
Clothing, Textiles and Design <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Textiles and Clothing Design <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Develops foundational skills to support to advanced studies in housing and textile design</li> </ul>
Creative Textiles <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Creative Design <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> <li>● Prerequisite: Interior Design or Textiles and Clothing Design</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides a capstone course to complete the Housing and Textiles Design Program of Study</li> </ul>
Culinary Skills <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Culinary Skills <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> <li>● Prerequisite: Introduction to Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides an intermediate course in the Food and Nutrition Program of Study</li> </ul>
Foods for Today <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Introduction to Food and Nutrition <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Develops foundational skills to support advanced studies in food and nutrition</li> </ul>
Interior Design <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Interior Design <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides an introductory course in the Housing and Textile Program of Study</li> </ul>
International Foods <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Advanced Culinary Skills <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> <li>● Prerequisite: Culinary Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides a capstone course to complete the Food and Nutrition Program of Study</li> </ul>

## 9-12 Proposed and Updated Course Descriptions

### **0534 Introduction to Food and Nutrition**

**5 Credits**

Course Description: Students will learn the basics of nutrition, food preparation and dietary decision-making utilizing digital resources and laboratory experiences. Students will incorporate skills to impact their present and future health and well-being.

**Prerequisites:** None

### **0525 Culinary Skills**

**5 Credits**

Course Description: Students will develop skills in safety, sanitation and basic food preparation techniques required in food preparation. This course is designed for students who want to expand their food preparation skills and/or pursue a career in culinary arts, food service, or the hospitality industry.

**Prerequisites:** Introduction to Food and Nutrition

### **0535 Advanced Culinary Skills**

**5 Credits**

Course Description: Students will advance their food preparation skills while applying management principles needed for the Food Service and Hospitality profession. This course will emphasize gourmet specialties, garnishes, and cultural influences.

**Prerequisites:** Culinary Skills

### **0520 Interior Design**

**5 Credits**

Course Description: Students will evaluate and create floor plans for residential and commercial spaces. Students will utilize the elements and principles of design to create aesthetically pleasing spaces while considering functionality and eco-friendly design. Interior design is a project oriented class that will use technology to enhance learning.

**Prerequisites:** None

### **0536 Textiles and Clothing Design**

**5 Credits**

Course Description: Students will learn clothing construction techniques and garment design while working individually and collaboratively. Students will research careers in the textile, clothing, and design industry to explore employment and entrepreneurial endeavors. Students will design and create their own textile project using digital sewing equipment and patterns.

**Prerequisites:** None

### **0537 Creative Design**

**5 Credits**

Course Description: Students will be using reasoning skills to solve practical-real world problems in the areas of fashion design and interior design. Students will create individualized design projects to be documented in a professional portfolio.

**Prerequisites:** Interior Design or Textiles and Clothing Design

### **0527 Child Development**

**5 Credits**

Course Description: Students will explore the physical, social, emotional, and intellectual factors that relate to the developing child from prenatal to age 5. This course will develop personal skills while also preparing students for child-related career fields by interacting with children, learning from guest speakers, and participating in problem-based scenarios. This course fulfills the Human Resources Graduation Requirement.

**Prerequisites:** None

**0528 Adult Life and Parenting****5 Credits**

Course Description: Students will analyze factors that influence human growth and development through a lifespan. Class activities will focus on impacts of life events, resource management, and support systems required throughout life. The course helps students enhance interpersonal relationships and understand the effect of these relationships on families, work, and society. This course fulfills the Human Resources Graduation Requirement.

**Prerequisites:** None

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for Montclair Chiller Replacement

**MEETING DATE:** February 19, 2018

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for Montclair Chiller Replacement – the review of bids and awarding of the contract for a chiller replacement at Montclair Elementary School.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This is a summer project funded with the proceeds from the 2013 bond issue.

Copies of the architect’s letter and the bid tab are attached. A representative from Morrissey Engineering will be present to answer any questions.

**OPTIONS AND ALTERNATIVES:** n/a


**RECOMMENDATION:** It is recommended that the contract for the Montclair Elementary School Chiller Replacement be awarded to Ray Martin Company in the amount of \$351,000.00 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate. This project will be done over the summer.

**RESPONSIBLE PERSON:** Chad Meisgeier, Chief Financial Officer

**SUPERINTENDENT’S APPROVAL:**  \_\_\_\_\_





mechanical | electrical | technology | commissioning

February 12, 2018

Millard Public Schools  
5606 South 147<sup>th</sup> Street  
Omaha, NE 68137

Attn: Chad Meisgeier

Project #17341: MPS Montclair Elementary School - Chiller Replacement

RE: Bid Proposals dated February 7, 2018

Chad:

Bids were received for the Montclair Elementary School Chiller Replacement project at the Don Stroh Administration Center Conference Room A on February 7, 2018 at 10:00 a.m. The project includes the replacement of two chillers.

Per the attached bid tab, seven bids were received. The low bid was submitted by the Ray Martin Company.

Our estimate for the project construction cost was \$350,000 (three hundred fifty thousand dollars). The Ray Martin Company has successfully completed several projects for MPS at both the primary and sub-contractor level. Therefore, we are recommending accepting the bid from the Ray Martin Company in the amount of \$351,000 (three hundred fifty one thousand dollars).

Please advise if you require any additional information.

Sincerely,

Nate Sheets, P.E.  
Project Manager

Enclosure

c: Ed Rockwell - Millard Public Schools

**PROJECT:** MPS Montclair Elementary School - Chiller Replacement

**BID DATE:** 2/7/2018

**BID TIME:** 10:00 a.m.

**MEI PROJECT NO.:** 17341



## BID TABULATION

BIDDERS	Base Bid	Completion Date Phase I	Completion Date Phase II	Addendum #1	Bid Bond	Comments
MMC	\$393,200	August 3, 2018	December 17, 2018	Yes	Yes	Chiller Manufacturer: York
Prairie Mechanical	\$557,600	August 3, 2018	December 17, 2018	Yes	Yes	Chiller Manufacturer: Daikin
Grunwald Mechanical	\$364,000	August 3, 2018	December 17, 2018	Yes	Yes	Chiller Manufacturer: York
Mechanical Systems	\$475,400	August 10, 2018	December 17, 2018	Yes	Yes	
Winn Construction / Mechanical In.	\$417,500	August 3, 2018	December 17, 2018	Yes	Yes	Chiller Manufacturer: York
Ray Martin Company	\$351,000	August 3, 2018	November 30, 2018	Yes	Yes	Chiller Manufacturer: York. Phase II Completion Date was changed in Addendum #1. Ray Martin is okay with the revised dates.
Mark Enterprises	\$431,260	August 10, 2018	December 17, 2018	Yes	Yes	

To replace existing chillers as specified, delivered and installed complete as described in construction documents dated 1/12/2018 for Chiller Replacement - Montclair Elementary School.

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for Montclair Fire Detection Replacement

**MEETING DATE:** February 19, 2018

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for Montclair Fire Detection Replacement – the review of bids and awarding of the contract for a fire detection replacement at Montclair Elementary School.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This is a summer project funded with the proceeds from the 2013 bond issue.

Copies of the architect’s letter and the bid tab are attached. A representative from Morrissey Engineering will be present to answer any questions.

**OPTIONS AND ALTERNATIVES:** n/a


**RECOMMENDATION:** It is recommended that the contract for the Montclair Elementary School Fire Detection Replacement be awarded to Downs Electric in the amount of \$137,537.00 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate. This project will be done over the summer.

**RESPONSIBLE PERSON:** Chad Meisgeier, Chief Financial Officer

**SUPERINTENDENT’S APPROVAL:** 

February 9, 2018

Millard Public Schools  
5606 South 147<sup>th</sup> Street  
Omaha, NE 68137

Attn: Ed Rockwell

Project #17347: Montclair Elementary Fire Detection Replacement  
RE: Bid Proposals dated February 8, 2018

Mr. Rockwell:

Bids were received for the West High School Fire Detection Replacement Phase I in Conference Room A at the Don Stroh Administration Center on February 8<sup>th</sup>, 2018 at 10:30 a.m. Per the attached bid tab, three bids were received. The low base bid was submitted by Downs Electric in the amount of \$137,537 (one hundred thirty seven thousand five hundred thirty seven dollars). Downs has satisfactorily completed several projects with Morrissey Engineering including similar fire alarm renovation projects.

The bid amount of \$137,537 is higher than the original estimate of \$91,500. Most of this difference is due to code compliance upgrades that were not known at the time of the estimate such as elevator improvements (adding a sump pump, new pit lighting, new recall features, etc.).

Following discussions with district staff, we recommend awarding the bid to Downs Electric in the amount of \$137,537 (one hundred thirty seven thousand five hundred thirty seven dollars).

Downs Electric indicated on their Bid Proposal they would finish by August 10<sup>th</sup>, 2018 per the specifications.

Please advise if you require any additional information.

Sincerely,



Jeff Hemje, PE

Enclosure

**PROJECT:** MPS Montclair School Fire Detection System Replacement

**BID DATE:** 2/8/2018  
**BID TIME:** 10:30 AM  
**MEI PROJECT NO.:** 17347



## BID TABULATION

BIDDERS	Base Bid	Addendum #1	Addendum #2	Bid Bond	Comments
Downs Electric	\$137,537	X	X	Yes	Bidder Acknowledged Awareness of Liquidated Damages
Hiller Electric	\$204,720	X	X	Yes	
Ray Martin Co.	\$139,769	X	X	Yes	Bidder Acknowledged Awareness of Liquidated Damages

Bids to replace the fire detection system at Montclair Elementary School as described in construction documents dated 1/10/18

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for Black Elk Hard Surface Play Area Improvements

**MEETING DATE:** February 19, 2018

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for Black Elk Hard Surface Play Area Improvements – the review of bids and awarding of the contract for hard surface play area improvements at Black Elk Elementary.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This is a summer project funded with the proceeds from the 2013 bond issue.

Copies of the architect’s letter and the bid tab are attached. A representative from Lamp Rynearson will be present to answer any questions.

**OPTIONS AND ALTERNATIVES:** n/a

**RECOMMENDATION:** It is recommended that the contract for the Black Elk Elementary Hard Surface Play Area Improvements be awarded to Dostal’s Construction Company in the amount of \$196,195.00 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.


**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate. This project will be done over the summer.

**RESPONSIBLE PERSON:** Chad Meisgeier, Chief Financial Officer

**SUPERINTENDENT’S APPROVAL:**



				DOSTAL'S CONSTRUCTION CO INC		SHAWMARK INC	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
1	MOBILIZATION	1	LS	8,000.00	\$8,000.00	10,880.00	\$10,880.00
2	SAW CUT PAVEMENT, FULL DEPTH	15	LF	10.00	\$150.00	30.84	\$462.60
3	REMOVE PAVEMENT	1,125	SY	15.00	\$16,875.00	5.76	\$6,480.00
4	REMOVE WOOD MULCH	330	SY	15.00	\$4,950.00	10.00	\$3,300.00
5	REMOVE AND SALVAGE ADJUSTABLE BASKETBALL HOOP	2	EA	300.00	\$600.00	1,000.00	\$2,000.00
6	REMOVE PLAYGROUND EQUIPMENT	2	EA	300.00	\$600.00	5,000.00	\$10,000.00
7	REMOVE BASKETBALL HOOP	2	EA	300.00	\$600.00	1,000.00	\$2,000.00
8	EXPLORATORY EXCAVATION (ASSUMED)	5	HR	150.00	\$750.00	138.00	\$690.00
9	EARTHWORK (UNSUITABLE EXCAVATION)	50	CY	30.00	<del>1,800.00</del> \$1,500.00	33.00	\$1,650.00
10	EARTHWORK - HAUL-OFF	100	CY	25.00	\$2,500.00	20.16	\$2,016.00
11	EARTHWORK - GENERAL GRADING AND SHAPING	1	LS	5,000.00	\$5,000.00	8,838.00	\$8,838.00
12	CONSTRUCT ROCK ACCESS ROAD	100	TN	20.00	\$2,000.00	24.72	\$2,472.00
13	FURNISH, INSTALL, AND MAINTAIN STRAW WATTLES	250	LF	4.00	\$1,000.00	10.00	\$2,500.00
14	CONSTRUCT CAST IN PLACE INLET WITH BEEHIVE GRATE AND CONCRETE APRON (1 EA)	1	EA	3,000.00	\$3,000.00	1,962.00	\$1,962.00
15	CONSTRUCT MANHOLE RING COLOR (1 EA)	1	EA	1,000.00	\$1,000.00	550.80	\$550.80
16	CONSTRUCT 12" STORM SEWER WITH PIPE BEDDING	300	LF	50.00	\$15,000.00	72.48	\$21,744.00
17	CONSTRUCT 54" I.D. FLATTOP MANHOLE (1 EA)	6	VF	1,500.00	\$9,000.00	708.00	\$4,248.00
18	CONNECT TO EXISTING CURB INLET	1	EA	1,000.00	\$1,000.00	2,708.00	\$2,708.00
19	UTILITY RELOCATION ALLOWANCE	1	LS	2,500.00	\$2,500.00	2,500.00	\$2,500.00
20	6" CONCRETE PAVEMENT - TYPE L65	1,700	SY	55.00	\$93,500.00	48.73	\$82,841.00
21	CONSTRUCT 6" INTEGRAL CURB (TYPE "A")	15	LF	30.00	\$450.00	9.21	\$138.15



				DOSTAL'S CONSTRUCTION CO INC		SHAWMARK INC	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
22	DRILL AND EPOXY NO. 5 X 1'-6" TIE BARS AT 4'-0" CENTER	72	EA	10.00	\$720.00	9.00	\$648.00
23	CONSTRUCT PLAY AREA PAVEMENT MARKINGS	1	LS	3,000.00	\$3,000.00	5,000.00	\$5,000.00
24	CONSTRUCT BOLLARD	1	EA	1,200.00	\$1,200.00	600.00	\$600.00
25	CONSTRUCT 48" HEIGHT BLACK VINYL- COATED CHAIN LINK FENCE	225	LF	40.00	\$9,000.00	27.00	\$6,075.00
26	CONSTRUCT 48" HEIGHT BLACK VINYL- COATED CHAIN LINK FENCE GATE	2	EA	700.00	\$1,400.00	1,200.00	\$2,400.00
27	CONSTRUCT RELOCATED ADJUSTABLE BASKETBALL HOOP	2	EA	600.00	\$1,200.00	1,000.00	\$2,000.00
28	FURNISH AND INSTALL ADJUSTABLE BASKETBALL HOOP	2	EA	3,000.00	\$6,000.00	3,490.00	\$6,980.00
29	SEEDING - TYPE "SUPERTURF II W/ LS"	0.3	AC	4,000.00	\$1,200.00	4,500.00	\$1,350.00
30	ROLLED EROSION CONTROL, TYPE II	1,000	SY	2.50	\$2,500.00	1.50	\$1,500.00
					196,495.00		198,783.95
<b>TOTAL BID AMOUNT</b>					\$196,195.00		\$196,533.55



## LAMP RYNEARSON

14710 West Dodge Road, Suite 100  
 Omaha, Nebraska 68154  
 [P] 402.496.2498  
 [F] 402.496.2730  
 www.LRA-inc.com

February 14, 2018

Mr. Steve Mainelli  
 Millard Public Schools  
 13906 F Street  
 Omaha, NE 68137

REFERENCE: MPS Black Elk Elementary  
 Hard Surface Play Area Improvements  
 LRA Job No. 0117106.01-020/320

Dear Mr. Mainelli:

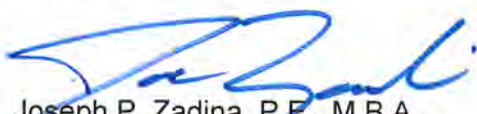
Bids were opened for the MPS Black Elementary Hard Surface Play Area Improvements on Tuesday, February 13. Dostal's Const. Co., Inc. submitted the low bid of \$196,195.00. This amount is above the project budget of \$170,000.00.

The low bidder has previously successfully completed this type of work for our clients and is qualified to complete this project within the required contract time. We recommend award of the contract to Dostal's Const. Co., Inc.

Please inform us if award of the contract is to be made, so that we may prepare the necessary contracts.

Sincerely,

LAMP RYNEARSON



Joseph P. Zadina, P.E., M.B.A.  
 Project Manager

Enclosure

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LAMP RYNEARSON COMPANIES



## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for MNHS Northeast Parking Improvements

**MEETING DATE:** February 19, 2018

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for MNHS Northeast Parking Improvements – the review of bids and awarding of the contract for northeast parking improvements at Millard North High School.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This is a summer project funded with the proceeds from the 2013 bond issue.  
  
Copies of the architect’s letter and the bid tab are attached. A representative from Lamp Rynearson will be present to answer any questions.

**OPTIONS AND ALTERNATIVES:** n/a


**RECOMMENDATION:** It is recommended that the contract for the Millard North High School Northeast Parking Improvements awarded to Swain Construction in the amount of \$294,902.35 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate. This project will be done over the summer.

**RESPONSIBLE PERSON:** Chad Meisgeier, Chief Financial Officer

**SUPERINTENDENT’S APPROVAL:** 



## LAMP RYNEARSON

14710 West Dodge Road, Suite 100  
 Omaha, Nebraska 68154  
 [P] 402.496.2498  
 [F] 402.496.2730  
 www.LRA-inc.com

February 8, 2018

Mr. Steve Mainelli  
 Millard Public Schools  
 13906 F Street  
 Omaha, NE 68137

REFERENCE: Millard Public Schools  
 Millard North High School NE Parking Improvements  
 LRA Job No. 0117104.01-020/320

Dear Mr. Mainelli:

Enclosed is the tabulation of the bids for the above-referenced project. Bids were opened on Wednesday, February 7, 2018. Swain Construction, Inc. submitted the low bid of \$294,902.35. While this amount is below the most recent engineer's estimate of \$312,412.25, it is over the project budget which was based on an original estimate of \$275,000.00.

The low bidder has previously successfully completed this type of work for our clients and is qualified to complete this project within the required contract time. We recommend award of the contract to Swain Construction, Inc.

Please inform us if award of the contract is to be made, so that we may prepare the necessary contracts.

Sincerely,

LAMP RYNEARSON

Joseph P. Zadina, P.E., M.B.A.  
 Project Manager

Enclosure

Cg\LA\Engineering\0117104 MPS North HS NE Parking Lot Reconstruction\ADMIN\BIDPROP SWAIN 180208.docx

### LAMP RYNEARSON COMPANIES



BIDDERS 1-4				SWAIN CONSTRUCTION INC		MACKIE CONSTRUCTION INC		CBJ CONST CO INC		TR CONSTRUCTION	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
1	MOBILIZATION	1	LS	3,378.00	\$3,378.00	5,834.40	\$5,834.40	8,247.00	\$8,247.00	12,581.00	\$12,581.00
2	CLEARING AND GRUBBING TREES OVER 9" TO 18" DIAMETER	1	EA	334.00	\$334.00	589.05	\$589.05	400.00	\$400.00	575.00	\$575.00
3	REMOVE PAVEMENT	3,440	SY	6.85	\$23,564.00	3.82	\$13,140.80	5.85	\$20,124.00	9.20	\$31,648.00
4	REMOVE CONCRETE SIDEWALK	2,595	SF	0.96	\$2,491.20	0.90	\$2,335.50	0.65	\$1,686.75	1.73	\$4,489.35
5	SAW CUT - FULL DEPTH	925	LF	4.20	\$3,885.00	3.66	\$3,385.50	4.00	\$3,700.00	2.30	\$2,127.50
6	REMOVE PAVEMENT MARKINGS	650	LF	2.34	\$1,521.00	1.69	\$1,098.50	2.00	\$1,300.00	1.73	\$1,124.50
7	REMOVE BARRICADES	2	EA	134.00	\$268.00	280.50	\$561.00	60.00	\$120.00	288.00	\$576.00
8	REMOVE AND SALVAGE ACCESSIBLE SIGNAGE AND TRAFFIC SIGNAGE	11	EA	87.45	\$961.95	41.23	\$453.53	50.00	\$550.00	57.50	\$632.50
9	EXPLORATORY EXCAVATION (ASSUMED)	20	HR	139.00	\$2,780.00	129.03	\$2,580.60	50.00	\$1,000.00	144.00	\$2,880.00
10	EARTHWORK - HAUL OFF (ASSUMED)	245	CY	14.75	\$3,613.75	14.14	\$3,464.30	9.00	\$2,205.00	13.80	\$3,381.00
11	REMOVE AND REPLACE UNSUITABLE MATERIAL (ASSUMED)	100	CY	21.35	\$2,135.00	30.86	\$3,086.00	14.00	\$1,400.00	20.70	\$2,070.00
12	REMOVE, SALVAGE, AND RELOCATE GATE	1	LS	2,568.00	\$2,568.00	1,178.10	\$1,178.10	800.00	\$800.00	1,055.00	\$1,055.00
13	REMOVE 12" OR SMALLER SEWER PIPE	25	LF	16.15	\$403.75	33.66	\$841.50	19.00	\$475.00	11.50	\$287.50
14	REMOVE, SALVAGE, AND RELOCATE FIRE HYDRANT	1	LS	11,201.00	\$11,201.00	3,247.07	\$3,247.07	7,520.00	\$7,520.00	4,025.00	\$4,025.00
15	REMOVE GRATE INLET	2	EA	405.00	\$810.00	504.90	\$1,009.80	200.00	\$400.00	345.00	\$690.00
16	REMOVE CURB RAMP	1	EA	151.00	\$151.00	179.52	\$179.52	200.00	\$200.00	230.00	\$230.00
17	GENERAL GRADING AND SHAPING	1	LS	2,420.00	\$2,420.00	10,788.03	\$10,788.03	2,500.00	\$2,500.00	1,150.00	\$1,150.00
18	CONSTRUCT ROCK ACCESS ROAD	100	TN	34.85	\$3,485.00	23.12	\$2,312.00	14.00	\$1,400.00	57.50	\$5,750.00
19	SUBGRADE PREPARATION	3,750	SY	2.30	\$8,625.00	1.80	\$6,750.00	3.00	\$11,250.00	9.20	\$34,500.00

BIDDERS 1-4				SWAIN CONSTRUCTION INC		MACKIE CONSTRUCTION INC		CBJ CONST CO INC		TR CONSTRUCTION	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
20	CONSTRUCT 7" PC CONCRETE PAVEMENT (TYPE L65)	3,450	SY	38.15	\$131,617.50	38.32	\$132,204.00	45.90	\$158,355.00	34.41	\$118,714.50
21	CONSTRUCT 5" PC CONCRETE SIDEWALK	2,800	SF	4.34	\$12,152.00	4.93	\$13,804.00	4.30	\$12,040.00	3.74	\$10,472.00
22	CONSTRUCT CURB RAMP	7	EA	375.00	\$2,625.00	352.36	\$2,466.52	580.00	\$4,060.00	503.00	\$3,521.00
23	CONSTRUCT DETECTABLE WARNING PANEL	56	SF	11.65	\$652.40	18.41	\$1,030.96	15.60	\$873.60	24.00	\$1,344.00
24	DRILL AND EPOXY NO. 5 X 1'-6" TIE BARS AT 4'-0" CENTER	240	EA	5.01	\$1,202.40	4.41	\$1,058.40	7.40	\$1,776.00	15.10	\$3,624.00
25	CONSTRUCT SALVAGED SIGN WITH 8' GALVANIZED "U" CHANNEL POST	8	EA	201.00	\$1,608.00	168.30	\$1,346.40	340.00	\$2,720.00	173.00	\$1,384.00
26	CONSTRUCT SIGN WITH 8' GALVANIZED "U" CHANNEL POST	5	EA	223.00	\$1,115.00	252.45	\$1,262.25	390.00	\$1,950.00	259.00	\$1,295.00
27	CONSTRUCT PERMANENT PAINT MARKING - 4" WHITE	580	LF	0.50	\$290.00	0.74	\$429.20	0.70	\$406.00	0.75	\$435.00
28	CONSTRUCT PERMANENT PAINT MARKING - 4" YELLOW	750	LF	0.50	\$375.00	0.74	\$555.00	0.70	\$525.00	0.75	\$562.50
29	CONSTRUCT PERMANENT PAINT MARKING ON TYPE A CURB - RED	450	LF	1.28	\$576.00	1.13	\$508.50	2.00	\$900.00	1.15	\$517.50
30	CONSTRUCT PERMANENT PAINT MARKING ON TYPE A CURB - WHITE	300	LF	1.28	\$384.00	1.13	\$339.00	2.00	\$600.00	1.15	\$345.00
31	CONSTRUCT WHITE DIRECTIONAL ARROW MARKING	1	EA	66.85	\$66.85	28.05	\$28.05	800.00	\$800.00	28.80	\$28.80
32	CONSTRUCT WHITE CROSSWALK STRIPING	280	LF	3.34	\$935.20	2.81	\$786.80	2.00	\$560.00	2.88	\$806.40
33	UTILITY RELOCATION ALLOWANCE (ASSUMED)	1	LS	5,000.00	\$5,000.00	5,000.00	\$5,000.00	5,000.00	\$5,000.00	5,000.00	\$5,000.00
34	CONSTRUCT INLET PROTECTION	6	EA	217.00	\$1,302.00	280.50	\$1,683.00	250.00	\$1,500.00	224.00	\$1,344.00

BIDDERS 1-4				SWAIN CONSTRUCTION INC		MACKIE CONSTRUCTION INC		CBJ CONST CO INC		TR CONSTRUCTION		
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	
35	CONSTRUCT 12" STORM SEWER WITH PIPE BEDDING	140	LF	36.80	\$5,152.00	39.56	\$5,538.40	31.80	\$4,452.00	49.50	\$6,930.00	
36	CONSTRUCT NYLOPLAST 2' x 3' DIAGONAL GRATE CURB INLET	3	EA	2,634.00	\$7,902.00	2,528.99	\$7,586.97	2,250.00	\$6,750.00	1,802.00	\$5,406.00	
37	CONSTRUCT 12" PIPE PLUG	1	EA	252.00	\$252.00	167.18	\$167.18	200.00	\$200.00	166.00	\$166.00	
38	IRRIGATION SYSTEM MODIFICATION ALLOWANCE	1	LS	2,500.00	\$2,500.00	2,500.00	\$2,500.00	2,500.00	\$2,500.00	2,500.00	\$2,500.00	
39	SEEDING, TYPE "SUPERTURF II LS"	0.5	AC	2,508.00	\$1,254.00	4,488.00	\$2,244.00	4,200.00	\$2,100.00	2,588.00	\$1,294.00	
40	ROLLED EROSION CONTROL MATTING, TYPE "II"	2,500	SY	1.34	\$3,350.00	1.97	\$4,925.00	2.00	\$5,000.00	1.38	\$3,450.00	
41	FURNISH AND INSTALL CONDITIONED SOILS	9,250	SF	0.45	\$4,162.50	0.45	\$4,162.50	0.45	\$4,162.50	0.46	\$4,255.00	
42	CONSTRUCT SILT FENCE	290	LF	2.98	\$864.20	4.49	\$1,302.10	3.10	\$899.00	2.88	\$835.20	
43	REMOVE SILT FENCE	290	LF	0.56	\$162.40	1.13	\$327.70	1.00	\$290.00	0.58	\$168.20	
44	CONSTRUCT TREE PROTECTION	8	EA	201.00	\$1,608.00	280.50	\$2,244.00	0.00	\$0.00	115.00	\$920.00	
45	PARKING LOT LIGHTING	1	LS	24,983.00	\$24,983.00	36,835.26	\$36,835.26	18,327.00	\$18,327.00	17,950.00	\$17,950.00	
46	INSTALL CORALBURST CRABAPPLE	6	EA	256.00	\$1,536.00	258.06	\$1,548.36	275.00	\$1,650.00	265.00	\$1,590.00	
47	INSTALL PRINCETON SENTRY GINKGO	5	EA	290.00	\$1,450.00	291.72	\$1,458.60	400.00	\$2,000.00	299.00	\$1,495.00	
48	INSTALL HARDWOOD MULCH	35	CY	33.45	\$1,170.75	33.66	\$1,178.10	50.00	\$1,750.00	34.50	\$1,207.50	
49	CONSTRUCT PERMANENT HANDICAP ACCESSIBLE SYMBOL AND SIGN	4	EA	524.00	\$2,096.00	28.05	\$112.20	90.00	\$360.00	288.00	\$1,152.00	
50	CONSTRUCT 2" PVC (IRRIGATION SLEEVE)	50	LF	5.83	\$291.50	11.22	\$561.00	8.00	\$400.00	13.10	\$655.00	
51	BARRICADES AND WARNING SIGNS	60	DAY	27.85	\$1,671.00	57.23	\$3,433.80	30.00	\$1,800.00	32.00	\$1,920.00	
<b>TOTAL BID AMOUNT</b>						\$294,902.35		\$301,462.45		\$309,983.85		\$311,059.95



BIDDERS 5-7				SHAWMARK INC		TAB CONSTRUCTION CO		MIDWEST DCM	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
1	MOBILIZATION	1	LS	10,717.73	\$10,717.73	21,830.00	\$21,830.00	26,830.00	\$26,830.00
2	CLEARING AND GRUBBING TREES OVER 9" TO 18" DIAMETER	1	EA	603.75	\$603.75	515.20	\$515.20	360.00	\$360.00
3	REMOVE PAVEMENT	3,440	SY	3.91	\$13,450.40	7.85	\$27,004.00	9.00	\$30,960.00
4	REMOVE CONCRETE SIDEWALK	2,595	SF	0.92	\$2,387.40	1.90	\$4,930.50	1.30	\$3,373.50
5	SAW CUT - FULL DEPTH	925	LF	4.60	\$4,255.00	3.45	\$3,191.25	3.00	\$2,775.00
6	REMOVE PAVEMENT MARKINGS	650	LF	2.42	\$1,573.00	2.40	\$1,560.00	1.50	\$975.00
7	REMOVE BARRICADES	2	EA	250.00	\$500.00	85.00	\$170.00	350.00	\$700.00
8	REMOVE AND SALVAGE ACCESSIBLE SIGNAGE AND TRAFFIC SIGNAGE	11	EA	50.00	\$550.00	60.00	\$660.00	195.00	\$2,145.00
9	EXPLORATORY EXCAVATION (ASSUMED)	20	HR	132.25	\$2,645.00	182.30	\$3,646.00	150.00	\$3,000.00
10	EARTHWORK - HAUL OFF (ASSUMED)	245	CY	14.49	\$3,550.05	28.60	\$7,007.00	15.00	\$3,675.00
11	REMOVE AND REPLACE UNSUITABLE MATERIAL (ASSUMED)	100	CY	31.63	\$3,163.00	34.35	\$3,435.00	25.00	\$2,500.00
12	REMOVE, SALVAGE, AND RELOCATE GATE	1	LS	2,000.00	\$2,000.00	1,717.30	\$1,717.30	700.00	\$700.00
13	REMOVE 12" OR SMALLER SEWER PIPE	25	LF	34.50	\$862.50	36.40	\$910.00	35.00	\$875.00
14	REMOVE, SALVAGE, AND RELOCATE FIRE HYDRANT	1	LS	3,328.10	\$3,328.10	3,398.90	\$3,398.90	7,900.00	\$7,900.00
15	REMOVE GRATE INLET	2	EA	517.50	\$1,035.00	568.60	\$1,137.20	650.00	\$1,300.00
16	REMOVE CURB RAMP	1	EA	184.00	\$184.00	1.15	\$1.15	250.00	\$250.00
17	GENERAL GRADING AND SHAPING	1	LS	3,582.25	\$3,582.25	7,725.00	\$7,725.00	1,500.00	\$1,500.00
18	CONSTRUCT ROCK ACCESS ROAD	100	TN	23.69	\$2,369.00	30.10	\$3,010.00	32.00	\$3,200.00
19	SUBGRADE PREPARATION	3,750	SY	1.84	\$6,900.00	3.60	\$13,500.00	6.00	\$22,500.00

BIDDERS 5-7				SHAWMARK INC		TAB CONSTRUCTION CO		MIDWEST DCM	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
20	CONSTRUCT 7" PC CONCRETE PAVEMENT (TYPE L65)	3,450	SY	42.24	\$145,728.00	44.80	\$154,560.00	47.00	\$162,150.00
21	CONSTRUCT 5" PC CONCRETE SIDEWALK	2,800	SF	4.40	\$12,320.00	4.50	\$12,600.00	5.00	\$14,000.00
22	CONSTRUCT CURB RAMP	7	EA	156.02	\$1,092.14	501.80	\$3,512.60	500.00	\$3,500.00
23	CONSTRUCT DETECTABLE WARNING PANEL	56	SF	25.63	\$1,435.28	19.90	\$1,114.40	35.00	\$1,960.00
24	DRILL AND EPOXY NO. 5 X 1'-6" TIE BARS AT 4'-0" CENTER	240	EA	8.88	\$2,131.20	4.75	\$1,140.00	9.00	\$2,160.00
25	CONSTRUCT SALVAGED SIGN WITH 8' GALVANIZED "U" CHANNEL POST	8	EA	207.00	\$1,656.00	206.10	\$1,648.80	225.00	\$1,800.00
26	CONSTRUCT SIGN WITH 8' GALVANIZED "U" CHANNEL POST	5	EA	230.00	\$1,150.00	229.00	\$1,145.00	350.00	\$1,750.00
27	CONSTRUCT PERMANENT PAINT MARKING - 4" WHITE	580	LF	0.52	\$301.60	0.50	\$290.00	1.00	\$580.00
28	CONSTRUCT PERMANENT PAINT MARKING - 4" YELLOW	750	LF	0.52	\$390.00	0.50	\$375.00	1.50	\$1,125.00
29	CONSTRUCT PERMANENT PAINT MARKING ON TYPE A CURB - RED	450	LF	1.32	\$594.00	1.30	\$585.00	1.50	\$675.00
30	CONSTRUCT PERMANENT PAINT MARKING ON TYPE A CURB - WHITE	300	LF	1.32	\$396.00	1.30	\$390.00	1.50	\$450.00
31	CONSTRUCT WHITE DIRECTIONAL ARROW MARKING	1	EA	69.00	\$69.00	68.70	\$68.70	550.00	\$550.00
32	CONSTRUCT WHITE CROSSWALK STRIPING	280	LF	3.45	\$966.00	3.45	\$966.00	2.00	\$560.00
33	UTILITY RELOCATION ALLOWANCE (ASSUMED)	1	LS	5,000.00	\$5,000.00	5,000.00	\$5,000.00	5,000.00	\$5,000.00
34	CONSTRUCT INLET PROTECTION	6	EA	201.25	\$1,207.50	223.30	\$1,339.80	95.00	\$570.00
35	CONSTRUCT 12" STORM SEWER WITH PIPE BEDDING	140	LF	40.54	\$5,675.60	35.85	\$5,019.00	52.00	\$7,280.00

BIDDERS 5-7				SHAWMARK INC		TAB CONSTRUCTION CO		MIDWEST DCM	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
36	CONSTRUCT NYLOPLAST 2' x 3' DIAGONAL GRATE CURB INLET	3	EA	2,592.10	\$7,776.30	2,207.60	\$6,622.80	3,300.00	\$9,900.00
37	CONSTRUCT 12" PIPE PLUG	1	EA	171.35	\$171.35	126.60	\$126.60	750.00	\$750.00
38	IRRIGATION SYSTEM MODIFICATION ALLOWANCE	1	LS	2,500.00	\$2,500.00	2,500.00	\$2,500.00	2,500.00	\$2,500.00
39	SEEDING, TYPE "SUPERTURF II LS"	0.5	AC	4,600.00	\$2,300.00	1,431.10	\$715.55	6,000.00	\$3,000.00
40	ROLLED EROSION CONTROL MATTING, TYPE "II"	2,500	SY	1.67	\$4,175.00	1.25	\$3,125.00	1.70	\$4,250.00
41	FURNISH AND INSTALL CONDITIONED SOILS	9,250	SF	0.99	\$9,157.50	0.50	\$4,625.00	0.50	\$4,625.00
42	CONSTRUCT SILT FENCE	290	LF	3.28	\$951.20	3.45	\$1,000.50	5.00	\$1,450.00
43	REMOVE SILT FENCE	290	LF	0.75	\$217.50	1.70	\$493.00	2.00	\$580.00
44	CONSTRUCT TREE PROTECTION	8	EA	345.00	\$2,760.00	94.45	\$755.60	150.00	\$1,200.00
45	PARKING LOT LIGHTING	1	LS	37,754.50	\$37,754.50	37,587.00	\$37,587.00	20,514.00	\$20,514.00
46	INSTALL CORALBURST CRABAPPLE	6	EA	703.05	\$4,218.30	343.50	\$2,061.00	396.00	\$2,376.00
47	INSTALL PRINCETON SENTRY GINKGO	5	EA	799.11	\$3,995.55	343.50	\$1,717.50	535.00	\$2,675.00
48	INSTALL HARDWOOD MULCH	35	CY	91.03	\$3,186.05	51.50	\$1,802.50	35.00	\$1,225.00
49	CONSTRUCT PERMANENT HANDICAP ACCESSIBLE SYMBOL AND SIGN	4	EA	57.5	\$230.00	57.25	\$229.00	675.00	\$2,700.00
50	CONSTRUCT 2" PVC (IRRIGATION SLEEVE)	50	LF	7.88	\$394.00	8.25	\$412.50	18.00	\$900.00
51	BARRICADES AND WARNING SIGNS	60	DAY	28.75	\$1,725.00	28.60	\$1,716.00	75.00	\$4,500.00
	<b>TOTAL BID AMOUNT</b>				\$325,280.75		\$360,592.35		\$382,773.50

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for MWHS Entry Plaza Improvements Phase I

**MEETING DATE:** February 19, 2018

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for MWHS Entry Plaza Improvements Phase I – the review of bids and awarding of the contract for entry plaza improvements (Phase I) at Millard West High School.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This is a summer project funded with the proceeds from the 2013 bond issue.

Copies of the architect’s letter and the bid tab are attached. A representative from Lamp Rynearson will be present to answer any questions.

**OPTIONS AND ALTERNATIVES:** n/a

**RECOMMENDATION:** It is recommended that the contract for the Millard West High School Entry Plaza Improvements Phase I be awarded to CBJ Construction Company in the amount of \$129,780.00 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate. This project will be done over the summer.

**RESPONSIBLE PERSON:** Chad Meisgeier, Chief Financial Officer

**SUPERINTENDENT’S APPROVAL:**

-  -

				CBJ CONST CO INC		MIDWEST DCM		TR CONSTRUCTION		MACKIE CONSTRUCTION INC		SWAIN CONSTRUCTION INC		BYRNE & JONES ENTERPRISES INC	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
1	GENERAL GRADING AND SHAPING	1	LS	4,018.70	\$4,018.70	1,815.00	\$1,815.00	5,387.00	\$5,387.00	13,794.48	\$13,794.48	7,722.00	\$7,722.00	4,400.00	\$4,400.00
2	EARTHWORK EXCAVATION (ESTABLISHED QUANTITY)	105	CY	12.00	\$1,260.00	19.80	\$2,079.00	15.40	\$1,617.00	32.50	\$3,412.50	24.85	\$2,609.25	42.75	\$4,488.75
3	REMOVE 6" DIAMETER OR SMALLER TREE	5	EA	60.00	\$300.00	120.00	\$600.00	266.00	\$1,330.00	464.51	\$2,322.55	342.00	\$1,710.00	111.00	\$555.00
4	SAW CUT - FULL DEPTH	220	LF	4.00	\$880.00	2.40	\$528.00	4.52	\$994.40	5.64	\$1,240.80	5.37	\$1,181.40	5.00	\$1,100.00
5	REMOVE CONCRETE SIDEWALK	14,700	SF	0.65	\$9,555.00	0.87	\$12,789.00	1.13	\$16,611.00	0.84	\$12,348.00	1.25	\$18,375.00	1.30	\$19,110.00
6	REMOVE, SALVAGE, AND RELOCATE LIGHTPOLE	5	EA	2,555.00	\$12,775.00	2,673.00	\$13,365.00	4,115.00	\$20,575.00	4,037.47	\$20,187.35	3,774.00	\$18,870.00	3,800.00	\$19,000.00
7	REMOVE LIGHTPOLE BASE	5	EA	75.00	\$375.00	180.00	\$900.00	836.00	\$4,180.00	211.14	\$1,055.70	319.00	\$1,595.00	425.00	\$2,125.00
8	REMOVE CONCRETE BOLLARD LIGHT	1	EA	300.00	\$300.00	525.00	\$525.00	701.00	\$701.00	727.26	\$727.26	319.00	\$319.00	686.00	\$686.00
9	REMOVE, SALVAGE AND REINSTALL SIGN WITH 8" GALVANIZED "U" CHANNEL POST	1	EA	250.00	\$250.00	180.00	\$180.00	226.00	\$226.00	174.76	\$174.76	247.00	\$247.00	276.00	\$276.00
10	REMOVE, SALVAGE, AND REINSTALL CONCRETE BENCH	13	EA	150.00	\$1,950.00	196.00	\$2,548.00	254.00	\$3,302.00	204.09	\$2,653.17	298.00	\$3,874.00	750.00	\$9,750.00
11	REMOVE CONCRETE PLANTER CURB	180	LF	4.00	\$720.00	5.40	\$972.00	11.30	\$2,034.00	10.56	\$1,900.80	8.94	\$1,609.20	6.10	\$1,098.00
12	CONSTRUCT 5" PC CONCRETE SIDEWALK	380	SF	4.80	\$1,824.00	5.00	\$1,900.00	6.80	\$2,584.00	7.09	\$2,694.20	6.32	\$2,401.60	9.40	\$3,572.00
13	CONSTRUCT 7" PC CONCRETE SIDEWALK	8,400	SF	4.90	\$41,160.00	5.28	\$44,352.00	4.37	\$36,708.00	4.87	\$40,908.00	6.94	\$58,296.00	9.00	\$75,600.00
14	CONSTRUCT CONCRETE CURB RAMP	2	EA	480.00	\$960.00	862.50	\$1,725.00	1,265.00	\$2,530.00	720.00	\$1,440.00	900.00	\$1,800.00	850.00	\$1,700.00
15	CONSTRUCT DETECTABLE WARNING PANEL	28	SF	15.60	\$436.80	49.50	\$1,386.00	23.30	\$652.40	27.46	\$768.88	13.65	\$382.20	26.00	\$728.00
16	CONSTRUCT 6" X 14" PC CONCRETE CURB	260	LF	21.60	\$5,616.00	33.90	\$8,814.00	23.90	\$6,214.00	42.91	\$11,156.60	59.20	\$15,392.00	70.00	\$18,200.00
17	CONSTRUCT 8" COLLECTOR PIPE WITH PIPE BEDDING	155	LF	35.60	\$5,518.00	30.00	\$4,650.00	33.10	\$5,130.50	30.86	\$4,783.30	40.20	\$6,231.00	38.00	\$5,890.00
18	CONSTRUCT 12" COLLECTOR PIPE WITH PIPE BEDDING	70	LF	37.60	\$2,632.00	33.00	\$2,310.00	35.50	\$2,485.00	49.27	\$3,448.90	45.75	\$3,202.50	45.00	\$3,150.00
19	CONSTRUCT CONNECTION TO EXISTING INLET	1	EA	500.00	\$500.00	880.00	\$880.00	565.00	\$565.00	3,470.91	\$3,470.91	687.00	\$687.00	500.00	\$500.00
20	CONSTRUCT 12" DRAIN BASIN WITH PC CONCRETE APRON	3	EA	1,996.00	\$5,988.00	2,255.00	\$6,765.00	1,150.00	\$3,450.00	1,148.37	\$3,445.11	1,357.00	\$4,071.00	725.00	\$2,175.00

				CBJ CONST CO INC		MIDWEST DCM		TR CONSTRUCTION		MACKIE CONSTRUCTION INC		SWAIN CONSTRUCTION INC		BYRNE & JONES ENTERPRISES INC	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
21	CONSTRUCT 24" DRAIN BASIN WITH PC CONCRETE APRON	1	EA	2,668.00	\$2,668.00	2,970.00	\$2,970.00	2,124.00	\$2,124.00	2,158.32	\$2,158.32	2,047.00	\$2,047.00	930.00	\$930.00
22	CONSTRUCT 2 X 2" PVC CONDUIT	70	LF	5.00	\$350.00	11.00	\$770.00	15.20	\$1,064.00	18.43	\$1,290.10	11.95	\$836.50	17.40	\$1,218.00
23	UTILITY RELOCATION ALLOWANCE	1	LS	5,000.00	\$5,000.00	5,000.00	\$5,000.00	5,000.00	\$5,000.00	5,000.00	\$5,000.00	5,000.00	\$5,000.00	5,000.00	\$5,000.00
24	IRRIGATION SYSTEM MODIFICATION ALLOWANCE	1	LS	7,000.00	\$7,000.00	7,000.00	\$7,000.00	7,000.00	\$7,000.00	7,000.00	\$7,000.00	7,000.00	\$7,000.00	7,000.00	\$7,000.00
25	SODDING	9,150	SF	0.53	\$4,849.50	0.36	\$3,294.00	0.40	\$3,660.00	0.36	\$3,294.00	1.03	\$9,424.50	0.35	\$3,202.50
26	TOPSOIL PLANTER BOXES	6	CY	140.00	\$840.00	90.00	\$540.00	57.00	\$342.00	123.17	\$739.02	73.35	\$440.10	117.00	\$702.00
27	MULCH PLANTER BOXES	3	CY	50.00	\$150.00	72.00	\$216.00	51.00	\$153.00	52.79	\$158.37	56.80	\$170.40	50.00	\$150.00
28	ANNUAL PLANTINGS	315	SF	6.00	\$1,890.00	3.05	\$960.75	3.00	\$945.00	2.35	\$740.25	4.83	\$1,521.45	2.25	\$708.75
29	GRANULAR PRE-EMERGENT	315	SF	0.10	\$31.50	0.60	\$189.00	0.11	\$34.65	0.07	\$22.05	0.11	\$34.65	0.10	\$31.50
30	SOIL CONDITIONING	9,150	SF	0.55	\$5,032.50	0.44	\$4,026.00	1.47	\$13,450.50	0.47	\$4,300.50	0.37	\$3,385.50	0.50	\$4,575.00
31	CONSTRUCT 12" STRAW WATTLE	100	LF	5.00	\$500.00	4.80	\$480.00	2.83	\$283.00	4.70	\$470.00	4.47	\$447.00	3.75	\$375.00
32	REMOVE STRAW WATTLE	100	LF	2.00	\$200.00	3.00	\$300.00	1.13	\$113.00	4.70	\$470.00	0.60	\$60.00	0.75	\$75.00
33	CONSTRUCT SILT FENCE	200	LF	3.00	\$600.00	3.60	\$720.00	3.39	\$678.00	2.94	\$588.00	3.00	\$600.00	3.00	\$600.00
34	MAINTAIN SILT FENCE	100	LF	3.00	\$300.00	1.80	\$180.00	1.70	\$170.00	1.77	\$177.00	0.60	\$60.00	3.00	\$300.00
35	REMOVE SILT FENCE	200	LF	2.00	\$400.00	1.20	\$240.00	1.13	\$226.00	0.88	\$176.00	0.60	\$120.00	0.75	\$150.00
36	EXPLORATORY EXCAVATION (ASSUMED)	10	HR	50.00	\$500.00	100.00	\$1,000.00	141.00	\$1,410.00	293.25	\$2,932.50	142.00	\$1,420.00	200.00	\$2,000.00
37	FURNISH, INSTALL, AND MAINTAIN INLET PROTECTION	4	EA	150.00	\$600.00	210.00	\$840.00	198.00	\$792.00	205.28	\$821.12	209.00	\$836.00	285.00	\$1,140.00
38	FURNISH, INSTALL, AND REMOVE 4' HIGH ORANGE SAFETY FENCE	550	LF	3.00	\$1,650.00	5.48	\$3,014.00	3.39	\$1,864.50	4.14	\$2,277.00	5.07	\$2,788.50	4.40	\$2,420.00
39	BARRICADING	1	LS	200.00	\$200.00	864.00	\$864.00	1,695.00	\$1,695.00	1,938.27	\$1,938.27	559.00	\$559.00	3,400.00	\$3,400.00
	<b>TOTAL BID AMOUNT</b>				<del>129,760.00</del> \$129,780.00		<del>141,686.00</del> \$141,686.75		<del>158,080.95</del> \$158,280.95		<del>166,446.77</del> \$166,485.77		\$187,325.75		\$208,081.50



## LAMP RYNEARSON

14710 West Dodge Road, Suite 100  
 Omaha, Nebraska 68154  
 [P] 402.496.2498  
 [F] 402.496.2730  
 www.LRA-inc.com

February 14, 2018

Mr. Steve Mainelli  
 Millard Public Schools  
 13906 F Street  
 Omaha, NE 68137

REFERENCE: MPS Millard West High School  
 Entry Plaza Improvements Phase 1  
 LRA Job No. 0117105.01-020/320

Dear Mr. Mainelli:

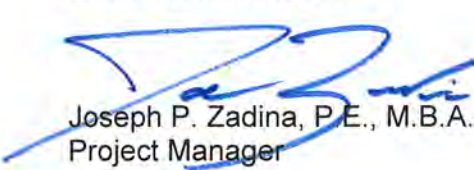
Enclosed is the tabulation of bids for the above-referenced project. Bids were opened on Tuesday, February 13, 2018. CBJ Construction Co., Inc. submitted the low bid of \$129,780.00. The engineer's estimate for the project was \$150,000.00.

The low bidder has previously successfully completed this type of work for our clients and is qualified to complete this project within the required contract time. We recommend award of the contract to CBJ Construction Co., Inc.

Please inform us if award of the contract is to be made, so that we may prepare the necessary contracts.

Sincerely,

LAMP RYNEARSON

  
 Joseph P. Zadina, P.E., M.B.A.  
 Project Manager

Enclosure

cg:\Engineering\0117105 MPS West HS Entry Plaza Improvement 2018\ADMIN\BIDPROP CBJ 180214.docx

LAMP RYNEARSON COMPANIES





## AGENDA SUMMARY SHEET

**Agenda Item:** Approval of Board Vacancy Finalists

**Meeting Date:** February 19, 2018

**Department:** Office of the Superintendent/Board of Education

**Title & Brief Description:** Approval of five applicants for open Board of Education seat.

**Action Desired:** Approval

**Background:**

In compliance with Rule 9100.1, the Superintendent will advise the Board of Education of the number of candidates. Since the number of candidates does not exceed five, the list of candidates does not need to be reduced. Upon approval of the five candidates, they will all interview at the Special Board meeting scheduled on February 26, 2018.

**Options/Alternatives Considered:**

**Recommendations:** Approve list of Board candidates.

**Strategic Plan Reference:**

**Implications of Adoption/Rejection:**

**Timeline:** February 19, 2018

**Responsible Persons:** Superintendent, Dr. Jim Sutfin

**Superintendents Signature:** \_\_\_\_\_



\_\_\_\_\_

# Dulce Sherman

**Ms. Dulce M. Sherman**

**Employment History**

**OneWorld Community Health Centers, Inc. (Nonprofit, Healthcare)**

**Human Resources Director**

**January, 2016 to present**

- Reporting to the CEO, provide HR leadership to an organization of 500 employees in 14 locations.
- Member of the Executive Team and facilitator of key monthly communication meetings (All Staff Director, Management, Policy Review, Risk Management, Strategic Planning).
- Overall responsibility of the Human Resources team & programs to include Strategy, Recruiting, Onboarding, Budget, Organizational Development and training initiatives, Benefits & HRIS Reporting, Compliance, Systems implementation, Employee Relations, BPTW and Gallup Q12 Employee Satisfaction survey, Risk Management, Compensation, and Employee Handbook & Policy Interpretation and Changes.
- Lead team of five HR team members, Employee Council, Emerging Leaders and HR volunteers.
- Consult with outside third-parties regarding contracts, legal counsel or training.

**West Corporation - West Interactive Services**

**Human Resources Director**

**November, 2012 to September, 2015**

- Reporting to HR VP and dotted line to the President of Interactive Services.
- Develop overall Human Resources Strategy for West Notifications and employee base of 500 employees; 2014 reorganized into West Interactive Services with 1,100 employees located in Ohio, Alabama, Omaha, Missouri, California and India.
- Provide leadership in Recruitment, Employee Relations, Organizational Development, Safety, Training, Compliance, Compensation & Benefits and Predictive Survey results.
- Provide guidance and oversight on EEO, ADA, FMLA, OSHA and AA compliance programs.
- Lead Technical Recruiting team with an average of 115+ Staff and Information Technology positions for all locations (5 states).

**Mosaic National Nonprofit Organization**

**Human Resources Manager II**

**May 14, 2012 to November, 2012**

- Develop Human Resources strategy for the Omaha agency to include Selection, Benefits, Payroll, Staff Training & Development, Employee & Labor Relations, Compensation and Benefits.
- Recruit, evaluate and develop Human Resources staff (four regular staff and two indirect reports).
- Perform HR audit identifying process improvements for overall HR agency programs.
- Develop, Executive and Monitor Recruitment and Retention strategy.
- Manage all employee relations issues for the Agency which includes 14 facilities within Omaha/Papillion through counseling, mediating and resolving disputes, coordinating and documenting investigations of complaints and action taken.
- Provide guidance and oversight on EEO, ADA, and FMLA law compliance programs and investigations for EEO charges, unemployment, accommodations or return to work restrictions. Work with State/Federal agencies regarding compliance and investigations.
- Provide guidance and counsel on HR policies and processes as well as take a lead role in policy development.
- Manage and coordinate company's use of third-party vendors (Information Technology).

**Oriental Trading Company**

**Talent Acquisition Manager**

**August 9, 2010 to September 21, 2011**

- Develop Talent Acquisition strategy; participate in HR strategic planning and approval process.
- Work with senior leadership in providing weekly metrics and employment best practices.



- Develop, manage, and monitor an annual budget of \$750,000. Implement cost controls and prioritize investments with clear ROI. Participate in overall HR budget process.
- Provide leadership and development to staff (three regular staff and 11 seasonal).
- Recruit IT and Management positions on a national level, coordinated onsite interviews, and relocation assistance arrangements.
- Provide guidance and counsel on HR policies and processes as well as take a lead role in Employment policy development.
- Manage and coordinate company's use of third-party vendors (Information Technology). Negotiate terms of agreement, rates and work with legal on updates.
- Select and report results of employment & leadership capability assessments.
- Provide monthly Employment training to department leaders, career counseling and coaching on organizational changes, adds to staff, or upgrading positions.
- Investigate and respond to complaints; legal compliance (AA, INS, Tax credit, DOT).
- Create new Employment Brand content, materials and update company intranet.
- Liaison with Employee Relations for company-wide events.

### **Omaha Steaks International**

**October, 2005 to August, 2010**

#### **Employment & Employee Relations Manager (Bilingual)**

- Develop Employment & Employee Relations strategy and participate in HR strategic planning.
- Select, evaluate and develop staff (4 regular staff and 8 seasonal).
- Recruit Information Technology, Director and above positions.
- Manage employee relations issues at all levels within the organization (to include Corporate, 87 retail stores in U.S, and Production union/nonunion) through counseling, mediating and resolving disputes, coordinating and documenting investigations of complaints and action taken.
- Provide guidance and oversight on EEO, ADA, and FMLA law compliance programs and lead investigations for EEO charges, accommodations or return to work restrictions.
- Provide guidance and counsel on HR policies and processes as well as take a lead role in policy development.
- Provide as needed training, coaching, and counseling to associates and department leaders, as well as feedback and advice on employee and organizational issues.
- Administer employee recognition program, committee, events and budget of \$150,000.
- Develop, manage, and monitor an annual budget of \$450,000. Implement cost controls and prioritize investments with clear ROI.
- Manage and coordinate company's use of vendors including temporary staffing and advertising firms. Negotiate all terms and agreements.
- Champion and administer the bi-annual employee satisfaction survey and data.
- Interpret English to Spanish for applicants, employees and leadership during company meetings.

### **Gordmans Distribution Center**

#### **Human Resources Manager (Bilingual)**

**February, 2004 to October, 2005**

- Provide guidance and supervision to staff by recruiting, selecting, and training employees. Includes a staff a three (payroll, recruiting, and front desk).
- Provide guidance and oversight on EEO, ADA, and FMLA law and lead investigations, unemployment hearing preparation, and administer FMLA leave process.
- Create Staffing Plan for Warehouse, Risk Management and Logistics positions.
- Create new employee recognition programs and selection/criteria procedures.
- Provide guidance and counsel on HR policies and processes as well as take a lead role in policy development.
- Manage and coordinate company's use of vendors including temporary staffing and on-site lunch vendors.
- Provide training, coaching, and counseling to Director and management staff on employee performance, leadership development, corrective action and compensation.
- Communicate and coordinate benefits eligibility, enrollment meetings and changes.
- Investigate workplace accidents, serve on safety committee and complete OSHA reporting.



- Coordinate placement of employees on work restrictions.
- Interpret English to Spanish for applicants, employees and leadership during company meetings.
- Liaison with corporate offices for company-wide programs and initiatives. Lead cross-functional Performance Management Corporate committee and present to President for approval.

#### **Volunteer Board work**

CSM Women's Leadership Council &

Latina Resource Center Women's Auxiliary Board

**September, 2003 to February, 2004**

#### **First Data Corporation**

**July, 1988 to September, 2003\***

**Human Resources Manager, Sr. Compensation Analyst, Senior Human Resources Generalist, Human Resources Generalist, Senior Employment Specialist, Employment Specialist and Executive Secretary (Most current position listed first)**

- Participate in voluntary job rotation as a Senior Compensation Analyst supporting the Call Centers & IT organizations; Prepare salary recommendations, develop incentive based plans, conduct market pricing, write job descriptions, and compensation annual planning with executives supported.
- Consult senior executive and management as an HR Manager on matters pertaining to employment, training, performance management, compensation, employee relations, and recognition.
- As a Sr. HR Generalist handled IT recruiting for IVR platform, and as an Employment Specialist recruited for IT, mainframe programmers, helpdesk, and developers.

#### **West Teleservices**

**Technical Recruiter**

**1993 - 1994 (1 1/2 years)**

Recruit for all Technical divisions of West Corporation. \*Recruited back to Call Interactive, First Data.

#### **Education**

Organization Development Graduate Certificate

*Online program*

Fielding Graduate Institute

Santa Barbara, California

Master of Arts Degree, Management

*Accelerated program(s)*

Bachelor of Science Degree, Human Resource Management

Bellevue University, Bellevue, Nebraska

#### **Skills**

**HRIS systems:** Taleo, Ceridian, Peoplesoft, Lawson, Abratrak, and Crystal Reports.

**Payroll/Timekeeping systems:** Ceridian, Kronos, ADP, and PC PunchException **Compensation systems:** Mercer Prism, Hay Point Evaluation system. **PC software:** MS Word, Excel, PowerPoint, SharePoint; AS400, Lotus Notes and Outlook. **Languages:** Bilingual in both English (first language) and Spanish. **Assessments:** Predictive Index, Wonderlic, Kenexa Prove It, SRI, Assess (VantagePoint), Gallup Strengthsfinder, SRI (Perceiver Training), DDI Targeted Selection and Psychometrics (IT).

#### **Organizations & Volunteer Work**

Current: Society for Human Resource Management, Womens Fund Circle, Class 7, NDP State Executive Committee, Latino Representative for Douglas County Central Committee, Douglas County Central Executive Board, Latino Caucus Membership & Bylaws Chair, Morrison Exon Awards Co Chair, and campaign volunteer.

Past: HRAM, Latinas Unidas, Omaha Tri-County Development Workforce Board of Directors, Latina Resource Center Women's Auxillary Board, and College of St. Mary's Women's Leadership Council, and PTA/PTO member, head room parent, carnival/teacher appreciation committee and Millard parent task force.

#### **References**

Available upon request.



**Responses to the questions: Dulce M. Sherman**

**1. Please provide a summary of your educational and occupational background.**

My education includes obtaining a Bachelor of Science degree in Human Resources Management from Bellevue University, a Master of Arts degree in Business Management, Bellevue University, and a Graduate-level certificate in Organizational Development from the Fielding Graduate Institute.

My work experience includes over 25 years of progressive Human Resources Leadership roles in the for Profit and Non-profit business sectors. I have led teams of up to 13 direct reports, in multiple-states, in the Financial, Technology, Retail and Healthcare industries. My experience includes several competencies within HR to include: Leadership, Budgeting, Benefits, Recruiting, Employee Relations, Strategy, and Reporting. I am currently a member of the Society for Human Resources Management. I am bilingual in both English and Spanish.

On a volunteer basis, I serve on the Latino Center of the Midlands board, Womens Fund Women's Circles, Nebraska, and Douglas County Central Executive Committee(s).

**2. Please provide a description of your past involvement with the Millard Public School District.**

My husband and I have raised four boys in the Millard Public School districts. We have been residents of Millard since we moved to Omaha. I was active member of the PTA with Mike Pate while at Cottonwood, helped plan classroom parties, fundraisers, teacher appreciation while the boys were in elementary and middle school, and also served on a Parent Task force committee which created action plans and reviewed scholarships.

**3. Please provide a brief statement indicating why you are qualified for the appointment to the School Board.**

As a parent of four boys who attended the Millard Public Schools, I know first-hand about the school's practices, policies on a day to day. Two of our boys had special needs (learning disabilities). The MPS team of teachers and counselors were there to help us through the educational process to include an IEP, 504 plan and provided support to ensure our son's educational requirements were met. Additionally, my professional work experience in Human Resources will serve to provide leadership, policy creation, and how policy interpretation may impact student, parent, and diverse partnerships. Lastly, my volunteer experience will serve to create policy from a political perspective, leverage community connections to increase funding for Millard Public Schools.

**4. Provide a brief statement of the reason(s) you would like to serve on the School Board.**

I am a proud parent of four boys who grew up in the Millard School System. First, I am concerned with the continued funding of our schools at the local and national level. We were fortunate to pass the recent bond, but our efforts don't stop there. Because we had two boys with special needs, it is important that we continue to advocate for students with diverse or special education needs by ensuring we have programs in place and/or training for teachers. Many times the first thing that will be cut is counseling which from a behavioral health perspective, children need access to behavioral health care and academic counseling. I can't imagine our lives without the help we received from MPS. Lastly, I would like to create programs that drive an engagement/accountability partnership between the

student/parent/school to increase educational outcomes. By educating parents how they can impact their children's lives or increasing two-way dialogue between a teacher/student/parent, communication helps clarify outcomes.

5. Our family has lived in the Millard district since we moved to Omaha, NE in the late 1980s. Our family has strong values. I am blessed to be married to my husband Allen Sherman for 31 years. We are public servants and have participated in our Millard Schools as parents on the PTA, fundraisers, baking cakes for the cake walks, cookies for Teacher Appreciation, volunteering for head room parent of the parties, Boy Scouts, and Neighborhood Association. When the arts program was cut at Cottonwood Elementary, my husband volunteered to teach Art. He was referred to Mr. Sherman, the Art guy. It is my belief that serving on the MPS School board is the right thing to do for our community and youth (our future leaders).



# Stacy Jolley

# Stacy Jolley

*Strategic \* Futuristic \* Maximizer \* Woo \* Positivity*

## Millard Public Schools Involvement

Millard Public Schools Foundation – Board of Directors	2014 – present
President	2017 – present
President-elect	2016 – 2017
Treasurer	2015 – 2016
Co-chair of successful levy-override campaign	2017
Parent legislative advocacy group organizer	2017 – present
Superintendent Parent Advisory Committee	2006 – present
MPS District Budget Q-Sort Team	2015, 2016
Recipient of MPS Foundation Volunteer Award of Excellence	2015
MPS Board of Education Superintendent Selection Focus Group	2014
MPS District Boundary Committee	2013
MPS District Calendar Committee	2011
Millard North High School Improvement Team	2013 – 2016
Millard North High School After Prom Coat Check coordinator	2014 – present
Millard North High School Debate parent coordinator	2013 – 2017
Millard North High School Soccer parent volunteer	2017 – present
Millard North High School Forensics parent volunteer	2018
Millard North Middle School 8 <sup>th</sup> Grade Career Day coordinator	2017 – present
Millard North Middle School Concert Social coordinator	2011, 2012
Millard North Middle School Conference Dinner contributor	2010 – 2017
Millard North Middle School Library volunteer	2010
Harvey Oaks Elementary School Improvement Team	2006 – 2017
Harvey Oaks Elementary PTO President	2006 – 2007, 2012 – 2013
Harvey Oaks Elementary Interim PTO President	2011 – 2012
Harvey Oaks Elementary Principal Interview Team	2010, 2016
Harvey Oaks Elementary Staff Appreciation Week coordinator	2008 – 2017
Harvey Oaks Elementary weekly classroom helper	2005 – 2017
Harvey Oaks Elementary Spanish club founder and coordinator	2005 – 2009
Harvey Oaks Elementary Volunteer Brigade founder and coordinator	2010 – 2017
Harvey Oaks Elementary Carnival Volunteer Coordinator	2009 – 2012, 2014 – 2015, 2017
Harvey Oaks Elementary School-wide recycling program founder	2010
Harvey Oaks Elementary HAL Book Club founder and coordinator	2014 – 2017
Harvey Oaks Elementary Conference Dinner contributor	2004 – 2017
Harvey Oaks Elementary Read-a-thon hostess and/or reader	2005 – 2018
<b><u>MPS Strategic Planning</u></b>	
MPS District Strategic Plan rewrite	2012 – 2013
MPS District Strategic Plan update	2014 – 2015
MPS Foundation Inaugural Strategic Plan	2014 – 2015
MPS Foundation Strategic Plan update	2016 – 2017
Millard North High School Site Plan rewrite	2013 – 2014
Harvey Oaks Elementary School Site Plan rewrite	2008 – 2009, 2013 – 2014

**Work Experience****Thomte Patent Law Office**

November 2012 – present

*Part-time Bookkeeper*

- Payroll, including year-end W2 and 1099 filings
- Client billing
- Accounts payable and receivable
- Quarterly tax filing
- Account reconciliation
- Monthly financial report production and analysis
- Tracking/notifying/paying clients' patent maintenance fees

**Kairos Psychological, P.C.**

January 2015 – present

*Part-time Bookkeeper*

- Accounts payable and receivable
- Account reconciliation
- Monthly financial report production and analysis
- Tracking of independent contractors income and payment
- Insurance tracking and reporting
- Year-end 1099 filing

**UNMC – Clinical Education**

August 2014 – present

*Standardized patient*

- Portray patients with varying circumstances and ailments for medical, pharmacy, PA, NP, PT, and OT students
- Portray patients for physician continuing education
- Evaluate/coach students and physicians with written and verbal feedback

**Creighton University Medical School – Clinical Education**

August 2014 – present

*Standardized patient*

- Portray patients with varying circumstances and ailments for medical and nursing students
- Evaluate/coach students with written and verbal feedback

**Education****University of Nebraska – Lincoln**

1991-1995

Bachelor of Science in Business Administration

Marketing major; Communications and Psychology minors

Study abroad at Oxford University – Int'l Economics and British Political Economy since 1945

**Community Involvement**

Girl Scout Troop 42326 Leader - Cadette (10 girls)	2017 – present
Girl Scout Troop 42326 Leader - Daisy/Brownie/Junior (23 girls)	2012 – 2017
Cub Scouts – Assistant Cub Master, Ranks Chair, Blue & Gold banquet	2008 – 2012
Harvey Oaks Homeowners Association (HOHA) Membership Director	2010 – present
HOHA Spring Candy Hunt organizer	2003 – present
HOHA Area Director	2003 – present
Harvey Oaks Greenspace – President	2001 – 2007
FRIENDS (Stuttering support organization)-Omaha Conference organizer	2015 – present
YMCA boys' middle/high school basketball coach	2015 – present



## **1. Please provide a summary of your educational and occupational background.**

I grew up in Lincoln and graduated from Lincoln Southeast High School. I attended the University of Nebraska – Lincoln, where I earned my bachelor's degree in Business Administration with a major in marketing and minors in communication and psychology. I also studied abroad at Oxford University with classes in international economics and the British political economy since 1945.

After graduation, I went to work in sales for Harris Laboratories. I was responsible for convincing pharmaceutical companies to conduct their clinical research trials for new drugs at our facilities around the world. It was an exciting job and, as a born salesperson, I believed I had found my calling. After three years and \$10M in sales, I had my first child, and my calling was completely redefined. I walked away from that career to devote myself to raising my three children full time, and worked in the home for thirteen years.

In 2012, I began work as the bookkeeper for Thomte Patent Law Office. Along the way, I picked up a second bookkeeping job at Kairos Psychological, PC. Thankfully, I am allowed to work at these two jobs whenever it best fits my schedule. That flexibility has made it possible for me to work without compromising any of my volunteer commitments. Both jobs have allowed me to sharpen my financial analysis skills. I prepare and analyze monthly balance sheets and profit and loss statements, track our year-to-year performance, and make fiscal recommendations to the business owners.

In 2014, I started work at UNMC and Creighton Medical School as a Standardized Patient. These are both acting jobs which allow me to flex my creative muscles; my greatest passions as a child were singing and acting. They also allow me to be a sort of “teacher” to the medical students with whom I work. I give them valuable feedback about how to be better physicians when they go out into the real world. Both of these jobs are intermittent, and I am able to say which events I want to work and which events I do not. I never accept events that conflict with family, school, or Foundation activities.

Among the four jobs, I typically work between 5-15 hours per week.

## **2. Please provide a description of your past involvement with the Millard Public School District.**

As I compiled the long list of my Millard Public Schools' activities for my resume, I realized one essential truth:

I have never said no to the Millard Public Schools. Never.

Whether the request came from a building principal, Dr. Sutfin, a classroom teacher, Angelo Passarelli, Nolan Beyer, or anyone else, I have always lent my time and talents for the betterment of this District. From the moment my first child entered kindergarten, I have poured all of the passion and energy that I used to expend in my professional life, into the Millard Public Schools. I am fortunate to have a supportive husband and extended family that have helped care for my children when my skills were needed at either the building or District level.

After years of service at Harvey Oaks Elementary, Millard North Middle School, and Millard North High School, and after serving on virtually every committee at the District level, I was



honored to co-chair the successful levy-override campaign last fall. I served as the primary point of contact for representatives from every single school in the District and coordinated the ballot collection efforts for the campaign. I successfully strategized with our campaign coordinator, offering valuable suggestions which he implemented. I represented our District repeatedly on television, in the newspaper, and at numerous parent information nights and rallies. In every way, I served as an advocate for the District and the great need for the levy-override to protect its excellence.

In addition, I am proud to serve as the President of the Millard Public Schools Foundation. The Foundation has always served as an important partner with the District, most notably with the technology grants the Foundation has provided in recent years. As the District's budget gets squeezed ever more tightly by the legislature and the assessor, the Foundation's assistance will grow ever more important. I am honored to be part of that process.

**3. Please provide a brief statement indicating why you are qualified for the appointment to the School Board.**

The most important job of School Board members is to ensure that the education our District provides remains focused on student progress and our strategic plan, while representing the voices of the community they serve. Finding the right balance between fiscal responsibility and satisfying stakeholders often is challenging. My strategic mindset will help the Board achieve that balance through difficult, yet necessary, decision making.

Having just successfully run the communications for the levy campaign, I feel more in touch with the parents in our District than ever before. In fact, following the initial announcement about the middle school restructuring, my phone lit up with calls, texts, and emails from people I met during the campaign who were asking my opinion. I am good at building relationships. I am good at taking complex financial concepts, policies, and objectives, and boiling them down into straightforward, easy-to-understand talking points. The way people turn to me, and the trust people show in me, is evidence of both.

I also feel that my extensive experience with the District will allow me to hit the ground running. I thoroughly understand the processes and programs of the Millard Public Schools, and am familiar with District leaders and the jobs they do. If I am selected, I look forward to a deeper dive into many areas, but my foundational knowledge will serve me well. And my natural curiosity will drive me to ask questions about any matters I do not already understand. Ask anyone who has worked with me; I am always the one with my hand raised!

I know this job requires a significant time commitment, and I have the time to serve. My job schedule is completely at my discretion. I will have the time to commit myself to learning and participating fully.

Finally, I know the Millard Public Schools all the way from kindergarten through 12<sup>th</sup> grade and have served buildings at every level. I understand the challenges each level faces. As the mother of a college freshman, I also understand that high school is our last opportunity to equip our students before launching them out into the world. Our Mission Statement mandates that when our students leave our buildings they are fully prepared to achieve personal excellence and responsible citizenship, whether that be in college, a career, or the military. My experience with a graduate last year has shown me what students need when they leave us and what we need to do to prepare them for life after high school.



**4. Please provide a brief statement of the reason(s) you would like to serve on the School Board.**

I would like to serve on the School Board because I know first-hand the vital role the Millard Public Schools has played in the success of my children. I am passionate about public education and I owe a debt to this District that I hope my service can begin to repay. Our family has benefitted so greatly from the world-class education that the Millard Public Schools provide. When I think of the teaching, activities, athletics, experiences, and leadership that my children have received, I am overcome with gratitude. That greatness is due to smart, caring individuals stepping up to lead. It will continue only if more smart, caring leaders step forward.

There is no question that public education is under attack in Nebraska, and I want to ensure that the benefits my children have received in this District are available to future generations. My resume reflects that I work well as part of a team. One of my favorite sentiments learned from my extensive strategic planning experience is that when people of good will come together, they will make the right decision every time. I have enjoyed working with every member of the School Board on past projects. I know that I could learn from and contribute to the group from day one. And, when leadership is required, my resume also reflects that I am not afraid to step up and take the lead.

I would enjoy representing the many, varied voices in our community and helping make the District even stronger.

**5. Please provide any other comments you would like to share that would support your candidacy.**

On the morning when Pat's resignation was announced, my phone lit up with links to the article and messages of, "You should apply! You would be great at this!" People I met during the levy, friends, teachers, and more, were incredibly encouraging. Then, when I posted on Facebook that I was looking for petition signatures, the response was overwhelming. I believe I have what it takes to be a thoughtful, responsive board member, and, apparently, so do the people who know me.

I believe my Gallup Strengths tell the story of how my skills will help the School Board. My strategic and futuristic vision will help me make wise decisions as the District navigates difficult financial times. The maximizer in me wants to make things that are already great, spectacular. I will focus that skill on areas of need in the Millard Public Schools and will help them flourish. My woo shows how connected I am to our community. And, finally, all of my actions are guided by positivity. I am not afraid to ask tough questions or make difficult decisions, but I am relentlessly positive in life. I have already worked with each of you and I hope to take my involvement with you and the District to the next level. I ask you to please select me to fulfill the remainder of Pat's term and support me as I run for the next four-year term. Thank you for your consideration.

**6. See attached resume**

# Jeff Kutash



## JEFF KUTASH



### Experience

2013 – Pres.

#### **PETER KIEWIT FOUNDATION**

OMAHA, NE

##### **Executive Director**

Hired to transform \$475M private foundation from a responsive, general purpose grantmaker into a “best-in-class” proactive and strategic change maker. Led the creation of and oversee the organization’s first strategic plan focused on improving educational outcomes, economic opportunity, and quality of life in Nebraska and Western Iowa. Deploy a full range of philanthropic tools including grantmaking, research, convening, partnerships, advocacy, and capacity building to pursue dramatic social impact. Responsible for overall operations, \$20-\$25M in annual grantmaking, community initiatives, and external relationships. Engage and manage a twelve person team and a high level board of trustees. Leadership style emphasizes bold and visionary thinking, systemic problem solving, data-driven solutions, staff empowerment and development, active communication, and cross-sector collaboration. Write and speak locally and nationally on effective philanthropy, education, and social impact. Key accomplishments to date include:

- Completely “remodeled” the organization’s staffing structure, professional development, culture, communications, infrastructure, grants management, and financial systems and processes.
- Developed and launched impact areas focused on strengthening education pathways for young people; growing the region’s economy via job creation, economic and community development, and entrepreneurship; and strengthening communities via improving health and human service delivery, nonprofit and leadership capacity, and access to high quality arts, civic, and recreational amenities.
- Catalyzed major economic development efforts to redevelop the Omaha riverfront, address transportation in the metro area, and create economic development tools for low-income communities.
- Catalyzed statewide education initiatives to improve post-secondary and K-12 alignment, increase access and success in higher education, and improve math curricula.

2006 – 2013

#### **FSG - SOCIAL IMPACT CONSULTANTS**

BOSTON, MA/SAN FRANCISCO, CA

##### **Managing Director, Head of Education Practice**

Led San Francisco office of global nonprofit strategy consulting and research firm focused on accelerating social impact by advising foundations, corporations, nonprofits, and government agencies on matters of strategy, evaluation, and implementation. Launched, set strategy for, and oversaw firm’s national Education & Youth Practice. Managed clients, developed intellectual capital, hired and developed staff, and contributed to setting firm’s strategic direction. Regularly spoke on issues of education, effective philanthropy, and corporate social responsibility. Grew San Francisco office from two to thirty people. Built education practice from a two person, \$250K a year business to a 25 person, \$5.2M a year business accounting for one-third of FSG’s annual revenues. Led over 85 consulting engagements including:

- Led a strategic planning and visioning engagement with multiple state, county, and city agencies to align the **New York State juvenile justice system**.
- Worked with five college presidents and nine school district superintendents to develop a regional plan for improving the alignment and effectiveness of the P-16 education pipeline in the Rio Grande Valley.
- Developed a statewide vision and strategy to improve Texas’ higher education outcomes for the **Texas Higher Education Coordinating Board** (state agency).
- Designed strategies and programs for **Chicago Public Schools, DC Public Schools, Marin City Public Schools, and Jefferson County Public Schools**.
- Created company-wide national education strategies for **Target Corporation and BlackRock**.
- Evaluated the **Lumina Foundation’s** national Latino Student Success initiative and the **William and Flora Hewlett Foundation’s** K-12 and California Community College grantmaking portfolios.
- Wrote a white paper on the school turnaround landscape with funding from five national foundations and organized and led a 300-person national conference on school turnaround at Stanford University.
- Researched and wrote white-papers on financial aid, college scholarships, higher education access and success, and K-12 school leadership programs.



- 2003 – 2006 **THE SEED FOUNDATION** **WASHINGTON D.C./SAN FRANCISCO, CA**  
**Director of California Operations (2003-2006)**  
 Developed and implemented strategy for opening publicly funded boarding schools for disadvantaged children in California. Developed a complete business plan including financial and operational plan. Built community support for schools among public and private sector leaders. Oversaw \$700,000 feasibility study budget and 3 employees.
- Identified Oakland and Los Angeles as high-need school districts and built broad base of support with city officials, state legislators, superintendents, and school board members.
  - Negotiated for and received 5.5 acre site in Oakland from school district.
  - Worked with foundations and high net-worth individuals to raise start-up funding.
  - Wrote and advocated for new state-level legislation to fund public boarding schools in California.
  - Built board to support work needed to open and make schools operationally and financially sustainable.
  - Project discontinued when budget crisis hit California and legislation did not pass.
- 2002 – 2003 **THE BRIDGESPAN GROUP** **SAN FRANCISCO, CA**  
**Consultant**  
 Worked with senior leadership of major non-profits and foundations to develop and implement strategic plans for maximizing social impact. Managed teams, identified key strategic questions, conducted analyses, and presented findings to senior management and Boards of Directors. Sample projects include:
- Developed 5-year strategic plan and funding strategy for nationally prominent nonprofit working with homeless and runaway youth.
  - Designed 5-year business plan for central office of national multi-site nonprofit serving high-risk youth.
- 2000 – 2002 **MCKINSEY & COMPANY** **SAN FRANCISCO, CA**  
**Senior Associate**  
 Worked with senior management of major corporations to develop and implement strategic and tactical plans for achieving a superior competitive position. Managed teams, conducted problem solving and presented findings. Sample projects include:
- Managed 3-person case team and 6-person client team in developing a turnaround strategy and detailed implementation plan for the publishing arm of a major university.
  - Identified cost savings by streamlining business processes for a leading truck manufacturer.
  - Created long-term strategic growth plan with detailed market analysis, implementation plan, financials, functional integration plan, and performance metrics for a major global retailer.
  - Identified revenue opportunities for one of the world's largest and most prominent internet companies
  - Developed and sized strategic growth options in traditional and on-line channels for a major US retailer.
- 1995 – 1998 **HARLEM EDUCATIONAL ACTIVITIES FUND, INC.** **NEW YORK, NY**  
**Director of Programs (1996-1998)**  
 Creator and general manager of inner-city education programs. Managed four FTEs, 50 part-time employees, and 80 volunteers. Oversaw \$750,000 budget and fund raising. Conducted strategic planning and built evaluation system to analyze impact. Increased funding by 300%; student enrollment by 200%.
- Developed high school readiness program for 135 middle school students. Increased number of Harlem students accepted at magnet high schools by 200%. Streamlined budget 20% by linking programs.
  - Designed comprehensive academic and personal development program for 120 high school students. Raised average student GPA from 79% to 84%, improved school attendance by 25%, and achieved 100% student admission to college.
  - Created academic and financial support program for 75 college students. Attained 95% graduation rate and improved average GPA from 2.6 to 3.1.
- Program Director (1995-1996)**  
 Revitalized *Support Net* mentoring program after six-month disruption in services. Added college preparation, leadership development, tutoring, and counseling components. Led staff of two full-time and 20 part-time employees. Managed \$270,000 budget, program analysis, and strategic planning. Recruited and trained 65 new mentors. Doubled funding and tripled participant base in one year.

1992 – 1995 **NEW YORK CITY BOARD OF EDUCATION** **SOUTH BRONX, NY**  
**Junior High School Bilingual Math Teacher**  
 Taught math to Spanish-speaking students at a Title I public school. Chaired committee to draft school-wide math standards. Designed Computer Programming class. Entered classroom via Teach For America.

#### **Education**

1998 – 2000 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**  
 MBA, June 2000. General management curriculum. Earned second-year honors. Elected Section Education Representative. Elected Volunteer Consulting Club Vice-President. Head writer of HBS Show. Awarded Horace W. Goldsmith Fellowship for outstanding contributions to a non-profit organization.

1988 – 1992 **UNIVERSITY OF PENNSYLVANIA** **PHILADELPHIA, PA**  
 BA in Political Science with minors in Mathematics and Economics. Founded Community Outreach Service Program and Volunteer Intern Program. Founded Chess Club and elected first President.

#### **Community**

2011 – Pres. **Board Chair of National Center for Montessori in the Public Sector**  
 Provide leadership to organization focused on access to and quality of public Montessori schools.

2014 – Pres. **Board Member of College Possible National**  
 Serve on the board of national organization focused on providing college access and success services to our nation's most vulnerable youth.

2015 – Pres. **Board Member of Greater Omaha Chamber of Commerce**  
 Provide strategic direction to regional chamber including committee work on riverfront development and activation, growing tech talent, regional transportation, and economic development.

2016 – Pres. **Board Member of Spark Community Development Intermediary**  
 Helped launch and provide strategic direction to organization focused on holistic redevelopment in Omaha's most challenged neighborhoods.

**Memberships** Grantmakers for Effective Organizations, Grantmakers for Education, Aspen Institute-FSG Collective Impact Funder Community of Practice, College Access and Success Funders Group

**Interests** Highly proficient in Spanish. Interests include chess, ballroom dance, camping, and writing. Two-time New York City Marathon and Ironman triathlon finisher. Amateur stand-up comedian. Being a great husband to my wife Jessica and a great father to my three school-aged children.



## JEFF KUTASH



### 1) Provide a summary of your educational and occupational background.

I graduated from Livingston High School in New Jersey in 1988. I then attended the University of Pennsylvania and graduated with my BA in Political Science in 1992. I went back to school in 1998 and graduated with my MBA from Harvard Business School in 2000.

After graduating from college, I spent three years teaching math to students in English and in Spanish at a bilingual public middle school in New York City. I left the classroom to join the Harlem Educational Activities Fund, a nonprofit where I designed and ran educational programs for low-income children of color in the Harlem area of New York City. Through building that organization, I realized I needed a broader set of business skills to achieve my career goals. As a result, I went back to school to get my MBA, and then joined McKinsey & Company as a management consultant. My goal with those experiences was to learn lessons from great business leaders and companies to take back to the social sector.

For nine of the next 12 years I was a social sector consultant with The Bridgespan Group and then with FSG. Between those jobs, I spent three years working with The SEED Foundation to get publically funded, college prep boarding schools for vulnerable youth open in California. When the state budgetary environment made that impossible, I joined FSG where I started, built, and ran a national education practice that provided strategic planning, program design, and evaluation services to state agencies, school districts, foundations, nonprofits, and businesses.

While I loved my job at FSG, I was traveling too much, we had three small children, the cost of living in California was high, and the quality of the public schools was low. We were ready for a change. So in 2013, I left FSG to become executive director of Peter Kiewit Foundation. My wife, who is a Midwesterner, and I felt Omaha would be the perfect place to live and raise our kids. That was a great decision. We love Nebraska, love Millard, and love the education our kids are getting. And I love that my work keeps me close to home and benefits the community.

### 2) Provide a description of your past involvement with the Millard Public School District.

- Most importantly, I have three children in Millard schools – two sixth graders at Russell and a fourth grader at Rohwer. We moved to Nebraska five years ago and chose to live in Millard because of the quality of the school system. I have been engaged in my children's schools over the past five years as a Watch DOG, a volunteer, and a donor for the PTO.
- I have served for the past three years on the Superintendent's Business Advisory Committee, providing advice on strategy, programs, selective abandonment, career education, and other topics.
- I served as one of the two parent co-chairs for the successful levy override campaign. In that role, I spoke at multiple school-site and foundation office meetings, helped organize nearly a thousand parent volunteers, wrote and published letters to the editor, walked



door-to-door to speak directly with voters, raised nearly \$15,000 to support campaign costs, and championed the cause through print, social and television media.

- I have attended board meetings over the past five years (but not on a monthly basis).
- I have been involved in two grants Peter Kiewit Foundation has made to MPS (early college high school at Millard South and the college-ready math program). If appointed to the board, I would follow the foundation's conflict of interest policy and recuse myself from involvement with future grants to the district. However, I assure you future grant applications would be treated fairly, reviewed by our team, and voted on by our board.

**3) Provide a brief statement indicating why you are qualified for the appointment to the School Board.**

I believe I bring a unique mix of experience and knowledge that will help me be an asset to the school board and the district.

- As a parent of three children in Millard schools, I have personal experience with the district's schools, teachers, and programs. I regularly see and speak with many other parents and understand their experiences and concerns with the district.
- As a former teacher, I understand the importance of quality instruction to meet the needs of all kids, and the importance of engaging parents and the community as partners.
- As a former education nonprofit director, I have direct experience with a broad range of supports young people need to succeed academically and personally. I helped design and run tutoring, mentoring, college prep, and character and leadership development programs for youth from elementary school through college completion.
- As a national education consultant, I worked with many school districts, superintendents, and school boards on strategy, program design, evaluation, and financial planning. Through that work, I gained an understanding of how districts are managed and led, how district budgets work, and how to evaluate programs based on cost and student impact.
- Also as a consultant, I worked with several state departments of education, so I get the demands that accountability and compliance systems place on school districts. I also understand the importance of and have experience engaging with state legislatures on policy, particularly on funding.
- My work over the years with many education organizations has given me a solid national network, experience in diverse communities, and exposure to innovative and effective programs. I believe this experience could be of help to the district, particularly given our changing demographics and the need to prepare students to compete in an increasingly global economy.
- Through my current job, I am highly familiar with state and local education data and policies; and have good relationships with local district, college, and nonprofit leaders.
- Finally, I have served on a number of national and local boards, and currently report to and help manage my own board – so I have experience in board service, and understand the role of a board from a board member's, and from a chief executive's perspective.



**4) Provide a brief statement of the reason(s) you would like to serve on the School Board.**

I am passionate about education and want to be of service to the community I live in and my kids go to school in. I found my education “calling” during college, when I volunteered to be a high school tutor in Philadelphia. That experience led me to dedicate my career and volunteer service to improving education outcomes for youth. I would like to serve on the board because I believe I can draw upon my passion and professional experience to help ensure the district has the leadership, educators, strategy, policies, curricula, programs, and resources to deliver exceptional results to all students, from those who are high ability, to those who are struggling and behind. This is a particularly strong motivation for me given how instrumental the district’s services and our schools’ supports have been in helping one of my children overcome learning challenges, get back up to grade level, and succeed in school. I have no interest in any other elected office and I have no personal agenda - my sole motivation in wanting to be on the school board is to help kids get the best possible education and be prepared to lead productive, joyful lives.

**5) Provide any other comments you would like to share that would support your candidacy.**

I believe it is very important that school board members are elected by the community, so I commit to you that I will run in November. I believe we have great administrators and teachers, quality instruction and programs, strong strategy and policies, and an effective board. Based on that, and my experience with other school boards, I also commit that if appointed I will:

- Be relentlessly focused on student success, fiscal responsibility, and good governance. I believe my role would be to help set the district’s vision and strategy, approve and ensure consistent adherence to district policies, evaluate and give feedback to the superintendent, approve and oversee the budget, provide financial and legal oversight., and leave day-to-day management decisions to the superintendent and his team.
- Seek out and represent community input. Millard is a very strong community, and I believe my job as a school board member would be to represent that community. To me, that means I need to meet with and listen to community members to understand and be able to represent their ideas and perspectives about Millard Public Schools.
- Work tirelessly to ensure continued excellence. Given our current success, I believe we should focus on continuous improvement and building on what is working and not on making disruptive changes.
- Collaborate with other board members to arrive at consensus decisions in the best interest of kids, families, and MPS. To me, that means respectfully and productively discussing issues with other board members, listening and being open-minded, being willing to compromise, recognizing how important it is to the district and community for the board to be on the same page, and not shying away from making tough decisions when needed.
- Listen, ask questions, and learn. As a newcomer to the board, I will be an active learner; listening to and relying on my fellow board members who have years of experience and deep knowledge about the community, the district, and its needs.
- Take the responsibility of being a school board member seriously. I will always be prepared for meetings, and will keep up to date on critical issues.



# Anne Burnett

# ANNE K. BURNETT

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## EXPERIENCE

**MARCH 2008 TO PRESENT**

**PARTNER, CARLSON & BURNETT, LLP**

Founding partner of a 21-person law firm (13 lawyers and 8 staff), practicing in the areas of Estate Planning, Business Planning, Elder Law, Probate and Trust Administration.

**JANUARY 2003 TO MARCH 2008**

**PARTNER, VALENTINE, O'TOOLE, MCQUILLAN & GORDON**

Practicing in the areas of Estate Planning, Business Planning, Elder Law, Probate and Trust Administration.

**SEPTEMBER 1998 TO JANUARY 2003**

**ASSOCIATE, VALENTINE, O'TOOLE, MCQUILLAN & GORDON**

Practicing in the areas of Estate Planning, Business Planning, Elder Law, Probate and Trust Administration, and some Civil Litigation experience.

**MARCH 1994 TO SEPTEMBER 1998**

**LAW CLERK, VALENTINE, O'TOOLE, MCQUILLAN & GORDON**

## EDUCATION

**MAY 1997**

**JURIS DOCTORATE, CREIGHTON UNIVERSITY SCHOOL OF LAW**

Recipient of the CALI awards for Estate Planning and Product Liability (CALI award is received for the highest grade in the class). Member of the Advance Trial Practice Competitive Team.

**MAY 1994**

**BACHELOR OF ARTS, NORTHERN STATE UNIVERSITY, ABERDEEN, SOUTH DAKOTA**

Graduated with honors, Accounting Major, Spanish Minor.

## NON-PROFIT INVOLVEMENT

- Millard Public School Foundation 2011-2017 (Board Treasurer 2013, President Elect 2014, Board President 2015, Past President 2016)
- St. Augustine's Indian Mission School Board 2009-2017, Board Secretary 2010 -2017
- March of Dimes Nominating Committee 2017 to present

## **PROFESSIONAL /COMMUNITY INVOLVEMENT**

- Nebraska Bar Association 1998 to present
- Iowa Bar Association 2007 to present
- Business Network International 2000 to present
- Omaha Senior Resource Group 2010 to present
- Veteran's Administration Accredited Attorney 2012 to present
- National Association of Elder Law Attorneys 2017 to present

## **SPEAKING ENGAGEMENTS**

- Lifespan Pre-Retirement Seminars (Cox Cable, Army Corp of Engineers and Nebraska Game and Parks, Citizen and Immigration Office) 2006- 2017
- Omaha Public Schools Pre-Retirement Seminar 2011- 2016
- Greater Omaha Retirement Housing Group (GORHG) 2012 & 2016
- Nebraska Vietnam Veterans Reunion 2013 & 2016
- Millard Young Adult Program 2010
- Nebraska Special Olympics 2007
- National Active and Retired Federal Employees Association (NARFE) 2014
- American Society of Women Accountants (ASWA) 2006 & 2013
- National Business Institute (CLE for lawyers) 2004 – 2014
- Nebraska Women's Bar (CLE) 2015
- Nebraska State Bar (CLE) 2005-2016
- Alzheimer's Support Group 2012
- Heartland Women's Network 2016
- Parkinson's Support Group 2017

**Application for Appointment to  
Millard Public Schools Board of Education**

1. Educational and Occupational Background:

Carlson & Burnett, LLP, Partner	March 2008 – present
Walentine, O’Toole, McQuillan & Gordon Partner	January 2003 – March 2008
Associate	September 1998 – January 2003
Law Clerk	March 1994 – September 1998
Creighton University School of Law, Juris Doctorate	May, 1997
Northern State University, Aberdeen, South Dakota, Bachelor of Arts Degree (Accounting Major, Spanish Minor)	May, 1994

2. Past involvement with the Millard Public Schools District:

Millard Public Schools Foundation Board Member, 2011-2017 (Board Treasurer 2013, President Elect 2014, Board President 2015, Past Elect 2016)  
 Montclair School Improvement Board 2010 - present  
 Superintendent Advisory Committee 2017-2018  
 Strategic Planning for Foundation (2015/2017)  
 Montclair Site Planning Session 2014

3. Brief statement why I am qualified for appointment:

Serving on the Millard Public School Foundation was a wonderful experience. As a member of the Executive Committee for 4 out of the 6 years, I was very involved with the Foundation’s mission. The mission at its core is to support the School District. This required an awareness of the priorities of the School District, including its struggles and celebrations. During this time, I was involved in two Strategic Planning sessions, the hiring of a new Executive Director, the decision to support both the purchase of the Ipads in the Elementary School and later the High School, and the difficult decision to discontinue the Early Childhood Education Center.

Additionally, I served for eight years on the St. Augustine’s Indian Mission School Board. St. Augustine’s is a Catholic School on the Winnebago Reservation, serving both Winnebago and Omaha Indians. This Board position would closely resemble the Millard Public School Foundation. It gave me additional exposure to the inner workings of a different school system, specifically a school that struggles with poverty and a lack of support at home for many of its students.



I have an exposure to multiple types of schooling opportunities. My son who is in high school followed the traditional elementary path, but for my daughter we chose the Montessori path. I grew up in South Dakota and went to a Catholic school. I chose the Millard Public School system, in part, because of the many educational opportunities and styles that exist and are offered to the children in our District.

In addition to the work with the Foundation, I have been involved with many other activities to support the District. I have been on Montclair Elementary School Improvement Board for 8 years. I have also been involved in Site Planning for the Montclair. I am on the Superintendent's advisory committee. I served volunteer hours to promote the levy override campaign. I was involved in the nomination and hiring process for Dr. James Sutfin as Superintendent.

Lastly, as an attorney I review or draft legal documents and analyze many factors, including competing ideas, to give advice on an issue. Also, as a partner at two different law firms both with approximately 8 partners I often listen to various strong opinions and work to come to a consensus to make decisions. I believe this experience will assist me in reviewing policies, paying attention to details, and the many factors that go into the decisions the Board must make.

4. Brief statement of reasons why I would like to serve.

I would like to serve because I believe we have a responsibility to give back to our community. I believe that what I support should match my passions. As you can see from my previous experiences; school education is my passion. Education is the ability for children to have the options to do the most they can or want to with their lives. I believe the best use of my background and knowledge base would be to serve on the Millard Public Schools Board of Education.

I am proud to have my children enrolled in the Millard School District and serving on the school board is a way to be involved in the school district that is educating my children. That is easy to be passionate about!

5. Additional comments to support candidacy.

I live and am a business owner in the Millard School District.

If I am nominated to fill the vacancy, I understand the commitment will be running for election in the next election.

# Terry Dale



**Terry Dale**

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**Professional History**

**Pinnacle Bancorp**

***Corporate Fraud Officer***

**Daily Responsibilities**

Responsible for leading a team of fraud investigators for a \$10B regional bank covering 150 branches in eight states

Responsible for developing anti-fraud program for the bank, including consumer outreach and education

Responsible for compiling statistics and reporting to the bank's Boards of Directors (Pinnacle Bancorp currently consists of five separate charters, each with its own Board)

Responsible for reporting fraud statistics and regulatory compliance to several regulatory bodies, including the FDIC and CFPB

**Pinnacle Data Services (August 20, 2007-February 20, 2015)**

***Internet Banking Help Desk Supervisor***

**Daily Responsibilities**

Responsible for the supervision of a team of internet banking help desk agents and to help each individual reach their peak performance.

Responsible for providing accurate and timely information to assist agents in the answering of more complex customer inquiries.

Responsible for hiring and training new agents.

**PayPal, Omaha (February 2, 2004-August 8, 2007)**

***Call Center Supervisor***

**Daily Responsibilities**

Responsible for the supervision of a team of phone agents and to help each individual reach their peak performance.

Responsible for providing accurate and timely information to assist agents in the answering of more complex customer inquiries.

Responsible for compiling and reporting team performance on a daily, weekly and monthly basis and writing and delivering feedback reports and reviews to each agent monthly, quarterly and annually

**Ameritrade, Inc., Omaha (1998- 2003)**

***Call Center Team Manager***

**Daily Responsibilities**

Responsible for the supervision of a team of Associates and to help each individual reach their peak performance.

Responsible for providing accurate and timely information to assist associates in the answering of more complex client inquiries.

Responsible for coordinating the training and assimilation of new Associates.

Responsible for assisting clients when situation is escalated beyond Associate's skills or experience.

Responsible for researching and answering clients' written queries and complaints.

**Education**

Benedictine College, Atchison, Kansas, 1978-1981, GPA 3.0

Bellevue University, Bellevue, NE, 2006-2007, GPA 4.0 (Dean's list for Spring, 2007 term)

**Community Involvement**

Millard Public School District- Business Advisory Council (January 2013-present); Budget Committee (2013, 2014, 2015, 2017); District Enrollment and Boundary Committee (2013)

Millard Public Schools Foundation Board of Directors (February 2016-present)

SID 257 Board of Trustees (2010-present), Chairman (2012-present)

## **Application for Appointment to Millard Public Schools Board of Education**

### **1. Provide a summary of your educational and occupational background**

Attended Creighton Preparatory High School, 1974-1977. Three-year GPA 89.9% (B+)

Graduated from Ft. Calhoun High School 1978. GPA 4.0

Attended Benedictine College, Atchison, KS. 1978-1981. Three-year GPA 2.989. Major in History

Attended Bellevue University, Bellevue, NE. 2006-2007. GPA 4.0. Major in Business Management

1981-1998- Worked for various companies in retail management and restaurant management. Companies included Nebraska Furniture Mart, Best Buy, World Radio and Simmons Restaurant Management.

1998-2003- Worked for Ameritrade as a Team Manager, Broker and Registered Principle.

2004-2007- Worked for PayPal as a Team Supervisor in Customer Support and Member Services.

2007-Present- Pinnacle Bancorp. Currently working as Corporate Fraud Officer for regional \$10B bank with 150 branches in eight states.

### **2. Provide a description of your past involvement with the Millard Public School District**

I have served on:

Assisted the Wheeler Elementary PTA President with PTA events in the 2006-2007 and 2007-2008 school years.

Superintendent's Business Advisory Board since January, 2013

Budget Committee in 2013, 2014, 2015 and 2017.

Assisted Todd Clarke on MFFSS, the committee supporting the 2013 bond issue. I spoke at one event and attended other presentations throughout the district, answering questions and assisting however I could.

Enrollment and Boundary Committee in 2013. Was on citizen committee tasked with working and reworking the new school boundaries, then meeting with the public at forums at each High School, answering questions and taking feedback.



I currently serve on the Board of Directors for the Millard Public Schools Foundation, completing my second full year on the board this spring.

**3. Please provide a brief statement indicating why you are qualified for the appointment to the School Board.**

Along with the experiences noted above, all of which have given me some very keen insights into the workings of the district from an administrative as well as budget perspective, I have also been a candidate for the board twice (the second campaign was suspended after the primary). This has given me the opportunity to speak with residents, parents and voters to understand what our citizens expect from a Board member. Additionally, I have served on my SID's Board of Trustees for eight years, with the past six years as Chairman and Compliance Officer. This has given me a great deal of experience working with residents on their issues, understanding what someone serving on such a board can and (more importantly) cannot do for residents, how budgets work and the commitment needed when serving on a board such as this.

**4. Please provide a brief statement of the reasons you would like to serve on the School Board.**

I have been actively involved in the district since 2006, when I assisted with events for the Wheeler Elementary PTA, and have developed a strong interest in the way our district educates our young people. After election to my SID's Board of Directors in 2010, I found I have a passion for public service, for assisting regular folks with the issues they face when dealing with governmental bodies. In 2011 these two passions came together when the 2011 bond issue was being debated. At first I was opposed, but as I dug deeper into the budget and the arguments for the bond, I became an ardent supporter. When that bond issue failed, I decided to try to take an even more active role in the district, running as a candidate for a seat on the board. That effort failed, but it opened new doors for me to become more involved from a larger perspective. I've gained insights into how we use the resources we have to create a truly World Class Education experience for our children, in spite of the budgetary challenges we face. I believe these insights, along with my expertise in other areas outline above would make me an asset to the board and the district.

**5. Please provide any other comments you would like to share that would support your candidacy.**

My wife and I currently have four kids in or soon to be in school in the district. The oldest is a senior at South, while the youngest will be in kindergarten at Upchurch next year. So, for the next 13 years, I will have a young one attending MPS. I have seen the "World Class Education" we offer in action, with the oldest having tremendous opportunities such as Early College, AP courses and Career Academy. In ten years, when my youngest is facing the choices available to her upon entering South High School for the first time, I want her to have the same opportunities her older brother has today. I believe my knowledge and experience as outlined above can help make that happen.

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: February 19, 2018

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Assistant Principal at Millard North Middle School

ACTION DESIRED: Approval

BACKGROUND: The position was advertised on Millard's job posting website, Career Link/Indeed (Regionally and Nationally) and the NCSA website. Thirty (30) external and twenty-three (23) internal applications were received. The applications were reviewed by Kevin Chick, Dr. Jim Sutfin and Dr. Scott Ingwerson. Seven candidates were interviewed for the position. The interview team included Dr. Jim Sutfin, Kevin Chick, Dr. Scott Ingwerson, Heather Daubert, Dr. Greg Tiemann, Teresa Perkins, Dr. Kim Saum-Mills, Melanie Olson, Dr. Tony Weers, Dr. Terry Houlton, Mitch Mollring, Anna Thoma, Alisen Brewer, Eric Peterson, Laura Waller, Katharine Hadan, Josh Mozer, Amanda Rothe and Laura Hrynkow.

RECOMMENDATION: The Superintendent's recommendation is approval of Mr. Sean Carlson for Assistant Principal at Millard North Middle School. Sean's current position is Science teacher at Millard Central Middle School. (2012 Present).

Education:	BA – University of Nebraska, Omaha – Arts/Theatre	December, 2008
	BA – University of Nebraska, Omaha – Secondary Education	May, 2012
	MA – Doane University – Educational Leadership	May, 2017

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Kevin Chick

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



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**AGENDA SUMMARY SHEET**

Meeting Date: February 19, 2018

Department: Human Resources

Action Desired: Approval

Background: Personnel items: (1) Recommendation to Hire; (2) Resignation Agenda; (3) Voluntary Separation Program (VSP); (4) Leave of Absence; (5) Contract Cancellation

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: \_\_\_\_\_



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**February 19, 2018**

**TEACHER RECOMMENDED FOR HIRE**

**Recommend: The following teachers be hired for the 2017-2018 school year:**

1. Michaela L. Kavanagh – BA+24 – University of Nebraska, Omaha. Business teacher hired on a Short-Term Contract at Millard South High School for the remainder of the 2017-2018 school year.

**Recommend: The following teachers be hired for the 2018-2019 school year:**

1. Julia E. Temme – Educational Specialist – University of Nebraska, Omaha. School Psychologist at Millard West High School for the 2018-2019 school year. Previous Experience: Ralston Public Schools (2017-present); Lincoln Public Schools (2016-2017)

**February 19, 2018**

## **RESIGNATIONS**

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

1. Rachel L. Jensen – Grade 3 teacher at Norris Elementary School. Resigning at the end of the 2017-2018 school year because of personal family reasons.
2. Melissa S. Rowan – Grade 3 teacher at Reeder Elementary School. Resigning at the end of the 2017-2018 school year because of personal family reasons.
3. Kathryn A. Wright – Grade 5 teacher at Ezra Elementary School. Resigning at the end of the 2017-2018 school year for personal family reasons.
4. Kiley N. Tettenborn – Grade 2 teacher at Bryan Elementary School. Resigning at the end of the 2017-2018 school year for a job outside of education. (family business)
5. Tracy M. Cox – Business teacher at Horizon High School. Resigning at the end of the 2017-2018 school year for personal family reasons.
6. Nancy J. Nowell – Grade 4 teacher at Willowdale Elementary School. Resigning at the end of the 2017-2018 school year to take an hourly position with Millard Public Schools.
7. Kayla Farrell – Media Specialist at Cather Elementary School. Resigning at the end of the 2017-2018 school year to take a position with Elkhorn Public Schools.

February 19, 2018

**Voluntary Separation Program (VSP)**

**Recommend:** The following qualified candidates be approved to participate in the District's Voluntary Separation Program.

10. Dan R. Crawford – Physical Education teacher at Andersen Middle School  
~ 29 years of service
11. Therese M. Kramer – Grade 2 teacher at Montclair Elementary School  
~ 32.3 years of service
12. Linda S. Brablec – Reading teacher at Millard North Middle School  
~ 20 years of service
13. Jeanne M. Kelley – Art teacher at Millard North High School  
~ 24.2 years of service
14. Kelly M. Thielen – Media Specialist at Kiewit Middle School  
~ 33 years of service

**February 19, 2018**

**LEAVE OF ABSENCE**

**Recommend: The following Leave of Absence be accepted:**

1. Alexis B. Freshman – Grade 1 teacher at Black Elk Elementary School. Requesting a Leave of Absence for the remainder of the 2017-2018 school year for personal reasons.

February 19, 2018

**CONTRACT CANCELLATIONS:**

**Recommend: The following contract cancellations be approved:**

1. Joshua J. Crouch, Industrial Technology teacher at Millard North High School

**AGENDA SUMMARY SHEET**

**Agenda Item:** Elementary Learning Center Summer Program Report  
**Meeting Date:** February 19, 2018  
**Department:** Educational Services  
**Title and Brief Description:** Elementary Learning Center Summer Program Report  
**Action Desired:** Information Only

**Background:** The Elementary Learning Center Summer Program, supported by funds from the Learning Community of Douglas and Sarpy Counties, provided Pre-K through Grade 2 students from 9 MPS elementary schools the opportunity to participate in targeted practice for reading, writing and math skills during the summer. In 2017, the program was offered at Holling Heights Elementary. More than 600 students were invited and 254 attended.

This report contains program and enrollment information. An internal evaluation of student performance data was conducted and is included in this report.

- For attending students entering Kindergarten, Letter Naming Fluency and Letter Sound Fluency benchmark scores increased from pre-test to post-test and from post-test to the fall. Number Identification increased from pre-test to post-test. Incoming Kindergarten students who attended the ELC had higher average fall 2017 scores on NWEA MAP in reading and mathematics compared to similar invited students who did not attend.
- Students entering first grade who attended the ELC made gains from pre-test to post-test on all benchmark assessments. First grade students who attended scored higher in the fall than similar students who did not attend on reading benchmark assessments and on NWEA MAP mathematics and reading.
- 2nd grade students attending the ELC experienced a gain from pre-test to post-test on all reading and math assessments. Those 2<sup>nd</sup> grade students who attended the ELC had lower average RIT scores on the NWEA MAP mathematics and reading assessments than did those students who were invited but did not attend.
- Data analysis indicates that summer school does positively impact student achievement, but it does not totally negate summer regression.

**Recommendations:** Receive the report  
**Strategic Plan Reference:** Strategy 2.5  
**Timeline:** An annual report for the Board of Education  
**Responsible Persons:** Heather Phipps, Andrew DeFreece, Kara Hutton

**Superintendent's Approval:**

\_\_\_\_\_  \_\_\_\_\_



## 2017 Elementary Learning Center Summer Program

### Summary Information

Location:	Holling Heights Elementary
Dates:	July 10 to July 28, 2017
Time:	8:30-12:45
Administrator:	Ashley Tomjack
Number of Teachers:	21
Other Specialists:	1 Counselor, 1 Bilingual Liaison
Number of Students:	254
Ave. Class Size:	12

The following classes were held during the three week session:

- Kindergarten Readiness (5 sections)
- Reading, Writing and Math Skills 1 (7 sections)
- Reading, Writing and Math Skills 2 (6 sections)
- Reading, Writing and Math Skills 3 (3 sections)

The Elementary Learning Center Summer Program was made possible by a grant from the Learning Community of Douglas and Sarpy Counties, in partnership with Millard Public Schools, and other community organizations.

Students from nine MPS elementary schools (Cody, Rockwell, Norris, Sandoz, Holling Heights, Bryan, Neihardt, Willowdale -ELL and Montclair -ELL) were invited to participate. Eligible students qualified based on limitations in English proficiency, deficiencies in reading, writing and math skills, and economic disadvantage.

	Bryan	Cody	Holling Heights	Neihardt	Norris	Rockwell	Sandoz	Montclair	Willowdale	Total
<b>PK</b>	8	10	8	8	10	5	8	0	4	61
<b>K</b>	5	5	20	13	13	8	7	10	3	84
<b>1</b>	5	6	6	16	10	5	10	7	1	66
<b>2</b>	4	1	4	8	9	9	6	2	0	43
<b>Total</b>	22	22	38	45	42	27	31	19	8	<b>254</b>

- 50% of the students who attended the program qualify for the Free or Reduced Price Lunch Program.
- Of the students who attended in 2017, 26% were of limited English proficiency, compared to 25% in 2016.
- 26% of participating students were students with a disability.

**Instructional Design:**

Classes were provided for students entering Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades. Course content included reading, writing and math instruction. In order to provide the maximum amount of direct instruction targeted at specific skills, class size was limited to 10-12 students. Each day the students had three hours of instructional time.

The Elementary Learning Center Summer Program used the Great Source Summer Success Reading Program for reading and writing instruction. The materials include theme magazines, leveled texts, Read-Aloud books and a Readers Handbook. Teachers also supplemented with materials from the Scholastic Summer Reading and the Scott Foresman Reading Street materials that are used throughout the year. The language arts block provided time for large group instruction, small group rotations, instructional writing, and Read-Aloud. Students were placed in groups based on assessment data from the end of the school year as well as data collected on the first day of the program.

In mathematics, the curriculum was re-evaluated. The mathematics curriculum is aligned with the district's new mathematics curriculum, Math Expressions. Teachers also supplemented with Great Source Summer Success Math and Everyday Counts-Calendar Math. Again, whole group and small-group instructional strategies were used.

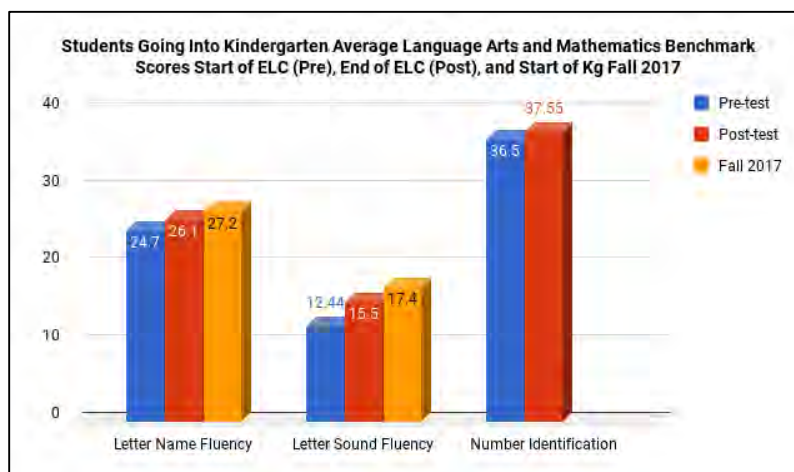
In addition, Imagine Learning, a computer-based program, was used with all students. Imagine Learning is designed to provide support in literacy and language skills. All students worked with this software for 20 minutes, four days per week. It is individualized and very engaging.

**Evaluation:**

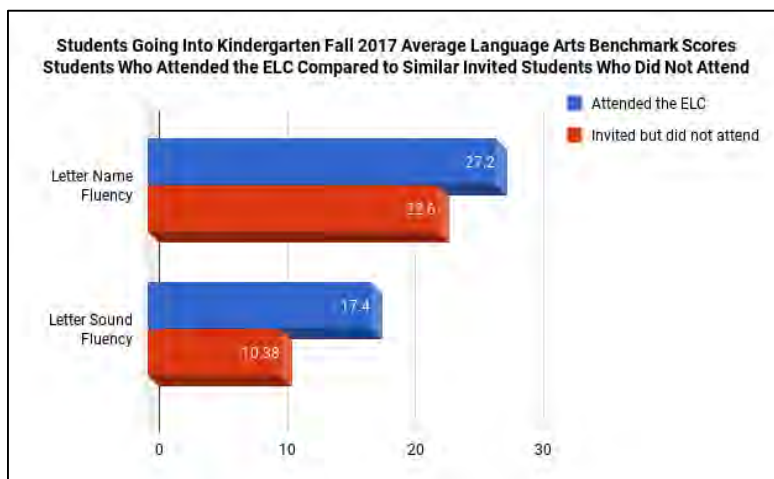
An internal analysis was conducted to determine the growth of participating students during the program as well as the impact on summer learning loss. Results were examined for assessments given in May, July pre- and post-tests, and August 2017. Research finds that students can lose two to three months of learning over the summer. One purpose of the Elementary Learning Center Summer Program is to combat those losses. Therefore, not only did we compare pre- and post-test results of students participating in the program, but we also compared the August results of students participating and like students who did not participate.

## Kindergarten Readiness

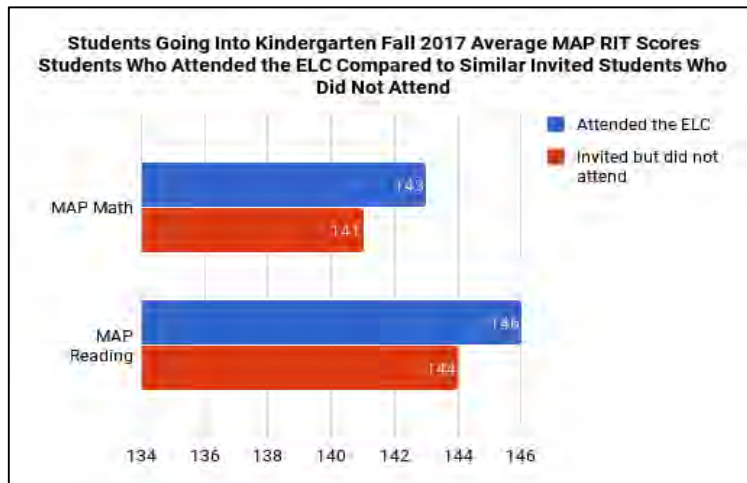
- Students going into kindergarten demonstrated gains from pre-test to post-test for Letter Naming Fluency, Letter Sound Fluency, and Number Identification.



- The average scores for Letter Naming and Letter Sound Fluency in the fall of 2017 were higher for those incoming Kindergarten students who attended the ELC than similar invited students who did not attend.

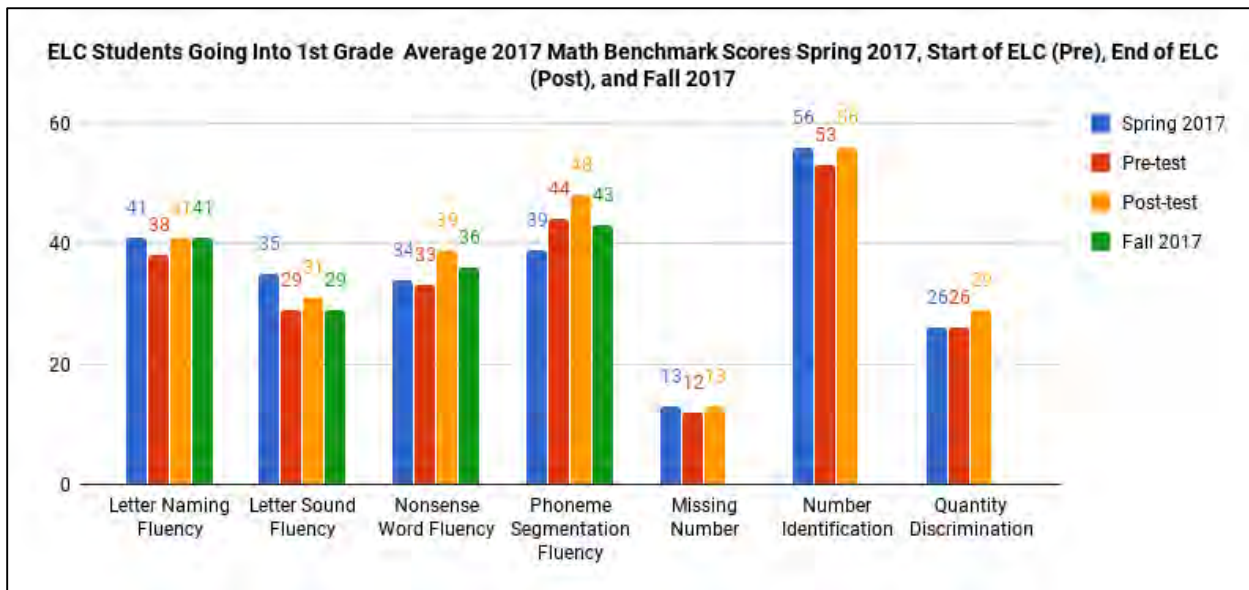


- Similarly, fall 2017 Scores for NWEA MAP Math and Reading for students entering Kindergarten were higher for those who attended the ELC Summer Program as compared to similar students who were invited and did not attend.

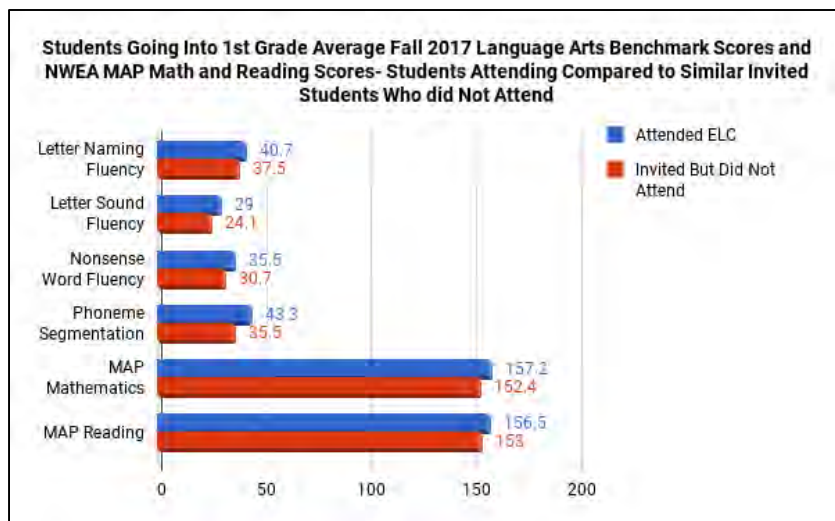


# 1<sup>st</sup> Grade

- Students going into first grade made gains from pre-test to post-test on all language arts benchmark assessments. These include Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency, and Phoneme Segmentation Fluency.
- In Mathematics, students entering first grade made growth from pre-test to post-test on all measures; Number Identification, Quantity Discrimination, and Missing Number.

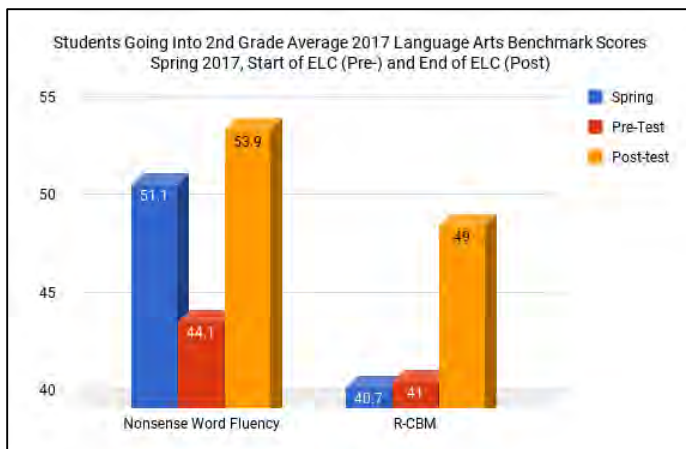


- Incoming first-grade students who attended the ELC scored higher on the fall 2017 language arts benchmark assessments and on the NWEA MAP Mathematics and reading assessments than similar peers who were invited but did not attend the ELC.

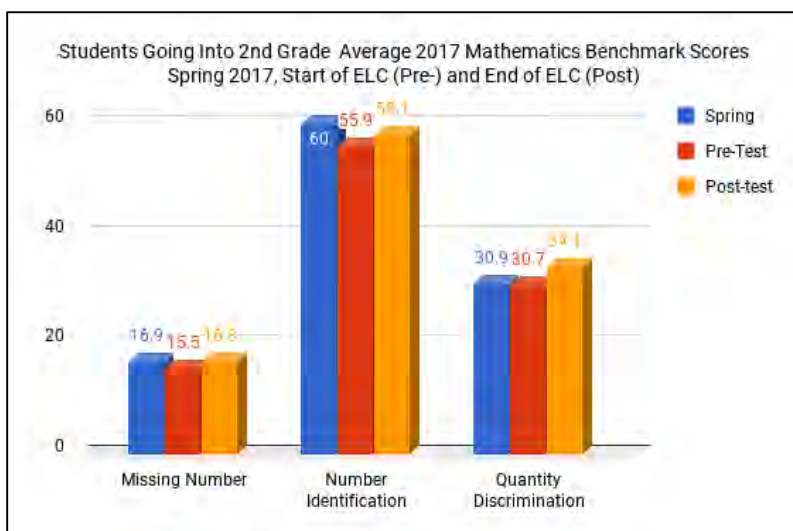


## 2<sup>nd</sup> Grade

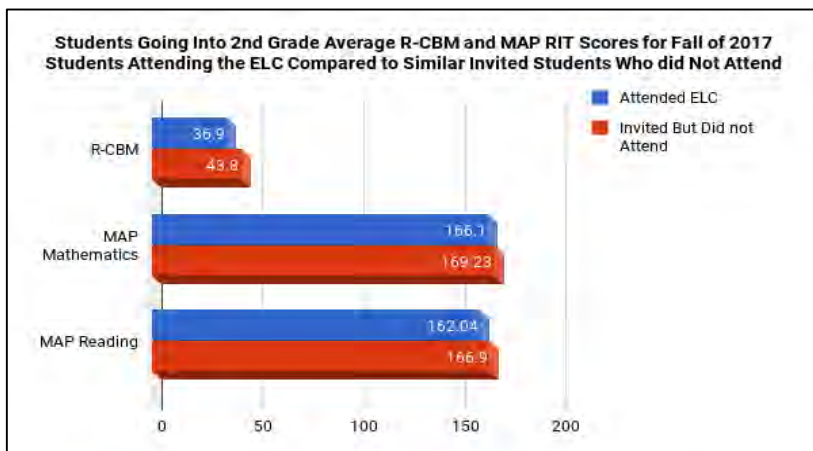
- Students going into 2nd grade made gains in Nonsense Word Fluency and R-CBM during the 2017 ELC program.



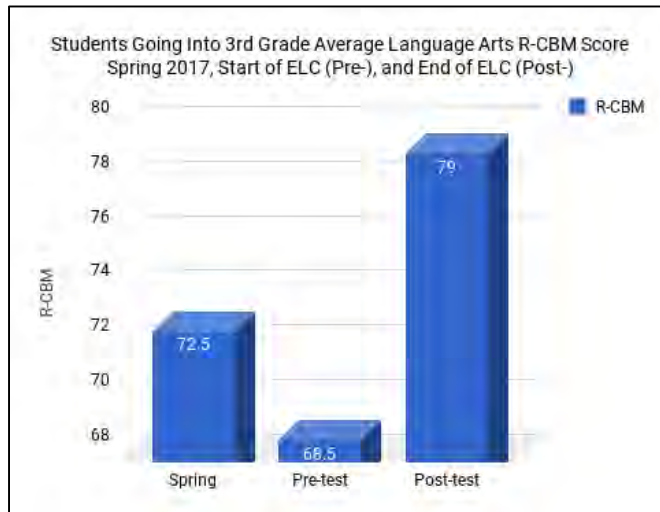
- ELC students entering 2nd grade experienced growth from pre-test to post-test on Number Identification, Missing Number, and Quantity Discrimination.



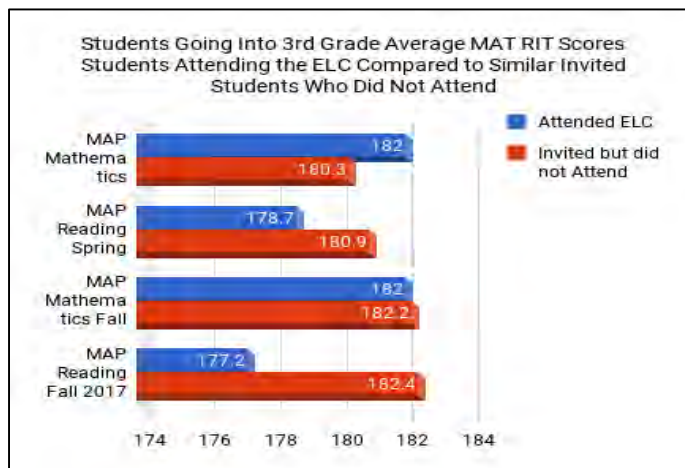
- Students entering second grade who attended the ELC had lower average fall 2017 scores on the R-CBM and the NWEA MAP assessments for mathematics and reading than similar students who were invited but did not attend.



- Students entering 3rd grade demonstrated growth on the Reading-Curriculum Based Measure (R-CBM) during the ELC program.
- Due to the adoption of the NWEA MAP assessments during the 2016-2017 school year, and the inability to administer MAP during the Elementary Learning Center, no pre- and post-test data is available for mathematics.



- However, students going into 3rd grade who attended the ELC started school with lower average scores on the NWEA MAP Reading Assessment as similar students who were invited but did not attend.



- Although fall 2017 MAP mathematics and reading scores were lower than peers who did not attend, students who attended the ELC did not demonstrate a loss from spring to fall in mathematics. The decline in the average reading RIT score was only 1.5. This is an indication that the ELC is being successful in meeting its goal to reduce summer learning loss in mathematics and reading.



### **Collaboration and Partnership:**

Providing opportunities for parental involvement and collaboration has a positive impact on learning for all students, but particularly for students who are economically disadvantaged. In addition, research shows that community involvement also has a positive impact on achievement. As part of the Elementary Learning Center Summer Program, the following services were offered:

- Breakfast and lunch for all students.
- Transportation to and from school.
- Weekend food packs from the Food Bank for the Heartland were distributed on each Friday during the program to some of the students in need.
- Dental checkups, fillings, teeth cleaning, crowns, and extractions were available through the services of One World Community Health Centers, Inc. and their mobile clinic. The clinic offered more than 17 different types of procedures and consultations.
- Three Family Days with activities for students and parents, including:
  - STEM Focus-Spheros, Ozobots, and Google Expeditions, UNO STEM presentation
  - Art Focus-Rose Theater, Music with Mrs. Chapman,
  - Academic Focus-math games, reading strategies, reading promotion by the Omaha Public Library
  - Science Focus-Henry Doorly Zoo
  - Fitness Focus- nutrition presentation by HyVee nutritionist, outdoor activities (MPS teachers), haircuts
- In addition, other community organizations partnering with MPS to provide support were the Millard Business Association (Project Wee Care), Project Harmony, Heartland Hope, Region 6, and MPS Family Resource Center.

## Parent Survey Results:

Parent Survey						
Kindergarten Readiness-3rd Grade	Strongly Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Strongly Agree	Total Number of Responses
I was satisfied with the hours of the program.	0.00%	0.00%	4.88%	21.95%	73.17%	41
I was satisfied with the length of the program.	0.00%	7.32%	4.88%	14.63%	73.17%	41
I was satisfied with the program as a whole.	0.00%	2.44%	12.20%	21.95%	63.41%	41
The staff was excellent (caring, reliable, skilled).	0.00%	2.44%	9.76%	12.20%	75.61%	41
My child enjoyed attending the program.	5.00%	5.00%	27.50%	17.50%	45.00%	40
I was satisfied with the level of communication I had with my child's teacher.	9.76%	24.39%	21.95%	19.51%	24.39%	41
I was informed about my child's progress.	0.00%	2.44%	7.32%	36.59%	53.66%	41
I believe that my child will be more successful in school as a result of the program.	0.00%	2.44%	19.51%	29.27%	48.78%	41
1st-3rd Grade	Never	Once	Twice	Almost weekly	At least weekly	Total
Your child's teacher talked to you about your child's learning/development.	67.65%	5.88%	8.82%	11.76%	5.88%	34
Your child's teacher talked to you about your child's behavior.	79.41%	8.82%	0.00%	8.82%	2.94%	34
You visited your child's classroom for more than dropping off/picking up your child.	26.47%	29.41%	29.41%	5.88%	8.82%	34

- Over 85% of parents who completed the survey were satisfied with the program.
- 62.5% of parents reported that their child enjoyed attending the ELC program.
- The ELC continues to score low in the area of parent communication, specifically in the areas of academic and behavioral progress. Efforts to increase communication were implemented in 2017. Each classroom sent a weekly class newsletter home to parents. Teachers were encouraged to call parents with good reports and not only when there were problems. The issue of student progress is difficult due the short length of the program and because parents fill out the survey on the last day of the program. The final assessments on progress are typically sent home after the family has completed the survey. In 2018 each teacher will be asked to send an individualized report home each week.
- In 2017 the parent survey went from paper-pencil to an online survey. Only 16% of ELC parents completed the survey. In 2018 the program will develop a way to promote the online survey and will also provide a paper version.
- 100% of parents who filled out the survey attended one or more of the Family Days.

**Points of Special Note:**

- ◆ The average daily attendance was 93.6%.
- ◆ Based on parent feedback, teachers in 2018 will send home weekly individualized communication to parents with regards to their child's growth and behavior. Other methods of communication may include phone calls to families prior to the start of the program, one classroom newsletters, and summary reports at the end of the program.

**Financial Report:**

- The initial allocation from the Learning Community was \$137,590.00.

<b>Grant Receipts</b>		\$131,314.97	
<b>Expenditures</b>			
	Salaries/Benefits		\$102,290.77
	Supplies/Curriculum		\$3,146.50
	Transportation		\$25,877.70
	Breakfast/Lunch		\$0.00
	<b>Total Expenses</b>		<b>\$131,314.97</b>
<b>Balance</b>			\$0.00
2017 Allocation	\$146,103.98		
2017 Expenses	\$131,314.97		
2019 Carryover	\$14,789.01		

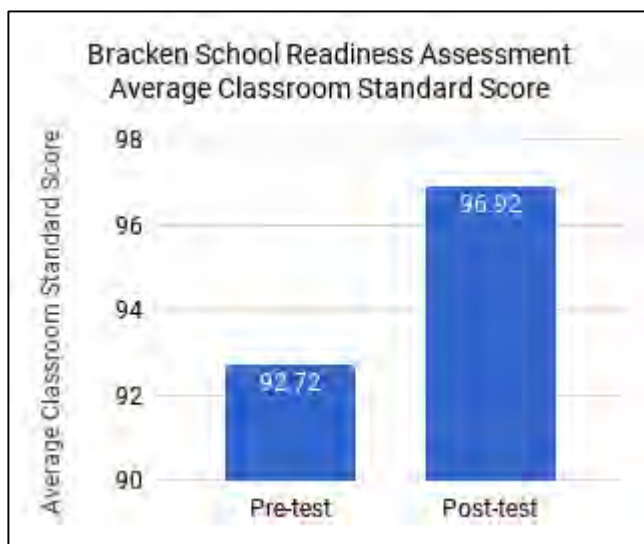
**Note:** Carryover is for 2019 as the budget for 2018 has already been set.

### External Analysis:

Due to the extensive nature of district reports on Extended Learning Programs and the variety of assessments, an external analysis of student data for students going into first through third grades was not completed by the Learning Community.

The Learning Community did provide the Bracken School Readiness data from the Millard students who are now kindergarten students in their evaluation of all Jump Start to Kindergarten programs.

### Jump Start to Kindergarten



- Students entering kindergarten made gains on the Bracken School Readiness assessment from pre-test to post-test.

**AGENDA SUMMARY SHEET**

**Agenda Item:** Legislative Update

**Meeting Date:** February 19, 2018

**Department** External Affairs

**Title and Brief Description:** Legislative Update

**Action Desired:** Information Only

**Background:** The purpose of this report is to share introduced legislation impacting Millard Public Schools.

**Options/Alternatives Considered:** None

**Recommendations:** None

**Responsible Persons:** Nolan Beyer, Director of Activities, Athletics & External Affairs

**Superintendent's Signature:**

A handwritten signature in blue ink, appearing to read "Jim Duffin".

Millard Public Schools - Legislative Summary									
	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
CARRY OVER BILLS FROM 2017									
<a href="#">LB295</a>	Smith	Revenue	1/26/2017	Smith AM1420 filed Date: 05/18/2017 Smith AM1421 filed Date: 05/18/2017, Placed on General File with AM1418 Date: 05/23/2017 Revenue AM1418 filed Date: 05/23/2017, Morfeld AM1893 filed Date: 02/15/2018	Adopt the Opportunity Scholarships Act and provide tax credits	Oppose	Oppose	Oppose	
<a href="#">LB299</a>	Ebke	Gov, Military & Vet. Aff	2/24/2017	Ebke priority bill Date: 01/31/2018	Adopt the Occupational Board Reform Act and change procedures for rules and regulations				
<a href="#">LB347</a>	Geist	Transportation		· Geist AM1513 filed Date: 01/08/2018, Transportation and Telecommunications AM16 adopted Date: 01/11/2018 Geist AM1513 adopted Date: 01/11/2018, Placed on Select File Date: 01/17/2018, Placed on Final Reading Date: 01/30/2018, Passed on Final Reading 48-0-1 Date: 02/08/2018 President/Speaker signed Date: 02/08/2018 Presented to Governor on February 08, 2018 Date: 02/08/2018, <b>Approved by Governor on February 14, 2018</b> Date: 02/15/2018	Change provisions relating to school bus permits and qualifications.				



Millard Public Schools - Legislative Summary									
	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB377</a>	Education Committee	Education		Groene AM1454 Filed, 01/18/18, Placed on Select File with ER96 Date: 01/23/2018 Enrollment and Review ER96 filed Date: 01/23/2018, Groene AM1454 adopted Date: 01/26/2018, Placed on Final Reading with ST37 Date: 01/31/2018, Passed on Final Reading 47-0-2 Date: 02/08/2018 President/Speaker signed Date: 02/08/2018 Presented to Governor on February 08, 2018 Date: 02/08/2018, Approved by Governor on February 14, 2018 Date: 02/15/2018	Change provisions relating to classification of school districts				
	Smith	Gov., Mil, & Vet Affairs			Adopt the Government Neutrality in Contracting Act				
<a href="#">LB548</a>	Lindstrom	Retirement	2/14/2018	Kolterman AM1506 filed Date: 01/11/2018, Lindstrom AM1529 filed Date: 01/24/2018, Kolterman AM1652 filed Date: 01/26/2018, Kolterman AM1758 filed Date: 02/05/2018, Nebraska Retirement Systems priority bill Date: 02/07/2018					
<a href="#">LB651</a>	Linehan	Education		Linehan AM1590 filed Date: 01/24/2018					
NEW LEGISLATION									

Millard Public Schools - Legislative Summary									
	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB671</a>	Krist	Transportation & Telecommunications	1/23/2018		Change requirements for certain driving permits and use of occupant protection systems, change certain violations from secondary to primary enforcement, and prohibit use of interactive wireless communication devices by school bus operators				
<a href="#">LB688</a>	Blood	Judiciary	1/25/2018		Provide for the possession, use, and application of sunscreen for children and students and provide immunity	Neutral			
<a href="#">LB729</a>	Wayne	Judiciary	1/25/2018	Wayne AM1623 filed, 1-24	Allow claims arising out of misrepresentation or deceit under the Political Subdivisions Tort Claims Act and State Tort Claims Act				
<a href="#">LB771</a>	Walz	Education	1/16/2018		Adopt the Child Hunger and Workforce Readiness Act	Support	Support	Support	Support
<a href="#">LB778</a>	Groene	Education	1/16/2018		Require voter approval for school district building fund levies	Oppose	Oppose	Oppose	Oppose
<a href="#">LB779</a>	Groene	Education	1/22/2018		Change provisions relating to learning communities	Support	Neutral		
<a href="#">LB783</a>	Vargas	Education	1/22/2018		Define "educational interpreter" for purposes of students eligible for special education as prescribed	Neutral			
<a href="#">LB803</a>	Stinner	Education	1/22/2018		Change provisions related to kindergarten, early childhood education, and the Step Up to Quality Childcare Act	Neutral			
<a href="#">LB804</a>	Brasch	Revenue	1/26/2018		Include elementary and secondary schools in the Nebraska educational savings plan trust and change tax benefits	Oppose	Oppose	Oppose	Oppose
<a href="#">LB825</a>	Brewer	Gov. Mil, & Veterans Aff.	1/17/2018		Change provisions relating to budgets and public hearing notice for certain governmental entities				
<a href="#">LB828</a>	Lowe	Education	1/30/2018		Adopt the Empowerment Savings Account Act	Oppose	Oppose		
<a href="#">LB829</a>	Erdman	Revenue	1/25/2018	Erdman priority bill Date: 02/14/2018	Adopt the Property Tax Relief Act	Oppose			
<a href="#">LB850</a>	Linehan	Gov. Mil, & Veterans Aff.	1/31/2018	Linehan AM1564 filed, 1-3-18	Require disclosure of the anticipated cost to a political subdivision to pay off its bonds				
<a href="#">LB851</a>	Linehan	Education	1/22/2018		Limit superintendent and educational service unit administrator compensation	Oppose	Oppose	Oppose	Oppose
<a href="#">LB876</a>	Kolowski	Education	1/30/2017		Change special education reimbursements	Support	Support	Support	

Millard Public Schools - Legislative Summary									
	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB877</a>	Kolowski	Education	1/30/2017		Change provisions related to early childhood education in the Tax Equity and Educational Opportunities Support Act	Support	Support	Support	
<a href="#">LB886</a>	Morfeld	Judiciary	2/8/2018		Protect student journalists' and student media advisers' rights of and freedom of speech and of the press	Oppose			
<a href="#">LB888</a>	Wayne	Education	1/23/2018		Require schools to post the child abuse and neglect toll-free telephone number	Support	Support		
<a href="#">LB911</a>	Bolz	Revenue	2/14/2018		Adopt the School District Local Option Income Surtax Act				
<a href="#">LB912</a>	McCollister	Education	1/23/2018		Provide for posting by public schools of a toll-free telephone number set up to report child abuse and neglect	Support	Support		Support
<a href="#">LB915</a>	Riepe	Transportation & Telecommunications	NA	Riepe MO168 Withdraw bill filed Date: 01/16/2018, Riepe MO168 prevailed Date: 01/17/2018 Bill withdrawn Date: 01/17/2018	Change prohibitions on using handheld wireless communication devices or handheld mobile telephones while driving	NA			
<a href="#">LB959</a>	Murante	Gov. Mil, & Veterans Aff.	2/14/2018		Provide requirements for returning a ballot for someone else and provide a penalty	Support			
<a href="#">LB963</a>	Smith	Revenue	2/7/2018		Change how often real property is inspected and reviewed for property tax purposes	Support			
<a href="#">LB991</a>	Bolz	Business & Labor	2/26/2018		Create the Nebraska Integrated Education and Training Grant Program				
<a href="#">LB995</a>	Linehan	Gov. Mil, & Veterans Aff.	2/1/2018		Require the filing of a statement of financial interests by individuals holding elective office of a school district under the Nebraska Political Accountability and Disclosure Act	Oppose		Oppose	
<a href="#">LB997</a>	Murante	Gov. Mil, & Veterans Aff.	1/25/2018		Provide limits on salaries of administrative employees of political subdivisions	Oppose	Oppose	Oppose	Oppose
<a href="#">LB998</a>	Walz	Education	2/12/2018		Create the Collaborative School Behavioral and Mental Health Program			Support	
<a href="#">LB999</a>	Vargas	Education	2/13/2018		Change provisions relating to the Student Discipline Act	Oppose			
<a href="#">LB1001</a>	Briese	Education	2/5/2018		Provide for a review of the financing of schools		Support	Support	Support
<a href="#">LB1005</a>	Kolterman	Retirement	2/2/2018	Nebraska Retirement Systems priority bill, 02/07/2018	Change county and school retirement provisions	Neutral	Monitor		
<a href="#">LB1007</a>	Kolowski	Revenue	2/7/2018		Authorize school districts to levy a tax and establish a fund for facilities-related expenditures		Support	Support	

Millard Public Schools - Legislative Summary									
	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB1022</a>	Schumacher	Revenue	2/21/2018		Adopt the Irrigation Tax Act and change the valuation of agricultural land for property tax purposes				
<a href="#">LB1033</a>	Murante	Education	2/26/2018		Eliminate learning communities				
<a href="#">LB1034</a>	Riepe	Health & Human Resources	2/2/2018		Change facility standards for school-age child care programs	Support		Support	
<a href="#">LB1037</a>	Baker	Gov. Mil, & Veterans Aff.	2/1/2018		Change provisions of the Nebraska Political Accountability and Disclosure Act relating to a potential conflict of interest by an elected office holder of certain cities or villages or a school district			support	
<a href="#">LB1052</a>	Pansing Brooks	Education	2/13/2018		Require instruction and teacher education related to dyslexia	Support			Support
<a href="#">LB1056</a>	Hansen	Education	2/6/2018		Provide for collection of data on student disciplinary actions	Oppose			
<a href="#">LB1069</a>	Brasch	Education	2/5/2018		Change provisions related to the Committee on Americanism				Monitor
<a href="#">LB1077</a>	Friesen	Education	2/14/2018		Eliminate levy limits for school districts	Support			Oppose
<a href="#">LB1081</a>	Education Committee	Education	2/12/2018		Change education provisions regarding reporting, penalties, residency, boundaries, priority schools, subpoena authority, poverty, and limited English proficiency				
<a href="#">LB1084</a>	Briese	Revenue	2/8/2018		Adopt the Property Tax Request Limitation Act, provide sunset dates for certain tax exemptions and incentives, and change other revenue and taxation provisions				
<a href="#">LB1088</a>	Wayne	Revenue	2/27/2018	Wayne MO185 Rerefer to Government, Military and Veterans Affairs filed Date: 01/24/2018, Wayne MO188 Rerefer to Education Committee filed Date: 01/26/2018	Adopt the Nebraska Education Formula and the Remote Seller Sales Tax Collection Act, terminate the Tax Equity and Educational Opportunities Support Act and the Property Tax Credit Act, and eliminate certain tax exemptions				
<a href="#">LB1094</a>	Hilgers	Education	2/6/2018		Provide for financial literacy and entrepreneurship academic content standards				
<a href="#">LB1095</a>	Hilgers	Revenue	2/22/2018		Change the information included in certain tax notices and receipts				
<a href="#">LB1100</a>	Erdman	Revenue	2/23/2018		Change the valuation of agricultural land and horticultural land				
<a href="#">LB1103</a>	Friesen	Education	2/6/2018		Provide a minimum amount of state aid for each school district				

<b>Millard Public Schools - Legislative Summary</b>									
	<b>Senator</b>	<b>Committee</b>	<b>Hearing</b>	<b>Action</b>	<b>Summary</b>	<b>MPS Stance</b>	<b>GNSA Stance</b>	<b>NASB Stance</b>	<b>NCSA Stance</b>
<a href="#">LB1106</a>	Linehan	Revenue	2/14/2018		Change requirements for overriding property tax limits	Oppose			
<a href="#">LB1108</a>	Harr	Revenue	2/1/2018		Authorize certain tax credits, change the sales tax rate, and provide for school foundation aid and certain grant programs				
<a href="#">LB1110</a>	Vargas	Education	2/13/2018		Require annual reporting of school performance scores and classifications	Support			
<a href="#">LB1116</a>	Linehan	Education	2/13/2018		Create the Quality Education Accountability Commission and the Quality Education Accountability Office	Oppose		Oppose	
<a href="#">LB1125</a>	Groene	Education	2/26/2018		Change school finance base limitation and local effort rate provisions	Oppose			
<a href="#">LB1135</a>	Vargas	Education	2/5/2018		Adopt the Alternative Certification for Quality Teachers Act	Neutral			
<a href="#">LR270CA</a>	Koloswki	Education	1/23/2018		Constitutional amendment to reduce the minimum age in the constitutional requirement to provide free instruction	Support	Support	Support	
<a href="#">LR285CA</a>	Murante	Education	2/12/2018		Constitutional amendment to eliminate the State Board of Education	Oppose			Oppose